

HUMBOLDT-UNIVERSITÄT ZU BERLIN

Landwirtschaftlich-Gärtnerische Fakultät



**Facilitating the Introduction of a Participatory and
Integrated Development Approach (PIDA) in
Kilifi District, Kenya**

Volume II: From Concept to Action

A Manual for Trainers and Users of PIDA



Schriftenreihe des Seminars für
Landwirtschaftliche Entwicklung

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205.1-17613

Nr. S 164
Volume II

2051-17613



Seminar für Landwirtschaftliche Entwicklung (SLE)
Centre for Advanced Training in Agricultural Development (CATAD)

**Facilitating the Introduction of a Participatory and
Integrated Development Approach (PIDA) in
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Volume II

**From Concept to Action
A Manual for Trainers and Users of PIDA**

Based on a project conducted in cooperation with the
Kilifi Water and Sanitation Project (KIWASAP)

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Kilifi/Berlin, November 1994

Schriftenreihe des Seminars für Landwirtschaftliche Entwicklung
(Publication Series by the Centre for Advanced Training in
Agricultural Development)

Bisher veröffentlicht unter (published so far under):

Schriftenreihe des Fachbereichs Internationale Agrarentwicklung
(Publication Series by the Faculty of International Agricultural
Development)

Herausgeber
(Editors)

Seminar für Landwirtschaftliche
Entwicklung (Centre for Advanced
Training in Agricultural Development)
Humboldt Universität zu Berlin
(Humboldt University Berlin)
Podbielskiallee 66
D-14195 Berlin, Fed. Rep. of Germany

Redaktion
(Managing Editor)

Dr. Peter Neunhäuser
Seminar für Landwirtschaftliche
Entwicklung

Druck
(Printers)

Offset-Druckerei Gerhard Weinert GmbH
D-12099 Berlin

Verlag und Vertrieb
(Publishers and
Distributors)

Margraf Verlag
Postfach 105
D-97985 Weikersheim

2. Auflage 1995
(2nd edition 1995)

501-800

Copyright 1994 by

Seminar für Landwirtschaftliche
Entwicklung (Centre for Advanced Training
in Agricultural Development), Berlin

ISSN 0945-9278

ISBN 3-924333-90-4

Foreword

This Manual is Volume II of a report which documents the results of the KIWASAP-CATAD project "Facilitating the Introduction of a Participatory and Integrated Development Approach (PIDA) in Kilifi District".

The Kilifi Water and Sanitation Project (KIWASAP), the Centre for Advanced Training in Agricultural Development (CATAD) and the KIWASAP-CATAD project, are described in detail in Volume I of the report. The foreword, the acknowledgements and chapter 2 of Volume I explain the context, objectives and methodology of the KIWASAP-CATAD project. The executive summary of Volume I can be found in the front pages of this Manual.

PIDA pilot projects in four Sub-Locations of Kilifi District involving approximately 800 community members and 50 officers from KIWASAP and other development agencies were conducted and evaluated during the course of the KIWASAP-CATAD project.

The experience gained in these pilot projects and the recommendations made by all parties involved form the empirical base of this Manual.

The Manual is not complete and should not be seen as static. This is especially important for the follow-up phase. At the end of the KIWASAP-CATAD project, the pilot project just reached the first steps of the follow-up phase. Therefore the Manual does not yet contain sheets on operational planning, implementation as well as monitoring and evaluation (M & E).

By including all the recommendations of people who took part in the four pilot projects, the Manual became very specific in some parts. Yet it should not be seen as a "recipe book" but as a guide that can be modified to fit the specific situation, while maintaining the main principles of PRA/PIDA!

To facilitate the use of the Manual, the lay-out has been done in such a way that some pages/sheets can be removed or replaced and new sheets can also be added as soon as additional experience is available. We recommend that KIWASAP takes over the responsibility of frequently updating and completing this Manual in close cooperation with all those communities and development agencies which contributed to this first edition.

Finally, we want to say a word of caution. This Manual has been written for Kilifi District, where it will serve as one component of a strategy to introduce PIDA. The other components, which have been provided by the KIWASAP-CATAD project and will in future be provided by KIWASAP are described in Volume I. We are convinced that for the introduction of PIDA it is not sufficient to have a manual or even a manual and some training. The introduction and sustainable use of PIDA involves substantial behavioural, procedural and organisational changes. Facilitating this process of change requires continuous assistance in a number of ways and by a number of means over a period of three to five years. A manual is not more than one of those means.

Acknowledgements

We would like to thank all those who supported the KIWASAP - CATAD project and made this Manual possible. Our thanks go first of all to the people of Jila, Majajani, Dungicha and Ngerenya. They welcomed us with great hospitality and shared their valuable time and experience with us. They gave us the feeling that what we did was worth doing. Always when coming back from meetings with the communities and the village committees we felt encouraged to go on with this project.

Next we want to thank the 50 officers from KIWASAP, from the Department of Agriculture, Livestock Development and Marketing and from many other Kilifi-based development agencies for their cooperation. They actually planned, conducted and analysed the four pilot projects and they are the ones on whose assessment and recommendations this Manual is based.

We thank Mr. Esderts, the GTZ representative for Kenya, on whose initiative the KIWASAP - CATAD project was started, and Mr. Graefen and Dr. Kievelitz, also GTZ, who provided conceptual advice.

We are grateful to the Project Manager and the Project Adviser of KIWASAP for integrating the CATAD team into KIWASAP, for providing support in many ways, for always being available for discussions and for their comments and recommendations in all phases of the project.

Special thanks for their welcome and commitment after our arrival in Kilifi go to Mr. Kenda from the Agricultural Department, Mr. Mwangi and Ms. Ngari from KIWASAP, who were able to join the CATAD team for three weeks in Berlin to prepare the project.

We want to express our gratitude to Dr. Ray Bourne who painstakingly and with unwavering patience helped in editing this Manual, particularly with regard to correcting our English. We thank Ms. Monika Schneider for her assistance in editing the Manual and especially Ms. Monika Zunckel for the intensive and valuable final proof-reading. We also want to thank those 16 readers of our draft Manual who gave us written comments which helped a great deal in writing this final version. Among them are Mr. Vijselaar, Dr. Karin Fiege, Prof. Ramesh Agrawal and Dr. Kievelitz.

During the six-week preparation phase in Berlin, Dr. Sallu Jabati was a member of the CATAD team and contributed substantially to the design of the KIWASAP-CATAD project.

Many other people have helped us during our stay in Kenya and we want to thank all those who have made our work easier, supplied ideas, voiced criticism and showed interest. We would like to thank all those who have been in the field with us and also the many people who have welcomed us in their offices. There were so many that it is impossible to mention all of them here.

We want to extend our thanks in advance to all those who will now have to continue what we have started together, especially to the follow-up coordinators of KIWASAP.

Executive summary (Volume I)

There is a felt need for a fundamental change in the development approach as currently practised in Kilifi District. This need has been expressed at community level as well as by numerous officers of development agencies (DAs). In order to be more effective and in order to lead to more sustainable development impacts compared to the current situation, the new approach has to be based on two principles:

a felt need for change

- The communities should be the initiators, owners and managers of development activities. Project planning and implementation must therefore be based on those problems, constraints, potentials and solutions as perceived by the communities.
- Mass poverty is a complex problem, which can in most cases not be solved by monosectoral interventions. It needs an approach by which the main causes of poverty are attacked simultaneously in an integrated way. This requires cooperation of different sectoral development agencies at community level.

The Kilifi Water and Sanitation Project (KIWASAP) is in a process of gradual transformation from a sectoral project to an integrated development programme. At the same time KIWASAP's role will also change from direct implementation to the role of a facilitating agency. In this context the Centre for Advanced Training in Agricultural Development (CATAD) has been contracted to assist KIWASAP in working out an appropriate development approach and in redefining KIWASAP's role in Kilifi District.

KIWASAP

An interdisciplinary CATAD team was stationed in Kilifi from 28-7-94 to 29-10-94. During these three months the CATAD team, together with personnel from KIWASAP and from a number of other development agencies, implemented the KIWASAP-CATAD project: Facilitating the introduction of a participatory and integrated development approach in Kilifi District. This project produced the following results:

CATAD

1. A vision of a Participatory and Integrated Development Approach (PIDA) has been generated (chapter 1). PIDA includes Participatory Rural Appraisal (PRA) but goes beyond PRA. It emphasises not only participation but also integration and it includes not only the appraisal stage of a project but also its approval and implementation. It is built on the following principles:

a vision for PIDA in Kilifi District

- **Participation** is the active involvement of community members in situation analysis and in all decisions related to development objectives and activities, as well as in the activities themselves. The primary purpose of participation is to encourage community self-determination and thus foster sustainable development.
- **Integrated** development is based on a holistic problem and potential analysis at community level. It aims at combining sectoral activities in such a way that synergetic effects are achieved. As a result of integrated planning, sectoral development agencies are able to coordinate their development activities at different institutional and regional levels (community, division, district).
- **Development** is a change for the better. It should be seen as a process which is spearheaded by the communities. Wherever communities mobilise themselves and start solving their problems, development is happening. The role of the development agencies is to observe carefully what the communities discuss and decide and do; and then to assist the communities, where they need assistance and request it.

2. The hypothesis of the KIWASAP-CATAD project is that PIDA is feasible under the institutional framework of Kilifi District and that it leads to:

the hypothesis

- awareness creation, empowerment and self-help motivation within the communities
- demand-oriented and integrated development activities of the development agencies
- the feeling that the communities are the owners and managers of development activities, which will hopefully increase the sustainability of the impacts of these activities.

In order to verify this hypothesis, four PIDA pilot projects have been carried out. Each pilot project involved the following sequence of activities:

testing the hypothesis in four pilot projects

- Training of the PRA team which on the average consisted of 12 officers from KIWASAP and other development agencies (3 days)
- Preliminary visit of the community and planning of the village workshop by the PRA team (2 days)
- Conducting the village workshop (4 days)
- Writing the village workshop report and evaluating the whole PRA phase (2 days)

- Appointing a follow-up coordinator, drawing up a project proposal and starting the project approval process (4 weeks).

The experience gained in the first two communities (Majajani and Jila) served to improve the approach. The improved approach was used in the last two pilot communities (Ngerenya and Dungicha).

3. The evaluation of the four pilot projects arrives at the conclusion that PIDA had been readily accepted by the 50 officers who conducted the pilot projects as well as by the four pilot communities. It is technically feasible, the costs are moderate and the impacts in terms of awareness creation, empowerment and self-help motivation are high. There is a good chance that the momentum created by the village workshops will lead to integrated development activities and will contribute to sustainable improvements in the living conditions of the participating communities.

a PIDA design based on the pilot projects

Based on this analysis, officers of KIWASAP and of different development agencies, together with the CATAD team, have designed a Participatory and Integrated Development Approach for Kilifi District. In this report the approach is described in detail (chapter 3.1 to 3.4), costs and impacts are assessed (chapter 3.5) and unresolved issues are discussed (chapter 3.6). Guidelines for practising PIDA are given in the PIDA Manual (Volume II of this report).

The specific results of the four pilot projects are documented in four separate village workshop reports. One example of a village workshop report is given in annex 10.

4. In order to assess how PIDA fits into the institutional framework of Kilifi District, the potential and constraints for using participatory approaches are analysed (chapter 4). It is concluded that PIDA fits very well into the District Focus Strategy for Rural Development (DFSRD) and could substantially contribute to putting the principles of the DFSRD into practice. The constraints for introducing PIDA are to a large extent the same as those that have so far hindered the DFSRD's effectiveness:

potential and constraints for using PIDA on a larger scale

- Deficits with regard to the vertical and horizontal flow of information and with regard to decision-making procedures

- Limitations on human and budgetary resources

Given the political will and a moderate amount of donor assistance, most of these constraints can be overcome.

recommendations for institutionalising PIDA

5. Recommendations for institutionalising PIDA in Kilifi District are based on the experience gained in the pilot projects (chapter 3) and on the organisational analysis (chapter 4). They are made under the assumption that the District Focus Policy Institutions (the Development Committees and the District Development Officer) should not be by-passed but should play a central role within the limits of their capacity. This role is different in each PIDA-phase:

the role of District Focus Policy institutions

- In the initiating phase all applications for conducting a village workshop in a particular community should be channelled to the District Development Officer (DDO) in a nonbureaucratic way. The DDO should then assist the applicants to identify funds, an Organising Agency, and other development agencies which should join the PRA team. The DDO will be supported in this task by a PIDA Coordination Committee.
 - The PRA-phase, which involves training the PRA team, planning and conducting the village workshop and writing the village workshop report, will then be conducted by the organising agency and the PRA team without further assistance of the DDO.
 - In the follow-up phase, the community elaborates a project proposal, for submitting to the Sub-locational Development Committee. From there onwards it should be channelled through the whole chain of Development Committees to be finally approved by the District Development Committee.
6. The most difficult task will be to overcome the disintegrating effect of splitting up a project proposal into sectoral components. This disintegrating effect happens to all proposals for integrated projects as soon as they have reached the divisional level. The DDO, the assistant DDO and the follow-up coordinator will have to ensure that all involved sectoral departments include their respective project components into their annual workplans. If some of these components are not approved at national level, a replanning of the project has to be initiated. In order to avoid these problems the DDO should try to solicit open funds for financing community level integrated projects.

7. The coordinating function of the DDO will be limited to the initiating phase of a specific PIDA, to soliciting funds and to monitoring the workplans of all involved DAs in order to avoid disintegration. All other planning, implementing and coordinating tasks have to be taken over by the sectoral Government Departments, NGOs, programmes and projects. For each PIDA project, an organising agency has to be appointed, which coordinates all other participating DAs, takes over the logistics, and provides the follow-up coordinator.
- the roles of other development agencies*
8. At the moment, many DAs are prepared to provide personnel for PRA teams and to get involved in the follow-up. However, they are hesitant to take over the role of an organising agency. They have proposed that KIWASAP should play this role because they did it successfully in the pilot projects. At the same time they realise that this is not a sustainable solution. This problem has to be solved by the PIDA Coordination Committee, which will be formed soon. It will be a sub-committee of the District Executive Committee.
- appointing organising agencies for each PIDA project*
9. The IFAD-financed Coast ASAL Programme has the potential to play an important role in the use of PIDA in Kilifi District. The philosophy of Coast ASAL and PIDA are identical. PIDA can therefore be seen as a way of putting the principles of Coast ASAL into operation. The possibilities for Coast ASAL to make direct use of PIDA are:
- the role of the Coast ASAL programme*
- The Community Mobilisation and Development Units (CMDUs), which Coast ASAL plans to establish at divisional level, could use PIDA as their appraisal and development approach.
 - Coast ASAL could make open funds available for financing community-based projects. Preferably these funds should be available district-wide. For a start they could be limited to Coast ASAL's Focus Development Areas.
10. Planners at district level can also benefit from the wealth of information, which is documented in the village workshop reports. Once an increasing number of PRA village workshops have been conducted, planners can get a clearer picture of the problems, potentials and constraints as perceived by the communities in different parts of Kilifi District. They will also be able to know which solutions or projects have priority in the opinion of the communities. This information can be used for two purposes:
- using information generated by PIDA for district level planning*

- Sectoral development agencies like the Ministry of Agriculture and Livestock, can use this information for adjusting their future annual workplans to the needs and potentials as perceived by the communities.
- Coordinating agencies, like the District Planning Unit and the Coast ASAL Programme, can use the information for regional planning and for defining Focus Development Areas.

11. Recommendations for the future role of KIWASAP with regard to facilitating the introduction of PIDA in Kilifi District (chapter 6) entail the following tasks:

recommendations on the future role of KIWASAP

- KIWASAP should inform communities, local leaders, Chiefs, Assistant Chiefs, development committees, politicians and development agencies about PIDA and about how PIDA activities for a specific community can be initiated.
- KIWASAP should conduct PIDA activities on request and act as an organising agency for approximately 8 PIDA projects per year. This role is similar to the role which KIWASAP has played in the four pilot projects. An organising agency coordinates all other agencies involved in a PIDA project and provides the logistics for the PRA phase. This will help KIWASAP to gain more experience in preparing and conducting PIDA projects. It will also help in changing from a supply-oriented sectoral project focusing on direct implementation to a demand-oriented integrated development programme focusing on facilitation.
- KIWASAP should simultaneously support and promote other development agencies in order to enable them to take over the role of an Organising Agency. This task is essential for institutionalising PIDA in Kilifi District. If other development agencies are not qualified to act as Organising Agencies, then PIDA can only be used as long as KIWASAP is operating in Kilifi
- KIWASAP should assist the District Planning Unit and the Coast ASAL programme to use information generated by PRA village workshops for regional planning and priority setting. KIWASAP should also assist other development agencies, who want to use information generated from village workshops, for District level planning.

12. None of the tasks listed in point 11 are incorporated in KIWASAPs planning documents for the current project phase (1994-1996). As the pilot projects have shown, there is some flexibility to carry out additional activities, which have not been planned and budgeted. However, it is

objectives for phase IV of KIWASAP

recommended to replan the current project phase. This should be done after this report has been discussed with all parties concerned, say by middle of 1995. We recommend that KIWASAP should gradually phase out its sectoral objectives and activities in the second half of the current project phase. Instead, it should increasingly concentrate on integrated community-based projects and on the role of a facilitating and innovating agency, which can serve Kilifi District as a whole. This transition should be completed by 1996. In the next project phase (1997-99) KIWASAP's main task should be to facilitate the introduction and sustainable use of a participatory and integrated development approach in Kilifi District.

13. Once KIWASAP's objectives and activities have been replanned in accordance with its new role, its organisational structure has to be adapted accordingly. In its next project phase KIWASAP will no longer need sectoral departments and sectoral specialists because the sectoral aspects will be left to the respective development agencies. Instead, the personnel of KIWASAP will have to engage in activities which are related to capacity-building for all levels of development organisations in Kilifi District. This will involve providing assistance in situation analysis, planning, budgeting, organising, monitoring and evaluation and in regional planning.

*consequences
for the organ-
isational struc-
ture of
KIWASAP*

14. Volume II of this report contains a PIDA Manual, which should serve as a guideline for all persons, development agencies and communities who are considering, preparing and implementing PIDA activities. It is organised in such a way that

*the PIDA
Manual*

- Organising agencies
- PRA trainers
- PRA teams and team leaders
- Follow-up coordinators
- Village committees

can easily find those sheets which describe their tasks. It is a 150 page, loose-leaf manual which can readily be adopted and improved as further experience is gained. We recommend that the task of frequently updating this manual should be taken over by KIWASAP.

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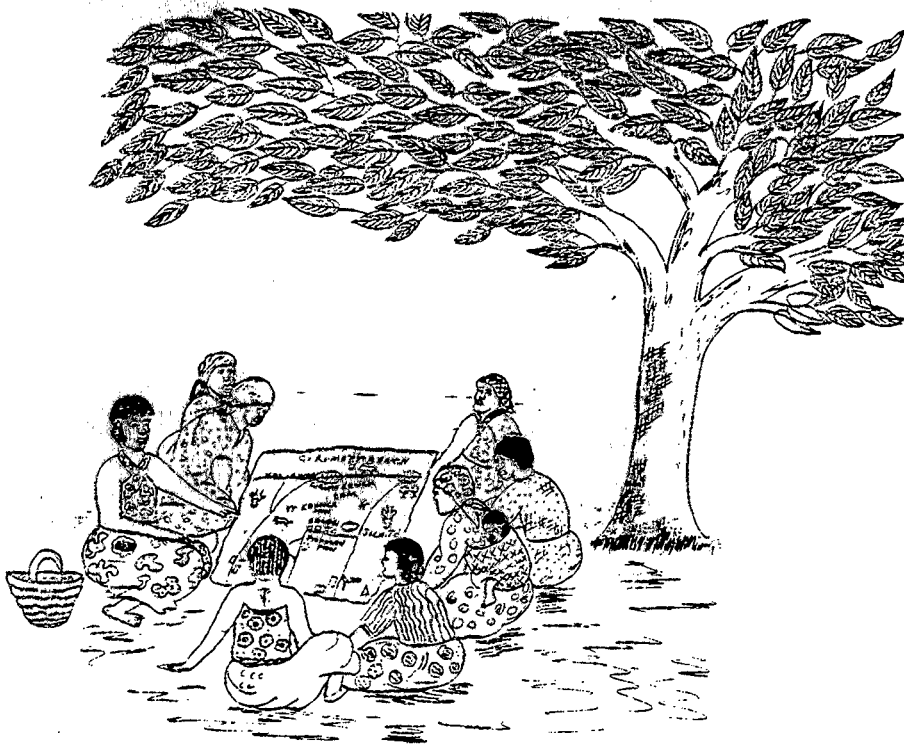
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Note: Subchapters written in *italics* are only subheadings for the following manual sheets

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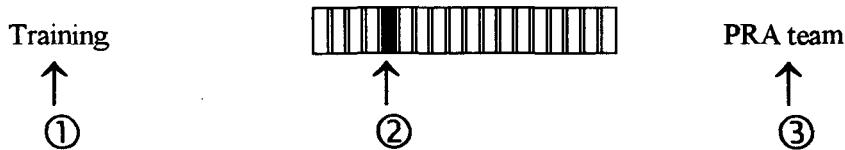
1.1 How to read this manual?

Welcome to the PIDA Manual. This Manual aims at all persons/development agencies/communities involved in organising and/or conducting the Participatory and Integrated Development Approach (PIDA) in Kilifi District. What PIDA exactly is will be described in Manual sheet 1.2.

To get easily through this Manual and to find the information needed at a particular step of PIDA without problems, the chapters are arranged in two ways: The outline follows the chronological order of 18 steps of PIDA. Every subchapter is given a separate sheet with one or more pages.

The sheets are indexed by key-words in the right margin of each page. The key-words indicate the user of the sheet ③ and the respective step of PIDA ①. For quick information the reader will find: at the centre of the right margin, between the two key words, a drawing of 18 boxes indicating the 18 steps of PIDA (see PIDA flow chart, Manual sheet 1.2). The marked box indicates to which step this sheet refers ②.

Example



Each sheet is divided into different parts: The objectives describe what should be reached by using this sheet. The activities list what steps are to be done and how. The example shows the experience made during the pilot phase in the four communities. Tips to note refer to additional points of special importance.

The different users of this Manual are:

- The representative of the **organising agency** (you are supposed to read the whole Manual and especially the sheets marked with "Organising agency")
- The **PRA trainer** (you are supposed to read the whole Manual to be familiar with the approach. Especially the training sheets indicated by "Trainer" and "PRA team")
- The **PRA team**, composed of team leader, facilitators, note-takers and follow-up coordinator (you are supposed to read all sheets indicated by "PRA team". In addition the Follow-up coordinator is supposed to read sheets marked accordingly).
- The **Village Committee** or any other link persons from the community's side are invited to read the whole Manual, especially the sheets indicated by "Village Committee".



For every user (group) there is a role description, which should be read by all users. The same refers to this introduction, which you have already started.

This Manual can be converted from its present form into a loose-leaf manual. By opening the brochure as wide as possible, the adhesive binding will be overstretched and the pages will come loose. As all pages are already punched, they can easily be placed in a file. A loose-leaf manual in the form of a file can be up-dated by adding or removing pages. Such new pages could contain your own remarks, up-dated sheets supplied by KIWASAP, or PIDA-related material from any other source.

Please feel free to copy this Manual or single sheets and to distribute the information widely, whilst referring to the source.

We hope that you will enjoy your participatory work and that this Manual will help you!

All users



Introduction

1.2 What is PIDA?

Objective

- ◆ The reader has a general idea of PIDA and understands the flow chart of the Participatory and Integrated Development Approach

The Participatory and Integrated Development Approach has been specially designed in and for Kilifi District. The following paragraphs will elaborate on the meaning of participation, integration and development.

Participation is active involvement of community members in situation analysis and in all decisions related to development objectives and activities, as well as in the activities themselves. The primary purpose is to encourage community self-determination and thus foster sustainable development.

The **integrated** development approach assumes that mass poverty is a result of multi-causal and interdependent factors. Hence in most cases sustainable development impacts can not be achieved by mono-sectoral interventions or by sectoral development agencies acting in isolation from others. Sustainable development requires intervention strategies, which consist of well selected and well coordinated components from different sectors. The integrating factors in such an approach are both, the problems of specific target groups in a specific area and their potential for solutions.

Integrated planning is therefore based on a holistic problem and potential analysis on target group level. It aims at combining sectoral activities in such a way, that synergetic effects are achieved. As a result of integrated planning, sectoral development agencies coordinate their development activities at different institutional and regional levels.

Problems and potential of target groups, which are the integrating factors for designing an integrated approach, often differ from community to community. Combinations of sectoral activities, which are simultaneously attacking the main causes of specific problems and /or exploiting specific potential can that only be achieved, if the situation analysis and planning of development activities is done at a community level. In short: integrated development is by definition, community-focused, at least area-focused.

Development is a change for the better. It is the process of improving the lives of people, especially of those whose basic elementary needs are not fulfilled. The people and the communities know which improvement they need and which potential they have to achieve it. By setting their priorities, they define what development means for them.

PIDA fosters this change but turns the usual direction of development activities up side down; from supply-oriented to demand-oriented, from sectoral to integrated., and from reaching only a minority of the better off to reaching the majority of the poor.

To show how PIDA works in practice in Kilifi District the PIDA flowchart is given below. Its nickname expresses quite clear what this "backbone" is good for. Every box refers to a single step that has to be carried out for the success of PIDA. As a participant at this new approach - and therefore a user of this Manual - you can always refer to the backbone to see at what stage you are involved. The Manual covers the second and the



All users

third phases of PIDA which are called **PRA phase** and **follow-up phase**. The first phase which is called the initiating phase is described in detail in Volume I, Chapter 5. The purpose of the **initiating phase** is to appoint the main actor of the PIDA - the community.

The most desirable way for initiating PIDA activities is that the community applies for such activities. Since the approach is very new and still has to be disseminated in Kilifi District, other parties are invited to request on behalf of the community. This could be any party: politicians, development committees, local leaders as well as development agencies.

For conducting of PIDA activities an organisation is required which is able to cope with organisational matters. The identification of an organising agency is the task for the second step of the initiating phase. This agency must be able to organise the preparation and to provide all logistics needed for the village workshop (see Manual sheet 2.1). It has to coordinate the follow-up phase and has to raise funds for all that. If these two steps are completed the PRA phase can start!

Flow chart of the Participatory and Integrated Development Approach (PIDA)

	Step
Initiating phase	1 Application for PIDA
	2 Identification of organising agency
PRA phase	1 First meeting in the community
	2 Selection of development agencies (DAs), forming a PRA team and logistical arrangements
	3 PRA training
	4 Second meeting in the community
	5 Planning the village workshop
	6 Conducting the village workshop
	7 Report writing
	8 Evaluation of the PRA process
Follow-up phase	1 Draft project proposal (based on the Community Action Plan and the village workshop report)
	2 Discussion within the community and with other parties involved on the project proposal
	3 Project application (through the channel: Sub-locational, Locational, Divisional and District Development Committee)
	4 Parallel to 3: Channelling information for soliciting support and funding
	5 Parallel to 3: Initiating other development activities, identified through the PRA village workshop within the community
	6 Operational planning of the approved project
	7 Project implementation
	8 Monitoring and evaluation (M&E)



Introduction

1.3 What is PRA and how does it fit into PIDA?

Objectives

- ◆ The reader has an overview of the development of participatory methods.
- ◆ The reader understands the philosophy of PRA.
- ◆ The reader is informed about the relationship of PRA and PIDA.

During the **sixties**, few questioned the basic idea that technical development is the only answer to the problems facing poor people in developing countries. Attempts to transfer technology directly failed, however, and professionals began to understand that "development" was not that easy. They realised the need for more information about the "local people" as a basis for identifying the right solutions. Field trips were made and surveys were carried out.

During the **seventies**, the limitations of these conventional methods both in terms of biased information collected in short visits to rural areas (rural tourism) and in terms of the costs, inaccuracies and delays of large-scale questionnaire surveys became more apparent.

In the **eighties**, professionals had a growing recognition of the fact that rural people were themselves knowledgeable about many subjects that touched their lives.

Rapid Rural Appraisal (RRA) was developed with all its advantages, in that:

- experts come into physical contact with local people.
- they meet women and children who are often not included in formal surveys.
- information is collected by different methods, from different sources and different disciplines. Cross-checking on the spot allows getting closer to the truth than successive by approximations.
- criteria and categories of the local people are taken into account.

At the beginning of the **nineties**, RRA was quite widespread. The participation and involvement of local people had started but was restricted to providing information.

Professionals went to rural areas and obtained data from local people, took it away and processed it, sometimes to find out what they (the outsiders) thought would be good for them (the local people). The expert was still the main actor. The knowledge of villagers counted but for the outsiders' use. They were the ones who provided the solution.

Recognising the weakness of leaving this responsibility to the professionals, the outsiders, **Participatory Rural/Rapid/Relaxed Appraisal (PRA)** evolved. Experts still go to rural areas, but not alone and more and more as learners, conveners, catalysts and facilitators.

The goal is to enable rural people to do their own investigations, to share their knowledge and advise the professionals. The people themselves should do the analysis and present it to each other and the experts. They should identify their priorities and possible solutions and should become the owners of development projects that they planned on their own.

PIDA (Participatory and Integrated Development Approach) was specially designed in and for Kilifi District. PRA is the appraisal phase of PIDA. It is not a different concept



but it has a broader view, because it includes not only the appraisal phase but also the follow-up phase. It aims at participatory and integrated development.

Why Participatory Rapid (Rural/Relaxed) Appraisal?

Impressions elaborated by the participants of the 2nd PRA training workshop of KIWASAP and CATAD in Kilifi on 22nd August 1994.

Why do we bother for participation (of rural people/target groups)?

- to involve everybody
- to gather different ideas
- to know their problems
- to know their local needs
- to know their perceptions
- to enable them to solve their own problems or needs
- to create the feeling of ownership
- to involve them right from the beginning leads to sustainability of development projects/activities
- to motivate them and take them seriously.

What is participation?

- to take part
- to get involved
- forms of participation in:
 - ideas
 - materials
 - finance
- types of participation:
 - active, means full contribution, can be guided and ensures demand-orientation
 - passive, partial contribution, e.g. to be taught, forced participation was mentioned as subtype of the passive one, means a few people decide for all (not fully agreed by the plenary)

Why rapid? (compared to conventional surveys)

- achieves fast results and these can immediately be transferred into activities/action
- first hand information gathered in the field
- information is analysed as it comes out, from the community and the development agencies
- a Community-Action-Plan is developed
- a Development Agencies-Action-Plan for assistance is developed if required (adding from the plenary: this step might not be "rapid" ??)
- implementation starts
- to achieve all these steps, PRA cannot be conducted by consultants !!!



1.4 The principles and main features of PRA

Objective

- ◆ The reader grasps the philosophy of PRA and is motivated to use participatory methods in practice.

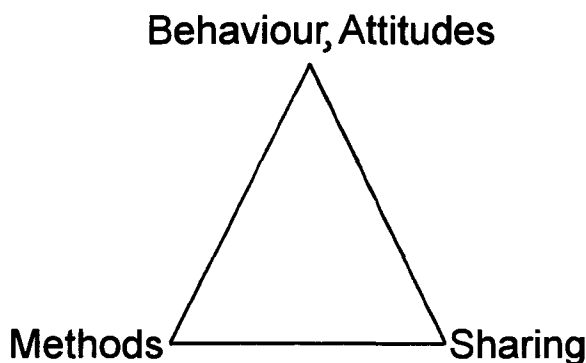
PRA is a way of learning from, and with community members to investigate, analyse and evaluate problems, constraints and opportunities, and make informed and timely decisions regarding development projects or activities.

PRA is an intensive, systematic, but semi-structured learning experience.

PRA is not a single event!
It needs a **follow-up!**

Principles of PRA

- switching from doing to facilitating
- switching from telling/ teaching to listening/learning
- switching from prescriptive to responsive planning
- that means "Hand over the stick"



- | | |
|--|--|
| <ul style="list-style-type: none"> • dialogue • map • diagram • rank • analyse • present • plan | <ul style="list-style-type: none"> • community members share their knowledge • all share experience • community members share/offer overnight accommodation for personnel from development agencies |
|--|--|

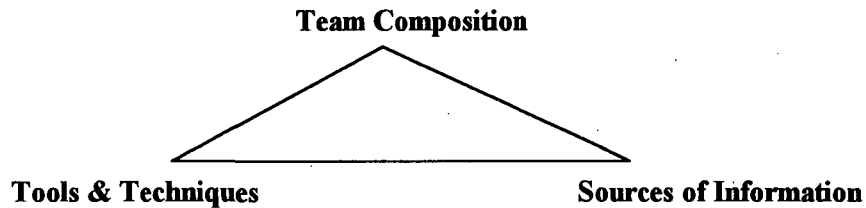


Features of PRA

I. Triangulation

is an essential methodological concept of PRA.

⇒ If you have different points of view in your analyses, you begin to get a more complete and more accurate picture of the situation you are trying to understand.



1. Triangulation in team composition

- multidisciplinary
- gender
- diverse backgrounds and skills
- insiders (people who know the community very well) and outsiders (experts)

⇒ ensures understanding of different aspects of a problem

2. Triangulation of sources of information

- women and men
- elders and youth
- various ethnic groups
- diverse wealth groups
- different professions

⇒ means the village workshop should include a wide range of viewpoints

3. Triangulation of Tools & Techniques

- Semi-Structured Interviewing
- of individuals
or groups



using

- diagramming
- seasonal calendar
- chapati
- transect
- historical
- trend line
- mapping
- resource
- social
- historical
- ranking
- preference
- pairwise
- matrix scoring
- well-being

and

- own observation
- secondary data

II. Optimal ignorance and appropriate imprecision

"What kind of information is required, for what purpose, and how accurate does it have to be?"

⇒ Tries to sum up the principle of making the very best use of limited time which is available in the field.

⇒ We don't need to know everything. It is essential to focus on what is important and leave the rest aside.

III. On-the-Spot Analysis

Learning takes place in the field and the analysis of information gathered is an integral part of the village workshop.

⇒ The team constantly reviews and analyses the findings in order to determine in which direction to proceed. It builds up understanding and narrows the focus of the PRA village workshop as it accumulates knowledge.

IV. Flexibility and Informality

Plans and methods are semi-structured.

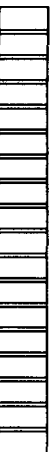
⇒ They are revised, adapted, and modified as the village workshop proceeds.

V. Critical Self Awareness

The team has to be careful to analyse its own biases.

Common biases are

- spatial ("tarmac bias")
- seasonal (team visits community during dry season)



- wealth and influence (team talks only to the better-off and opinion leaders).
- ⇒ The team reflects on what is said and not said, seen and not seen, who is met and not met, and tries to identify possible sources of error and how they influence the interpretation of the gathered information.
- ⇒ The team must also try to avoid value judgements about others.

VI. Shift in Attitudes and Behaviour

- ⇒ The use of PRA implies role reversals / shifts.
- ⇒ For both outsiders and local people.

WE:

- establish rapport
- converse, catalyse, facilitate, enquire
- suggest, adapt, improvise methods
- watch, listen, learn
- "hand over the stick"
- probe
- assist

THEY:

- map and model
- draw
- rank, score, quantify
- discuss and analyse
- inform and explain
- demonstrate, identify and choose priorities
- plan, present, take action

Source: Theis & Grady 1991 a, and Redd Barna, IIED 1994



2 Role descriptions of different actors

2.1	Representative of the organising agency	All users	17
2.2	Team leader of the PRA team	All users	19
2.3	Facilitator	All users	21
2.4	Note-taker	All users	23
2.5	Follow-up coordinator	All users	25
2.6	Community members / link persons	All users	27
2.7	Members of the Village Committee	All users	29



2.1 Representative of the organising agency

Objectives

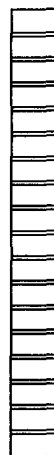
- ◆ The organising agency knows its duties during the PRA phase and can assign (a) representative(s).
- ◆ Representative(s) know(s) his/their duties and can act in line with them.

Activities

- Contacts the community where a village workshop should be conducted.
- Meets the opinion leaders of the community and introduces thoroughly the PRA philosophy and the part to be played by the community (self-empowerment, self-help).
- Reaches an agreement whether the community is interested to have a village workshop and on its purpose (see Manual sheet 3.1).
- Asks the opinion leaders to appoint two community members as link persons (see Manual sheet 2.6).
- Gets a preliminary impression on the range of priority needs of the community. For this it is important to have a careful dialogue with the opinion leaders, reading between the lines rather than asking directly what they need. Another point is the observation of the area while checking the farming systems, water, health and sanitation facilities, number of schools, jua kali (small-scale enterprises), sources of income, etc. and talking to people about their living conditions.
- Makes recommendations which development agencies (DAs) should be involved in the analysis and solution finding of the perceived needs of the community.
- Suggests the composition of the PRA team. As well as the professional background, the different skills needed for good teamwork, the gender component and that the follow-up coordinator has to be a member of the team should be considered (see Manual sheet 3.2).
- On the basis of the last two activities the District Development Officer (DDO) will call a meeting to solicit the cooperation of the DAs which could contribute to this purpose.
- Makes arrangements in terms of time and logistics for the different steps of the PRA phase. That will include things like transport, workshop dates, workshop venues, office material, other material needed, accommodation, food, allowances, etc. (see Manual sheets 4.2 and 3.3).

During the first two PRA phases, there was a lack of proper preparation due to time pressure. Experiences and recommendations made so far, show that the preparation should be done carefully. The introduction of PRA to the opinion leaders can hopefully avoid misunderstandings. Understanding the potential and possible problems of the proposed community should ensure that those DAs needed for assistance in solving

All users



Role descriptions

problems are invited to join the PRA team. Proper arrangements of logistical matters contribute to a smooth running of the whole PRA phase.

Tip to note

⇒ The role description is done for a single person. A division of labour is possible and desirable. The last activity "logistical arrangements" can be done by a different person. The previous activities need to be followed by the same person throughout.

All users



Role descriptions

2.2 Team leader of the PRA team

Objectives

- ◆ The team leader knows his/her responsibilities and is able to act in line with them.
- ◆ The PRA team knows the duties of a team leader and can support him/her.

Activities

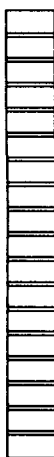
- Is responsible for the PRA team from the beginning of the planning workshop. He or she is a link to the community and (the representatives of) the organising agency.
- Is responsible for all organisational and logistical matters concerning the village workshop or acts in close cooperation with the representative of the organising agency.
- Prepares the planning workshop together with the representative of the organising agency and makes sure that material needed for the planning is provided.
- Moderates the planning workshop. Therefore he/she has to be well prepared and experienced in terms of elaboration of objectives, key questions and checklists (see Manual sheets 5.3, 5.4, 5.4.1 and 5.4.2).
- Gives a detailed introduction of the Community Action Plan (CAP, see Manual sheet 6.5.3) to the team to enable them to explain the purpose of the CAP to community members.
- Suggests the sub-team composition in accordance with professional background, skills and gender (see Manual sheet 5.6).
- Introduces the PRA team to the community (see Manual sheet 6.2.3).
- Takes care that the events (see Manual sheet 6.3.1) can start in time and persuades the team to start with even a few community members.
- Makes sure that the sub-teams are able to conduct the events and assists if they have any problems.
- Coordinates the village workshop events and facilitates the sub-groups' presentation (see 6.3.4).
- Facilitates the summarising and documentation process of the sub-teams (see Manual sheets 6.3.5 and 6.3.6).
- Collects the documentation sheets at the end of the village workshop and keeps them until the report writing (see Manual sheet 7.1).
- Moderates the evening meetings and supports the team in analysing and drawing of conclusions (see Manual sheet 6.3.7).
- Stays in close contact with the link persons and the opinion leaders during the whole village workshop to gather information who participates. There are different criteria to consider: Are marginalised people involved? Are all participants from the proposed community area with whom an agreement was made before starting the village workshop? The last criterion is important in order to assess whether only community

All users



Role descriptions

All users



members are involved in decision making processes during the village workshop and for the follow-up.

- Takes care that the task of each day is fulfilled and the team is prepared properly.
- Makes recommendations for readjustments of the village workshop's programme.
- Takes care of the time management (see Manual sheet 5.8).
- Supports the team in assessing the CAP and in giving constructive comments during the discussion with the community on the final day (see Manual sheet 6.6).
- Thanks the community in the name of the PRA team for their cooperation.
- Refers to the team contract (see Manual sheet 5.7) and acts as a trouble shooter, if necessary.
- Moderates the first day of the report writing (see Manual sheet 7.3).
- Edits the report together with the follow-up coordinator and some other team members and is responsible for the final preparation of the report (typing, printing, see Manual sheet 7.4).
- Sends copies of the village workshop report to all team members in cooperation with the follow-up coordinator.
- Moderates the evaluation of the PRA phase (see Manual sheet 8.1).
- Invites, together with the follow-up coordinator, the PRA team for the revisit when the Village Committee (see Manual sheet 2.7) presents the project proposal to the community. During the discussion of the project proposal, he/she supports the team to ask constructive questions (see Manual sheet 9.3).

Attitudes

- Is well organised.
- Has personality to be respected by the others without lecturing them.
- Is kind and patient all the time, keeps a cool head if things go wrong.
- Has a sense of humour
- Keeps a low profile.

During the four pilot projects the team leaders sometimes underestimated their job. This is a full-time job if it is taken seriously. Team leaders have to be well-prepared and must be able to think ahead to be always one step before the entire team. Especially during the village workshop the team leader needs good management skills to coordinate all the different tasks a PRA team has. There is only little relaxation time because he/she should be available to assist team members, if necessary, and to monitor the time schedule. If the team leader is not properly doing his/her job, the whole team will suffer.

Role descriptions

2.3 Facilitator

Objective

- ◆ The PRA team knows how PRA events can be facilitated in such a way that optimal outputs are reached.

Activities

- Introduces the PRA tool (see Manual sheet 1.4) to the community sub-group.
- Facilitates the event (see Manual sheet 6.3.1).
- Moderates the process.
- Acts as a catalyst between individuals of the sub-group.
- Finds ways of integrating dominant people and makes sure that all group members are able to participate and express their opinions.
- Makes sure that the group keeps to the topic but is also flexible in handling additional important information.
- Has the overview of the whole process and the checklist (see Manual sheet 5.4.2).
- Takes care of "time management".
- Supports the note-taker in gathering all relevant information and assists him in filling the documentation sheet (see Manual sheet 6.3.5).
- Is responsible to the team leader.

Attitudes

- Has flexibility, patience and a sense of humour.
- Talks in the local language.
- Encourages people and motivates them.
- "Hands over the stick" to the community group as much as possible.
- Keeps a low profile during the event.
- Listens carefully to any group member, and does not teach.

The personnel from the DAs, who are probably the future facilitators, are generally used to giving lectures and advising people. Consequently their usual behaviour might be exactly the opposite of the above descriptions.

Hence, all the duties and the desirable attitudes of the facilitator have to be well understood during the training and planning workshops. Also during the village workshop the duties and attitudes are to be cross-checked and trained again on the spot. One instrument to cross-check is the establishment of the team contract, which is explained in Manual sheet 5.7.

Tips to note

- ⇒ Involve the marginalised people during the event.
- ⇒ Take the people seriously.

All users



Role descriptions



2.4 Note-taker

Objective

- ◆ The note-taker is aware that his/her notes provide the basis for further analysis, planning, conclusions and later report-writing and knows his/her duties.

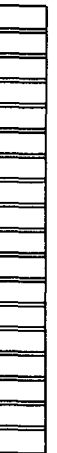
Activities

- Brings along material for copying what is drawn on the ground during an event: white A4 paper to attach a copy to the documentation sheet, and big brown paper sheets and felt pens for copies which are left in the community (“event“ see Manual sheet 6.3.1; “documentation sheet“ see 4.5).
- Observes the event from the background.
- Writes down all important information given concerning the checklist. Takes care about side paths which can lead to new aspects that are from interest in the context of the key questions or further analysis (“key question“ see Manual sheet 5.4.1; “checklist“ see Manual sheet 5.4.2).
- Notes **who** is talking. Is there an equal participation of all or do some people dominate the process?
- Writes down the stumbling blocks and the things which go well during the event.
- Does not mix up the different tasks of noting down the results or information gathered as well as the process. One way to avoid this is to mark the notes differently, for example with a cross for process notes and with a star for information notes.
- Is not shy to add his/her own observations.
- Counter-checks the checklist.
- Assists the facilitator in an indirect way by giving signs, e.g. shoulder-tapping.
- Supports the facilitator directly by asking questions, if the situation requires it.
- Takes care that a small team out of the sub-group copies any visualised subject on a sheet of paper immediately after the event.
- Observes and facilitates the copying, ensures that the copy resembles the original, has a legend, a date, place and names of drawers.
- Writes down the main points of the discussion during the presentation of his/her sub-group.
- Sits together with the facilitator and discusses the notes while filling the documentation sheet after the end of the event (see Manual sheet 6.3.5).
- Reproduces a summary of the notes on the Kenda-matrix together with the facilitator (see Manual sheet 6.3.6).

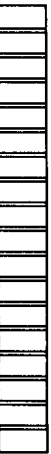
Attitudes

- Should be a very good observer.

All users



Role descriptions



- Is familiar with the local language.
- Is able to listen very carefully and take notes at the same time.
- Needs to have flexibility, patience and a sense of humour.
- Is able to visualise and present results to the PRA team briefly and precisely.

The role of the note-taker during the event is more of a passive one. Nevertheless he/she has the main responsibility for transforming the notes into useful results and for visualising them to the whole team. It is also the note-taker who is presenting the results to the PRA team. This should be done in a brief, but precise and interesting manner. The presentation should point out first the important subject-matter results and later some comments related to the process.

The note-taker should also be able to assess the process. That means, he/she should have an overview as to whether the documented issues are a result of group discussions or whether some people have dominated the whole event.

Tip to note

⇒ Documentating information and listening carefully at the same time is difficult. Therefore it has to be an important part of previous training.

2.5 Follow-up coordinator

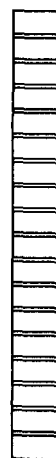
Objective

- ◆ The role of the coordinator is clear to him-/herself, to the organising agency and to the Village Committee.

Activities

- Edits the village workshop report together with the PRA team leader and some PRA team members and sends copies to all team members (see Manual sheet 7.4).
- Formulates a project proposal based on the Community Action Plan (see Manual sheet 6.5.3) and the recommendations made by the development agencies at the village workshop (as stated in the village workshop report). This should be done in close collaboration with representatives of the Village Committee (see Manual sheet 9.2).
- Produces an English and a Kiswahili version of the project proposal.
- Discusses the project proposal with the whole Village Committee to see whether the Community Action Plan has adequately been taken into consideration and to see whether timing and commitments needed by the community are feasible.
- Organises, a dialogue with the development agencies involved in the project proposal to find out whether commitments needed from them for the implementation are feasible.
- Organises together with the Village Committee, the presentation of the project proposal to the community. Invites, together with the team leader, the PRA team for that day (see Manual sheet 9.3).
- Assists the committee in making necessary adjustments to the project proposal if required (this means revising the project proposal or even preparing a new one). Supports the decision making process within the community until a consensus about the project proposal is reached.
- Assists the Village Committee in formulating a project application to be submitted to the District Development Committee, via the Sub-locational Development Committee, the Locational Development Committee and the Divisional Development Committee (see Manual sheet 9.6).
- Joins the meetings of the above-named committees, together with members of the Village Committee in order to monitor the decision-making process.
- Informs development agencies and PIDA Coordination Committee on the progress made.
- Accompanies the process of implementation closely working together with the Village Committee.
- Communicates with other follow-up coordinators to exchange experience. Train other coordinators with less experience.

All users



Role descriptions

All users

Attitudes

- Is well-informed and helpful to all parties involved in the PIDA.
- Thinks ahead, foresees problems and initiates early corrective action in order to ensure that the process of planning, approval and implementation runs well.
- Makes sure that the process is transparent to everybody. Uses visual aids and the local language.
- Keeps a low profile: lets the Village Committee take the lead, hands-over the stick - listens, lets them talk, during the meetings with the committee does not teach but moderates the discussion. As often as possible lets the committee members do the moderation.

Tips to note

- ⇒ The demands on the qualification and skills of a coordinator are high: He/she must be able to communicate well with community members as well as with representatives of the different development agencies. She/he must be able to analyse, to plan, to write clearly and precisely, to organise, to motivate and to empower people.
- ⇒ During the first 4 to 6 weeks after the village workshop the coordination will absorb 50 % of the coordinator's working capacity. After that, it will gradually decline to 15 to 25%.
- ⇒ Community participation at each step of the follow-up is ensured (the main part of the co-ordination is done by the Village Committee and its representatives).



Role descriptions

2.6 Community members / link persons

Objectives

- ◆ The link persons know their role.
- ◆ The community and the representative of the organising agency see the advantage of selecting community members as link persons between them.

During the "first meeting in the community" (see Manual sheet 3.1), two link persons from the community are identified to simplify the contact between the PRA team and the community during the whole PRA phase.

Activities

- The local leaders and administrators select two community members as link persons to the organising agency and later the PRA team. The representative of the organising agency requests this at his/her first meeting in the community, if they have not been selected before (see Manual sheets 2.1 and 3.1).
- The representative of the organising agency explains the role of the link persons to the local leaders and administrators; such as:
 - The link persons would simplify the contact between the community and the organising agency/ PRA team.
 - The activities done by the organising agency and the PRA team become public. Nothing happens behind closed doors.
 - The organising agency and the PRA team get first hand information about what is happening in the community. This will help them to plan and analyse their work.
- The link persons participate in the dialogue on the selection of the development agencies for the village workshop and in the discussion on the logistical arrangements for the village workshops (see Manual sheets 3.2 and 3.3).
- The link persons participate at the PIDA/PRA training to get familiar with the approach. They report in the community about their experiences.
- The link persons participate in the planning of the village workshop to bring in their knowledge about the situation in their community. They also organise the preliminary visit of the PRA team (see "second meeting in the community", Manual sheet 5.2) together with the team leader.
- During the village workshop the link persons attend the evening sessions of the PRA team to follow-up the discussion within the PRA team after the events during the day (see Manual sheet 6.3.7). They communicate their observations to the community and support the PRA team by giving extra information needed.
- During the report writing and evaluation of the PRA phase, the link persons participate giving their own experiences and additional information.

All users



Role descriptions

Tips to note

⇒ It would be very helpful to get a man and a women as link persons. So you are sure not to get only the view of 50% of the community members.

All users



Role descriptions

2.7 Members of the Village Committee

Objectives

- ◆ The follow-up coordinator is able to explain to the committee members their roles.
- ◆ The committee members are able to discuss and clarify their roles among themselves.

Activities

- The committee acts as an effective organ within the community to plan, coordinate, implement and monitor development activities in such a way that the dependence on outsiders decreases.
- The committee develops a Community Action Plan (CAP), which takes into consideration the problems, solutions and constraints mentioned during the village workshop. Different topics could be tackled but should be ranked regarding to the priorities (see Manual sheet 6.3.3). The Village Committee presents the CAP to the community and discusses it until a consensus within the community is reached.
- On the basis of the Community Action Plan the Village Committee, together with the follow-up coordinator of the organising agency (see Manual sheet 2.5), produces a detailed project proposal for the next development activities in the community. Therefore, the respective development agencies involved are consulted to assess the feasibility of the planned project. Committee and coordinator gather information needed (see Manual sheet 9.2).
- Presents the project proposal to the community and discusses it until a consensus is reached.
- Applies for registration.
- The Village Committee applies for the project through the channel of the Sub-Local Development Committee, Locational Development Committee, Divisional Development Committee and District Development Committee (see Manual sheet 9.6).
- Besides the project proposal, the Village Committee initiates other development activities in the community (see Manual sheet 9.5).
- The Village Committee does the operational planning together with the coordinator of the organising agency and coordinates the implementation and the monitoring of the project.

Attitudes and roles in the committee

- *Chairperson(s)*: The chairperson moderates the meetings and therefore has not only a position of authority but also needs to have the qualifications of a moderator.
- *Secretary(ies)*: The role of the secretary consists in documenting all the decisions made by the committee and in communicating them in such a form that they will be easily understood by the community during a presentation. Therefore, he/she should summarise the decisions of the committee on large sheets of paper and use drawings

All users



Role descriptions

All users



Role descriptions

for those community members who are not able to read. The application for the proposed project as well as any other correspondence with different development agencies is also written by the secretary. Therefore, the secretary should be able to write and read in English and Kiswahili.

- **Treasurer(s):** For the Village Committee to be registered a treasurer has to be elected.
- **Representatives:** The role of the representatives is to stay in close contact with the follow-up coordinator of the organising agency. Sometimes it might not be necessary that the whole committee meets the coordinator. The representatives might also come to see the coordinator in his/her office or go to visit other development agencies. The representatives report to the committee on all activities they do.
- **Regular committee members:** All four functions should have a deputy. It is important that the different interest groups are represented in these positions. The other members of the committee are still very important even without having particular responsibilities. They help ensure that the committee is a "well" for new ideas and activities to develop the area with the community's own potential.
- The committee represents all different groups from the village workshop to defend their interests (e.g. in terms of age, gender, status and home area). It is important that the committee is independent from personal interests both within the committee and from outside.
- It might be necessary that as a result of the planned development activities other committees have to be elected. For example, a pan committee or a cattle dip committee. This helps the Village Committee to delegate tasks and to have capacity to look for other possible activities.

In one pilot community, the Village Committee presented the project proposal to the community in such a way that the contribution to be made by the community was left unclear.

In Dungicha the committee decided to initiate four water pan projects for the four different areas of Dungicha. The respective pan committees to be formed do most of the coordination work. The Village Committee can facilitate the work of the pan committees, coordinate them and also get involved in other activities.

In another pilot community, the local administrators influenced the committee to support development objectives which were different from those of the village workshop. The community decided to elect a new committee.

Tip to note

- ⇒ The committee members should also stay independent from the follow-up coordinator. They are responsible for co-ordinating the follow-up in the community and should be as self-reliant as possible.

3 Preparation

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3.1 First meeting in the community

Objective

- ◆ The representative of the organising agency is able to deal with his/her duties during the first meeting.

Objectives of the meeting

- ◆ Local administration and local leaders get a clear picture about PRA and PIDA and understand their philosophy and aims.
- ◆ The purpose of a village workshop is discussed among the representatives of the organising agency, the local administration and the local leaders.
- ◆ Local leaders, local administration and the representative of the organising agency agree on the invitation procedure for the village workshop.
- ◆ A first impression of priority needs of the community is gained.
- ◆ Consequences for the invitation of useful DAs are drawn from the first impression of priority needs.

Activities

Before the meeting

- Ensure that different authorities, e.g. local administrators, village elders, opinion leaders, group leaders (chair persons of certain committees or groups) are informed and invited to this meeting.
- Point out the importance of meeting them all.

During the meeting

- Talk about why this community was chosen (this is only necessary if the community has not applied for PIDA).
- Explain the philosophy of PRA and the main aims of PIDA and describe the process of a village workshop under the following aspects: there is a team of development workers, originating from different departments and organisations; they will stay within the community for a certain time; they will come to learn about and from the community; they are eager to know the community's perspective of certain issues; they are not coming to advise the community, they expect the community to advise them; they will have a dialogue with certain groups of community members (e.g. elders, men, women and youth); for that dialogue they will ask the community to draw certain issues, so that everybody can see what is discussed, the team will need a certain amount of time each day for this dialogue.
- Make clear that community self-empowerment is the main goal and that PIDA/PRA is not a shopping trip.
- Give the opinion leaders a certain time to spread the ideas and principles of PRA and PIDA to the community members.

Organising agency



Preparation



- Revisit the opinion leaders to get feedback on whether the community is interested in a PRA village workshop.
- Discuss with the opinion leaders and agree on how best to conduct the workshop under the local circumstances, under the aspect of best annual season; best time for the daily meetings, the question of catering, and accommodation for the PRA team.
- Ask the opinion leaders how they would group community members to enhance free discussion and to ensure that all social groups can participate. See what kind of groups they are describing and if they mentioned by themselves also marginalised groups. Explain to the opinion leaders that the marginalised groups should be invited as well.
- Get their criteria for social groupings in order to understand how they see the social structure in their community.
- Agree on the invitation procedure for the village workshop. Ask the opinion leaders how they intend to do it and see if there could be any bias in informing the community, e.g. preselection of specific groups.
- By transecting the area, and by asking randomly as many members of the community as possible about their situation, compare the information given by the authorities and your own observations.
- Draw conclusions from all the given information and build up an idea of possible priority needs of the community.
- Ask the community to appoint two community members who can participate in the preparation of the village workshop.

These recommendations were given during the evaluation of the four pilot projects, because it became clear that for a successful village workshop it is necessary that all parties involved understand from the very beginning the main aims of this approach. The introduction must ensure that the community realises that they will be the main actors and that they should be the main beneficiaries of the village workshop.

3.2 Forming the PRA team

Objective

- ◆ The representative of the organising agency, the DDO¹ and the PIDA Coordination Committee are aware of the aspects to be taken into consideration while forming a PRA team.

Important aspects to be considered

- Take the perceived needs of the community into consideration when choosing the DAs' personnel to take part in the PRA phase. Look at the professional backgrounds and the job responsibilities of possible participants. There should be an interdisciplinary and inter-organisational composition of the team.
- The proposed follow-up coordinator from the organising agency needs to be a member of the team.
- Take care to get a good gender balance. At least two women should participate.
- People with previous PIDA experience should be involved, if possible. This is important to ensure a smooth and efficient running of the village workshop.
- The position of the team leader should rest with a person who has the capability, willingness, motivation and experience to be able to cope with this job (see Manual sheet 2.2).
- A good team mixture includes people with skills in analysis and report writing.
- People who were good facilitators during earlier workshops will give confidence to the whole team.

Tips to note

- ⇒ The first five aspects are "musts".
- ⇒ The involvement of people with PIDA experience who have special skills will contribute substantially to the success of the village workshop.

¹ District Development Officer





3.3 Organisation of logistical arrangements

Objective

- ◆ The organising agency is able to plan and conduct logistical arrangements for the village workshop.

Activities

- Check the number of PRA team members; according to the number organise for each person:
 - a mattress
 - a mosquito net
 - a plate, cutlery, a cup, glasses
- For the cooking equipment: according to the size of the PRA team look for enough people responsible for the cooking, choose men/women from the community.
- Organise the cooking equipment:
 - two Jikos (oven)
 - charcoal
 - sufuria (cooking pan)
 - basins (large, small)
 - cooking oil
 - vegetable, meat, maize, beans, tinned foods,
 - tea, coffee, milk, sodas,
 - bread, chapati, mandazi
 - margarine, jam
- Other equipment;
 - torches and pressure lamps
 - kerosene
 - spirits
 - batteries
 - matches
 - serving spoons
 - toilet paper, serviettes, soap
- It is helpful but not essential to have:
 - radio contact
 - one vehicle (permanently stationed, if possible)
 - aid kit

Tips to note

- ⇒ Clarify the water situation in the village and whether you have to bring your own water with you.
- ⇒ Do not forget the mattress for the driver.





4 Training

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* The documentation is included into the training because special emphasis should be put on this during the training workshop.



4.1 Training programme

Objective

- ◆ The trainer and co-trainers understand the purpose of the training and can prepare themselves thoroughly.

This training programme is a proposal derived from the experiences made during the two training workshops in 1994. Other trainers are invited to improve this programme!

Objectives of the training

- ◆ All participants of the training have understood the philosophy, principles and main features of PRA.
- ◆ They know the objectives and steps of PIDA.
- ◆ They are familiar and have practised selected PRA tools.
- ◆ They know how to plan a village workshop.
- ◆ They are able to work as facilitators and note-takers.
- ◆ They are prepared to analyse PRA results and to elaborate a village workshop report with clear and consistent recommendation.
- ◆ They are motivated to work as members of a PRA team.

Itinerary of a possible training (*refers to "timetable of a training"*)

- **Introduction** of participants should be done as informally as possible in order to establish a rapport right from the beginning. We had a lot of fun using the bean game (see Manual sheet 4.4)
- **Objectives and programme of the training workshop and the time table of the whole PRA phase** should be explained to compare the expectations of the participants and of the trainer and the organising agency. All steps of the PRA phase in which the participants will be involved after the training have to be explained for the same reason.
- **Philosophy, principles and main features of PRA** (see Manual sheet 1.4). It is a good start to clarify what "participation" means and why it is necessary for the success of development activities. The whole exercise should be elaborated with as much active involvement by the participants as possible. This is the basis of everything that comes later and will be much clearer if it is developed by the trainees themselves rather than being lectured.
- **First exercise mapping.** Practical training should be started as early as possible. Mapping is an easy and good starting point for the training as well as for the village workshop. The tool "resource map" (see Manual sheet 6.3.2) should be explained briefly before the practical exercise starts with the task of drawing e.g. a resource map of Kilifi. Conducting the tool should be done by the participants without an official

PRA team



Training



facilitator. An experienced person should be present to watch and document the process and to help if the training group gets really stuck. The group's self-experience as to what is easy or what are the stumbling blocks of mapping will help the participants for the facilitator role during the village workshop. After a brief presentation of the drawn maps, the observers (see above: experienced person) should point out the main difficulties they discovered during the process. Open questions should be clarified.

- **Introduction of key question and checklist** (see Manual sheets 5.4.1 and 5.4.2). At this time only the general outline should be given to show the relationship of the key question, the checklist and the information that has to be generated by the use of a tool.
- **Roles in the PRA team.** The roles of the facilitator and the note-taker in particular should be explained in detail, while the role of the team leader should be mentioned briefly (see Manual sheets 2.3, 2.4 and 2.2).
- **Interviewing the map, improvement of maps.** The drawn maps should be checked with regard to information and conclusions that could be drawn out of them. Furthermore the maps should be extended with other aspects related to additional key questions. This could be, for example, the adding of social aspects to the resource map (social map, Manual sheet 6.4.1), addition of changes (historical profile, Manual sheet 6.4.3), or addition of aspirations for development ("what development would you like to see in future in your area?"). During this exercise, experienced people should take the role of a facilitator, while a participant should be appointed as note-taker. The presentation of the revised maps should be done very briefly by the note-taker pin-pointing the main issues. The facilitator should add the main points of difficulty.
- **Detailed explanation of the purpose of key question and checklist:** this part should enable the participants to develop key questions and a checklist for the ongoing practical training. As an example key questions and checklist for identifying and ranking the problems in a certain area (e.g. in Kilifi) should be elaborated by the respective sub-groups and presented to the plenary.
- **Ranking of problems and solutions.** This should be based on the outputs derived from the maps. The problems derived from there should be listed and then ranked. This could be done by preference ranking and/or matrix scoring (see Manual sheet 6.3.3). After the ranking of problems, possible solutions should be discussed and ranked as well. Special reference should be given on the criteria for ranking both, the problems and the solutions. The importance of these criteria for the further analysis should be stated explicitly. In the context of the criteria for ranking of solutions the terms of feasibility and benefits should be discussed. From this exercise on the facilitator and the note-taker should come from within the participants so as to give them the opportunity to gain the experience. Presentation of results should be kept short and emphasis should be placed on the analysis of the consistency of problems and proposed solutions. At this point the interrelation of different problems and their possible solution can be discussed (see flow diagram, Manual sheet 6.5.2)

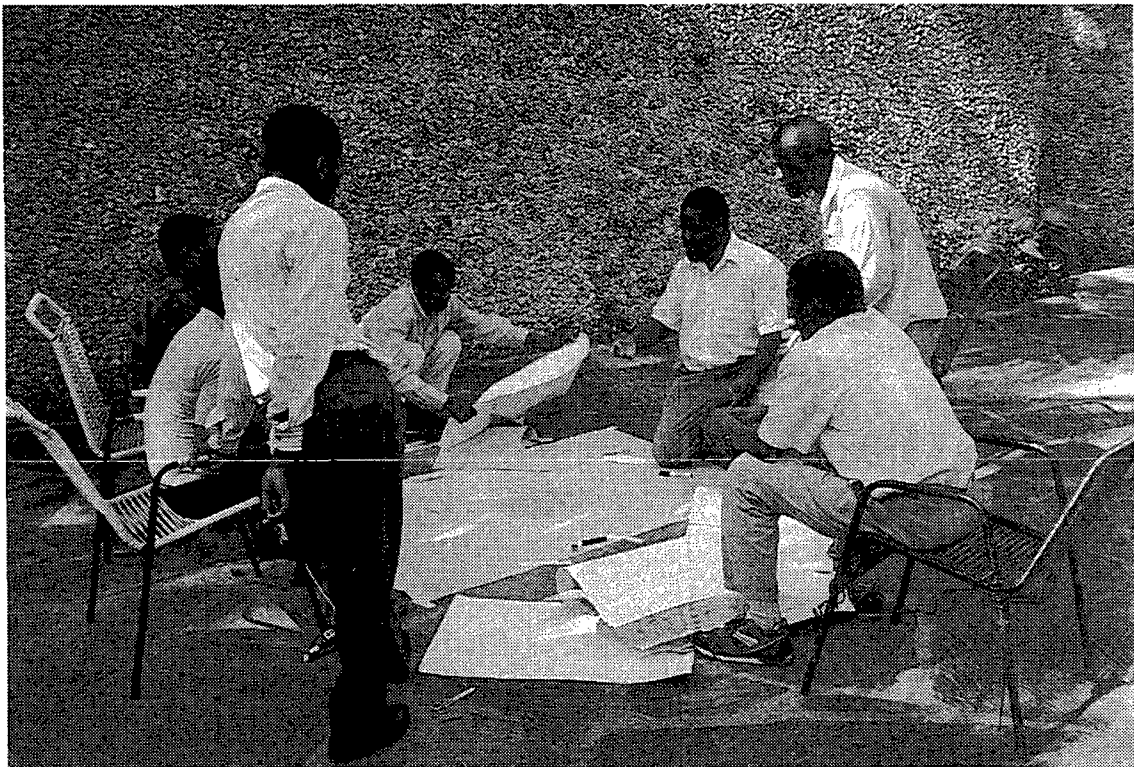
- **The use of documentation sheets** (see Manual sheet 4.5): the necessity of a good documentation should be stressed. The transfer of the note book documentation to the documentation sheets could be practised using notes from previous exercises where note-takers had been appointed.
- **Semi-Structured Interviewing** (see Manual sheet 6.4.4). This should be introduced as a main pillar of participatory methods in general and as a tool (interview) in itself. It should be referred to the "six helpers" and the necessity of judging and probing. Exercises for careful listening could be conducted. A presentation of results is not necessary by all means. Preferably the process, the documentation and the analysis of information should be discussed. The note-takers should fill in the documentation sheets afterwards.
- **The PIDA in Kilifi District.** The purpose and history of PIDA should be outlined, as well as the main steps and the main actors (see Manual sheet 1.2). It should also be shown how PRA fits into PIDA (see Manual sheet 1.3) and how important the follow-up-phase is (see Manual sheets 9.1 to 9.6).
- **Introduction of the report outline** (see Manual sheet 7.5). This should give an outlook as to what should be achieved at the end of the village workshop. That includes a short introduction of the purpose of the Community Action Plan (CAP) (see Manual sheet 6.5.4). It should also refer to the tools that should be used to answer certain questions related to chapters in the village workshop report.
- **Tools for gathering detailed information** - calendars (see Manual sheet 6.4.3), Chapati/Venn diagram (see Manual sheet 6.5.1), social map/wealth ranking (see Manual sheet 6.4.1), transect walk (see Manual sheet 6.4.2): During this exercise different sub-groups should conduct different tools. The focus should be on generating information which has been left out, interesting new aspects which could not be considered before, probing/triangulating gathered information/perception and identifying the causes and the interdependence of problems and solutions. Results should be discussed and the advantages of the different tools should be pin-pointed.
- **How to plan a village workshop.** The preliminary visit/second meeting (see Manual sheet 5.2) and the planning of a village workshop (see Manual sheets 5.1 to 5.8) should be introduced in detail.
- **Open questions** should be answered at any time they occur, but some extra time should be kept for this purpose at the end of each day. Open questions should be visualised on big sheets of paper and discussed. At the end of the workshop there could be a review of all open questions mentioned during the training to check whether they have been sufficiently clarified.
- **Revision of the previous day.** It is important to inter-relate the single sessions and this could give the trainer valuable information about topics that are still unclear.
- **Energisers** (see Manual sheet 4.6): should be carried out when ever needed, especially after breaks. They are good for motivating people, breaking tensions and building up rapport. People always enjoy these games, although it is important not to force anybody to participate.



- **Feed back** should assess if the objectives of the training workshop have been achieved and should catch the impressions of the participants' perceptions and opinions about the trainer/co-trainers, the programme and the approach itself. This session is important for further improvement of the training. It could be conducted with a questionnaire, discussion, brainstorming, a mood-barometer or, best of all, by a combination of all these methods.

Tip to note

⇒ Include as much visual aids as possible. There are several good videos about PRA.



1. Training of Chapati-diagram, 2nd training 22-24. August, 1994

Timetable of a training

Day	Time	Event	
First day	15 min.	Opening of workshop and welcome	
	45 min.	Introduction of participants	
	30 min.	Objectives and programme of the training workshop and timetable of the whole PRA phase	
	75 min.	Philosophy, principles and main features of PRA	
	90 min.	First exercise: mapping	
	60 min.	Lunch break	
	5 min.	Energiser	
	40 min.	Presentation of maps, discussion on process	
	15 min.	Introduction of key question and checklist	
	15 min.	Roles in a PRA team, specially sub-team (facilitator & note-taker)	
	60 min.	Interviewing the map, improvement of maps (historical, future map)	
	30 min.	Unanswered questions	
	Second day	5 min.	Energiser
		30 min.	Revision of the first day
		90 min.	Detailed explanation of the purpose of key questions and checklists - elaboration of key questions & checklist for ranking
60 min.		ranking of problems and solutions	
45 min.		Practise in sub-groups	
30 min.		Presentation of results, discussion	
60 min.		Lunch break	
5 min.		Energiser	
25 min.		The use of documentation sheets	
60 min.		Semi-structured interviewing	
45 min.		Practise in sub-groups, discussion on process	
20 min.		The PIDA in Kilifi District	
10 min.		Open questions	
Third day		5 min.	Energiser
		30 min.	Revision of main points of the last day
	30 min.	Introduction of the report outline	
	90 min.	Tools for gathering detailed information - calendars, chapati, social map/wealth ranking, (transect)	
	90 min.	Practise in sub-groups	
	60 min.	Presentation of results, discussion	
	60 min.	Lunch break	
	5 min.	Energiser	
	30 min.	How to plan a village workshop, introduction of the next step of the PRA phase	
	75 min.	Open questions	
	30 min.	Feed back	
	15 min.	Organisational matters	
	5 min.	Closure of the workshop	

PRA team



Training



4.2 Organisation of training

Objectives

- ◆ The representative of the organising agency knows how a suitable training venue should look like.
- ◆ Training material can be provided.

Activities

- Find a suitable training site. This should be a friendly place where people can sit in a semi-circle. There should be enough space to have practical sub-group exercises, e.g. drawing a resource map. It would be best to have a semi-open-air venue to simulate village workshop conditions. A catering service/provision of food should be near the training venue. This ensures that participants can stay together during the breaks, become more familiar with each other and discuss things informally.
- Make sure that the people who will take part in the training will attend the whole PRA phase.
- Make a checklist of material needed for the training and organise this material by going through the checklist. Below is an example of a typical checklist. This is what we needed for about 35 participants:
 - chalk- or pin boards for presentation (maps etc.), brainstorming sessions
 - a flip chart stand
 - 100 pieces of flip chart paper
 - 100 pieces of brown paper sheets (size about 1.20m x 1.20 m)
 - 20 sheets of manila (coloured) paper (size about 0.60m x 0.40m)
 - 40 felt pens (markers) in different colours
 - 4 rolls of masking tape
 - 2 punchers
 - 2 staplers and staples
 - 5 scissors
 - 6 glues
 - a folder/file for each participant
 - a writing block for each participant
 - a pen for each participant
 - a big file for the trainer
 - this Manual for trainers and participants
 - make sure that a copying machine can be used before and during the training
 - check if a TV and a video recorder are available for training issues

The two training workshops we conducted in Kilifi took place - funnily enough - in the entrance area of the Mkwajuni discotheque. Now you might ask if this is really a suitable place for a serious training session? It is, because the place is an open circle and has shelter on its edges. Just outside the door there is a green area and some of the sub-



Organising agency



Training

groups went out there to draw a map using material like sand, sticks and leaves. In the circle we had only chairs which were not fixed. So people could move around and even the whole plenary had space in different parts there. This is just to show that even extraordinary places should be taken into account if you are searching for a venue. Keep in mind that the training of PRA will be totally different from workshops you have conducted before. You need a place where people can be active instead of only sitting and listening!

Tips to note

- ⇒ Think about enough protection against unpredictable weather conditions (sun, rain) if you find a semi-open area.
- ⇒ Test the noise around the place during the day, nothing is more annoying than a noisy environment for a training session!

4.3 Preparation for training

Objectives

- ◆ The trainer is able to create a good learning environment.
- ◆ The trainer knows how to prepare himself/herself well.

Activities

- Meet your co-trainer(s). In the sense of a good cooperation during the training and - in the long run - local capacity-building, share as much as possible with them and explain your opinions of the training explicitly to them.
- Make yourself familiar with the training venue. Think about the feasibility of the site for your different forms of exercises (plenary, group work, energisers etc.).
- Make sure that everybody is able to see you at plenary sessions and can read flip charts from his/her seat.
- Go through the list of participants and look at their professional backgrounds, and -if possible in advance - get an impression of who has attended similar workshops before. This gives you the chance to readjust your programme, e.g. to involve experienced people as co-trainers or facilitators.
- Write down the outputs to be achieved for every single session you want to conduct. This gives you control of how each exercise contributes to the purpose of the whole training.
- Allow plenty of time for preparation of notes and material for any training session. A safe rule of the thumb is to allow double the time of the presentation for preparation. If it is a new topic it will take even longer!
- Group work sessions, open discussions, brainstorming etc., means that all active participation of trainees has to be planned as well. You have to get an idea of what participants might mention to be able to react and/or add specific points.
- Make a time table for the training which gives time for free discussion and review of the day before.
- Check material with your co-trainers and a representative of the organising agency to ensure that copies or certain equipment (video, slide projector machine) will be available and functioning when needed.

Tip to note

- ⇒ Talk as much as possible with other PRA trainers about their experience and methods of training.





4.4 How to get started?

Objective

- ◆ Trainer(s) know(s) ways of "breaking the ice" between people at the start of the training workshop.

The Bean Game

Objectives of the game

- ◆ To introduce the participants to one another.
- ◆ To get participants talking to each other.
- ◆ To create a relaxed atmosphere and establish an informal tone.

Material

- ◆ A kilo of dried beans or seeds and a sense of fun!

Activities

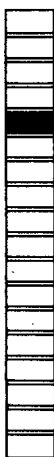
- Prepare small packets which contain a number of beans. This number should be the same number as the number of participants of the training (including trainer and co-trainers). For example if there are 25 people prepare 25 packets with 25 beans in each.
- Give each person a packet.
- Ask everybody to empty two pockets (of their trousers, dress, handbag etc.) and to place the beans from the packet in one of these pockets.
- Explain that there is a set amount of time in which they can introduce themselves to each other. Remind them not only to tell their names and the organisation for whom they work, but a few things about themselves as well. During each personal introduction, they should give the other person a bean and accept one from him/her. This other person's bean should be placed in the (other) empty pocket.
- At the end of the exercise, each person should be left with one bean in the first pocket (that is his/her "personal" bean) and the second pocket filled with a number of beans identical to the number of persons in the room, minus one (for the above mentioned example the person introduced him-/herself to 24 other people and has therefore 24 beans in the second pocket, with his/her own bean remaining in the first pocket).

During the second training session, we used this game for the introduction procedure. Although some of the participants were really reserved during the explanation, immediately after starting there was a lot of laughing and fun. For us this game had some big advantages: it removes tension from the participants - and even from the organisers! - because everybody can get up and move. It showed from the beginning the totally different type of workshop the participants were attending, and it really created an atmosphere of informality and conviviality.

Trainer



Training



Tip to note

⇒ Think about a suitable time span for this introduction. It should be enough to tell not only the name and organisation. Depending on the number of people it will be something between 30 minutes and 1 hour.

Paired Interviewing

Objectives of the method

- ◆ To discover what participants expect from the training and to learn little about their personality.
- ◆ To help participants relax at the beginning of the training.

Activities

- Split participants into pairs (or use a game to form sub-groups, see Manual sheet 4.6).
- Ask each participant to interview his/her partner by focusing on questions such as:
 - "What's your name? What is your background and experience?"
 - "What do you hope to get from the training?"
 - "Do you have any experience of PRA or other participatory methods?"
 - "Name two good things which happened to you in the last year"
- After five minutes of interviewing ask to change the parts.
- After another five minutes, participants then report to the plenary about their partner, summarising the main information in one minute.
- If expectations have been discussed, you should write these down on flip chart paper which can be displayed on the wall for the whole training.

Because participants do not report on themselves, nobody becomes nervous while awaiting his/her turn.

Tips to note

- ⇒ With a large group (over 20), the report back to the plenary will take a long time. Emphasise the need for a brief report on name, experience and two good things that happened to them in one minute. If it takes longer, some people will get bored and this is not a good start to the training!
- ⇒ Paired interviewing could be used for evaluation sessions as well. Then participants may be asked questions like: "What was good during the training?", "what was not so good during the training?"

Source: Pretty et al, IIED Guide II 1993

4.5 The documentation

Objectives

- ◆ Facilitator and note-taker understand the importance of a thorough documentation of process and results during a village workshop and are able to document properly.

The documentation of results and process at the village workshop includes two stages: firstly an informal and detailed one written down in a small note-book; secondly a structured one filling in the different columns of the documentation sheet.

Activities

- During the event the note-taker (see Manual sheet 2.4) uses only a small note-book. This supports the PRA principle of keeping a low profile, the main concern is the dialogue between the community and the sub-team and among the group of community members.
- Prepare yourself for the documentation before the event starts. Have the key questions and the checklist (see Manual sheets 5.4.1, 5.4.2) in mind or at least note them down in the book to refer to.
- Familiarise with the documentation sheet and consider the aspects and figures that are required to fill in the sheet properly (see Manual sheet 6.3.5).
- The thorough completion of the documentation sheet ensures a good basis for discussion and will serve as a reference for the report writing throughout. Write explicitly and readably for other members of the PRA team!
- After the event copy the drawing on the last page of the documentation form.

During the four pilot projects it was often mentioned that having notes in a note-book and then transferring them to the form is double the work and a waste of time. But remember that the notes in the note-book are done to grasp almost everything during the event. Only the note-taker is able to understand the interrelation of the notes - and often he/she is the only one who is able to read his/her own fast hand writing! While transferring information to the documentation sheet, things were put in an order to make them comparable with results obtained in other sub-groups. The whole team has access to the information by reading through the forms.

Tips to note

- ⇒ The documentation process should be trained properly before the village workshop starts.
- ⇒ The efforts spent to fill in the documentation sheet properly will be more than repaid when one is completing the Kenda-matrix (see Manual sheet 6.3.6) and doing the report writing.



⇒ Check whether the copy of the drawing is precise enough and matches that of the copy of the community. Remember that it will be used in the report.

The following pages contain the documentation sheet in English which was used during the four pilot projects. The Kiswahili version prepared in Kilifi should be revised.

PRA team



Training

FORM SHEET FOR DOCUMENTATION IN THE SUB-GROUPS

The note-taker takes notes during the exercise in his/her note-book being aware of the questions in this form sheet and fills in the form sheet together with the facilitator after the end of the event.

General Data

Village workshop in:				Duration of the method			
Name of note-taker				Number of participants at the beginning of the event			
Name of facilitator/s				Number of participants at the end of the event			
Method/tool used				special conditions (weather etc.)			
Type of sub-group				Place where the method was conducted			
Day/time							
Number of men		Age group		Number of women		Age group	
Other important information about people who took part							
Material used							
Remarks							

Village workshop in _____, day _____, note-taker _____

Data concerning the results of the event

Key question/s and checklist for the event:

Which main answers to the key question/s / checklist were given?

Village workshop in _____, day _____, note-taker _____

Which extra information was given or which side paths were mentioned?

How do you assess the situation, what are your conclusions?

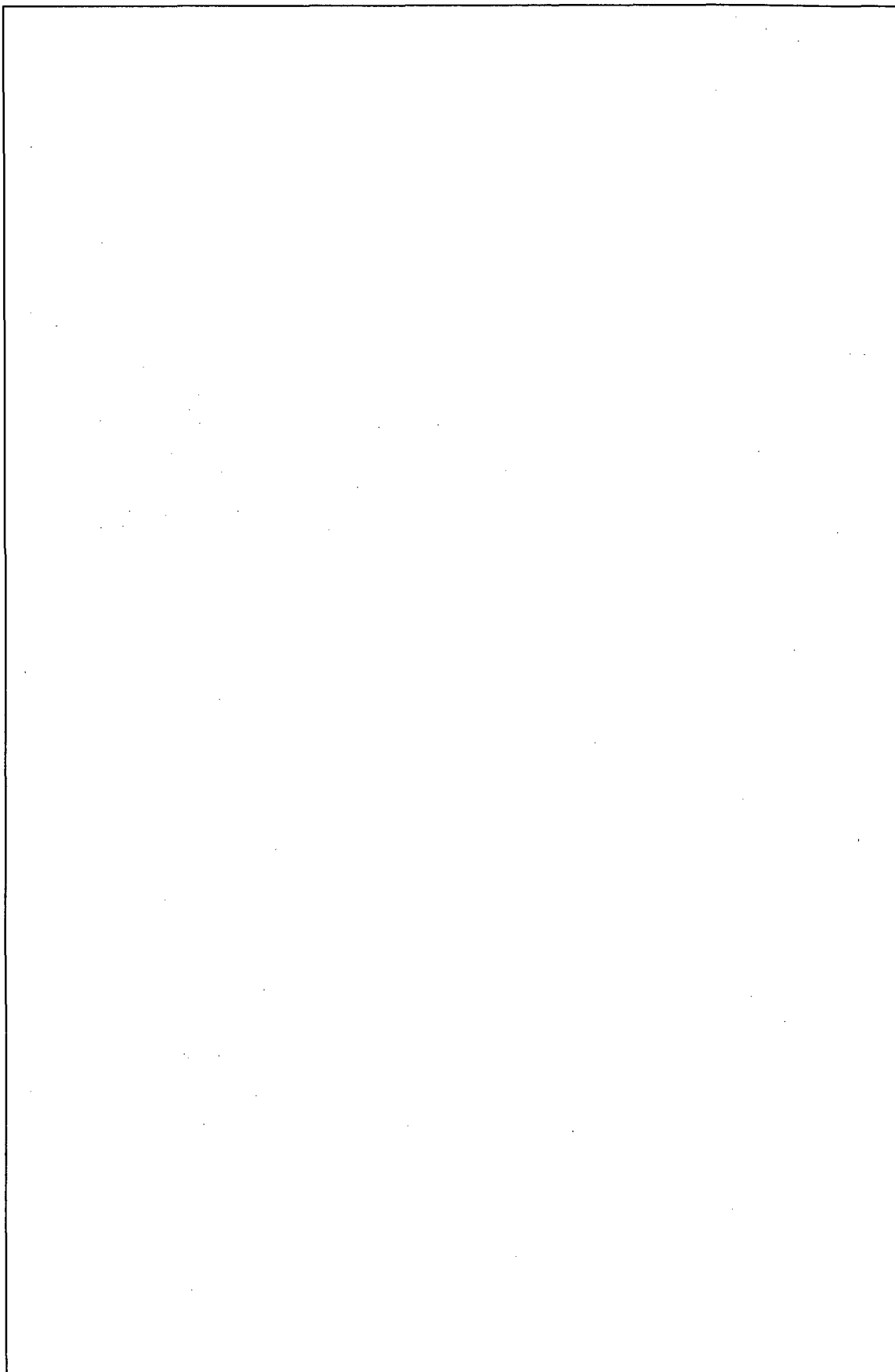
What was good?

What was difficult?

Special things you noticed or want to point out.

Village workshop in _____, day _____, note-taker _____

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

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the user to draw or write the results of a sub-group workshop, such as a map or diagram.

4.6 Energisers

Objective

- ◆ Participants know some of the energisers and are motivated to use them during each step of the PRA phase.

There are many games and exercises that can be used to enhance and encourage learning in the workshop or just to increase the group's motivation and mood. Some of these so-called energisers are explained below.

Fruit Salad

Objectives of the game

- ◆ Group is active and awake, energised and motivated to go on; (especially after lunch or to break a long passive session).
- ◆ Sub-groups are formed each with an easy name, for further group work.

Activities

- Decide on the number of groups that are needed, as this will determine the number of fruits selected.
- Set up a closed circle of chairs, one fewer than the number of people who will join the exercise or ask the participants just to stand in a circle.
- Ask participants to sit in the chairs.
- Start the game by standing in the middle, explaining that this is an energising exercise.
- Let the participants name as many fruits as the number of sub-groups needed, e.g. four fruits to form four sub-groups.
- Ask one participant to choose a fruit, his/her neighbour another fruit, the next neighbour another until the desired number of fruits is reached.
- The next person in the circle names the first fruit again, the next the second, and so on until everybody has mentioned the name of a fruit; e.g. apple, melon, orange, etc.
- The person in the middle calls out the name of one fruit.
- All those who are called by that fruit name must change chairs/positions - no exceptions.
- The person in the middle will also try to get a seat/place in the circle, and should succeed as he/she has only half the distance to go.
- One person will be left in the middle, who then repeats the process by calling out another fruit.
- When the name "fruit salad" is called out, everyone must change chairs.





This exercise is usually a great deal of fun. Participants will be fully active after this 5-10 minutes of organised chaos. This game also mixes hierarchies and relaxes the participants. It also divides friends and colleagues into separate groups, who usually tend to sit together in the circle.

For later group work these fruit names can be used easily, e.g. "All oranges will work together on...". Instead of fruits you can also choose vegetables, trees, cocktails for the game.

Knotty Problem

Objectives of the game

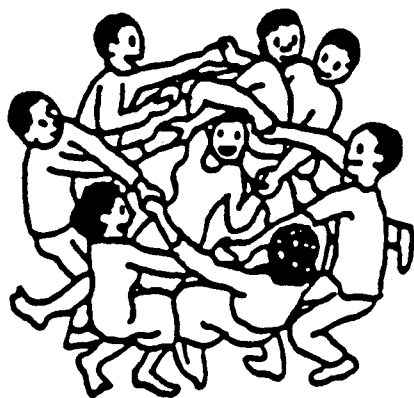
- ◆ Participants are aware that groups, empowered to solve their own problems are much more successful than those who are instructed by outsiders.
- ◆ Participants are energised.

Activities

- Select 2-4 participants to act as "managers". They are asked to leave the room while you instruct the rest of the group.
- The remaining group is now instructed to hold hands in a circle and tie themselves into a knot as entangled as possible. They must not let go of each other's hands at any cost.
- Now the participants are told to follow later the "managers'" instructions literally and not make it easier for them by doing what they have not been told to do.
- Once the knot is complete, the "managers" outside waiting are asked to return and to unravel the knot using verbal instructions only within three minutes.
- Instruct the "managers" to hold their hands behind their back. They are not allowed to touch the group, only instruct them verbally.
- The first attempt is generally not successful, it sometimes even produces a more complex knot.
- After some trials, which might not have been so successful for the managers, simply ask the participants: "get out of it yourselves". They will be able to manage it without any bigger problem.

After the exercise you can ask the participants to comment on what relevance this has to the real world. Various issues can be brought up by the trainer:

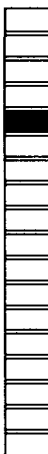
- *What does the game tell us about the role of "outsiders/managers", e.g. DA staff and "insiders" in the knot, e.g. the community?*
- *What does the exercise tell us about the effectiveness of "outsiders" and "managers" in organising people?*
- *What does the game imply for facilitating participation in the context of the PIDA approach?*



Knotty problem



PRA team



Training

Fruit salad

Rope Square

Objective

- ◆ The importance of teamwork is explored

Material

A piece of rope is tied so that it forms a circle. It must be sufficiently long so that half the total group can hold onto it with both hands.

Activities

- Divide the group into two - the silent observers and the square formers.
- Lay the rope in a circle on the floor in the middle of the room.
- Get the square forming group into the middle of the room and get them to stand in a circle around the rope. The observers should stand around them.
- Ask the square forming group to pick up the rope circle with both hands.
- Ask the square forming group to close their eyes. No cheating!
- Ask them to form a perfect square with the rope (without looking!)
- The observer group should observe the dynamics, without commenting.
- Change the roles of the groups, and then debrief.

After the exercise, you can discuss it and everybody can give feedback on the different roles in-between the groups. This reveals often a lot about the different types of actors within a group. Furthermore it emphasises the importance of teamwork.

Trainer



Training

Source for all energisers: Pretty et al, IIED Guide II, 1993

4.7 Be flexible and learn: short description of tools not used in the pilot projects

Objective

- ◆ Trainer(s) and already experienced participants get ideas about other useful tools for a variation of the programme of a village workshop.

Daily routine diagram

A daily routine diagram helps to collect and analyse information on the daily patterns of activities of community members and to compare the daily routine patterns for different groups of people (for example women, men, old, young, employed, unemployed, educated) and seasonal changes in these patterns. Encourage community members to draw their own routine diagrams.

It is similar to a seasonal calendar in that it helps identify time constraints (shortages) and opportunities. For example, to identify the most appropriate time in the day for a women's training course.

Daily activity profile

The daily activity profile adds a spatial dimension to the daily routine calendar and shows a person's mobility during a typical day.

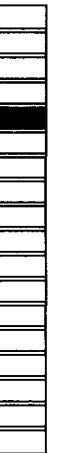
Mobility map

The mobility map is meant to identify the patterns of spatial mobility for different segments of a community. Contacts with the "outside world" and decision-making power in a community are often closely linked. Spatial mobility in many societies can be used as an indicator for a person's contact with, and knowledge of, the outside world and his/her authority in the community. It may also indicate freedom, wealth, empowerment, education, or consciousness. The mobility map allows to record, compare, and analyse the mobility of different groups of people in a community.

Livelihood analysis

Livelihood analysis diagrams are used to help interpret the behaviour, decisions, and coping strategies of households with different socio-economic characteristics. For example, a female-headed household with irregular income is likely to have different problems and needs, or spending patterns, than the household of a rich merchant or a government employee, and may adopt different coping strategies in the case of crisis. Variables for a livelihood analysis may include: household size and composition, number of labour migrants in the household, livestock and land ownership, proportion of income by source, expenditure, seasonality, relation of income, credit and debt.

Trainer



Training

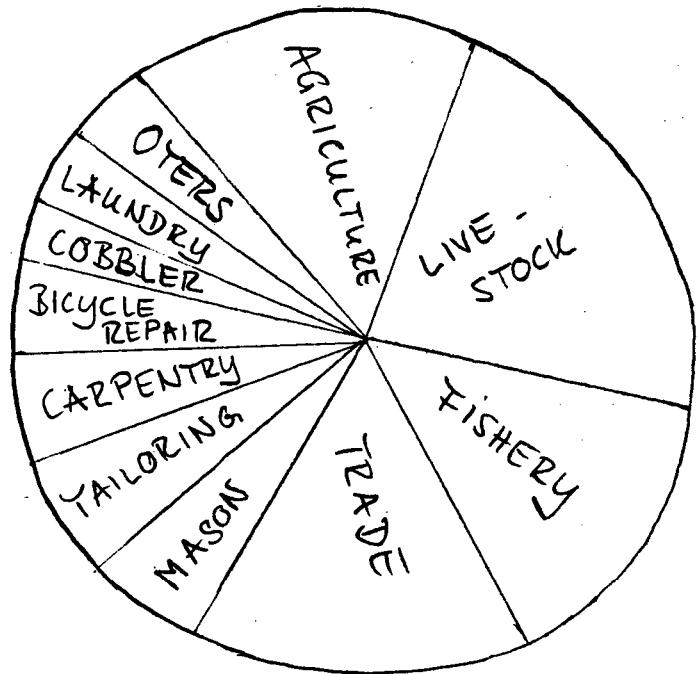


Pie charts

Proportional pie and bar diagrams are useful to quantify proportions of a whole, particularly where absolute values of the whole may be difficult to calculate (e.g. household expenditure) or where participants may be unwilling to give quantities (e.g. numbers of livestock in a herd).

Pie chart, representing sources of income and their importance in the community

1. Agriculture
2. Livestock
3. Fishery
4. Trade
5. Mason (plantation)
6. Tailoring
7. Carpentry
8. Bicycle repair
9. Cobbler
10. Laundry
11. Others



Well-being ranking

There are inequalities and differences in wealth in every community. These differences influence or determine people's behaviours, coping strategies and views. well-being ranking allows to:

- investigate perceptions of wealth differences and inequalities in a community.
- discover local indicators and criteria of wealth and well-being.
- establish a relative position in a community.

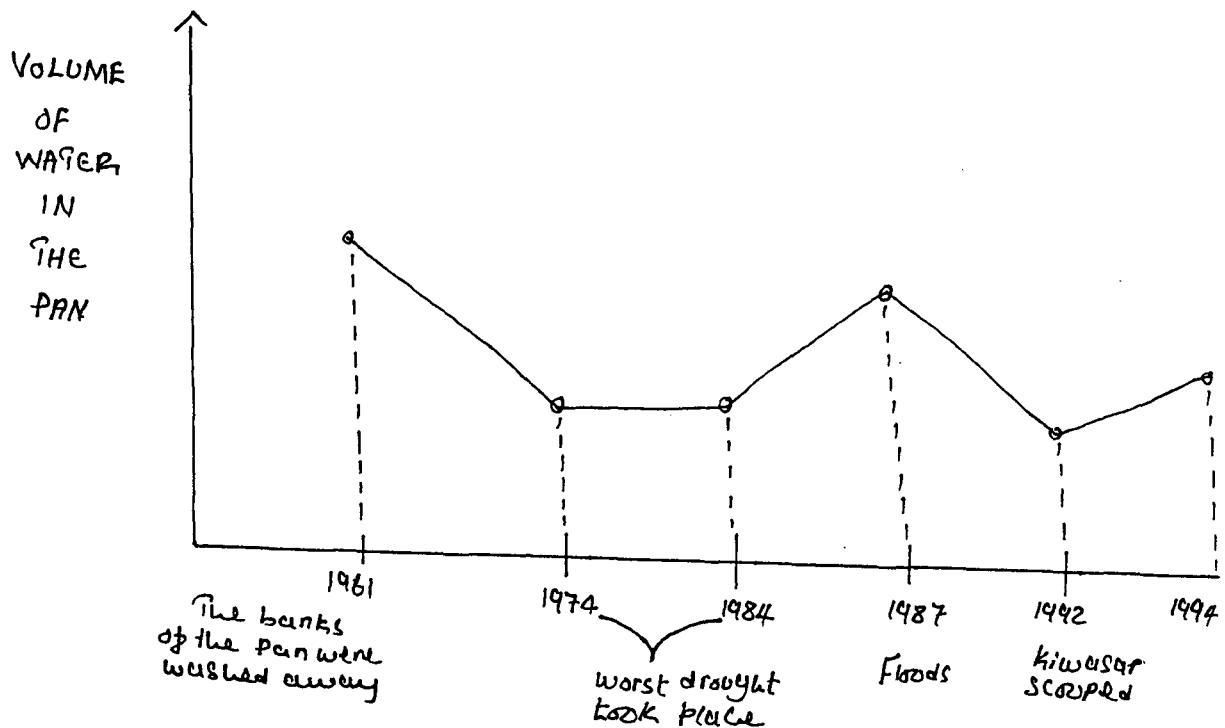
This type of community profile may be used to see which socio-economic groups participate during the village workshop and furthermore who will benefit from proposed development activities. There are two methods on how a well-being ranking can be done:

1. Participants sort a pile of cards or slips of paper, each with one household name recorded on it, into piles. The wealthiest are put at one end, the poorest at the other, and as many piles as desired are made.
2. A quicker method is to conduct the ranking directly onto a social map. The social maps are also helpful in acquiring a complete list of households. Villagers are then asked to indicate on the households the relative wealth classes. These are coloured for easy identification. Individuals assets are also to be marked for each household, such as land ownership, animals, tools etc.

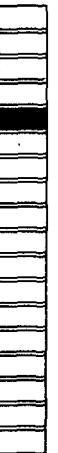
Time trends

Time trends show quantitative changes over time in a visualised form and can be used for many variables, including: rainfall, depth of water in wells, yields, malnutrition rates, area under cultivation, livestock population, time and distance to collect fuelwood and fodder, population size and number of households, birth and death rates, migration, prices, interest rates etc.

Time trend, graphs showing major droughts and floods



Trainer



Training



5 Planning

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5.1 Programme of planning

Objective

- ◆ Team members know how to elaborate a detailed programme and timetable of a planning workshop.

The planning is divided into two days/phases. On the first day, a small group out of the PRA team works out the objectives for the whole village workshop and key questions for the first day. Furthermore a detailed programme/time-table for the village workshop has to be designed. The small group should include members who are already familiar with the selected village. Also the team leader should be a member of the small team.

Day 1, (small, experienced planning team)	
Time	Activities
Morning	Defining objectives of the village workshop
Late morning	Elaborating key questions for the first day of the village workshop
Afternoon	Design a detailed programme for the village workshop
Day 2, (whole PRA team)	
Morning	Discussion on results of reviewing secondary data
	Presentation of the first day's planning results on objectives/key questions and programme
	Discussion of objectives, key questions and programme until a consensus is reached
Late morning	Presentation of the outline of the Community Action Plan to the team
	Distribution of roles/responsibilities in the PRA team. Division into small sub-teams (facilitator/note-taker) for the first village day.
	Producing the team contract
Afternoon	Making checklists with regard to the key questions for the first day of the village workshop
	Discussion of any open question regarding the use of PRA tools, organisational/ logistical matters etc.
	Editing of the protocol of the planning meeting (small team, 2 persons; see Annex I, protocol of the planning meeting for Ngerenya Village workshop)
	PRA team picture

PRA team



Planning



5.2 Second meeting in the community

Objective

- ◆ PRA team is aware of its duties during the preliminary visit (PIDA step "second meeting").

After the training and before the planning of the village workshop starts, the team visits the community to get a first impression.

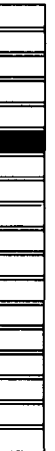
Objectives of the meeting

- ◆ PRA team is familiarised with the area and the community.
- ◆ The invitation procedure for the village workshop, made by the local leaders and local administrators is checked.

Activities

- The team leader has to introduce the PRA team to the local administrators and to the local leaders.
- Clarify the purpose of this visit and the purpose of the village workshop.
- Clarify with whom you are talking, what kind of authorities are around and if these people are really the local opinion leaders who will bring the given information to the community members.
- Talk with them about the main points of the PRA philosophy, mainly the aspects of self-empowerment and self-help motivation in the community. Explain again that the PRA team wants to learn from and with the community, to understand their situation and their problems. (see Manual sheet 3.1).
- Ensure that the local administrators and the local leaders understand that the people's participation is voluntary and that this is essential and the basis of the PRA philosophy.
- By talking about these items thoroughly, ensure that forced participation and unrealistic expectations are avoided.
- Ensure that the invitation to the village workshop reaches all members of the community, even the marginalised groups, ethnic minorities and the poorest community members.
- Clarify if the invitation procedure has already been done, by asking the local administrators and local leaders what they told the people will happen during the village workshop, whom they have invited, who was responsible and who has undertaken this task. If you have the impression that the invitation procedure has not yet been done, point out again the importance and how to do this. If you have the impression that not all groups were equally invited, ask for the criteria chosen to invite people.

PRA team



Planning



- All logistical arrangements, like accommodation, food, drinking water issues which have not already been organised and discussed with the community, should be finalised.
- Reach a consensus with the local leaders as a whole PRA team on what kind of accommodation will be appropriate and how food issues will be managed.
- Agree on the meeting place and the daily starting time of the village workshop.
- Finally, talk about the introduction procedure on the first morning of the village workshop. The team leader and the (assistant-) chief should come to an agreement with each other about their kind of introductory words.
- Split up into small groups, if authorities want to join, divide into some "with them" and some "without them".
- Familiarise yourself with the community by transecting (see Manual sheet 6.4.2.) through the community; talk to as many people as possible, try to reach even the boundaries of the community.
- Visit some community members in their homesteads to get an impression of their living conditions and their daily life.
- Get a preliminary impression on the range of needs of the community, by your own observations and from the people talking about their livelihood, farming systems, water, health and sanitation facilities, number of schools, jua kali (small scale enterprises), sources of income etc.
- Ask the people you meet if they know that there will be a village workshop in their community, if they themselves were invited and what they expect there. Ask carefully who invited them to come or if they had heard of any kind of restrictions.
- Ask the people if you will meet them again during the village workshop and invite them to come.
- After your cross-checking ask yourself who has to be invited in addition to those who have already been invited. If necessary, talk to the local leaders and local administrators again.
- Triangulate your experience and observations as an interdisciplinary team as this is the first time of working together. You can start doing this on your way back home.
- Gain an overview which kind of secondary data would be necessary for the planning workshop.
- Take your own experience and direct observation as a basis for developing relevant key questions for the first day of the village workshop. Write down your ideas or make sure that you do not forget them.

The necessity of a thoughtfully prepared introduction of the PRA philosophy to the opinion leaders before conducting a village workshop is a consequence of an experience gained during a village workshop in Dungicha. The harsh introductory words given by the chief commenting on the late arrival of the community on the first day was a bad start. His explanation, that people should be on time to greet the visitors, gave

the impression that they were around to satisfy the visitors, and not there for their own benefit. Even the behaviour of the Assistant Chief, who checked on the attendance of village participants every day was disruptive and made a good rapport between the community and the PRA team difficult. It was not clear either if there were any serious consequences for those who did not attend. The idea of voluntary participation was obviously not understood. Experience during the four pilot projects has also shown that it remained unclear what kind of social groups were involved and if marginalised groups were invited and were present. A carefully conducted first familiarisation with the area and the community seemed also to be necessary for the PRA team to get a clear picture of the real situation and be better prepared for the planning meeting.

Tips to note

- ⇒ Talk to the opinion leaders in a polite manner, involve them as much as possible, but ensure that you get consensus about the main points of the PRA philosophy.
- ⇒ Choose a meeting place for the village workshop which does not raise wrong expectations (e.g. not a place where people normally get food relief) and which is without any kind of bias (e.g. not a building where mainly political issues are discussed).

PRA team



Planning



5.3 Objectives of the village workshop

Objective

- ◆ PRA team knows how to elaborate the objectives for the village workshop.

Activities

First day of planning (see Manual sheet 5.1)

- Small team asks questions like:
 1. Why are we conducting the village workshop?
 2. What do we want to achieve?
 3. Who will use the results and what for?
- By answering these questions, objectives can be defined and visualised.

Second day of planning

- A member of the small team presents the proposed objectives to the whole team.
- PRA team discusses the objectives until a consensus is achieved.
- The final objectives are documented in the protocol of the planning workshop (see Annex I) and later in the report of the village workshop.

Example

Objectives of the Dungicha village workshop:

1. Interaction of the PRA team with the community to be able to learn and obtain first hand information from the community on their problems, potential, opportunities and possible solutions.
2. Awareness creation in the community on their problems, potential, opportunities and possible solutions.
3. Collection of information by the PRA team and facilitating that the community develops their own Community Action Plan (CAP).
4. The results and the report of the workshop enables the community and various development agencies to interact and ensure the follow-up of the proposed activities stated in the Community Action Plan (CAP).
5. Assignment of responsibilities for the follow-up to both sides (community and development agencies).

At the planning meeting for the Dungicha village workshop the group produced at first only two objectives, which were very complex in their meaning. It turned out in the discussion that they were not easy to understand.

The team decided then to split these two objectives into five. The new design gave the opportunity to define them clearly and briefly, by using a simple language. The number of single items was now higher, but the objectives were much more easy to understand. Hopefully this made them also easier to achieve.





5.4 Elaboration of key questions and checklist

Objectives

- ◆ PRA team members are able to plan what kind of information they are going to gather on the first day of the village workshop and how to specify it.
- ◆ PRA team knows the procedure of elaborating and discussing (a) checklist(s), which the sub-teams can use as a backbone for their first day's event.

Activities

First day of the planning

- Small team elaborates on what they want to find out on the first day of the village workshop. These are probably the problems, needs, resources and potential, as well as the priority-setting of different problems and criteria for prioritising.
- Key questions to be formulated (see Manual sheet 5.4.1). They might be formulated in the following way:
 1. Which resources and potential are available in the community?
 2. Which problems does the community face?
 3. Which of these problems need to be solved with the highest priority in the opinion of the different community groups?
 4. Which criteria did the different groups use for priority setting?

Second day of the planning

- Key questions are presented to the whole PRA team.
- The team discusses the key questions until every item is clarified and a consensus about the key questions is reached.
- Small groups or individuals will check which information is needed to be able to answer the given key questions.
- The relevant items are to be documented on a board in the form of topics or questions.
- Later these questions are presented to the team.
- They are clustered and clarified, considering their importance, using the PRA feature of "optimal ignorance".
- Finally a checklist is formulated for every key question. If all these questions/topics can be clarified during the event in the village workshop, the key question has been answered sufficiently.
- The elaborated checklists for the first day's event have to be written down at the back of every sub-team's notebook. They are the guideline/backbone for the event in the village workshop (see Manual sheet 5.4.2).

The key questions define the information which should be gathered during the planned event. They are usually too complex to be asked directly. Therefore, the checklist with ques-



tions/topics related to the key question has to be prepared. The design of key questions and appropriate checklists is a very important step in the planning session. The same procedure needs to take place during the planning sessions each evening of the village workshop (see Manual sheet 6.3.7).

Tip to note

⇒ Make sure that all members of the PRA team know how to use the key questions and the checklist properly.

PRA team



Planning

5.4.1 The key question

Objectives

- ◆ PRA team has understood the purpose of the key question.
- ◆ PRA team is able to design and use key questions.

Key questions specify what kind of information should be generated during the village workshop.

Activities

- Study the objectives of the village workshop.
- Specify what information you need in order to achieve a particular objective.
- Formulate one or few key questions which will specify your information needs.

Example

Objectives of the village workshop in Ngerenya and the key questions for the first day of the village workshop.

Objectives:

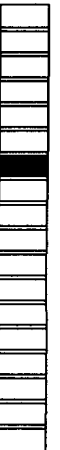
1. The problems, constraints and needs in the community are identified.
2. The local resources and the potential in the community are identified.
3. The socio-economic factors with regard to objectives above are known.
4. The historical development trends of the settlement scheme are described.

Key questions:

- How was the historical development of the Ngerenya settlement scheme (land tenure system)?
- What are the local resources in Ngerenya?
- What are the constraints for the exploitation of these resources?
- What are the problems as perceived by different groups in the community?
- What are the causes of these problems?
- Which is the most pressing problem as perceived by the different groups?
- Which are the aspirations/needs/dreams of the different groups?

Tips to note

- ⇒ Specify carefully what information is really to be generated during the village workshop.
- ⇒ Don't forget to make a checklist for each key question before you start an event.





5.4.2 The checklist

Objectives

- ◆ PRA team is able to elaborate a checklist.
- ◆ PRA team knows how to use a checklist.

The checklist

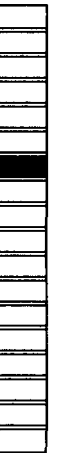
- is a guide that helps the facilitator to gather information.
- includes the cornerstones, the "musts" in terms of needed information to answer a key question sufficiently.
- is a memory aid to keep the dialogue moving.
- is not a strict list which covers all aspects of a key question in detail; it does not imply the order in which questions are to be asked.
- can be formulated as topics or questions.
- must be prepared before an event can start.

Activities

- Ask yourself "what specific information is needed to cover the key question?"
- Use the principle of "optimal ignorance" and write down your top priorities for the checklist.
- Limit yourself to a certain number of ideas.
- Compare these with other "musts" written down by other team members.
- Discuss, remove any duplication and decide on the final checklist.
- Write the checklist on the back of your note-book to have a quick glance at it while conducting an event.

Tips to note

⇒ The elaboration of checklists for every day of the village workshop is a **must**. Usually it will happen during the evening sessions after the analysis of the day. If the elaboration of (different) checklists is done with the entire group, it will take much time. Emphasise division of labour!





5.5 Producing a detailed programme for the village workshop

Objective

- ◆ The members of the PRA team know how a detailed programme for the village workshop can be designed, discussed and endorsed.

Activities

First day of planning

- Some PRA team members design the time frame and programme for the village workshop by asking questions like:
 - Which activities will be done? (This includes, which PRA tools will be used to answer the key questions. It includes also activities related to data analysis, drawing conclusions, and planning the next day in detail).
 - Who will be involved in each activity?
 - ⇒ on behalf of the community?
 - ⇒ on behalf of the PRA team?
 - When will each activity start and when will it end?
 - Where will the activities take place?
- Visualise the elaborated programme on big sheets.

Second day of planning

- Presentation of the programme to the whole PRA team.
- Discussion of the programme until a consensus is reached.
- The detailed programme is to be documented in the protocol of the planning meeting. (See example in Annex I)

The itinerary of a village workshop will generally keep a more or less similar framework. Every day of the workshop has its special items (see Manual sheet 6.1).

However, the detailed programme of the specific village workshop has to be prepared properly in every individual planning workshop, with regard to the actual information and conditions.

Tip to note

⇒ The time frame should not be too tough; allow enough time for unforeseen incidents.





5.6 Distribution of roles and responsibilities

Objectives

- ◆ Every PRA team member knows how the process of the distribution of roles and responsibilities works.
- ◆ Each PRA team member is able to volunteer for a role during the village workshop.

Activities

- Team leader introduces the different roles in the village workshop. These are the roles of a team leader, a facilitator and a note-taker. There will also be a person who is responsible for organisational and logistical matters during the village workshop.(see Manual sheet 2.2-2.4).
- The team discusses different roles and agrees on them.
- Every team member volunteers for one of the facilitator/note-taker roles.
- Team leader takes care that the composition of each single PRA sub-team (facilitator/note-taker) is well-balanced in terms of its expertise, PRA experience and gender.
- Team leader introduces the purpose of the team contract and the team designs and establishes an individual one considering the specific situation of the PRA team (see Manual sheet 5.7).
- The team member who is responsible for logistical matters, introduces the tasks and the arrangements to be done for the team (transport, accommodation, food, water, material, lamps, etc.).
- An experienced team member facilitates the "rope square" - an energiser, which is related to the team contract issue (Energisers are explained in detail on Manual sheet 4.6).

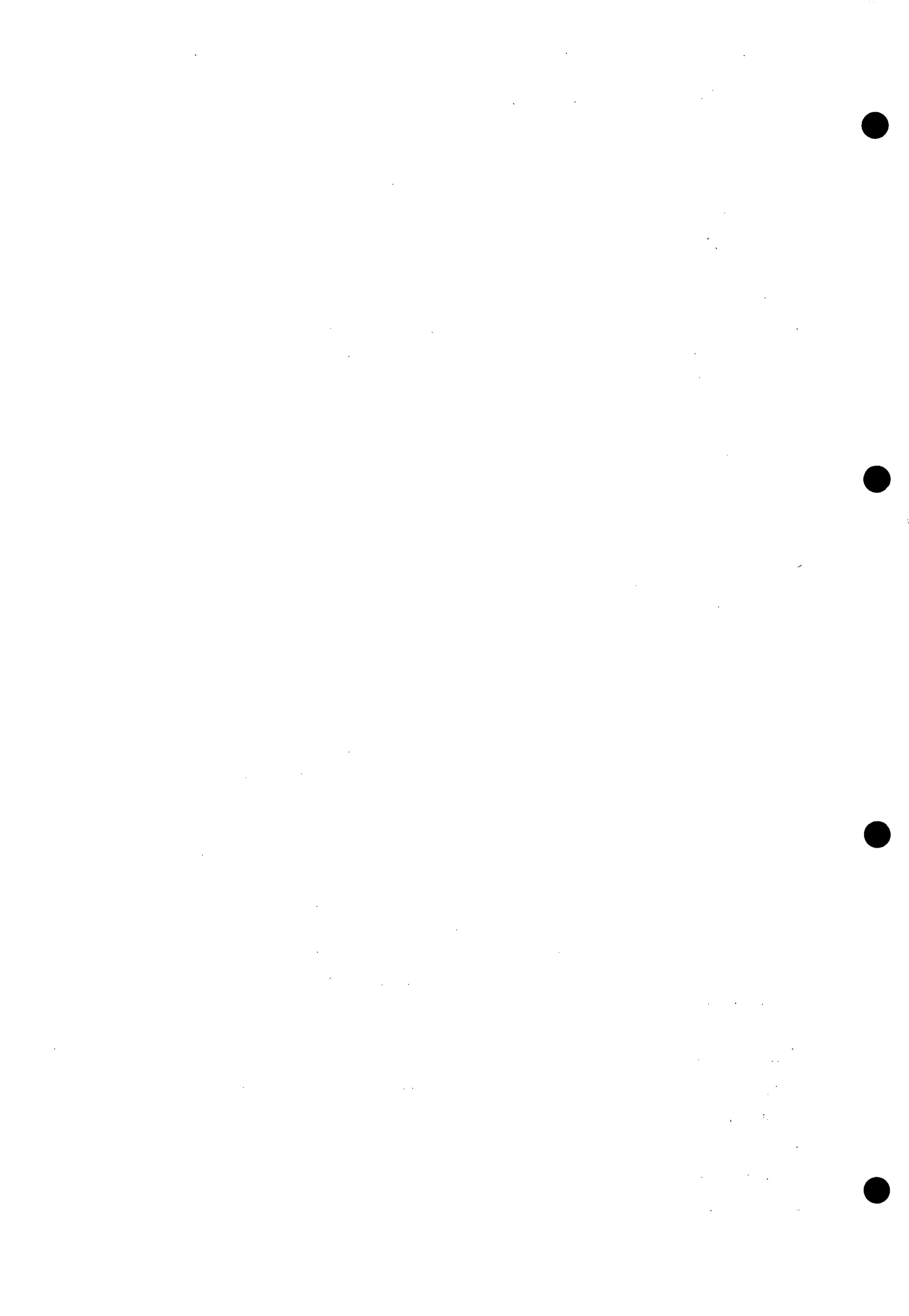
For a smooth and frictionless running of the village workshop, every team member has to be aware of his/her role and tasks during the daily events.

If any team member has problems with his role or if the sub-team members have difficulties dealing with each other, it is the team leader's duty to change the roles or the sub-team compositions for the following day. Such changes have to be discussed during the evening sessions of the village workshop. Any change has to be made in the spirit of the established team contract.

Tips to note

- ⇒ Don't force any team member to take a role which he/she doesn't want to take; volunteers are always welcome.
- ⇒ Any change of team composition should only be made after the reasons have been discussed in the team.
- ⇒ Be transparent.





5.7 Establishing a team contract

Objectives

- ◆ PRA team members have understood the purpose and importance of a team contract.
- ◆ PRA team is able to establish its own team contract.

The team contract is an agreement which has been reached in the team in a participatory way. It contains protocols on how every individual of the team and the team as a whole should behave during any stage of the PRA phase.

Activities

Model A

- Divide the PRA team into two sub-groups.
- Distribute a sheet of sample questions, *what would you do if..?* to every group.
- Each sub-group gets eight questions and elaborates on the answers; they should be as short as possible.
- The given answers are presented to the team and clustered on a board.
- The team discusses the answers and tries to generalise and shorten the contents again.
- Finally the team contract on how to behave during the PRA phase is established:

Example A

Team contract of the Jila and Majajani PRA team (August, 1994)



- ① Have a sense of humour
- ② Learn to listen
- ③ Be flexible
- ④ Be patient
- ⑤ Be well prepared
- ⑥ Be nice and friendly
- ⑦ Be in rapport with each other
- ⑧ Be active
- ⑨ Keep a low profile
- ⑩ Take our common sense to the village



Model B

- PRA team discusses in the plenary session what kind of protocol might be important for facilitating the PRA phase.
- The philosophy and principles of PRA are to be taken into consideration.
- Individual constraints have to be mentioned, if they are related to the whole team.
- Finally the agreements and rules are fixed and documented.
- Every member endorses the team contract and takes it seriously.

Example B

Team contract, of another Kenyan PRA team (out of: Pretty et al, IIED Guide II, 1993)

1. Members must be friendly to each other and to farmers
2. Abide by the chairperson, but advise him/her if he/she is wrong
3. Use a sign or signal, such as shoulder tapping, if a team member talks too much
4. Listen, do not lecture
5. Begin with introductions and explanations of why the team is in the community
6. One member is permitted to miss a day of fieldwork
7. All agree to meet every evening to review and discuss findings
8. During fieldwork, if anyone calls us over, we will always stop and talk

Every team member has to take the team contract seriously. It is the basis for a successful teamwork. Effective teamwork is at the heart of PRA.

During the village workshop in Ngerenya one team member left the team on the evening of the first day, to come back in the morning of the third day. That had been agreed upon by the whole team during the planning. But then the person did not come back for the whole village workshop. The team had to take over the duties of this member in addition to their already very tough programme. If the missing team member had taken the team contract seriously, the person would have announced that there had been some other business during the days of the village workshop. Any time constraints should be stated clearly during the planning meeting, at the latest after establishing the team contract.

Tips to note

- ⇒ Ensure that every team member has understood the team contract.
- ⇒ Take the visualised team contract to the community and place it in a prominent place in the camp.
- ⇒ If the situation requires it, team members can refer to the team contract.



Sample Questions (Source Pretty et al, IIED Guide II, 1993)

Group 1: What would you do if

1. In a group interview the participants are very silent, unresponsive and reluctant to answer your questions?
2. Part way through a small group interview some community members say they must leave to attend to other matters?
3. A PRA team member is over-enthusiastic and keeps interrupting the community members when they are speaking?
4. On the final day of the PRA important new information arises which contradicts an earlier key finding?
5. You arrive in the community planning to begin with mapping and modelling, but the team is nervous and unsure how to start?
6. One PRA team member is frequently giving negative criticism in team discussions?
7. A very senior staff member of your organisation wishes to attend the fieldwork to observe the participatory methods but, as he knows little of the attitudes required for good participation, you fear he will simply lecture the villagers?
8. There is a dominance of gender over the other?

Group 2: What would you do if

1. The information on fuelwood received from the women largely contradicts that collected from the men?
2. One of the PRA team members accuses another of making an offensive remark and refuses to work with that person?
3. You have asked a group of community members to create a model of their village but they don't seem to know how to begin?
4. One PRA team member is taking a condescending and patronising attitude towards the community members and tends to lecture rather than listen?
5. You return from your transect walk to find that the resource map has been produced entirely by the other members of your PRA team without active community involvement?
6. During the matrix scoring and ranking, the more articulate and better dressed male community members dominate the discussions about priorities?
7. The information you collect during the PRA seems to contradict your secondary data sources?
8. The community decides that the PRA team is important and deserves to sit at the "high table"?

PRA team



Planning



5.8 Time management

Objectives

- ◆ PRA team members are aware that planning requires also time management.
- ◆ PRA team members know how to arrive at a realistic time schedule.

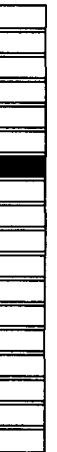
PIDA includes several meetings, assemblies and other events where people come together to reach a common goal. These meetings require not only a preparation on subject matters but also an exact planning of the time management.

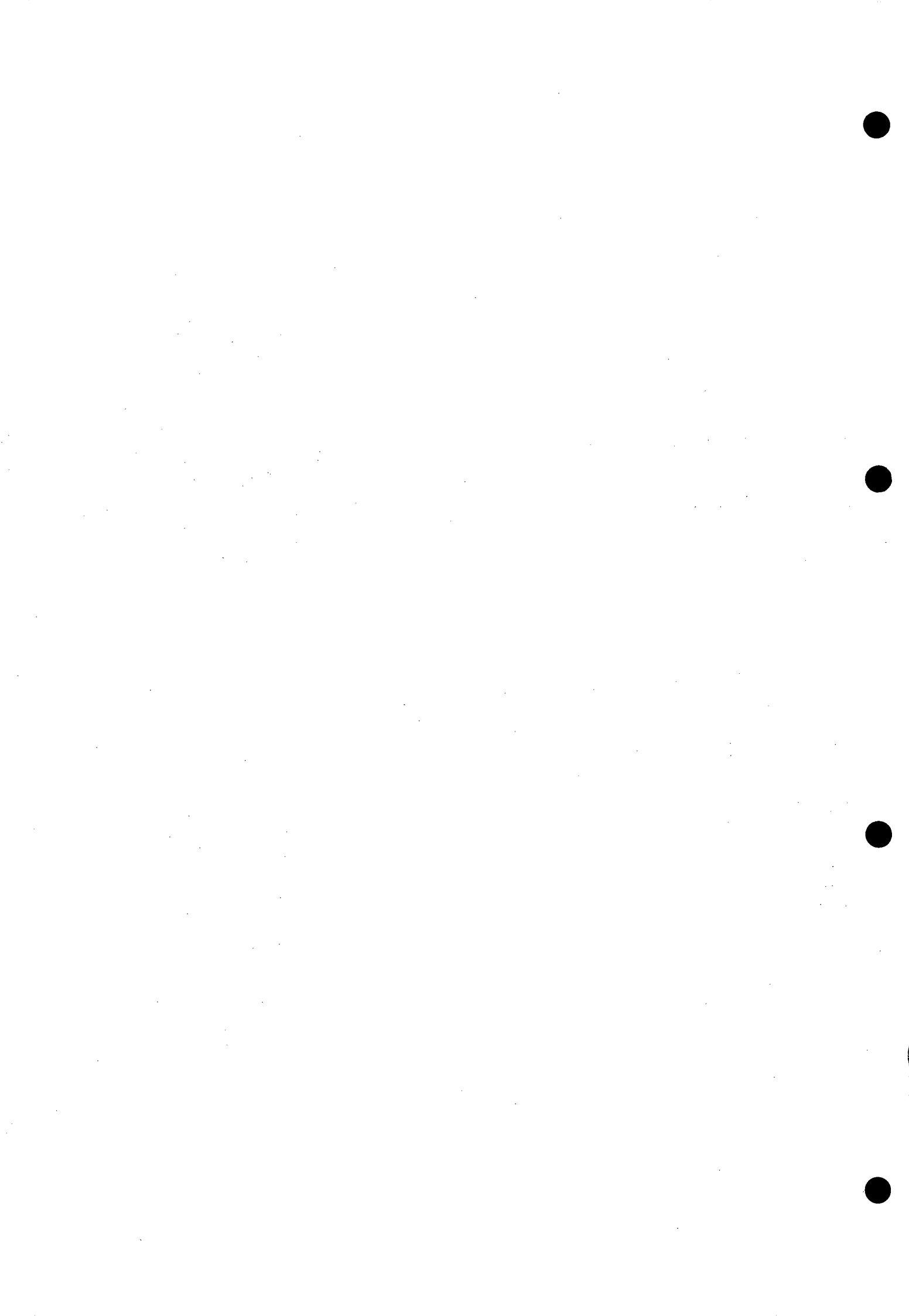
Activities

- When you are planning a meeting set a realistic timing for each point of the agenda. Be realistic when planning events; do not put too many items into the plan. Leave space for unforeseen events.
- Save time by organising everything before the events starts. (Material, who does the visualisation?, etc.).
- Make sure that everybody arrives in time and the meeting starts punctually.
- At the beginning of the meeting clarify the timing in the plenary. Any personnel time constraints should be clear in advance, to avoid disharmony in the group.
- During the meeting keep the timing of the agenda in mind and avoid discussions which are not necessary.
- If possible, use division of labour and group work as an instrument for saving time.
- Distribute responsibilities: Who prepares what and when will it be ready?
- Each day of the village workshop readjust the plan for the day. Be realistic and decide what comes first.
- Try to close the meeting in time.
- Time management is also necessary for longer periods of time such as the follow-up phase.

Tips to note

- ⇒ Every participant should feel responsible for the timing of the meeting.
- ⇒ Avoid unnecessary statements and keep to the time arrangements.

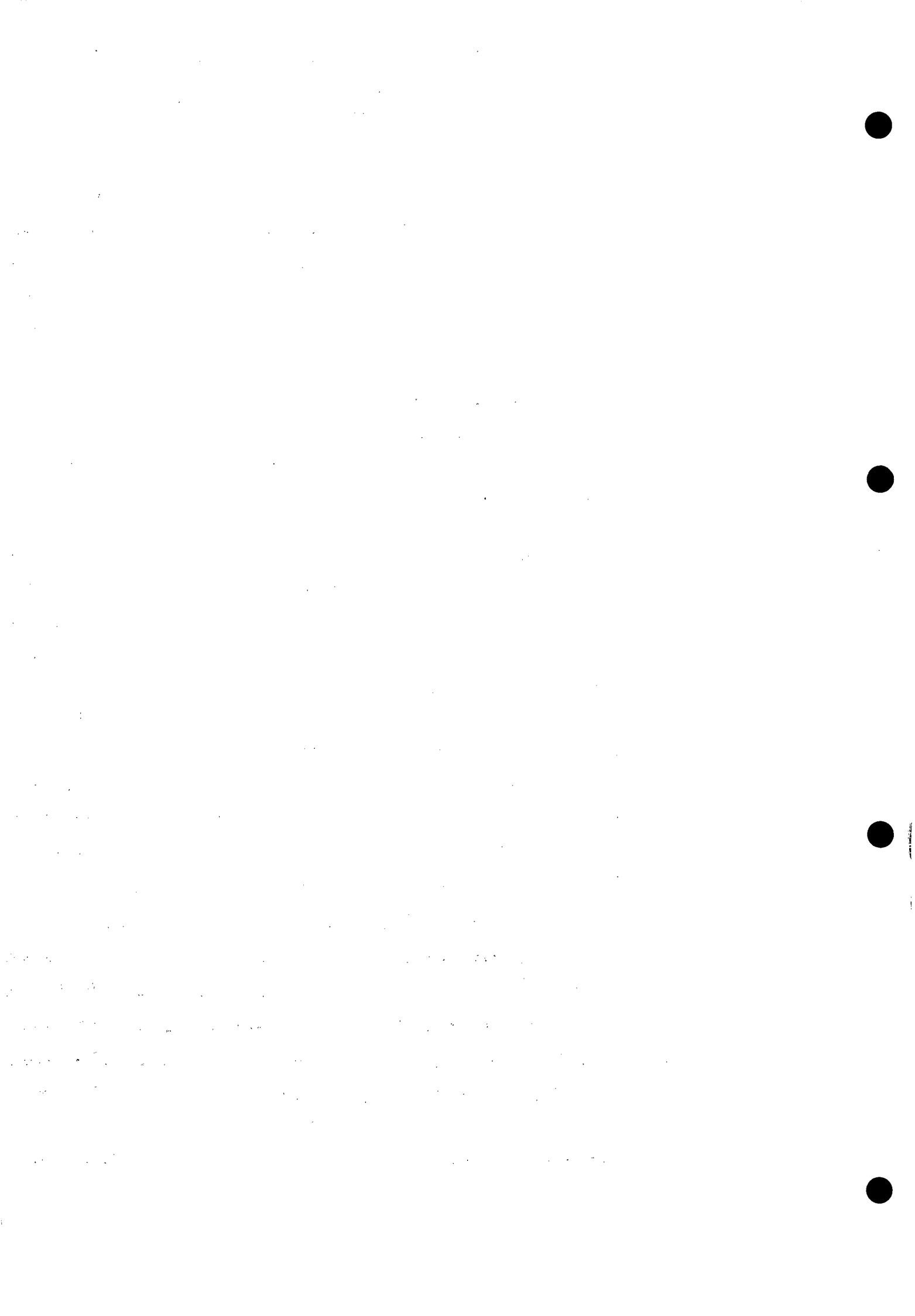




6 Village workshop

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Note: Subchapters written in *italics* are only subheadings for the following manual sheets



6.1 Programme of the village workshop

Objective

- ◆ Team members are aware how a detailed programme of a village workshop might look like (this sheet should be read together with the Manual sheet 5.5).

Time frame for conducting a village workshop, without any preliminary focus		
Day	Time	Activities, Tools/ Sources
(first day) Familiarisation	afternoon	Departure to the community; Arrival/reception; Meet village elders and others, PRA team members familiarise, walking through the village single or in small groups
	evening	Dinner - social interaction
		1st evening session: Finalisation of checklist(s)/, which has/have already been developed in the planning, with regard to latest information, gathered during the familiarisation; Revision of the use of the documentation sheets and note books; discussion of open questions; single preparation for next day's event
(second day) Introduction Situation analysis	morning	Meeting the community; Introduction of the team; Explanation of the objectives and the programme Division of community members into sub-groups
	late morning	Maps/ probing/interviewing the maps, elaborating problems, resources and potentials, prioritising /ranking of problems. Checklist as backbone.
	noon	Presentation of sub-groups' results to the community, discussion among various community members about their findings
	late noon	Lunch break
	afternoon	Every team summarises results, fills in the documentation sheets and the Kenda matrix for presentation to the entire team
	evening	Presentation of sub-team's findings to the team; short feed back on the process, analysis of resources, potential, problems; check if the main problems/focus has already been stated; elaboration of key questions for the next day; confirmation of sub-team composition; elaboration of checklist for the next day in the sub-teams; decision on use of appropriate tools
	late evening	Supper
(third day) Further data collection	morning	More detailed information gathering related to the focus, using appropriate tools,
	noon	Presentation of sub-groups' results to the community, discussion among several community members about their findings
	late noon	Lunch-break
	afternoon	Every team summarises results, fills in the documentation sheets and the Kenda matrix for presentation to the entire team
	evening	Presentation of sub-team's findings to the team; short feed-back on the process, analysis, elaboration of key questions for the next day according to the findings; elaboration of the checklist; decision on use of appropriate tools.
	late evening	Supper

PRA team



Village workshop

PRA team



(fourth day) Solutions, CAP	morning	Elaboration of possible solutions in sub-groups using appropriate tools, Introduction of the Community Action Plan (CAP) in sub-groups
	noon	Presentation of sub-groups' results to the community, discussion among different community members about their findings
	noon	More details about the CAP, given by the team leader; Election of a Village Committee
	late noon	Lunch
	afternoon	Every team summarises results, fills in the documentation sheets and the Kenda matrix; Presentation of sub-team's findings to the team; Short feed back on the process, data analysis and drawing of preliminary conclusions; Preparation for the final day
	evening	Departure from village
(fifth day) Final presentation of the CAP to the community and PRA team	early morning	Departure to the community
	morning	Welcome the community and the PRA team again, introduction to the final community meeting; social events; Presentation of the CAP by the committee chairperson, discussion of CAP by the community; PRA team assesses the CAP and the reaction of the community to the CAP; PRA team asks questions if anything is unclear
	noon	Vote of thanks and closure of the meeting

Example

Programme of the Ngerenya village workshop in Annex I.

It is very important to have an exact idea about the village workshop programme. The people of the communities are often not used to keep to time arrangements very sharply. Some groups take the height of the sun as their time reference. On the other hand, it seems that the community people have often experienced that the staff from DAs is also not very punctual. These previous experiences make it very difficult to start the village workshop at a fixed time (e.g. 9.00 am).

However, the people of the community (old and young women, men, youth), are the main actors of the village workshop. The PRA team has to be patient and act flexibly. Except for the first day, where a formal introduction is necessary, the sub-team can start with few people. The number of participants will increase, while the event goes on. Every sub-team should carefully monitor its own time limits. The PRA team should be aware, that the evening meetings, where the following day has to be prepared, could take up to midnight if they start late or the discussions are too time-consuming.

Tips to note

- ⇒ Don't plan a programme too tight.
- ⇒ Every team member has to make sure that the PRA team itself is punctual when dealing with the community.
- ⇒ Do not force the community to rush through an event because of time constraints.
- ⇒ Review the Manual sheet 5.8, time management.

Village workshop

6.2 Introduction phase

6.2.1 Familiarisation/ socialising

Objective

- ◆ PRA team knows how to familiarise and how to establish a social environment and a rapport as a basis for living and working in the community.

Activities

- Arrive in the village early, to have enough time for a relaxed familiarisation/ socialising.
- Each team member establishes his/her own private space.
- Individuals or small groups are walking through the community, observing carefully any relevant/interesting situations.
- Team members greet kindly any community member and ask them if they are aware that a village workshop will take place during the next few days. If they don't know anything about the invitation, the PRA team members kindly invite them and explain the purpose briefly.
- To get a better view of rural life and its problems, some PRA team members might assist the villagers in doing their daily routine work, e.g. grinding the maize for ugali.

In the beginning of the stay in the community, there might be a kind of barrier for some team members to coming closer to the local people. This barrier should be overcome. Therefore the experienced PRA team members should assist the new team members and encourage them to come closer to the community. Any bias against the community people is an obstacle for establishing a good rapport between community and the team from the very beginning. The team has to accept and should try to understand the habits, routines and living conditions of the community.

Another aspect of familiarisation is to cross-check if all community groups really have been invited. During such a familiarisation walk in Jila, a PRA team member was invited by a poor tailor, to have a cup of tea with him. After asking the tailor if he was aware that there was a village workshop and if he would join it, the tailor mentioned that he would not participate, because he did not have enough money. Such an informal statement could indicate that some marginalised groups have not been invited. In such a case the team member should encourage these people to participate at the village workshop. The team leader should be informed as well because he/she can tell the opinion leaders (administration) again, how important the attendance of all community groups is.

PRA team



Village workshop

Tips to note

- ⇒ Take care that your planned arrival in the community is not delayed.
- ⇒ If the community is located over a widespread area, where the homesteads are distributed over long distances and therefore difficult to reach; take care that you arrive early enough to ensure a proper familiarisation.
- ⇒ Make sure the camp of the team is located at the centre of the community.
- ⇒ Do not drive around in the village with a vehicle but walk!

PRA team



Village workshop

6.2.2 First evening meeting

Objective

- ◆ The PRA team knows its duties for the evening before the village workshop's events can start.

Objectives of the meeting

- ◆ The checklist(s) related to key questions for the first day is finalised.
- ◆ Last-minute information gathered during the familiarisation walk and secondary data are discussed and if necessary integrated into the programme.
- ◆ Open questions about roles/ tools/ village workshop programmes have been clarified.

Activities

- Establish timetable and evening programme.
- Finalise checklist in PRA sub-teams.
- Assess impressions and information from the familiarisation walk.
- The team leader explains again the use of note books and documentation sheets.
- Questions and answers about any unclear matter.

The first evening meeting should not be extended too long. When main points have been clarified, the meeting should be closed so that there is still enough time for individual preparation.

Tips to note

- ⇒ Encourage each team member to feel free to ask questions about any unclear matter.
- ⇒ Do not blame your colleagues because of any "silly" question; have the team contract in mind.

PRA team



Village workshop



6.2.3 Starting the village workshop

Objective

- ◆ The PRA team members know how to act and behave during the beginning of the village workshop.

Objectives of the beginning of a village workshop

- ◆ Every participant of the village workshop has understood and is familiar with the purpose of the village workshop.
- ◆ Unrealistic expectations on the part of the community are avoided.
- ◆ Village workshop participants are aware that their knowledge, arguments, ideas, proposals are decisive for plans of action and development in their community.
- ◆ It has been checked that marginalised groups (women, elderly women, illiterates, poor people) attend the village workshop and that they are encouraged to express their opinions.
- ◆ Rapport between community and PRA team is established.

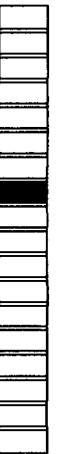
Activities

- Let the community people come together at their usual meeting place.
- Be patient with regard to time constraints from the community's side, let the villagers decide when their number is complete and they are ready to start the workshop.
- Take care that the seating arrangement, i.e a circle or semi-circle, enables a participatory atmosphere to be build up.
- Village elders and PRA team members distribute themselves in the community and keep a low profile.
- Team members encourage marginalised groups (i.e. elder women) to take a seat in the circle (rather than sitting at the edge) to make sure that they are involved from the beginning.
- The team leader explains to the community that the PRA team is there to learn from the villagers.

Community people are used to take part in "barazas" (assemblings), where they have to listen to the chief and assistant chief. Therefore, it is very important to emphasise the participatory character of a PRA village workshop. Marginalised groups have to be asked if they have understood the purpose of the village workshop and they should be encouraged to ask, if they have any question.

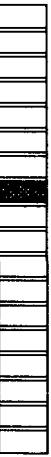
At the Jila village workshop, many women arrived at the meeting place with baskets, because they expected some food aid from the PRA team. This indicates that already during the preliminary visits, some mistakes had been made, the purpose of the village

PRA team



Village workshop

PRA team



Village workshop

workshop had not been disseminated clearly enough (pay attention to Manual sheet 5.2).

Therefore, during the introduction there is a last chance to emphasise to every participant that the PRA team will not distribute any gifts to them, but will work with them and assist them in making use of their knowledge and views, in defining their main problems and constraints, in identifying their possible solutions and plans for the future.

Tips to note

- ⇒ Take care that village elders are not dominating the introduction.
- ⇒ Make sure that the starting time for the workshop is convenient for the majority of the community.
- ⇒ Be patient and polite to people who have arrived after the beginning of the introduction.

6.2.4 Group selection

Objectives of the group selection

- ◆ Participants have divided themselves into sub-groups.
- ◆ Every participant feels comfortable with his/her sub-group and was not forced into it.

Activities

- Explain to the people the purpose of splitting into sub-groups.
- Explain the importance of gender and age, for evoking and ensuring free discussion in the sub-group.
- Make suggestions for the number of sub-groups and their possible division, e.g. elder women, women, elder men, men, youth, committee members, leaders.
- Ask the participants if they agree to the grouping.
- Let the participants choose the sub-group which they think they belong to, e.g. let women decide if they belong to the elder women's group or to the young women's group.
- Ask some community members for their criteria for choosing this specific group.
- Facilitators/note-takers join their sub-group and go to a suitable place to start with the event (first tool).

Gender and age-related fears, which might be there if the grouping is not done properly can be avoided. It is always astonishing when, in a women's group, shy women start to express their opinions during an event. Such situations are important for discovering the different views of different community groups about their situation.

In Dungicha, it happened on the second day of the village workshop that the women, who had now developed greater confidence, attended in bigger numbers and designed a very large map on the ground. The facilitator was not able to maintain an overview about the process at the other edge of the map, so the sub-team decided to split up in order to deal with the two groups at either extremes of the map. The advantage of breaking into two smaller groups was that the dialogue was more intensive. In the evening the PRA team had a discussion whether this splitting was consistent with the rules or not. In the end it was agreed that it was a very good example of flexibility during an event.

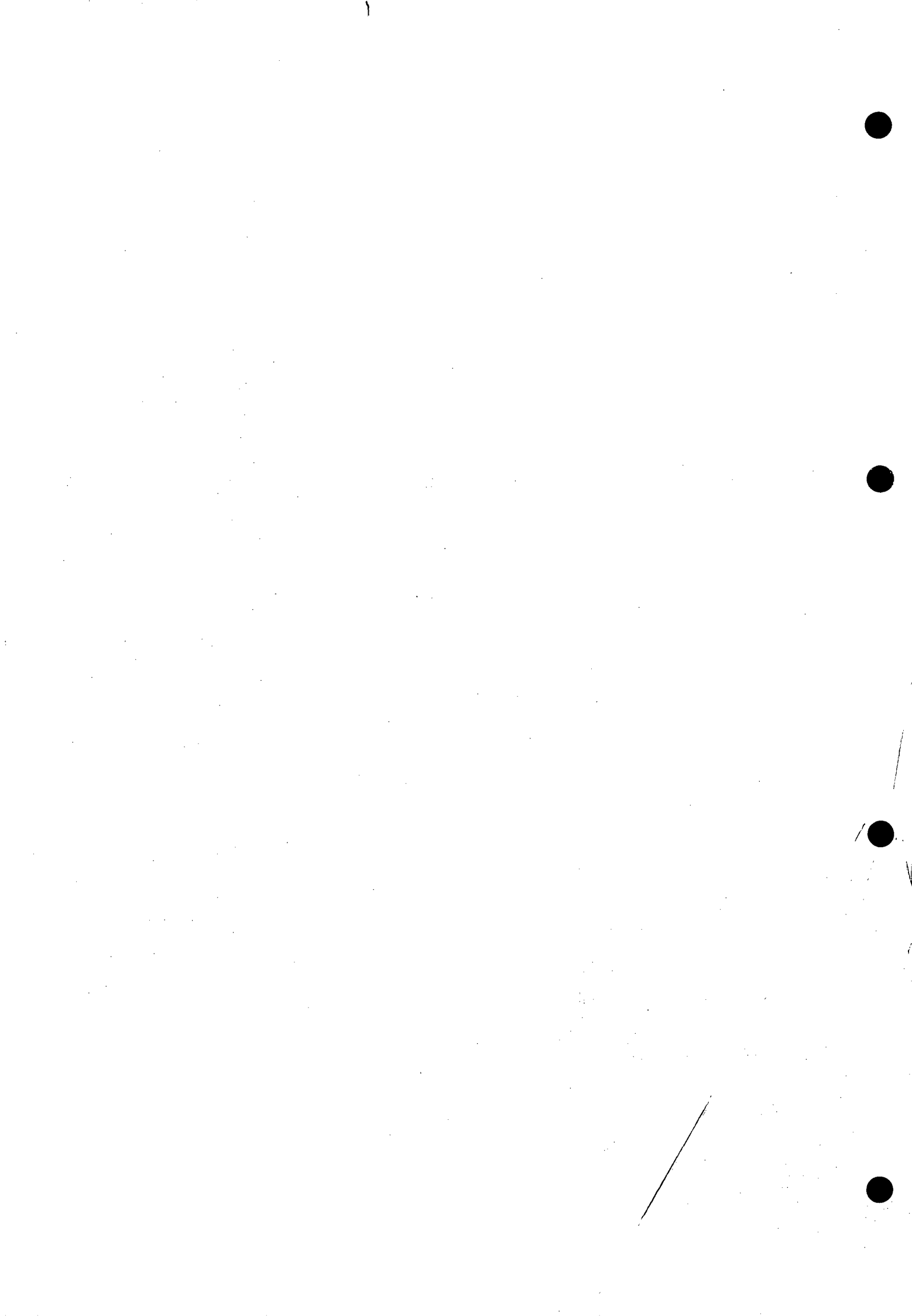
Tips to note

- ⇒ Respect the community's criteria for group selection.
- ⇒ Be patient during the process of grouping; let them decide on their own.

PRA team



Village workshop



6.3 Situation analysis

6.3.1 General guidelines to carry out an "event"

Objective

- ◆ The PRA team understands the term "event" and knows how to carry out an event.

In the village workshop an event is a meeting of one PRA sub-team with a sub-group of community members in which one or more PRA tools are used to generate information and create awareness about a certain issue. A sub-team usually conducts one event per day. The number of tools used varies according to the amount of time spent on each tool and the quality of information obtained by this tool as well as the key questions the PRA team wants to clarify during the event. If questions remain unanswered or new issues arise, it might be necessary to introduce another tool. For example, you can start by introducing a resource map as a basis for discussing why existing resources are not used and for analysing the problems related to this. The ranking of these problems would be the next tool to be used in the same event.

Activities

- Before selecting specific tools for an event, ask yourself which questions could/should be answered there (see Manual sheet 5.4.1).
- For familiarisation with the people, talk casually with them about how their day started, for example, or what they did before they came to the village workshop etc. Tell them about yourself, too.
- Explain to the sub-group that you are in their community to learn from them, keep saying this to people who arrive or become involved during the event.
- Give a good introduction of each tool used for an event by explaining its purpose very clearly.
- Ensure that the sub-groups understand the reason for transition from one tool to the next during an event.
- Be very patient, if things are slow to start. Marginalised groups in particular must be given time and encouragement. Tell them that you are interested in their knowledge and problems.
- Help people to start by asking simple introductory questions.
- Start visualising as soon as possible.
- Encourage people to use local material e.g. stones, maize stems, leaves, sticks to visualise the points discussed on the ground. Let them choose themselves,.
- Ensure that all symbols are understood by all those present, particularly if people are joining during the process. If things are hand-written, ensure that these are explained by symbols, which are understandable to illiterate people.

PRA team



Village workshop

PRA team



Village workshop

- Hand over the stick or the pen to the people as soon as possible, even to those who are not so spontaneous.
- Try to involve as many participants as possible.
- Do not dominate the proceedings and make sure that other people do not play a dominating role.
- Do not interrupt. Understand and accept that it is their own map, diagram, or calendar.
- Discuss, interpret, analyse and draw conclusions about the visualised items on a map, diagram, calendar, ranking as much as possible. Ask about what is being presented and if it has changed in the past. Ask probing questions to explore details omitted. (The process is summarized in the word "interviewing a map, diagram or ranking").
- Use every opportunity to cross-check and triangulate information with the help of background knowledge obtained through secondary data or your own subject-matter experience.
- Try to obtain the information for which you prepared a checklist. Apart from this framework be flexible and add questions which arise during the discussion. This could be new information about items which you had not considered before. If it is obvious that people want to talk about other things, let them do so. Try to find out the reasons for that. It could help you to get a deeper understanding of the items people are interested in. Take care that the topic of the event does not change completely. Guide the participants carefully back to the topic where information is needed.
- When you are conducting an event you should make a note of the most important information given, on points of enthusiastic discussion, conflicts, or trouble within the group. Note also if it is always the same people that are talking and drawing or if there is an equal participation of all the sub-group members.
- The results visualised on the ground should be copied on a piece of paper. Ask somebody from the community to do this. One copy should be left with the community, one should be taken by the PRA team. The best way is to take a big sheet for copying the drawing from the ground. This could then be taken by the PRA sub-team to make a copy on an A4- sheet. The next day it will be given back to the sub-group.
- Explain to the sub-group that the group work results will be presented to the whole community and clarify who will do this for the sub-group.
- Make an appointment for the next day.
- Thank the group for working together.

Tips to note

- ⇒ Creativity and flexibility is the lifespring of the PRA philosophy.
- ⇒ Feel free to vary and improve these guidelines based on your own experience.
- ⇒ Use your own imagination to find new tools, or to change them so as to get the best results.

6.3.2 Resource map

Objectives

- ◆ The PRA team is familiar with the objectives and activities of a resource map.
- ◆ The PRA team facilitates the tool in a way that the community members are empowered to analyse and better understand their own conditions.

Objectives of the tool

- ◆ A dialogue between the different groups of the community is established.
- ◆ A picture of different perceptions of the local environment is constructed.
- ◆ Access and control over resources are documented.
- ◆ A baseline reference for use in further discussions is created.
- ◆ A process of dialogue has started, as maps are usually non-sensitive and relatively easy to facilitate.
- ◆ Problems, resources and potential have been identified in relation to the key questions

The resource map is often the first tool of the first event during the village workshop. It starts immediately after the introduction and group selection.

Activities

Before the event

- Let the community choose a suitable place for the mapping. It should be large and open for more people to become involved and suitable for drawing on the ground (sand etc.). The map should be visible to everybody.

Starting the event

- Begin discussing on general issues within the community and about available resources.
- Help people to get started by encouraging them to point out something visibly. Let them mark it on the ground. Then stand back and keep a low profile in accordance with the role descriptions of the facilitator/note-taker, (see Manual sheet 2.3; 2.4).
- Let them carry on. Be patient. They will develop their own map.

During the event

- Let them use any available local material as symbols to represent any important issues, e.g. to present trees, houses, wells, rivers, pans, roads etc.
- Make sure that every group member is able to participate and to follow the process.
- Try to integrate dominating as well as shy people in the process.
- Interview/probe the map according to the checklist.
- Keep your checklist in mind as a guideline.

PRA team



Village workshop



- Ask some group members if they could start copying the map from the ground on a piece of paper.

After the event

- Ensure that the original map on the ground is copied on paper and keep a record of the names of the participants who have copied the map to give them credit for their assistance in the report.
- Thank the group for participating so far and explain the purpose of the next part of the event.

The next part of the event is likely to be a tool for prioritising/ranking the identified problems. Some of the ranking tools are explained on Manual sheet 6.3.3. At the end of the event, ask who will present the map to the community.

Encouraging people to get started with the tool, could be the first challenge of the event. Sometimes the facilitator has to explain in simple words how to start with the map. In Dungicha, the facilitator did this by asking questions like: "Suppose I am a visitor, how would I know the boundaries of Dungicha? Could you show me the boundaries on the ground?"

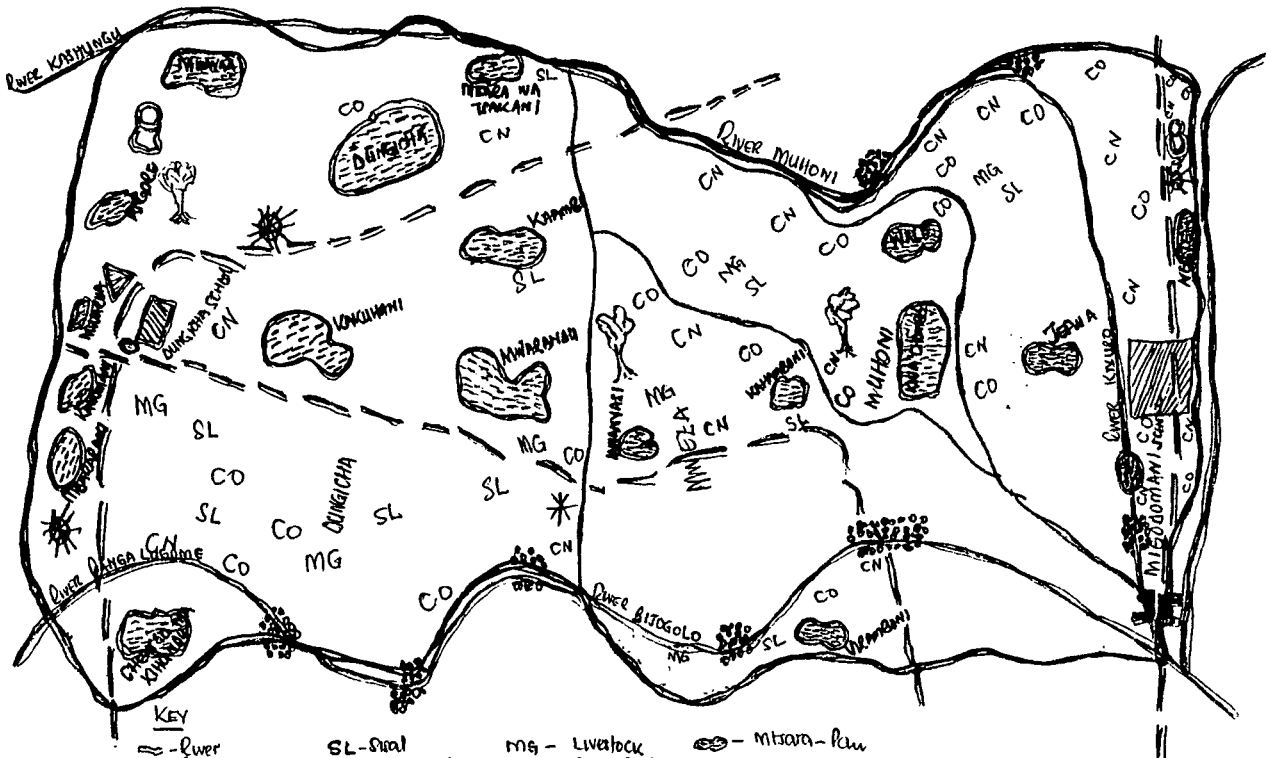
It could also happen that people realise after a short time that the size of their map does not fit with regard to the details they want to visualise. They might decide to start once more with a more appropriate size. This should not be discouraged by the facilitator, because it shows that the group is already motivated. It could also happen that people start drawing a second map, because corrections are necessary and new information has arisen as more people become involved.

Tips to note

- ⇒ Try to find a place where people can easily draw and dig on the ground.
- ⇒ Encourage people to use their imaginations in choosing materials for the visualisation
- ⇒ Support any discussion arising about the visualised items.

Resource map of Dungicha, drawn by the "youth group"

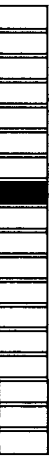
DUNGICHA RESOURCE MAP



- | | | | |
|--|---|---|---|
| <p>KEY</p> <ul style="list-style-type: none"> ≡ - River --- - Road △ - Trading centre ⊙ - Dotted soil ☼ - Locust ⚡ - Quarry | <ul style="list-style-type: none"> SL - Swal CN - Casheanuts X - Trees ▭ - School ⚖ - Bridge | <ul style="list-style-type: none"> MG - Livestock ⊙ - Bones - Lam * - Crush ☼ - Salt CO - Coconuts | <ul style="list-style-type: none"> ☼ - Mtara - Lam |
|--|---|---|---|

PREPARED BY
YOUTH GROUP.

PRA team



Village workshop



6.3.3 Prioritising of problems and solutions

Ranking or scoring means identifying people's priorities with regard to problems, needs, or potential.

Objective

- ◆ PRA team is able to use the different methods for prioritising effectively.

Objectives of the tool

- ◆ Ranking allows the main problems, needs, constraints, preferences of individuals or groups to be determined and enables the priorities of different people to be easily compared.
- ◆ Helps to clarify community members' preferences and constraints.
- ◆ Enables the community members to discuss, analyse and prioritise their problems, needs and possible solutions.

Activities to be done in general for each type of ranking

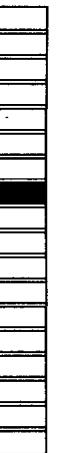
- First, ask a sub-group member to list the problems which have already been mentioned before (e.g. during resource mapping, making a historical profile etc.).
- Ask the whole group if they have any additions to be made to the list.
- Ask them to attribute some symbol(s) to each problem, to ensure that even the illiterate can understand the list.
- Let them collect material for scoring (which they find suitable). For example stones or seeds.
- Ask the group to rank their priority problems. This could be done by using either: preference ranking or pairwise ranking as well as with matrix scoring.

Preference ranking

Activities

- Ask the community members to rank their listed problems by scoring using a certain number of stones. This could be done in three ways:
 1. Give each person a certain number of stones. Ask them to place the stones to the problems they find most important. Tell them they are free to place the stones wherever they want. If somebody considers only one problem to be important, he/she could put all stones against this specific one. If there are several pressing problems the amount of stones could be divided between them. Either put them in a special order or give some problems equal weight. For example, if 20 stones are to be allocated to six problems, one could find "lack of water" most pressing and put 9 stones. Two other problems have the same weight, expressed by 5 stones

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each. Another problem gets the one remaining stone, while two problems are not important at all for the person.

2. Give each person a number of stones to allow him/her to rank from position one to position x. If you have a list with six problems you put six stones against the major problem, five stones against the second one, one stone against the last placed problem. Altogether, each person would need 21 stones for ranking six problems.
 3. Giving each person one stone or one vote is the easiest but probably not the best way of ranking.
- In order to come to a discussion, do not forget to ask people why they chose the ranked order. This allows you to understand the reasons for local needs and preferences. The criteria are likely to change from group to group and women may have different criteria for prioritising certain problems or solutions than men. Note down the criteria they give for their choice of priorities.

A ranking of water sources was done in Jila (see example below). Each woman of the sub-group got one stone to prioritise her main water source. 10 of the 11 women placed the stone next to the public dam, so it became obvious that this community depends mainly on this source for water.

The criteria discussed for the choice were just as interesting as the result. The criterion chosen for this ranking was "availability for every community member". The women described tap water as more hygienic but not available at the moment, while pan water was described as unhygienic but available to every community member.

Preference ranking done by the women's group in Jila

Ranking of water sources used

Tap water	1
Public pans	10
Private pans	-
Brought by bus	-

Ranking of the use of water

Construction of houses	-
Irrigation	1
Domestic use	10

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A real example of a preference ranking of problems followed by a ranking of possible solutions was conducted in Majajani with a group of 11 women (see example next page). The group was asked to come up with problems which hindered development in Majajani and for solutions to these problems. The women came up with nine problems and then they were asked to prioritise them. These nine problems and also the solutions were symbolised by local materials and in this way visualised on the ground (dry leaves = diseases; flowers = high birth-rate; maize = farming problems; coins = low income; stones = women empowerment; lemon = fertiliser). According to the number of problems each woman got 9 stones. They were then asked to indicate their own priorities from the list by placing their stones against their particular choices. They could do this in any way they chose. For instance, they might have placed all the stones against one problem on the list (a high score representing a high priority problem), or might have distributed the stones equally to all nine problems (i.e. one stone against each item). They were all asked to do this at the same time to avoid being influenced in their choice by other individuals in the group. Then, the number of stones placed on each listed problem was counted to determine the ranking. As seen below, "transport" was ranked as the highest priority, with a total of 31 stones scored. "Diseases" was the second problem with a score of 13. "Food scarcity", with a score of only 5 stones, was seen as the lowest priority.

After the discussion of possible solutions, one or two solutions for each problem were identified. These two solutions were ranked again. The women were given 3 stones to rank their favourite solution to each problem. Three stones against one solution indicated a high priority for this solution. The total score of 19 stones for a hospital as a solution to "diseases" presented the first priority and was ranked first.

During this exercise, "education" was ranked three times with the first priority to solve problems (for "high birth rate", "women empowerment" and "sanitation"). If the education situation could be improved this could help to solve these problems. This was an important result and an awareness creation in the sub-group.

Tips to note


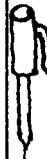


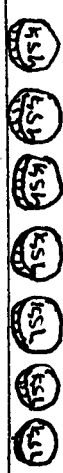









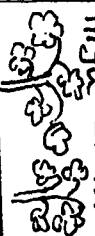
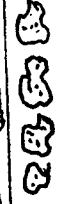








- ⇒ Instead of giving individuals the opportunity to rank, you can ask the whole group to decide together. This will need more discussion because a group consensus has to be reached.
- ⇒ If you give a certain amount of stones and let the group choose where and how to put the stones, you will not only get the ranking of problems, but also some information about the range in between the ranked problems; e.g. it looks different if you know that "no transport" was ranked first with 31 stones, while "diseases" ranked in second place with only 13 stones, instead of merely ranking them first and second, respectively.
- ⇒ One disadvantage of preference ranking is the fact that the criteria chosen for the rank are not visualised, but these criteria and their analysis are very important to understand people's choices and alternatives. This could be done with matrix scoring.

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Problems and solutions ranking, done by the women's group in Majajani

PROBLEMS	SCORES	RANKING	SOLUTIONS	SCORE	RANKING
Diseases 	13	2	Education  Hospital  Farming  Business  Education  Cont of through 	11 19 9 20 19 11	2 1 2 1 1 2
Low income 	7	7	Education  Cont of through 	19 11	1 2
Non 	11	3	Education 	ALL	
Sanitation 	6	8	Education women 	11	2
High birth rate 	10	4	Education men 	18	1
Transport 	31	1	Matatus 	ALL	
Relaxation 	9	5	instaur Book	ALL	
Food scarcity 	5	9	Merlinery 	21	1
women empowerment 	8	6	Fertiliser 	10	1
			Education 	ALL	

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Village workshop

Pairwise ranking

Activities

- Build up a matrix (as shown in the example below), listing problems down the left-hand side and taking the same order of problems in a row across the top.
- Let people choose items to symbolise each problem.
- With regard to the position in the matrix leave out the first cells. For instance, if you have the third problem, leave the first three cells, counted from the left, free (see example).
- Start comparing two problems by taking the first one listed on the left, with the second one listed on the top. Continue across the row.
- Compare by asking: "Which problem is more important for you and why?"
- Mark down the response in the specific cell. For example, if you compare "insufficient water" with "poor roads" and the response is that "insufficient water" is prioritised, note down "water" in the cell.
- Do not forget to note down the response why a particular problem was given a certain priority (criteria!)
- Continue for all possible combinations of pairs.
- After each cell is filled, add up the number of times each problem was identified as more important than the other problem.
- Write down for each problem the number of times preferred and rank according to this.
- Check with participants whether this represents an accurate picture. As a useful cross-check to the responses, complete the ranking session by asking the sub-group about their biggest problem, "if you could choose only one problem to be solved first, which one would you choose?". (This question is very useful if more than one problem in the list scores highest.)

In Dungicha, the youth group ranked their problems with the help of a pairwise ranking (see next page). By adding up the number of times each problem was identified as more important than the other problem, the following ranking positions were identified: 1. Water shortage; 2. Lack of hospital; 3. Poor roads; 4. Youth are ignored; 5. Lack of technical assistance; 6. Lack of food; 7: Poor school facilities; 8. Poor telecommunication. The ranking of the problems done by the youth group was to some extent different from that of the other sub-groups. The next sheet (6.3.4) describes, how these differences should be discussed by the community.

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PAIRWISE RANKING DONE BY THE YOUTH GROUP IN LUNGICHA

	water	Lack of Hospital	Poor Roads	Poor Telecommunication	Poor school facilities	Lack of Food	Youth ignored	Lack of Technical Assistance
water	X	water	water	water	water	water	water	water
Lack of Hospital	X	X	Lack of Hospital	Lack of Hospital	Lack of Hospital	Lack of Hospital	Lack of Hospital	Lack of Hospital
Poor Roads	X	X	X	Poor Roads	Poor Roads	Poor Roads	Poor Roads	Poor Roads
Poor Telecommunication	X	X	X	X	Poor school facilities	Lack of Food	Youth ignored	Lack of Technical Assistance
Poor school facilities	X	X	X	X	X	Lack of Food	Youth ignored	Lack of Technical Assistance
Lack of Food	X	X	X	X	X	X	Youth ignored	Lack of Technical Assistance
Youth ignored	X	X	X	X	X	X	X	Youth ignored
Lack of Technical Assistance	X	X	X	X	X	X	X	X

Problems	Score	Rank
Lack of water (quality and quantity)	7	1
Lack of hospital	6	2
Poor roads	5	3
Poor telecommunication	-	8
Poor school facilities	1	7
Lack of food	2	6
Youth ignored	4	4
Lack of technical assistance	3	5

Tips to note

- ⇒ Limit the number of problems you compare otherwise it will become confusing
- ⇒ It might be easier to work with individuals or very small groups. Better repeat the tool several times with small groups rather than doing it once with a large group.

Matrix scoring

The prioritising of items through matrix scoring is more complex but has the advantage that the criteria why a problem (or any other item) was chosen are visible as well. The principal difference is that while using preference ranking and pairwise ranking each individual problem is compared directly against the others until they are ranked from the highest to the lowest, while with matrix scoring the problems/constraints/solutions are compared against selected criteria.

Objectives of the tool

- ◆ Local criteria used in making choices for the ranking of problems are elicited and identified.
- ◆ The reasons for local preferences are understood.
- ◆ Intensive discussion on the importance of the problems and the criteria for the choice takes place.

Activities

- Place the listed problems in the first row on the top of a matrix.
- Motivate the group to find criteria according to which they can differentiate the problems. This could be
 - the causes of problems. Ask for each problem "what is so bad about this problem?"
 - the feasibility of solving the problems. Ask "is there a realistic solution to this problem?"
- List the criteria developed from the villagers on the left side of the matrix (see example below).
- Continue until there is no new criterion regarding any of the problems.
- To avoid confusion, make sure that all the criteria are expressed either in a negative or in a positive way.
- Choose the method for scoring or ranking that suits the participants well. This might be for instance:
 - to select a maximum for each cell (e.g., 10 stones per cell).
 - to select a maximum for each row (e.g., 25 stones for a row containing five columns/cells)
 - or simply a ranking of cells from best to worst across each row (e.g., 1 (best) to 5(worst) for a matrix with five columns).
- Tell the sub-group to distribute the stones along the row. Ask them for each criterion "which is best, then next best, which is worse, next worse".
- Add extra criteria if participants find it difficult to make a choice.
- Encourage participants to revise decisions, if necessary because of new arguments.

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- Discuss with the group the result of their ranking.
- Remember that summing the numbers of each column in a matrix could give misleading information, as it implies an equal weighting for each criterion.
- Record discussions and disputes. What is the basis for the disputes arising?
- On concluding the matrix ask the group, "if you could choose only one problem (solution or other item), which one would you choose and why?". This may give an indication of the relative weight of the different criteria. In the example given below, the criterion "urgency for solving the problem" was weighted as most important. Another way is finishing by asking the sub-group to distribute stones among the different problems, putting the highest number of stones on their most favoured choice. This will show you, after the discussion of all the different criteria, the relative position of the problem.

During the village workshop in Dungicha, the leaders' group chose the tool "matrix scoring" for ranking their problems. They drew a matrix on the ground and put each problem in a separate column. The problems were: "lack of cattle dip"; "poor school facilities", "lack of hospital"; "poor roads" and "not enough water". On the left side, they listed the criteria, which were all related to solutions of the problems, every single one in a row. They identified three criteria to prioritise their problems: "High cost of solving the problem"; "possibility of starting to solve the problem by themselves", and "urgency of solving the problem".

The facilitator asked them to distribute 25 stones. The 25 stones were then scored in each row against the different problems. The distribution of stones was done as a group decision. The stones were replaced sometimes and then put against another number in the matrix. This went on until a consensus in the group was reached.






At the end, the facilitator asked the group, which criterion they would have chosen if they had only one. The group chose the criterion "urgency of solving the problem". By using this criterion, "not enough water" scored 8 stones, thus ranking first. It became obvious that the water problem was the most urgent one and therefore the main problem of this group.

Tips to note

- ⇒ Let the group discuss the problems with regard to each single criterion.
- ⇒ Do not give the people the criteria, let them come up with their own.
- ⇒ Facilitators need to keep probing in order to understand the criteria used for scoring.
- ⇒ Take care that the group is aware that the placing of the stones is not the decision of a single individual but a group decision.
- ⇒ What counts is not the final scores, but the process of discussion and debate that occurs as the matrix is being created i.e. the criteria developed.
- ⇒ One way to add more details to the analysis is to ask for a ranking of the different criteria either before beginning or after ending with the actual direct matrix scoring.

⇒ The ranking exercise will be pursued with different sub-groups (men, women, old, young) to explore differences in decision-making and priorities in terms of the assessment of main problems, suggestions of solutions for solving problems and judgement of opportunities.

Matrix scoring of problems done by the leaders' group of Dungicha

Problem Criteria	column	column				stones
	Lack of cattle dip 	Poor school facilities 	Lack of hospital 	Poor roads 	Not enough water 	
row High cost of solving the problem	oo o	oo oo ooo	ooo ooo	ooo oo oo	o o	25
row Possibility of starting by them- selves	ooo oo oo	oo o	oo o	oo o	ooo ooo ooo	25
row Urgency of solving the problem	oo oo	oo	ooo ooo	ooo oo	ooo ooo oo	25

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Ranking of problems with regard to the most important criterion "urgency to solve the problem" done by the leaders' group

Problem	Score	Rank
Not enough water	oooooooo oo	1
Poor roads	ooooo	3
Lack of hospital	oooooo	2
Lack of cattle dip	oooo	4
Poor school facilities	oo	5

Village workshop



6.3.4 Presentation of sub-group results

Objective

- ◆ PRA team knows how to facilitate that the sub-groups present their results to the community and that the community discusses these results.

Objectives of the presentation

- ◆ People are aware of different views and opinions within the community.
- ◆ The PRA team has got a picture about mood and awareness in the community.

Activities

before the presentation

- Try to finish the sub-group event in accordance with the planned time frame.
- Be patient and ask the people also to be patient if any sub-group is delayed.
- The team leader explains to the community the importance and the purpose of presenting and discussing the results within the community.
- The team leader invites the people to visit the places where the sub-groups have worked.

during the presentation

- People visit the original place where the sub-groups have designed and elaborated their maps or any other visualised items.
- One or more members of a sub-group present the results to the community, explaining their map or other visualised items.
- The community hopefully starts asking questions or giving comments on the presented items.
- If necessary, the PRA team encourages the people to ask questions about anything that is unclear, to give comments or add more information. The team also takes care that no one dominates the discussion too much.
- If a discussion arises, the team leader will moderate it with the support of the PRA team.
- The team leader takes care that each sub-group is given equal time to present its results.
- The PRA team assesses if the results of the different sub-groups are convincing. Any important observations should be noted down and discussed at the planning meeting in the evening (Manual sheet 6.3.7).
- After the presentation and discussion of the final group's results, the team leader thanks the people for their participation and invites them to participate again during the following days.

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To finish the previous event within a given time frame could be a problem for the involved sub-group as well as for the facilitator and note-taker. Often it turns out that the last 20 minutes of the event are the most exciting ones. In such a situation, where other groups are already waiting for the presentation, the team leader has to ask the slower group to finish within a final time limit. On the other hand he/she has to ask those people waiting to be patient. General tips on how to avoid such time problems are given on Manual sheet 5.8.

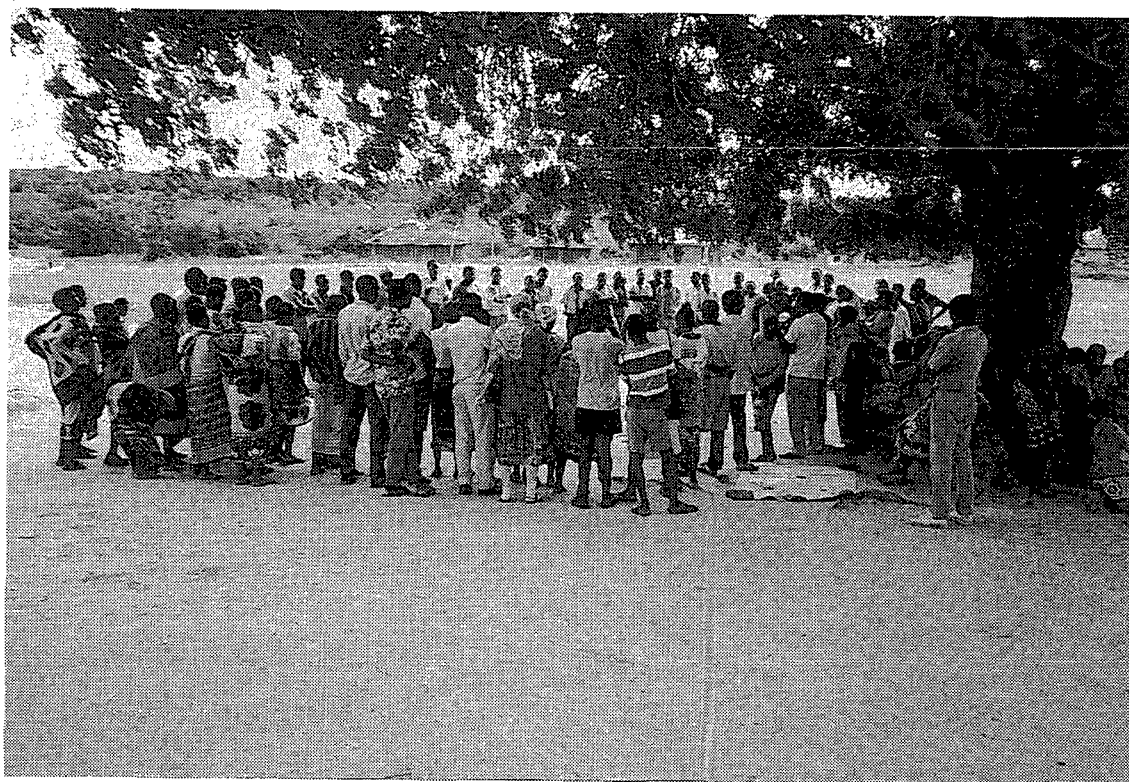
On the first day's presentation of sub-group results in Dungicha, no women wanted to present their map. All of them were afraid to speak in front of the men. Again, everybody needs to be patient and it is the team leader's task to encourage such shy women without blaming them.

Tips to note

- ⇒ Inform the village elders, in advance, that (like the PRA team) they should also keep a low profile to give the marginalised people a chance to speak.
- ⇒ The programme should provide enough time for any unforeseen discussions.
- ⇒ Never force people to talk, to participate or to present.



Village workshop



The women's group of Dungicha presents its resource map

6.3.5 Sub-teams summarise results

Objectives

- ◆ Facilitator and note-taker are aware that their findings are the basis for the evaluation of the event.
- ◆ Facilitator and note-taker are able to interpret all the information gathered and to transfer it accurately to the documentation sheet and on the Kenda-matrix.
- ◆ The sub-team knows that the documentation of the information should be as precise, as possible.

Activities

- Note-taker and facilitator sit together and give each other a short feed back on the process of the event.
- Note-taker discusses his notes with the facilitator.
- Facilitator adds his perception of the event and gives additional information if necessary.
- The discussed and analysed answers to the key questions are to be documented in the documentation sheet (see Manual sheet 4.6).
- Note-taker copies the visualised items (e.g. maps, ranking matrices) carefully on the last page of the documentation sheets. These copies will be the source for any visualisation in the village workshop report. Therefore the copies should be as precise as possible and the legends should be written in English.
- Every sub-team documents the analysed results that relate to the key questions and a summarised version of these results is then inserted into the Kenda-matrix (see Manual sheet 6.3.6).
- Other additional, relevant information is also entered in the final row of the Kenda-matrix.

The summary phase is the time during the village workshop where the facilitator and the note-taker can review the previous event together. Both should give each other a fair feed back with regard to any relevant facts which happened during the event. Subjects relating to behaviour or team contract matters should be touched upon as well.

The subject-matter results should be analysed together and cross-checked before they are visualised in the documentation sheets or the matrix. The sub-team should have reached a consensus on their findings before the later presentation to the whole team.

At previous village workshops, the copy of the visualised items on the documentation sheets was sometimes not done during this phase. This might create problems during the later report writing session when trying to accurately recall all the proceedings. It is better to complete these sheets while the event is fresh in the note-taker's mind.

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Tips to note

- ⇒ Note-taker and facilitator should be honest with each other.
- ⇒ Try to pin-point the central points received during the daily event. Also try to document the so-called small details.
- ⇒ Try to visualise the results in the Kenda-matrix in a way that is readable for all team members.

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6.3.6 The Kenda-matrix

Objectives

- ◆ PRA team members are able to prepare the framework of such a matrix.
- ◆ PRA team members are familiar with the use of the Kenda-matrix.

The visualisation of the daily events to the whole team should be simple but comprehensive during the village workshop. Therefore Mr. Andrew Kenda Mwenja (Farm Management Officer), the team leader of the Jila team, designed a matrix where the results with regard to all key questions and from all sub-groups that participated in the daily event could be visualised on one big sheet. The description and use of the Kenda-matrix is mentioned below.

Activities

Preparation of the matrix-frame

- Prepare a big sheet of paper (approximately 2x1 m). Brown paper sheets and masking tape are useful for this purpose.
- Prepare the matrix; each sub-team/event requires one column, each key question requires one row.
- Write the name of the community sub-group, the type of event and the names of the PRA sub-team on the top of each column.
- Write each key question in one row of the first column.
- Leave the last row for the item "other additional, important, general information".
- Leave the last column for "conclusions".
- Fix the prepared matrix on a wall, where it can easily be filled out. This is probably also the room where the evening planning meeting of the whole team takes place.

Use of the matrix

- Each sub-team fills in its column with a summarised version of the results gathered during the event, according to each key question.
- All other important information which was gathered in addition to the key questions will be documented in the last row.
- During the later meeting of the PRA team, the note-taker of each sub-team presents the results of the daily event with the help of the Kenda-matrix (see Manual sheet 6.3.7).
- The subsequent analysis and discussion, and the elaboration of key questions for the next day is also done on the basis of the Kenda-matrix.
- Again for the report writing (see Chapter 7), the matrix can be used as a reminder for what had happened on a particular day during the village workshop.

PRA team



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- The Kenda-matrices can be placed into the Annex of the village workshop report as a reference to the findings in the report.

During the village workshop in Jila, a systematical way of visualising the results did not take place during the first two days. At the end of the third day, it became evident that this was a big problem. It was Mr. Kenda who designed the outline of a result matrix. From this moment on, it was relatively easy to analyse the results and to draw conclusions, because the results were there for everybody to see. The big advantage of the Kenda-matrix is that the outcomes of every sub-team with regard to every key question are visualised on one big sheet. Also there is space left for additional information. This makes it easy to compare and to cross-check between the different groups.

Tips to note

- ⇒ One team member should prepare the matrix well in advance.
- ⇒ Use a big sheet of paper to ensure that there is enough space for any additional information.

Kenda-matrix, Thursday 30th August 1994, Dungicha village workshop

Sub-group, tool, team key question	Men Resource map Mr. Mweni, Mr. Ali	Women Resource map Ms. Mwaro, Mr. Mwarotali	Youth Resource map Mr. Kenola, Mr. Mdaa	Others/leaders Resource map Ms. Baya Mr. Kalume	Conclusions
Main problem					
Other problems					
Constraints in using the available resources					
Resources/ Potential resources					
Other additional important general information					



6.3.7 Analysing results and planning the next day

Objective

- ◆ PRA team and team leader know the criteria for analysing the results of the day and know what to consider for planning the next day.

Activities

- Members of each sub-team give a brief feed back relating to the process in their group and the process in the community during the presentation.
- Each sub-group presents its elaborated results to the whole PRA team with the help of the Kenda-matrix.
- Team members analyse and discuss all information generated with regard to the given key questions and discuss the importance of additional information gathered.
- Team cross-checks the results by comparing them with the previous analysis of secondary data and with observations made during familiarisation.
- Team checks on the first evening if the focus (main problem) of the community is already clear.
- With regard to the findings, the team decides what kind of information will be required the following day.
- Therefore relevant key questions are elaborated in accordance with the information required for the next day.
- Regarding the defined key questions and the formed sub-groups, the team decides what type of tools/events would be most appropriate.
- The sub-teams' composition for the next day are clarified.
- Every sub-team chooses one of the events which have to be conducted on the next day.
- With regard to the given key questions the sub-teams elaborate a checklist for the next day.
- The sub-teams present their checklists to the whole team.
- Unclear items are to be clarified and missing issues to be added.
- Finally, the checklists are endorsed by the PRA team.
- At the end, the team clarifies any unanswered questions by single team members.
- The team leader closes the meeting (if possible, before midnight).

Usually, this meeting is very time-consuming. Every team member should therefore take care that his/her statements and comments are constructive and as clear and precise as possible.

The feedback on the process is important, particularly for the less experienced team members. They might feel the need to tell the others their good or bad experiences and stories about what happened during the event.

PRA team



Village workshop

PRA team

Nevertheless, the team members must be aware that the feedback part of the programme is the easiest part and should therefore not consume too much time that is needed later. Usually, the most pressing problems or the best experiences will have already been discussed during the meals. Take this informal exchange of views seriously and mention only a summarised form during the evening meetings.

The tough part starts with the analysis and the planning for the next day. This requires time-consuming discussion and therefore energy, patience and discipline of every team member.

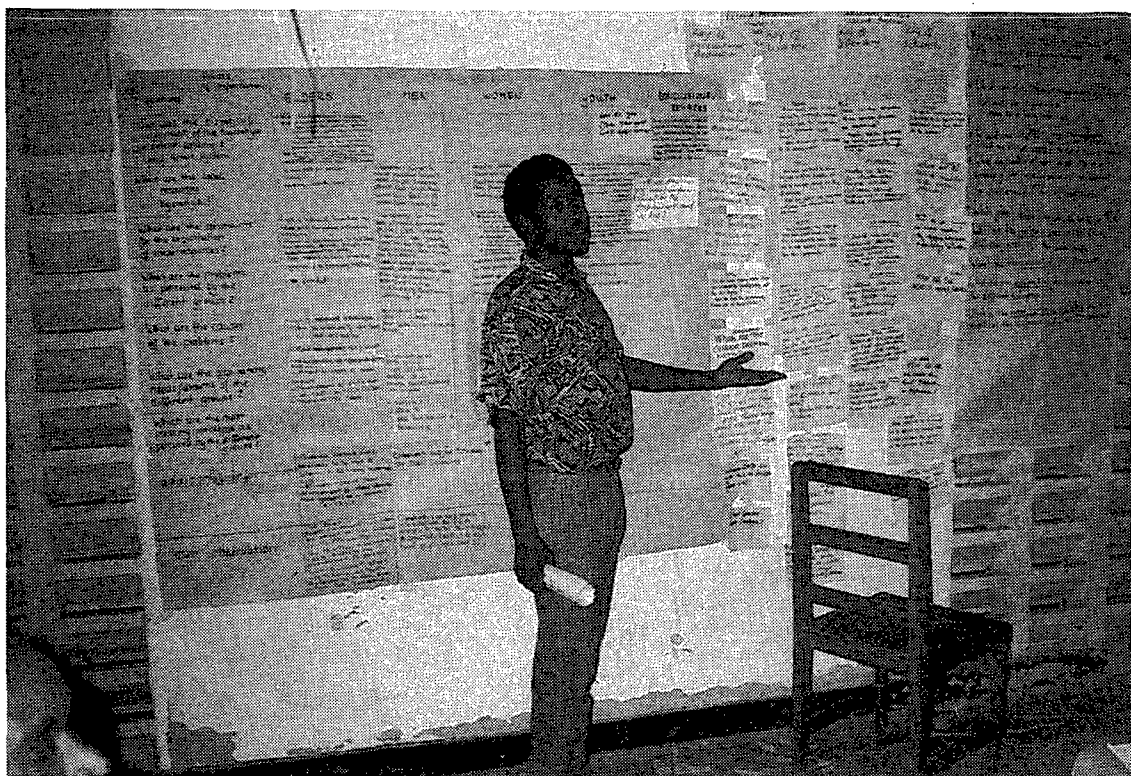
It is important that all the activities which are mentioned above, are done during this evening meeting. They ensure that the village workshop runs smoothly and effectively. At the end of the day, the team members might be very tired, but happy to be through with the programme and encouraged to go on the next morning.

Tips to note

- ⇒ The team leader has to be well-prepared and should foster and coordinate the division of labour. The delegation of tasks in the plenary sessions is also an effective way of saving time.
- ⇒ The PRA team has to support the team leader in going through the programme.
- ⇒ If the team is "down", make a break or use an appropriate energiser to motivate the team members again.
- ⇒ Refer to the team contract, if necessary.



Village workshop



From left the Kenda-matrix and elaboration of key questions & checklists, Ngerenya

6.4 Collection of further information

6.4.1 Social map

A social map could be used for initial information-gathering, like a resource map (see Manual sheet 6.3.2) at the beginning of a village workshop. It focuses on social and economic information. It could be done with the resource map as a basis and starting point. It could also be done after the analysis of solutions and opportunities, to clarify which social groups will benefit from the proposed solutions.

Objectives of the tool

- ◆ Intra- and inter-household differences are shown on a map.
- ◆ The social status of a community and within are shown on a map.
- ◆ Social indicators (e.g. educational and literacy status, children attending school, health, wealth, size of landholding, household assets, access to resources etc.) are shown on a map, identified and discussed.
- ◆ The relevant social indicators to differentiate between social groups in the community are discussed and identified.

Activities

Before conducting the tool

- Discuss during the planning or in the evening meetings or in the sub-team the units you are interested in and which should be mapped (e.g. village, household clusters, homesteads, male- or female - headed households, resources, community buildings).
- Clarify for yourself how you would define the units you are interested in.
- Clarify the most relevant units for the purpose of the village workshop or project.
- Clarify what social indicators are and which ones are relevant for answering the key questions.
- Clarify which indicators of "differences between social groups" you are mainly interested in.
- If a resource map has already been produced, this could be taken as a basis for the social map.

Starting the event

- Explain the purpose of the social map and why you are interested in it.
- Discuss any traditional methods already existing in the community for expressing wealth, inclusive the criteria and symbols chosen for this.
- Encourage people to choose a starting point for their map. Be patient. Give them time.
- Help them to start, by asking simple introductory questions.

PRA team



Village workshop



- Check if your understanding of the defined units corresponds to the local perception, by discussing it with your sub-group.
- Clarify the boundaries of your map.

During the event

- Use local materials and symbols to represent parts of the map.
- Encourage participants to make changes as the map develops.
- Discuss information added to the map as it arises, probe for details. Encourage participants to be critical of themselves.
- Ensure that all dwellings (or whatever unit you are considering) are included on the map.
- Ask and observe what kind of different groups in terms of religion, ethnicity and well-being exist in the community.
- Use symbols for the different groups and indicate them on the map.
- Discuss indicators of social differences and use the local descriptions.
- Ensure that you understand the local criteria mentioned to differentiate groups and individuals.
- Use local symbols to mark the indicators you are interested in (e.g. well-being, age, educational level, health status, number of children of different ages).
- Discuss how many categories (poor ..; ..better-off ..; rich..) you will find in your community to differentiate between community members.
- Record as a note-taker all the discussions and debates occurring during the mapping exercise, particularly the discussion about local criteria for the differentiation of social groups.
- Encourage participants to analyse and discuss the map as it develops.
- Discuss the results of the map with participants. What does it tell them? What does it tell you?
- What has been left out? What has been emphasised? Why?
- If possible, note in which social group the participants have classified themselves.

After the event

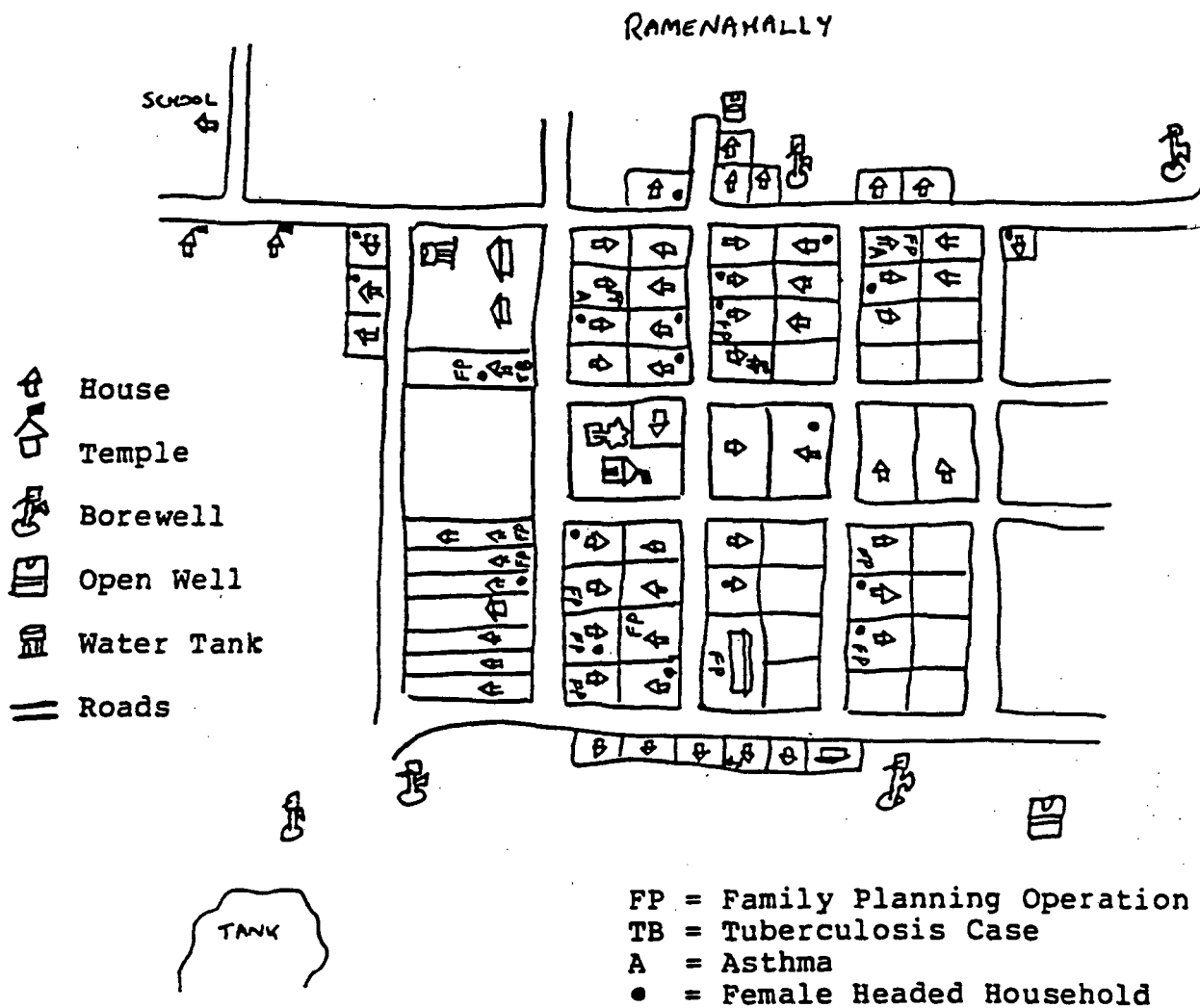
- Take care that the original map is copied; one copy should be left in the community ; one should be taken by the PRA team.

As a result of patience and encouragement, the women's group in Dungicha decided to finish the drawing of the map on the second day. On the first day, they were very shy and could not express themselves. On the second day they had more self-confidence and discussed more freely. Empowerment was obvious.

Tips to note

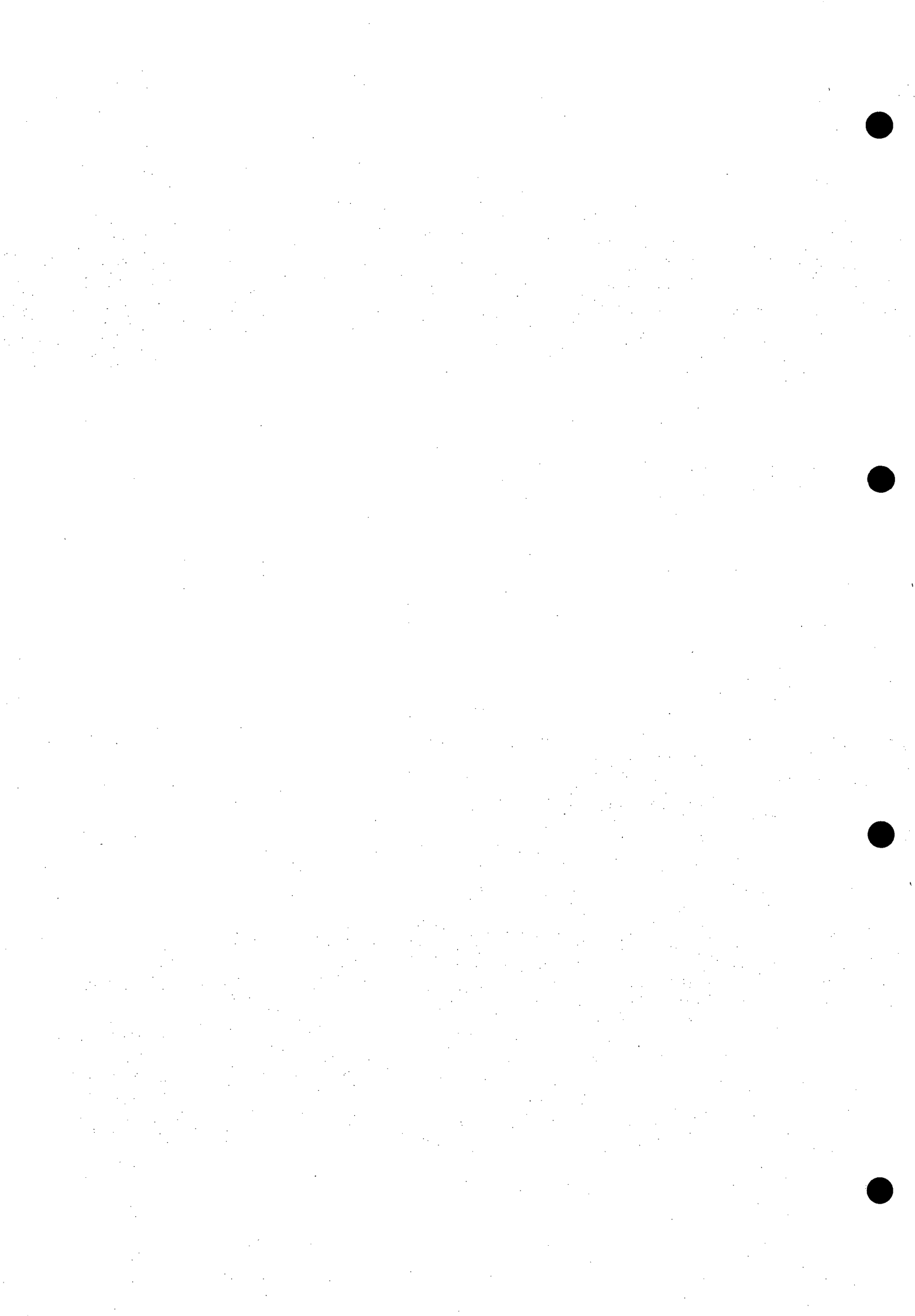
- ⇒ Develop the discussion from the points, signs and resources the villagers show you on the map
- ⇒ Clarify properly, before drawing a map, that everybody has the same meaning of homesteads, households, village (s).
- ⇒ Identify clearly the boundaries of the map and if the participants are living within these boundaries or the kind of common interests they have.
- ⇒ Ensure that people not only draw a map but are also encouraged to discuss about their social environment and "interview the map" as much as possible.
- ⇒ Give them an opportunity to change the map, if necessary.
- ⇒ Take the social map as a starting point for further discussion and focus on the differentiation of social groups related to their well being. The map could be followed by a well-being ranking (see Manual sheet 4.7).

Social map (source Redd Barna, IIED, 1994)



PRA team

Village workshop



6.4.2 Transect walk

Objective

- ◆ PRA team is familiar with the objectives and activities of a transect walk.

Objectives for the tool

- ◆ Further familiarisation with the community and environment is done.
- ◆ Differences within the area are investigated by direct observation and by using local knowledge.
- ◆ Areas which are usually not visited by outsiders are visited, and community members which are not participating in the village workshop are contacted during the walk.
- ◆ Information gathered from previous tools (e.g. resource map) and secondary data are cross-checked.

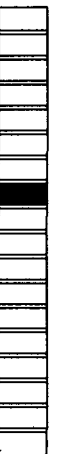
Activities

- Decide, together with local people, approximate line(s) to walk.
- Try to arrange for local people willing to accompany the walking transect team.
- Walk slowly, look carefully, discuss with community members what you see (don't lecture) and record this.
- Stop and talk to people you meet on the way.
- Do not always follow the good paths, use also tracks, contours or ridges.
- Draw a transect diagram and cross-check with local people.

In communities, located over widespread rural areas and sparsely populated, the transect walk has to be prepared and planned well in advance. Dungicha, for example, is such a community. It is actually a sub-location with four different villages, but all belonging to the Dungicha community. The transect was planned for the morning of the second day. The previous evening, it was announced that out of every sub-group, some members should participate in the transect walk. Then the time for the starting point and the planned route were decided. The next morning, after the analysis of the first day's results, it was also clear that the transect walk would focus especially on water sources of Dungicha/Mwesa sub-location. The previously established line fitted with this focus. Otherwise the line would have had to be readjusted according to the focus.

The transect started at 8.30 - before any other event - with people who lived around the meeting place. Sometimes the transect walk looked like a relay race: New people from other areas of Dungicha joined the group, while the others remained behind. During the day, the PRA sub-team had the chance to talk with several people from different areas. Much information could be gathered by interviewing and also via direct observation. A picture of the Dungicha area and its water sources could be developed. The transect walk lasted more than eight hours and unfortunately the group was not back in time for the presentation of sub-group results to the community. But in the end, the results were

PRA team



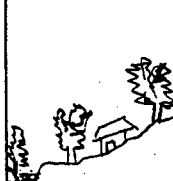
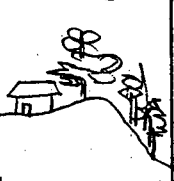
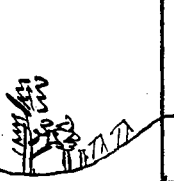


Village workshop

very useful to the whole team because things had been observed directly and these observations were useful for cross-checking information gathered by means of other tools.

Tips to note

- ⇒ Invite all people you meet to join the group in walking.
- ⇒ Use the chance to talk with local people from different parts of the community.
- ⇒ Try to be back at the meeting place for the presentation of sub-groups' results.

Transect through Dungicha-Mweza Sub-location (South-North)



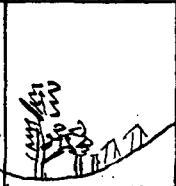


					
SOIL	Clay soil and small patches of sandy soil.	Sandy soil and small patches of clay loam	clay shallow soils and rocky	Sandy soil	clay soil small patches of sandy soil, rocky patches
WATER	2 small pans poorly maintained, roof catchment (2 houses) - poor installed	Roof catchment at school, poorly kept. One pan poorly kept	Dungicha dam with salty water, broken embankment, one pan poorly kept	Shallow wells	1 pan (well maintained), Chambo dam with broken dam, 2 pans poorly maintained. River has fresh water, dry valley with saline soils
VEGETATION	Natural bushes, shrubs, consisting of acacia species (acacia nilotica, etc.). A few hardwood trees, mutiki (indigenous)	Natural bush cleared for school and market centre. Trees wanted e.g. Azadirachta indica, Eucalyptus, Thevetia peruviana	Natural bush and grass consisting of acacia nilotica and ternstroemia species	Indegenious hardwood trees (mutiki)	Natural bush and thickets consisting of acacia species
SOCIO-ECONOMIC INDICATORS	Majority are peasant farmers. Houses thatched with mututi and grass. Few corrugated iron roofs	School with corrugated iron roofs and the market centre	Mainly grass thatched houses with mud walls	Matuti and grass thatched houses. A few corrugated iron roofs.	Grass thatched houses and isolated corrugated iron roofed houses
FOOD CROPS	Maize, Pigeon peas, green gram, cow peas	Maize, cow peas, Cassava	Pigeon peas, cow peas, water melons, green-grams, Maize	Cow peas, Maize	Maize, Pigeon peas, green-grams, cow peas
CASH CROPS	Coconut, cashewnut	Coconut, cashewnut	coconut, cashewnut	coconut, cashewnut	coconut, cashewnut
FORESTRY AGRO-FORESTRY	Mango trees, Citrus, papaya, minimal tree planting e.g. Azadirachta indica, Thevetia peruviana	Fruit trees - Mangoes, Citrus, Few Casuarina	Mangoes	Mainly Mangoes	Agroforestry with mangoes

PRA team



Village workshop

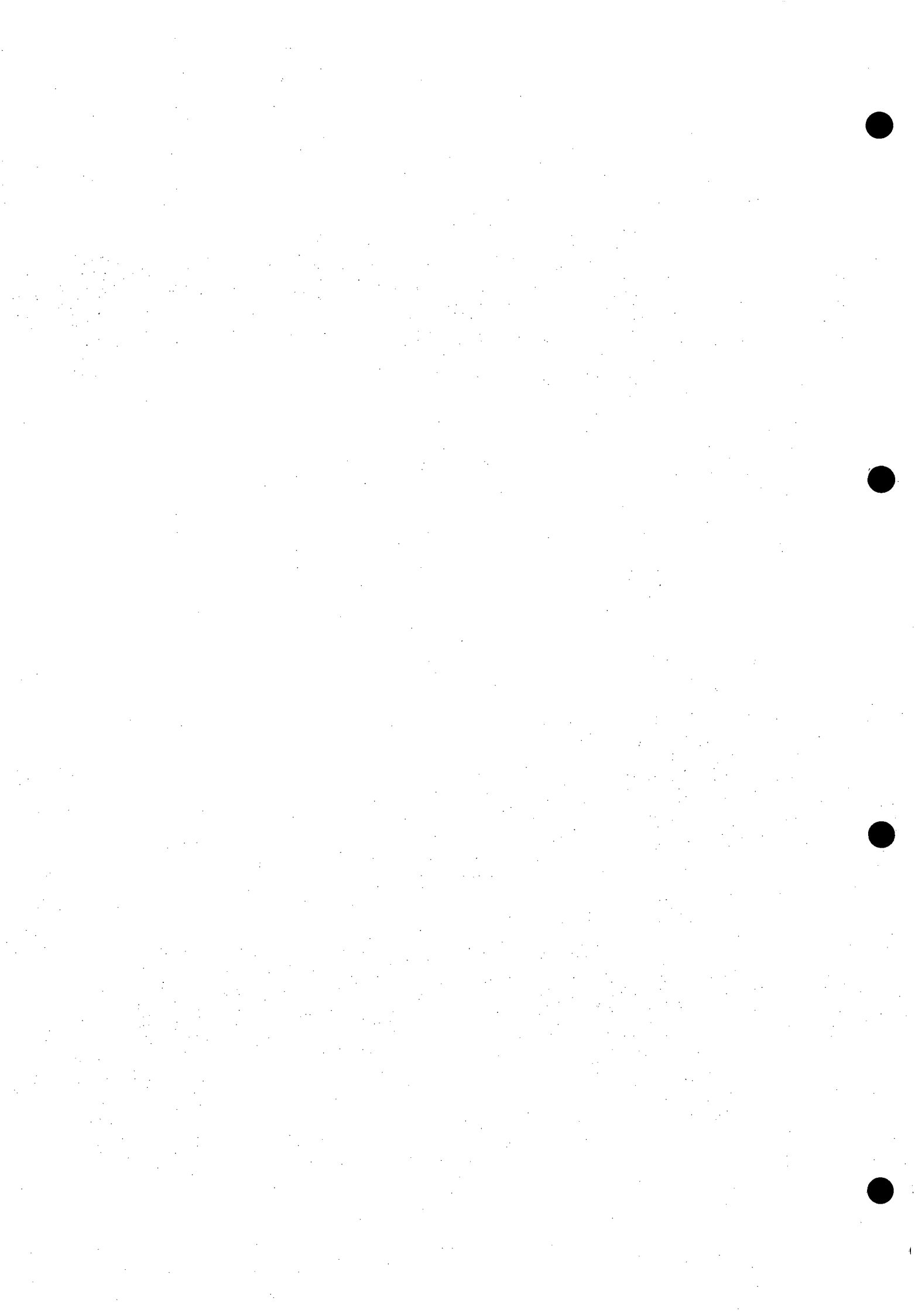
Transect through Dungicha-Mweza Sub-location (South-North)

					
RESOURCE MANAGEMENT	Soil conservation; Terracing; 37 terraces in 3 farms; Poorly maintained pans	Terracing of sides of road; poorly maintained pans	Limited soil conservation; poorly maintained pans.	Cash crops left in tall grass. Poorly maintained pans	One pan well maintained; Overgrazing
ACHIEVEMENT (LAST 5 YEARS)	Roof catchment; Terracing; Tree planting	Road murrumed	Road murrumed	None	Established pan pond. Bought hand tools for pan maintenance
PROBLEMS	Inadequate water supply; Lack of dip facilities; Poor ploughing practices	Inadequate water supply; Inadequate school facilities; Poor transport; No health facilities	Inadequate water supply; Disorganized community; Food scarcity; Migration of people	Inadequate water supply; Leaching	Inadequate water supply; Disorganized community; Wild animals destroying crops; Overgrazing
OPPORTUNITIES	Rehabilitate Mweza dam; Rehabilitate cattle crush bore hole secure; Tools for dam construction; Range establishment	Improve Roof catchment; Rehabilitate Mworandu pan; Technical Assistance; External Assistance	Rehabilitate Dungicha dam; Introduce sisal growing	Rehabilitate cash crops; Rehabilitate coconuts and cashewnuts	Rehabilitate 4 pans; Introduce soil conservation; Rehabilitate diamba dam; Siting for pan sites; sisal growing

PRA team



Village workshop



6.4.3 Calendars/profiles

Main objective of every kind of calendar is to present complex information in a simple diagram. The seasonal calendar is focused on the main activities, problems and opportunities throughout the annual cycle, the daily routine calendar is focused on daily activities, and the historical profile is focused on changes over years or decades.

Historical profile

Objectives of the tool

- ◆ Historical key events in a community and their importance for the present situation are revealed.
- ◆ Discussions in a community about changes or constancies over time are generated and awareness of these processes is created.
- ◆ Local perceptions of the processes underpinning change or constancy are understood.
- ◆ The communities' perception and understanding of the correlation and interrelation between past and present situations and future expectations are clarified.
- ◆ Changes in one or more events are shown in a visualised form, e.g. environmental changes, changes in the availability of resources, e.g. water, fuel-wood, food, drought and famine, outbreaks of epidemics, introduction of new crops, changes in land tenure, changes in administration and organisation.

Activities

- Start with a self-grouping to ensure that you have mainly the older people in your sub-group by asking "who belongs to the group of elders and wants to join this sub-group" or let them choose a historic event which people must remember in order to be part of the group.
- Ask the older informants to describe changes since they were young, for example environmental changes, changes in the availability of resources, e.g. water, fuel-wood, food, droughts and famines, outbreaks of epidemics, introduction of new crops, changes in land tenure, changes in administration and organisation.
- Encourage visualisation of those changes. Focus on important events to trigger the memory.
- Asking about specific years could be difficult, people might have problems relating events to specific years.
- Try to relate events mentioned to some well-known events (e.g. year of independence etc.) to have a point of reference.
- Focus either on the events where you need answers to your key questions or let people tell you the main historic events which are important to them.
- Provoke discussion in the sub-group to understand their perception of their situation and if and how they interrelate this situation with past events.



- Ask for causes which are responsible for the problems today.
- Ensure that you understand the sub-groups' understanding of changes and use these as starting points for discussion and awareness creation.
- Make the discussion as visual as possible using local material to point out and symbolise important events but let them choose the way they want to draw it or the kind of local material they want to use.
- Ensure that it is understandable even for illiterate people.
- Ask about the future, too.
- Take care that the original map is copied, one should be left in the community, one should be kept by the PRA team.

In Dungicha, a very interesting historical profile was done by older women. After discussing the present water situation in Dungicha and water-related diseases, they were asked to compare this situation to the past. A long discussion arose where the women talked about their experiences with frequent droughts, famines, water-related diseases but also about the good times. It was said that even in Dungicha, there had been a time of reliable rainfall for more than 16 years, when farms produced all kinds of crops, forests flourished and it was reported that in some homes, maize was used as firewood in the evenings to create room for the new harvest. Due to a long drought and famine of nearly four years, all dams and pans dried out. An outbreak of diseases was recounted. People were forced to turn to the forests for survival, making charcoal and firewood for sale and it was mentioned that this destroyed the environment. In this discussion, it should be clarified that the women correlated the diseases to either lack of water or plenty of water. They were even aware of better times and that the degradation of their environment was not a natural development, but an effect of human behaviour. Discussions like this could be taken as starting points for finding solutions or opportunities to improve the present situation. To find appropriate solutions, it is necessary to understand properly the local perceptions of changes. The women correlated the bad situation of today with a wrong attitude of the people. "In the past, they used to go to the kayas and offer something to the ancestors."

By pointing out the times of the famines, it became obvious that almost every 10 years a serious famine could be remembered. Every famine was called by a characteristic name correlated to the situations during this time. Understanding and interviewing these local names enabled the PRA team to convey a local perception of the past. It gave a lot of information about the changes of food habits and the introduction of food crops by external organisations, like the UNO, who gave maize relief.

During the presentation of the findings to the whole community on the third day of the village workshop it became obvious that this event led to empowerment and provided encouragement to the women's group. The women, who were very shy at the beginning of the village workshop, expressed their opinions convincingly. They even provoked the men by talking freely about the name given to the prevailing famine period. The name could be translated with "one husband is not enough and money value decreases". This implies, the money given by the husband was not enough to live on and sometimes it



even happened that the husband asked the wife for money. As discussions about possible solutions proceeded, the women said "men had too many wives and children; they should limit the number of wives".

The severity of the famines were ranked by using stones. A new variation and combination of two different tools was created. This is a good example how the creativity and flexibility of the sub-team and of the community members can create new tools.

The Dungicha men were able to relate the years of famines while the old women illustrated the famines through the historical profile as shown below, but it was difficult for them to date specific years. The men's group observed that since 1977 the living conditions had become worse and worse. There have been more diseases; less water; the pans dried out; and as a result of population growth, more water is needed.

What was more important is the fact that every sub-group was able to point out its own perception of the past and started a discussion about the link between the past and the present situation. The analysis of changes during the last 30 years from the viewpoint of the men was as convincing as the womens' perception.

Tips to note

- ⇒ Consult secondary data sources such as books, reports, archives, newspapers to triangulate.
- ⇒ Triangulate your findings also with individual old key-informants, known in the community as decision-makers or people with special wisdom.
- ⇒ As a facilitator avoid showing the people a specific graph.
- ⇒ Do not wait until the end of the discussion before starting with the visualisation.
- ⇒ An historical profile is a good tool to generate discussion.

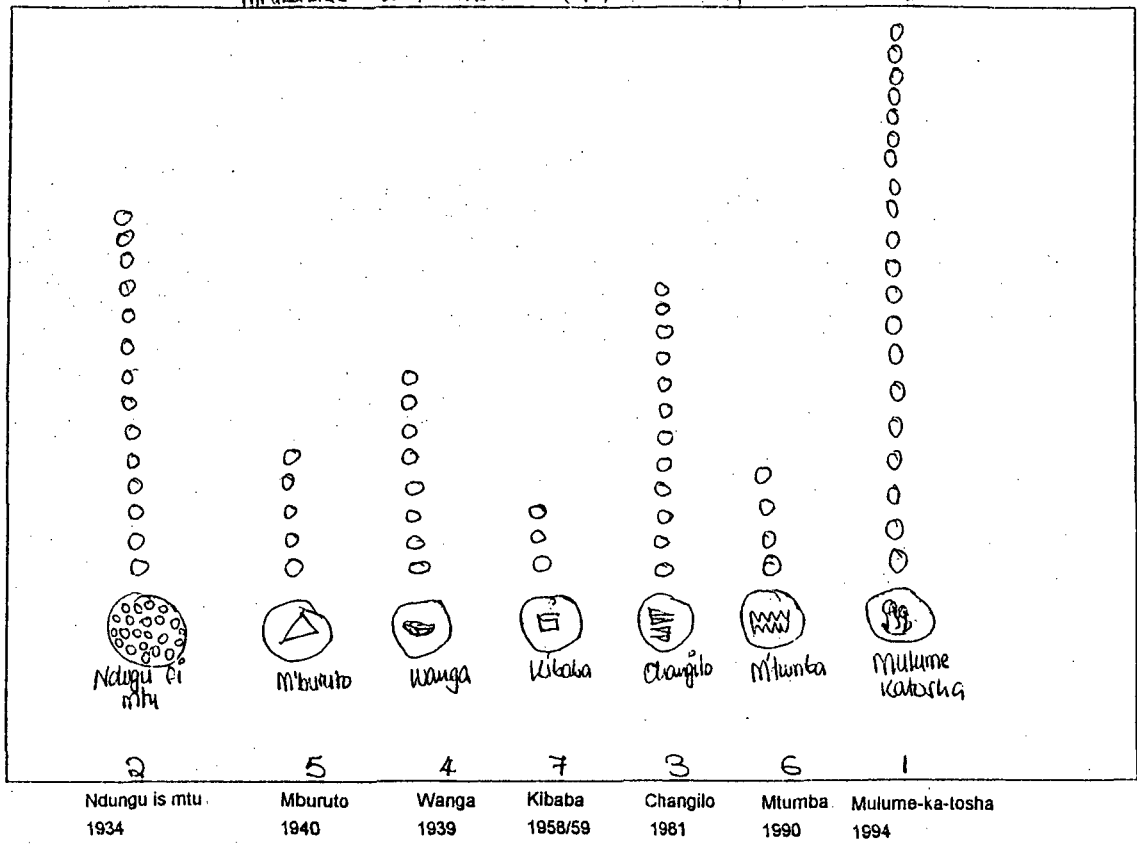
PRA team



Village workshop

Historical profile, elderly women, Dungicha

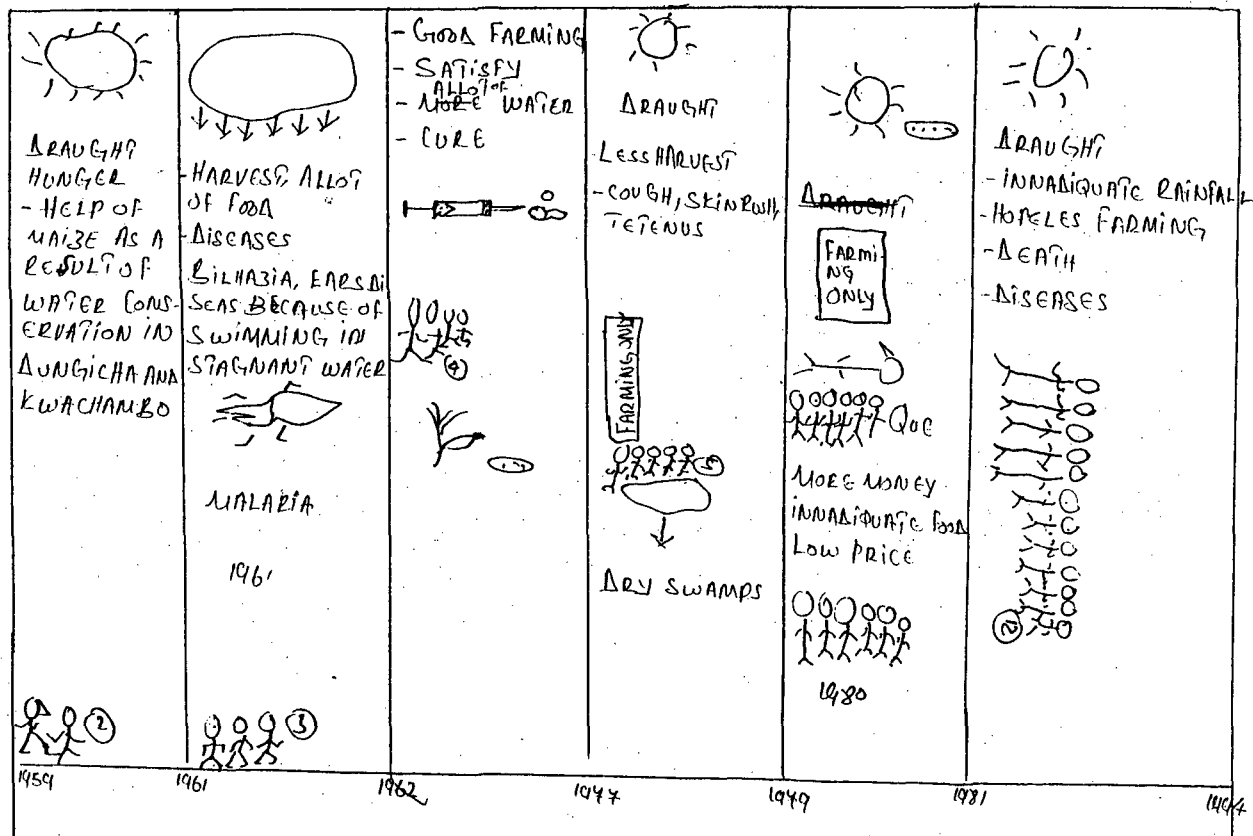
MALIALIZED WA NZALA (FAMINES AS FROM 1934-94)



PRA team



Historical profile (time trend), men, Dungicha



Village workshop

Seasonal calendar

Objectives of the tool

- ◆ Helps to identify main activities, problems and opportunities through the annual cycle, and key linkages between components.
- ◆ Helps to identify the months of greatest difficulty and vulnerability or other significant variances which have an impact on people's lives.

Activities

- Begin discussion about the months/seasons of the year and invite the sub-group to put symbols on the ground to indicate each month.
- Let the sub-group indicate all the items you are interested in. Explore changes in quantity/intensity of seasonally varying dimensions (as is shown on the visualised example.)
- Combine all seasonal patterns into one diagram to show correlations different variables and identify any problem or favourable times within the year.
- Ask if the pattern shown is a typical year - and whether there are unusual and special years?

A very interesting seasonal calendar was conducted by the youth in Jila with enthusiasm. Altogether variables were discussed.

*The facilitator started with **rainfall availability** throughout the year by asking for the month with the highest rainfall. In the next step, he asked for the water consumption from the water pan:*

*During the dry season water comes mainly from the pan, during the rainy season other sources are also available. To see if there is any interrelation between **water consumption from the Jila pan, quality of the water and diseases**, the sub-group was asked in the next steps to describe the seasonal water quality and the occurrence of epidemics during the year. By drawing, these four variables in the annual cycle the interrelation of these variables was discussed in the group. Then the variables **harvest periods, population, (labour-)migration and economic activities** were described and analysed. At this stage, a problematic situation in the Jila community became clear with the help of visualisation: During the rainy season, April, May, June, July, November and December, the people have to sell livestock, mainly goats, to be able to buy additional food. Because of the fact that many small-scale farmers need money during this period, the market price for their animals is low. The rainy season is also a time with the most diseases, but people cannot afford the costs for medical help because of low livestock prices and the necessity to use the money to buy food. One solution for this problematic situation was discussed in the group: to build up a market in Jila in order to avoid the dependence on intermediate trade.*

The described calendar is shown below.



Seasonal calendar, youth group of Jila

MONTH	RAINFALL	WATER PAN	WATER QUALITY	DISEASES	HARVESTS	Migration - Migration POPULATION	ECONOMY
10	XXXXXX XXXXXX XXXXXX XXXXXX XXXXXX	.....	|||||	|||||	|||||	|||||	|||||
11					
12					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

KEY
 AQUIFERS
 RAINFALL SEASONS
 HIGH WATER CONSUMPTION

LOW WATER CONSUMPTION
 CLEAN WATER
 DIRTY WATER
 MODERATE WATER

FEW DISEASES
 MANY DISEASES
 GOOD HARVEST
 NO HARVEST
 High population & No Good Harvest
 Low population & Little Food

LITTLE HARVEST
 HIGH FARMING
 HIGH SALES
 LOW INCOME

High Income Due To Good
 Copied by Aquid Koriso Fonda. 11/3/94

PRA team



Village workshop

Tip to note
 ⇒ For conducting a seasonal calendar visualisation is very important, because different variables have to be discussed and correlated. For a good participation it is necessary that every participant understands the symbols.

6.4.4 Semi structured interviewing

Objectives

- ◆ The reader knows what semi structured interviewing is.
- ◆ PRA team members are able to conduct SSIs during the village workshop.

Semi structured interviewing (SSI) is

- a dialogue where important information develops out of casual conversation.
- guided interviewing, where **only some** of the questions are predetermined and **new** questions come up during the interview.
- the core of PRA. It is a tool in the special form of an interview, but it is also the base in terms of manners and acting with community members.

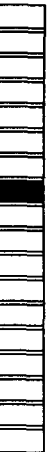
The characteristics of a SSI should be considered while conducting any other tool. This will contribute to an relaxed and informative dialogue.

SSI can be done with:

individuals	for representative information
key informants	for specialised information
groups	for general community-level information
focus groups	to discuss a specific topic in detail

Activities

- Use a checklist (see Manual sheet 5.4.2).
- If possible, use the local language to reduce barriers.
- Be sensitive and respectful. Mind your body language, e.g. during an interview take a seat at the same level as the respondents.
- Make questions short and easy to understand, aim at consistently finding out more details. Avoid ambiguous questions.
- Do not ask more than one question at a time.
- Questions should always be phrased in such a way that they require explanation (open-ended questions) rather than allowing an answer "yes" or "no". "Yes-no" questions make further probing for details more difficult and subsequent answers less reliable.
- For open-ended questions use the "six helpers": What?, When?, Where?, Who?, Why?, and How?
- Use "why" questions rather carefully, because they may force the informants into a defensive position and stop the flow of information.
- Probe answers carefully with: Suppose..., But why...?, Please tell me more..., Anything else...?
- Judge responses: Is it a fact, an opinion, a rumour?





- Avoid indications of contempt or disbelief to responses given by community members.
- Avoid drawing conclusions for the interviews or helping them to finish their sentences, even if they seem to have difficulty in expressing themselves.
- Use visualisation methods to enhance participation and dialogue.
- Listen and learn.
- Observe. Keep your eyes open for patterns, behaviour, differences and unusual things. Take care about non-verbal indicators, like facial expression, body language, tone of voice, eye contact. This will help to assess the concerns or reservations of the participants and will provide valuable clues for interpreting the answers.
- Record responses and observations fully.
- Finish the interview politely, thank the respondents.

The transect done in Majajani was a very good example of how important semi-structured interviewing techniques are. Eight farmers, together with two PRA team members went from the Majajani trade centre to the far edge of Majajani. While walking, they talked about the living conditions of farmers and the difficulties they face. The facilitator tried to find out what kind of criteria the farmers take for "poverty" and who the poor people are in the community. When the intensity of the discussion increased, the group sat down on the way and drew their perception of the well-being distribution within the community on the ground. The information the farmers gave was confirmed by another sub-group doing social mapping. Although the key question "who is poor in Majajani?" and how this poverty was visible to the community was not asked directly, all the information necessary to answer it was generated during the casual conversations while walking.

On the contrary, every time the group arrived at a farmer's homestead, the informal dialogue changed into a very formal one. The sub-team misused the checklist as a questionnaire and schematically asked the same questions each time to the respective farmers. The questions focused only on the variety of crops a farmer planted. After answering the questions, one by one, no dialogue evolved from this situation.

This shows that in situations which are regarded as "business" by the DAs' personnel they easily lapse back into their previous attitudes and methods. On the other hand, the DAs' personnel is already practising semi-structured interviewing when they consider that talking to people does not belong to the "business". Every PRA team member should be encouraged to practise this informal interviewing for the routine work as well.

Tips to note

- ⇒ The principles of SSI should be considered during the use of any tool.
- ⇒ At the end of an interview ask "anything else?". This gives people the opportunity to add issues they find important but were too shy to mention earlier.

Ambiguous questions and possible interpretations

Ambiguous questions	Possible interpretations
How do you get to work?	What kind of transport do you take to work? By what route do you proceed?
What was the best treatment for deworming cattle here?	How do you treat your cattle for worms? What are you recommended to use by the extension service?
When did you move to this house?	In what year did you... How many years ago did you... At what age did you...

Examples of "leading" or "closed" questions

Leading to yes or no response	Leading to detailed response
Have you heard about the extension services operating here?	What do you know about the extension services operating in this area?
Do you have difficulties in getting fertilisers here?	Please describe how you go about getting fertilisers here?
Would you grow more cotton if the government increases the price?	What would be the effect on cotton growing here if the government raised the price?
Do you think that if you use (pesticide x) your production of maize will increase?	What is your view about the likely result of using (pesticide x) on maize?

Fact, opinion or rumour?

Fact: commonly agreed time/space specific truth

Opinion: person's/group's view on a topic

Rumour: unsubstantiated information from an unknown source

Use the six helpers:

- **Who?** • **Where?**
- **When?** • **Why?**
- **What?** • **How?**

Common errors during interviewing

- Failing to listen closely
- Repeating questions
- Helping the informant by suggesting answers or finishing statements
- Asking vague or insensitive questions
- Failing to probe
- Failing to judge answers (**Fact, Opinion, Rumour**)
- Asking leading questions
- Allowing the interview to go on far too long





6.5 Opportunities/solutions

6.5.1 Chapati/Venn diagram

Objectives of the tool

- ◆ Key institutions and individuals responsible for decisions in a community are identified.
- ◆ The local perception and knowledge of existing institutions/organisations/DAs and their institutional support and contact to the community are visualised.
- ◆ The different types of agencies are identified and their functions and importance in the community are understood by the PRA team.

Activities

- Ask the sub-group which organisations are important to them and which ones are working in their community. Probe different types of groups (formal/ informal/ traditional/ internal/ external).
- Encourage them to draw circles on the ground to represent each organisation or individual. Make a boundary for the community and put internal community institutions and individuals inside the boundary and external institutions outside.
- Ask the sub-group to indicate the organisations operating in their community in the form of circles, with the size of the circles varying according to the importance of the organisation.
 - Let them use **smaller** circles to represent **less important** organisations, or those **failing** in their work.
 - Let them use **large** circles to represent institutions/organisations/DAs important to them or known to be **effective** in their community.
- Let the sub-group choose symbols for the different DAs to ensure that illiterate people can also follow the discussion.
- Let the sub-group indicate the degree of linkage/closeness of the community to the organisations in the form of the distances between the circle representing the community and the circles representing the organisations. The most distant circle (organisation's circle) to the community represents the organisation with the least contact. The same applies to the distance of the organisations from each other.
- Let them indicate the degree of contact or cooperation between the community and the organisations and between the organisations in the form of touching or overlapping circles. Arrange them as follows:
 - separate circles = no contact/ less contact in the real situation
 - touching circles = contact exist but no cooperation
 - small overlap = some cooperation
 - large overlap = considerable cooperation

PRA team

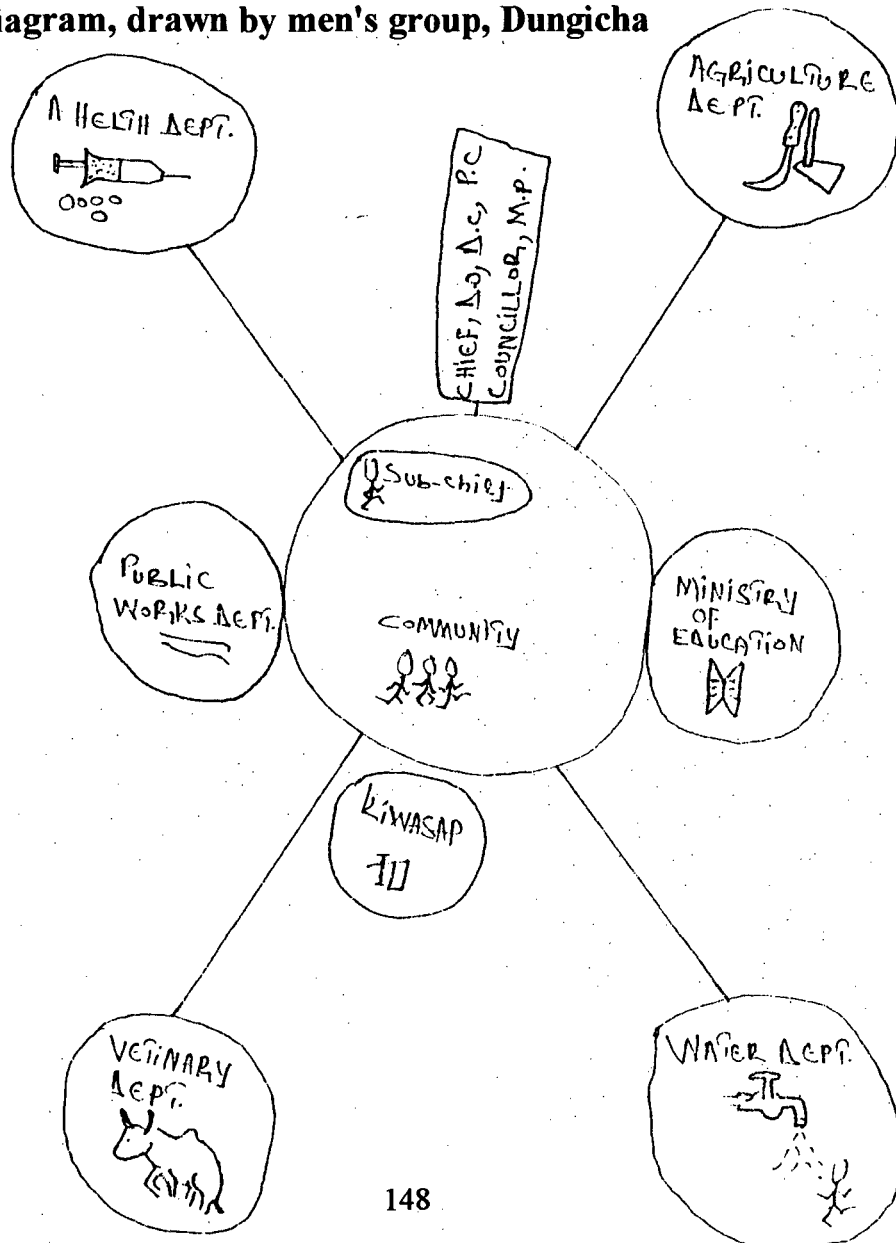


Village workshop

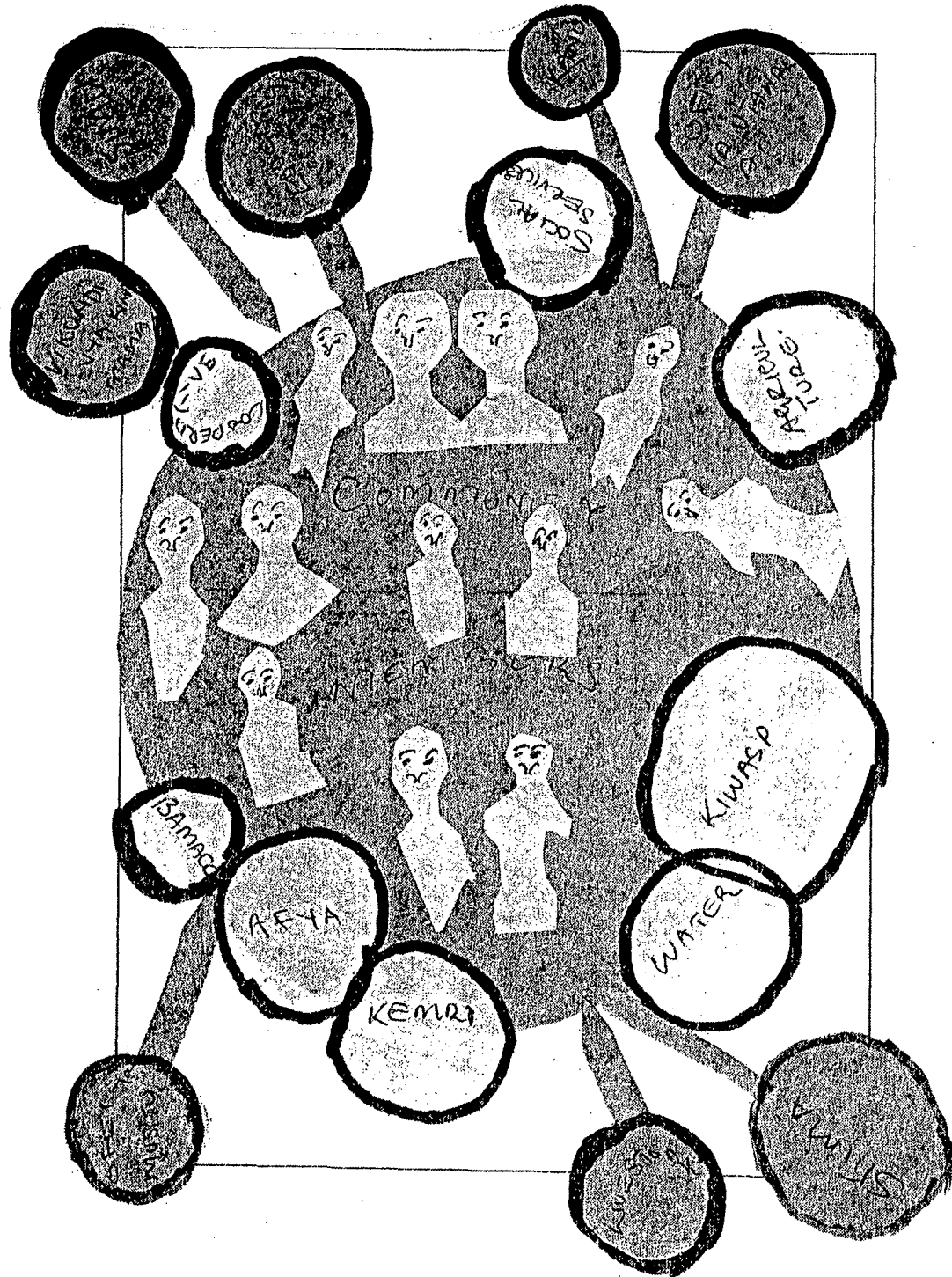
- Ask the community which organisations could be helpful in solving community problems and in which way they can build up contact.

In Dungicha, the men drew a Chapati/Venn diagram, focusing on organisations to which the community had already had contact, had knowledge about and which would be helpful to improve the situation in Dungicha. Seven organisations were identified. Water was ranked as the main problem in this community, indicating that the Water Department could be of greatest importance to them. Nevertheless the diagram showed the Water Department circle to be far away from the community circle indicating the very limited contact between the two. The reason for the far distance was that the service of the Water Department was required in Dungicha, but had not been rendered yet. The Dungicha community had to travel long distances up to Ganze and Bamba to seek medical treatment. This was shown by the distance of the "Health Department" circle to the community. The sub-group also talked about experiencing several famines and they indicated after their discussion that one contributing factor was the lack of agricultural extension services. This lack of assistance was also shown by the distance of the circle "Department of Agriculture." (see figure below)

Chapati diagram, drawn by men's group, Dungicha



Chapati diagram, drawn by women's group, Ngerenya



Tips to note

- ⇒ Ensure that all participants are involved in conducting the Chapati/Venn diagram. It could happen that some participants who have more contact outside the village might dominate the process.
- ⇒ Take care that only the very last version is copied on paper. During the discussion, the sizes of the circles, the distances to each other and to the community might change, because of different views and knowledge of the people.



6.5.2 Linkage/flow diagram

Objective

- ◆ PRA team knows how to produce a linkage diagram of problems and solutions in cooperation with the community and how to use it for the identification of appropriate solutions.

Problems and solutions are often interconnected and influence each other. One problem can be the cause or result of another problem: e.g. bad water quality leads to diseases, or problems can have an effect on each other: e.g. low food production causes malnutrition and less working power which again causes low food production.

The same goes for solutions. One solution can solve more than one problem. For instance, transport can solve unemployment and offer farmers on access to markets. On the other hand, a solution can solve one problem but cause another one. For instance bore holes reduce water shortage, but can lead to overgrazing because of bigger livestock herds.

Activities

The linkage diagram can be used to identify causes for and effects of a problem as well as indicate the proposed solution, considered to be the most appropriate by a sub-group. One alternative is to produce the linkage diagram after having identified the main problem/solution through ranking (see Manual sheet 6.3.3). This will help to establish the relationship of the main problem/solution to other problems/solutions. By so doing, the most appropriate solution proposed (main solution) will contribute towards solving as many problems as possible and would not result in other problems. In this case:

- The community sub-group produces a chart in which the problem ranked as number one is put in the centre and the linkages in terms of cause and effect relationships to other problems are indicated with arrows (see example on next page).
- The sub-group does the same with the proposed solution to the main problem and its expected impacts on the solution to other problems.
- The sub-group compares the result with the outcome of the ranking to find out, whether the solution of the problem ranked as number one can contribute to the solution to the problems ranked as number two, three and four (or more).
- The sub-groups present their results to each other and compare them.

The second alternative is to produce the linkage diagram before ranking the problems/solutions. In this case:

- the community sub-group writes all identified problems on cards (or use symbols to represent the identified problems) and tries to put them in hierarchical order on a large sheet of paper. With arrows the sub-group indicate the causal relationship between the problems.

PRA team



Village workshop

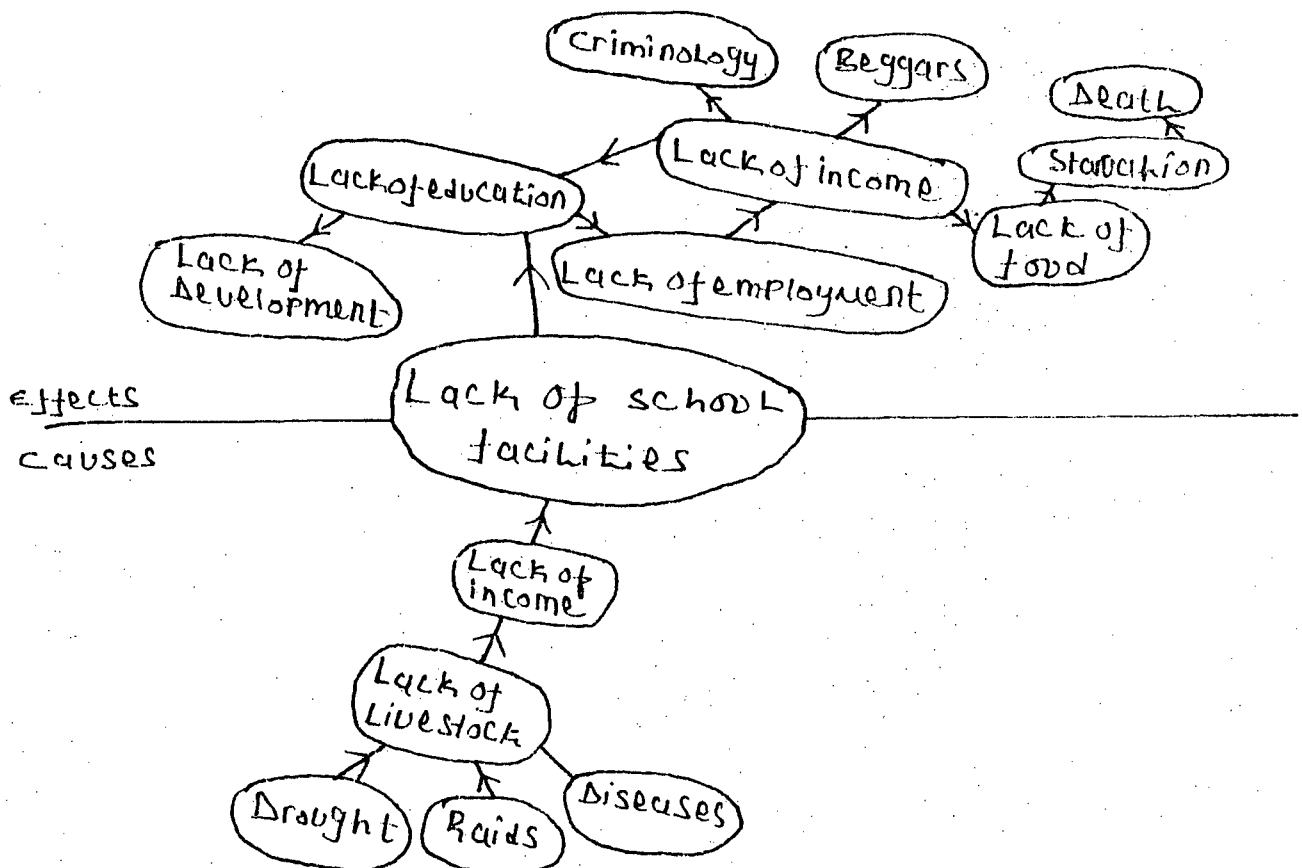
PRA team

- Once everybody agrees, on the rank in which the problems are placed, the cards are then glued on the chart. If there are no cards, sheets and glue, the chart can be produced with symbols on the ground.
- The sub-group does the same with the proposed solutions.
- If there are any linkages which are more or less important than others, these can be marked with bigger or smaller arrows.
- Some problems and solutions may stand isolated on the chart, but the majority will be interconnected. The sub-group tries to analyse which problem/solution has the most impact on other problems/solutions.
- The sub-group takes these results as the basis for the ranking (see Manual sheet 6.3.3). Afterwards, the sub-groups compare their results

Tips to note

- ⇒ Use the complete diagram to stimulate further discussions. Discuss sustainability questions, conditions for self-help (which potential for the proposed solutions does the community have itself?), system constraints etc.
- ⇒ The results of the linkage diagram are helpful for the Village Committee to design the Community Action Plan (see Manual sheet 6.5.3).

Linkage diagram on the problem: lack of school facilities (source: Samburu District Development Programme, 1994)



Village workshop

6.5.3 The Community Action Plan (CAP)

Objectives

- ◆ PRA team understands the purpose of a CAP.
- ◆ PRA team members are able to explain the CAP to the community.

Activities

- Introduce the CAP to a sub-group.
- Ask the community members whether they have experience in organising an activity or a project together. Ask for examples. This could be something simple, like a single event (a marriage, a baptism), or a bigger task, like building a school house, a dispensary, etc.
- Take an event they mention.
- Ask them what they have done for this task and who had benefited from that project.
- Explain that this benefit was at that time (before they started the activity) their goal. For the school example it would be formulated like: "Having a better learning environment". The beneficiaries in this example are the students.
- Ask what activities had to be done for achieving the goal and write/symbolise them on cards. Put the activities in a logical order (one step after the other).
- Ask what intermediate outputs (results) had to be achieved to reach their goal. For example, to have a school building intermediate results would be: 1. the place is cleared, 2. the walls are constructed, 3. the roof is established.
- Let the community members sort the respective activities to the specific intermediate outputs (results).
- Ask them what material was needed for each activity and write their answers next to the activity on the card.
- Ask who was responsible for a certain activity and add this as well.
- Explain that this example shows how a CAP should be constructed and that the community should formulate a CAP for a development project derived from the priority ranking during the village workshop.
- Explain carefully that the elaboration of a CAP and keeping track of the follow-up will need good coordination within the community. Therefore a Village Committee (see Manual sheet 2.7) could be a suitable organisation to coordinate the activities that will start after the end of the village workshop.
- State that it is up to the community to decide on the election of a Village Committee. All sub-groups formed during the village workshop should be represented in this committee (see Manual sheet 6.5.4).
- Answer open questions.

PRA team



Village workshop

PRA team

- The team leader hands out copies of the outline of how to prepare a Community Action Plan (CAP) in English and Kiswaheli, and explains the CAP again in detail to representatives or the committee of the community.

In Majajani one team member explained the CAP very clearly to the elders. He took the example of building a school and told them the different activities that would be needed to reach the goal. If he had given the elders the opportunity to develop the different steps by themselves, it would have been a perfect way of conducting a tool.

When the PRA team left Majajani on Friday evening and arranged to come back on Monday for the final day of the village workshop, they could see the community discussing. On Monday the community presented an elected Village Committee which again presented an impressive CAP. The elders had explained the CAP perfectly to the committee. The Majajani CAP is documented in Annex 8 of Volume I, the Dungicha CAP in Annex 10 of Volume I.

Tips to note

- ⇒ Understand fully the purpose and how to prepare a CAP to be able to explain it.
- ⇒ Ensure that at least the representatives of the community understand the CAP.

Members of a Village Committee presenting a CAP (drawing done by an artist from Kilifi)



Village workshop

Outline of the Community Action Plan (CAP)

Purpose of the CAP

- The CAP is a PRA tool which should be used by the community to summarise what they intend to do to solve their problems.
- The CAP is the result of a process of awareness creation with regard to the communities' needs and self-help potential to overcome their problems.
- The CAP is not a shopping list. It has to insure that all activities which the community can do with its own resources are actually done by the community itself. Possible contributions by development agencies (DAs) should only be considered for such activities which the community is not able to do.
- The community is fully responsible for producing a CAP and for implementing it. The community can appoint a committee to take over this responsibility.
- The CAP should be seen as a tool which ensures that the community is the owner of the project and is fully responsible for its planning, implementation and success. This will hopefully lead to sustainable impacts.
- The CAP should also ensure that the dialogue between the community and the DAs after the village workshop (follow-up) is conducted in a participatory and effective way.

Format for a Community Action Plan (CAP)

1 Name of the project

2 Responsibility for the project

Here, the groups (e.g. a committee) or persons should be mentioned who are responsible for planning and implementation.

3 Rationale of the project (Why has the project been given priority by the community?)

Here, the community has to state which problems will hopefully be solved or reduced by the project. Which possible solutions have been considered and which criteria have been used by the community to choose this specific solution (project)? How has the community ensured that the majority of community members support the project and are willing to contribute substantially to the implementation?

PRA team



Village workshop

PRA team



Village workshop

4 The Communities vision of the project (objectives)

4.1 What are the goals of the project and who will benefit from reaching these goals?

Here the benefits, which are expected from the project, and the community groups which will profit most from these benefits should be described as precisely as possible.

4.2 What are the intermediate results (outputs) which have to be produced in order to reach the goals specified under 4.1.

Here, the specific results of activities to be done have to be listed in a chronological order. For example, one goal of a pan rehabilitation project could be: "Sufficient and clean water for domestic use and for animals available throughout the year." The outputs needed to achieve this goal could be:

- 1) Pan is fenced
- 2) Spillway is repaired
- 3) Troughs are constructed
- 4) etc.
- 5) etc.
- 6) etc.

5 Steps (activities) to be done to produce the outputs stated under 4.2

Here, for each output stated under 4.2, all activities needed to produce these outputs have to be listed. Also it has to be indicated for each activity, who will do it. Using the example of a pan rehabilitation project, this should be documented in the following way

Outputs	Activities	Responsibility	
1. Pan is fenced	1.1	Decide which area has to be protected	Community
	1.2	Choose most suitable fencing material	Community
	1.3	Erect temporary fence	Community
	1.4	Obtain plant cuttings	Community,
	1.5	Transport of plant cuttings	KIWASAP
	1.6	Choose site for gates	Community
	1.7	Construct gates	Community
	1.8	Educate users to make proper use of gates	Community
	1.9	Organise protection of fence	Community
2. Spillway is repaired	2.1	.....	.....
	2.2	.....	.....
	2.3	.....	.....
3.	3.1	.....	.....

6 Material (inputs) needed to do the activities listed under 5

Here, for those activities which need material or equipment, the material/equipment has to be identified. And it should be stated who should be responsible for providing this material or equipment. Using the example of the pan rehabilitation project, this should be done in the following way:

Activities for which inputs are needed	Material and/or equipment needed	Source
1.3 Erect temporary fence	• tree cuttings	community
1.4 Obtain plant cuttings	• plastic bags	KIWASAP
1.5 Transport of plant cuttings	• pick-up	KIWASAP
1.6 Erect gates	• poles	community
2.1 .....	• .....	.....
2.3 .....	• .....	.....

7 Next steps to be done

Here, the community should indicate:

- a) When they would like to meet again with the PRA team.
- b) What should be discussed the next meeting.
- c) What the community will prepare/complete for this meeting.
- d) What the community plans to do (activities, responsibility) in order to be well-prepared for the next meeting with the PRA team.
- e) What the community expects from the PRA team the next meeting.

PRA team



Village workshop



6.5.4 Election of the Village Committee

Objective

- ◆ Team leader and facilitators understand, how to motivate the community to elect a Village Committee.

Activities

- In the sub-groups or in the plenary, the facilitator or team leader introduces the Community Action Plan (CAP) to the sub-groups or the community (see Manual sheet 6.5.3).
- In addition to the CAP, the facilitator or team leader explain the advantage of a Village Committee and what should be known before electing it. The PRA team explains:
 - that the community needs an effective organ to plan, coordinate, implement and monitor development activities, so that the dependence on outsiders is decreasing;
 - that all different groups from the village workshop should be represented in the Village Committee to bring in their ideas and points of view and to defend their interests (e.g. in terms of age, gender, status and home area);
 - that the community members do not relinquish their responsibility by electing a committee. The Village Committee has to stay in close contact with the community and needs their consensus on all important issues;
 - that committee work means involvement and responsibility.

Different ways of electing a Village Committee are possible. It is the task of the link persons to decide, together with the PRA team, which way should be proposed. At the end, it is the community who decides.

In Majajani the CAP was explained to only one sub-group and during the last presentation of sub-group results, the whole community was asked to elect a Village Committee, which was expected to elaborate a CAP up to a certain day. Then, the PRA team left Majajani and the community organised the election.

In Dungicha, the CAP was briefly explained to all sub-groups, which were asked to elect 5 representatives to be members of the Village Committee. During the last presentation of sub-group results, the purpose of a Village Committee was explained again by the team leader. Then the committee members elected by the four sub-groups formed the Village Committee. After the meeting, the team leader explained the Community Action Plan in detail to the committee.

In Ngerenya, the sub-groups elected their representatives for the Village Committee, but the election had to be again confirmed by the plenary. The chairman, secretary and treasurer proposed by the Village Committee had to be confirmed by the plenary.

In none of the three cases the PRA team did attend the elections.

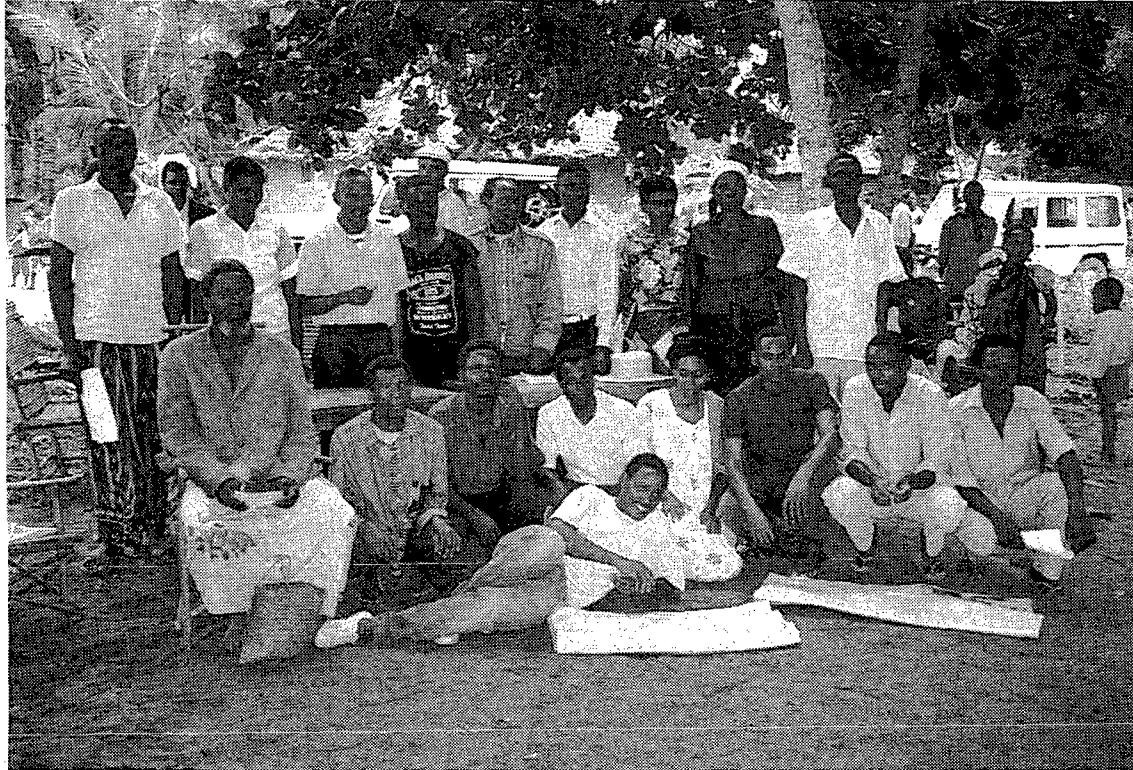
PRA team



Village workshop

Tips to note

- ⇒ Be aware that local leaders/ administrators could dominate the elections.
- ⇒ The PRA team should not influence the elections.



The Village Committee of Majajani

PRA team



Village workshop

6.6 Final day of the village workshop

Objective

- ◆ The PRA team and the team leader are able to plan the final day and know which points must be considered when they react to the Village Committee's presentation of the Community Action Plan (CAP).

Activities

- The PRA team arrives either in the evening before or on the morning of the final day.
- The team leader introduces the team again and opens the meeting in collaboration with the Assistant Chief.
- The PRA team takes care that the marginalised people also have access to the meeting and are involved (similar to the introductory meeting see Manual sheet 6.2.3).
- The Village Committee presents their CAP to the community.
- The community gives comments, asks questions and discusses the CAP until a consensus is reached in the community.
- During this process, the PRA team has to assess if:
 - the analysis given by the community is convincing or if important aspects have been neglected.
 - the CAP is consistent with the analysis of resources, potential, problems and solutions, given by the sub-groups during the previous days.
 - the CAP is clear and transparent.
 - the CAP is realistic and feasible with regard to the community's as well as DAs' capacities.
 - the CAP makes full use of the community's self help potential.
 - the majority of community members benefits from the proposed project.
- After the village workshop, the team should be able to answer these questions. The answers are later written down in the village workshop report.
- The Village Committee makes appointments with the follow-up coordinator about the next steps to be done and fixes the relevant dates.
- Finally, the team leader, together with the Assistant Chief gives votes of thanks to the community and closes the meeting.

The presentation of the CAP by the Village Committee is the main point of this day. The PRA team should play the role of careful observers. At this stage of the village workshop, the process of awareness creation and empowerment of all groups should already have gone so far that there is no more need for support from the side of the team. The task of the team is to check all the above mentioned questions about the CAP. Therefore, the PRA team should again emphasise division of labour and clarify in advance, which of the above questions are to be checked by whom.

PRA team



Village workshop

Tip to note

⇒ Be aware, that despite the few days break, the team contract is still valid and therefore the team members should still be nice and friendly to the community.

PRA team



Village workshop

7 Report writing

7.1	Programme of report writing	PRA team 165
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7.1 Programme of report writing

Objective

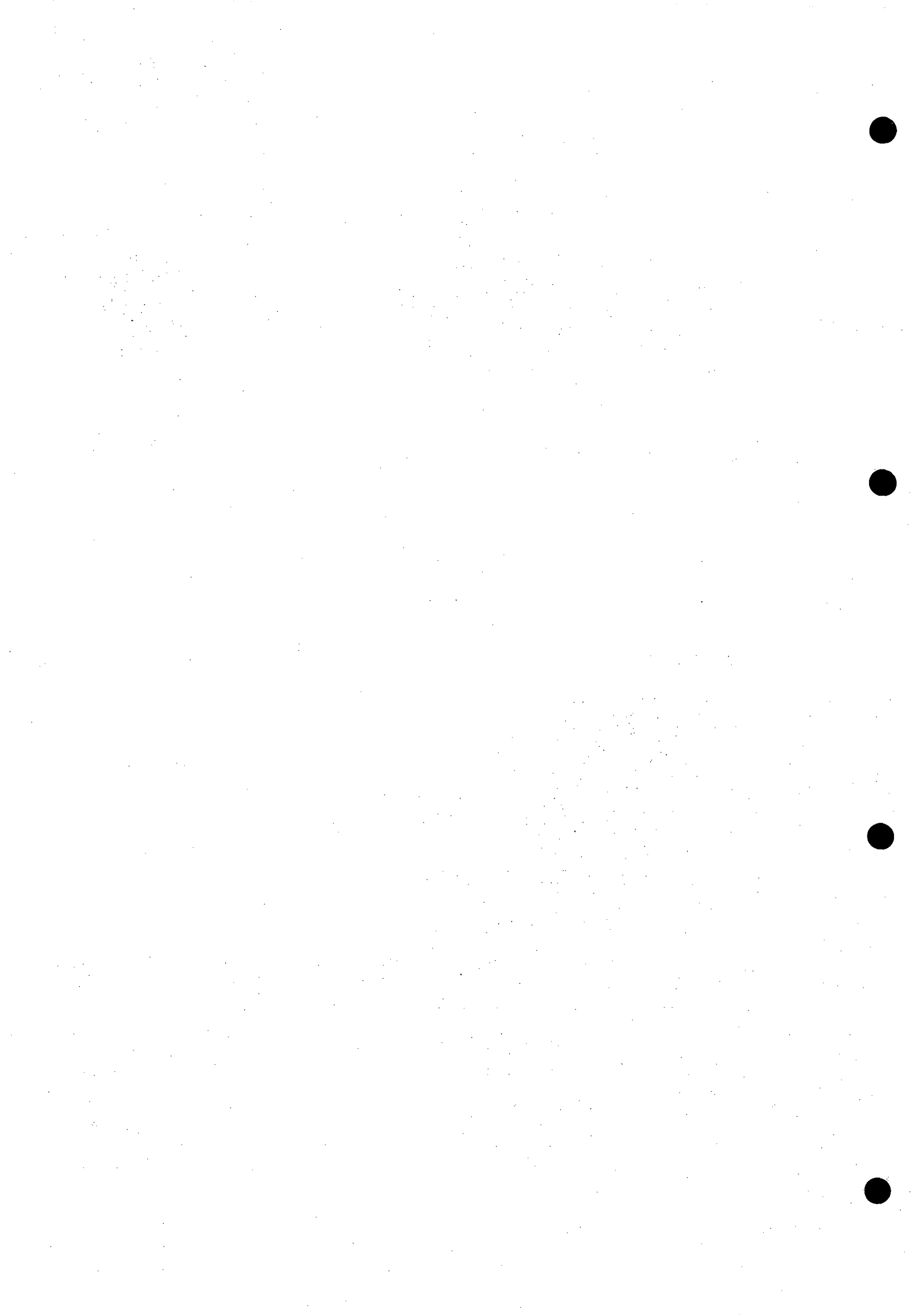
- ◆ The PRA team has a general idea of the step "report writing" on the PRA phase.

Day	Time	Actors	Activities
One day	morning	Entire PRA team	Repetition of report outline
			Division into sub-teams to draft different chapters of the report
			Drafting chapters on big sheets of paper
			First round of commenting (on cards)
	afternoon		First revision of chapters
			Presentation of drafted chapters on big sheets and discussion
			Second revision of chapters
Closing the day			
Three days		Editing committee, small team including team leader and follow-up coordinator	Last revision of all chapters; Checking consistence of report; Writing of chapter 8.3, assessment of participation, awareness creation and motivation of the community; Writing of executive summary; Revision of annex; Design of cover sheet and choice of photographs.
One week		Team leader	Typing and printing of final report

PRA team



Report writing



7.2 Reader-friendly writing

Objective

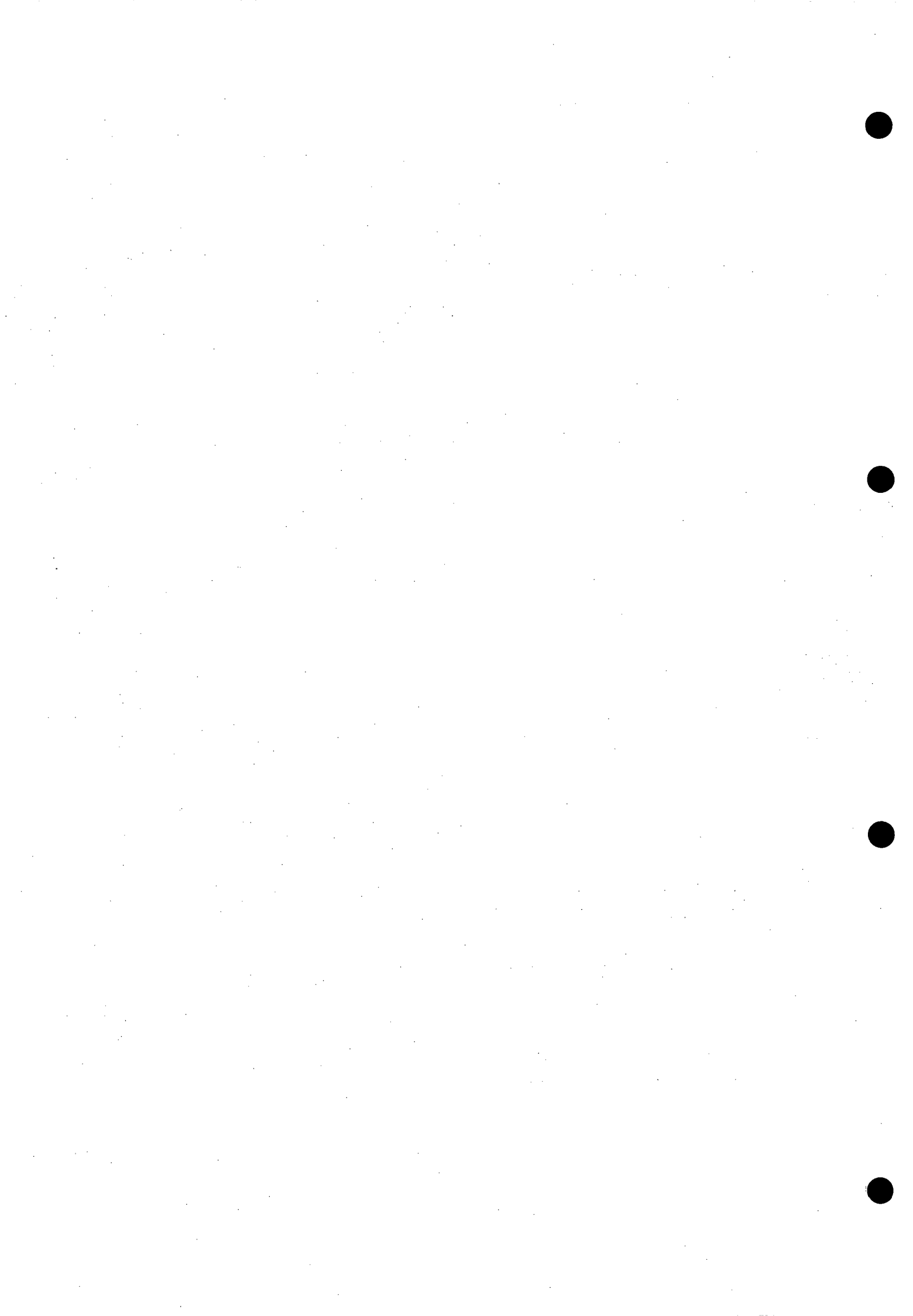
- ◆ Participants have a guideline on how to formulate a reader-friendly village workshop report.

"Simplicity is the mark of excellent writing. This is true, no matter how complex the ideas being expressed are" (Conway 1985).

Activities

- Limit yourself to the facts which are really requested in each chapter (see Manual sheet 7.5).
- Write down what is relevant in the specific context of the community where the village workshop was conducted.
- Avoid over-generalisation; e.g. "there is a high birth rate in xxxvillage". This is true for all of Kenya. If the statement was not explicitly mentioned in the village workshop, do not use it.
- Write short and precise sentences. Avoid unnecessary "fillers" such as "obviously" or "naturally".
- Remember that the report will be read by people who did not take part in the village workshop and may not even know PRA. Express the main points without writing the whole story starting with Adam and Eve!
- Make sure that your language and ideas are logical, consistent and clearly expressed.
- State your main points and ideas before going into detail (if such detail is needed at all!)
- Include as many of the drawings done during the village workshop as possible. Refer to them and explain them in the text. It does not make sense to put them in without any explanation at all.
- The logical relationship between the chapters has to be clear. Avoid repetitions. Nothing is more boring than reading the same thing over and over again! Use devices like "see chapter xx for further explanation".





7.3 Drafting the report

Objectives

- ◆ The team members know how to draft the report and are motivated to do so.
- ◆ The team leader is able to moderate the drafting of the report.

Activities

- Repeat the report outline (see Manual sheet 7.5) in order to answer unresolved questions concerning the task of the day.
- Divide the team into small groups who will deal with different chapters of the report.
- Hand out to each group any additional information they need. This could be the documentation sheets which contain the results that should be described in the chapter and where available, secondary data like maps, figures etc.
- Ask the sub-teams to draft their part of the report on big sheets of paper to ensure that everybody is able to read the chapter.
- All big sheets of papers are pinned on the wall so that everybody can see them.
- All team members read through all the chapters individually and give constructive comments on cards and pin or glue these cards on the respective big sheets. That means, drawing attention to unclearly expressed or missing items.
- The sub-teams revise their specific chapters by including the given comments in the text.
- All chapters are presented by one person reading them to the entire team. Those items which are still unclear are discussed.
- The sub-teams revise their chapters a second time and take care that they are easy for the typist to read.

The report writing day is usually one of the toughest days during the whole PRA phase. Who likes writing an entire text? Unfortunately, only very few people! During the four pilot projects, almost everybody was happy at the end of the day, not only because the day was over, but also because the feeling "we did it!" gave satisfaction, although some felt uncomfortable about the quality of a report written in one day. That was definitely a correct reservation and therefore, the editing committee now has the task to polish the report. But this is only possible if the main pillars of the report are built by the whole team!

Tip to note

⇒ Consider the alternative of drafting the first part of the report in the five to seven days while the community is preparing the CAP. This would have the advantages that, firstly, the impressions from the village workshop are still fresh and, secondly, the team is well prepared for the final day because it has already written down the results and conclusions of the village workshop up to that point. The comparison between what the community mentioned during the village workshop and what the Village

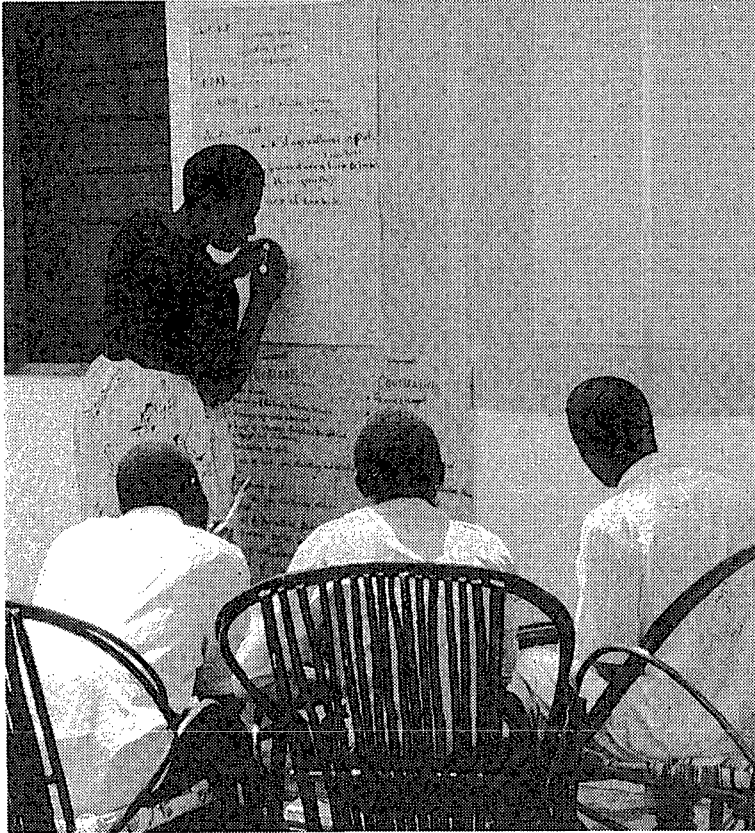
PRA team



Report writing

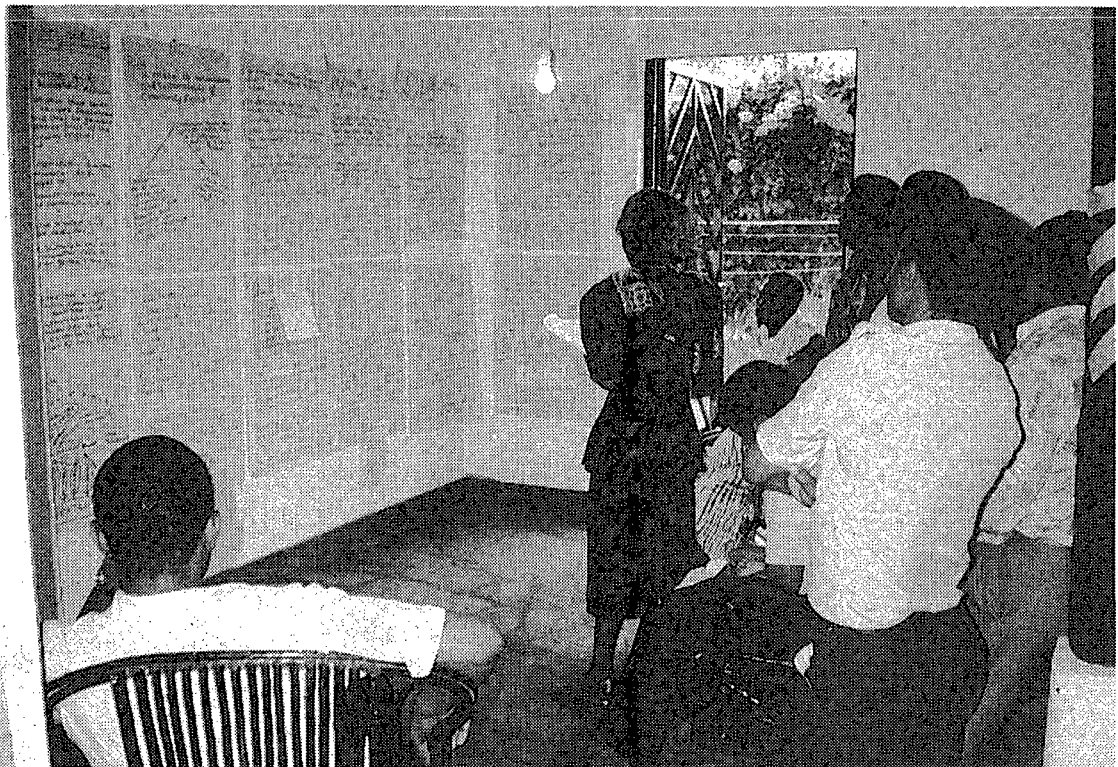
Committee presents in the CAP might be much easier for the team. The disadvantage would be that the team has to sit down together again to include the additional material from the last day of the workshop.

PRA team



Sub-teams

drafting the chapters



Report writing

Presentation of draft report to the entire team

7.4 Editing the report

Objective

- ◆ The editing committee has a checklist for the edition of the report.

Objective for editing the report

- ◆ The report is written in a good style and is complete.

Activities

- Read through the chapters and reformulate sentences or paragraphs that remain unclear.
- Check whether the contents matches the headings of the chapters.
- Check the consistency of the report.
- Write chapter 8.3 (The assessment of participation, awareness creation and motivation of the community, based on the results of the evaluation day (see Manual sheet 8.1)).
- Write the executive summary.
- Check whether the annex is complete and in the correct order.
- Check the titles of figures and diagrams.
- Choose a cover photo and other photographs which can be shown in the report.
- Design the cover sheet.
- Write or complete the references and check if they are present and correctly used in the text.
- Proof-read the whole report and correct ambiguous expressions and wrong spellings.

Tips to note

- ⇒ The editing team should consist of the team leader, the follow-up coordinator and a person who is good at writing. In our experience a large team is less efficient.
- ⇒ Practise division of labour!

The village workshop report for **Dungicha** is documented in **Annex 10 of Volume I** as an example how this report outline has been used in practice by a PRA team.

PRA team



Report writing



7.5 The report outline

Objectives

- ◆ All important information produced by the community and gathered from the community during the village workshop is documented. Information is analysed. Recommendations of the PRA team are given.
- ◆ The target groups of the report are informed in a precise and user-friendly way about the results of the workshop and about the follow-up required. The report enables the target groups to make effective and timely decisions with regard to their contributions to the follow-up. The target groups of the report are:
 - ◆ the community
 - ◆ the development agencies
 - ◆ KIWASAP
- ◆ In order to achieve the first two objectives, the report provides a thorough analysis of the Community Action Plan and contains detailed recommendations with regard to the follow-up.
- ◆ A smooth and effective coordination of all agencies involved in the follow-up is supported.

Structure of a PIDA village workshop report

Executive Summary

- Summarise the report on one page
- Concentrate on the resource base and potential of the area, on the main problems of the community, on the ongoing initiatives before the PRA team arrived (if any), on the Community Action Plan and on the follow-up action required.
- Write the summary after paragraphs 1 to 9 have been drafted and make sure that it is of high quality. Keep in mind that many decision-makers will only read this one page.

Table of Contents

Acknowledgements

- Thank the community for their co-operation
- Mention individual community members, who gave special support
- Thank the organising agency and whoever contributed significantly to the workshop

PRA team



Report writing

PRA team



Report writing

- 1 **Approach, objectives and programme of the village workshop**
 - Explain briefly the Participatory and Integrated Development Approach (PIDA)
 - Give the reasons for selecting the community and state the objectives of the village workshop
 - Explain the multi-disciplinary and multi-institutional composition of the PRA team and refer to the list of team members given in the Annex
 - Summarise the process of the village workshop and refer to the detailed programme given in the Annex
- 2 **Brief description of the community**
 - Size, population, ethnic composition
 - Socio-economic situation (main sources of employment and income, prevailing farming systems)
 - Map of the area (secondary material), ½ page in size
- 3 **Resources and potential and their historical development as perceived by the community**
 - Include the resource maps drawn by community members and indicate the resources and potential which are important from the perspective of the different community groups. Explain, why they are considered as important.
 - Give a summary of the historical development of the resources and potential using whatever visual aids the community has produced (e.g. historical calendar)
- 4 **Problems as perceived by the community**
 - Reproduce the problem lists, including the ranking of the problems done by different groups of the community.
 - List the criteria which have been used for the ranking by the different groups
 - Indicate differences between the different groups and summarise how the community discussed these differences and if they finally agreed or disagreed on priorities for the whole community
- 5 **Solutions suggested by the community**
 - Reproduce the solutions for the priority problem(s), including the ranking of the solutions done by the community or by different groups of the community
 - List the criteria which have been used for the ranking by the different groups
 - Indicate differences between different groups and summarise how the community discussed these differences and if they finally agreed or disagreed on priorities for the whole community.

6 Institutions and programmes which could contribute to the solutions

- Reproduce and explain any Chapati/Venn-diagram, which has been produced by the community to show institutions and programmes related to the solutions prioritised in paragraph 5.
- Give a brief description of ongoing programmes in that field (if any).

7 Community Action Plan (CAP)

- Reproduce the CAP as it was presented by the community
- State when and by whom the CAP has been produced. Summarise the process and point out which community groups participated in planning and which not.
- If the community has formed a Village Committee for planning, describe how the committee was formed and how well it represents all groups in the community

8 Assessment of the workshop process and results by the PRA team

8.1 Assessment of the analysis of resources, potential and problems and of the solutions chosen by the community

- Is the analysis given by the community convincing or does the PRA team feel that important aspects have been neglected?
- Are there any open questions which could not be clarified?

8.2 Assessment of the Community Action Plan (CAP)

- Is the CAP consistent with the analysis of resources, potential, problems and solutions given in paragraphs 3, 4 and 5?
- Does the CAP take existing institutions and ongoing programmes (if any) as given in paragraph 6 into account?
- Is the CAP clear and transparent? Which questions have been left open?
- Is the CAP realistic and feasible with regards to the capacities of the community, the capacities of the development agencies and in view of previous experiences in the community?
- Does the plan make full use of the community's self-help potential?
- Will the majority of the community benefit from the project?
- To what extent will the most disadvantaged groups in the community benefit from the project?

8.3 Assessment of the participation, awareness creation and motivation of the community

- How intensively did different community groups participate in the workshop?
- Which groups are most disadvantaged and how did they participate?

PRA team



Report writing

PRA team



Report writing

- Are there indications that the workshop facilitated awareness creation and empowerment of the community?
 - Does the majority of the community show self-help motivation, commitment and the willingness to contribute substantially to the long-term success of the project?
- 9 Next steps to be taken by KIWASAP and by other development agencies (DAs)
- Indicate who will coordinate the follow-up
 - Indicate on which date the PRA team will meet the community again.
 - Indicate what will be presented, discussed or decided in that meeting.
 - Produce a matrix showing all activities, which have to be completed before the next meeting with the community and indicate who will be responsible for carrying out these activities and by when each activity will be completed. An example is given below.

Workplan for the next activities to be done

Activities	Responsibility	Completed by
1. Edit report, produce .. copies and send 2 copies to each member of the PRA team	Ms. A (coordinator) Mr. B	10.9.94
2. Inform supervising personnel of all DAs represented in the PRA team about the results of the workshop and discuss options for involvement of the respective DAs	Ms. A for KIWASAP Mr. C for Agr. Dep. Mr. D for Forest D. Mr. E for MOH etc.	15.9.94
3. Revisit community to clarify open questions (if required)	Ms. A and Mr. E	20.9.94
4. Prepare a draft project proposal in which the main activities to be implemented by the community and by different DAs and the timing are given. Do this together with representatives of the Village Committee and in consultation with all DAs involved in the project.	Ms. A coordinates and the following members contribute: Mr. C Mr. D Mr. E	25.9.94
5. Prepare and conduct a meeting with the community to present the project proposal and to discuss the next steps to be taken	Ms. A (coordinator) and selected members of the PRA team	10.10.94

Annex

- List of members of the PRA team with agency, address and telephone number.
- Programme of the village workshop.
- Matrix of key questions and respective information collected from different sources (Kenda-matrix).
- Examples of the most informative group work results which are not already integrated in the text.
- Whatever information is available and is useful to the target groups of the report.
- List of Abbreviations.

Remarks

- Photos on the cover page or in the text can be very informative for the reader.
- All annexes should be referred to in the text in order to make it easier for the reader to understand why the respective annex has been included.
- Keep text reader-friendly: Short, clear and precise sentences. No repetitions. No unnecessary phrases. Easy to understand and interesting to read.
- In order to ensure that as many community members as possible can read the report, a Kiswahili version should be produced in addition to the English version.

PRA team



Report writing



8 Evaluation

8.1 Evaluation of the PRA phase PRA team 181



8.1 Evaluation of the PRA phase

Objectives

- ◆ Participants know what to expect on the evaluation day.
- ◆ The team leader is able to conduct a successful evaluation session.

morning	Evaluation of the whole PRA phase with giving answers to six questions by commenting on cards
	Assessment of the PIDA regarding participation, integration and feasibility
afternoon	Recommendations for the improvement of the PRA phase
	Individual evaluation with the evaluation wheel
	Group photograph and farewell

Activities

Evaluation of the whole PRA phase with giving answers to six questions by commenting on cards:

- "What was good?"
 - "What was not so good?"
 - "What was difficult?"
 - "What did I do well?"
 - "What did I learn?"
 - "Where do I want to improve?"
- Each participant gets a felt pen and small pieces of paper.
 - Write one comment on one card!
 - Cluster the cards below the different questions.
 - Discuss unclear cards, but do not remove any comments without the author's permission.

Assessment of the PIDA regarding participation, integration and feasibility.

- Divide the PRA team into two sub-groups to answer the following questions:
 - "Did the approach result in *more* participation?" (compared to the methods you have used before)
 - "Did the approach result in *awareness creation* in the community?"
 - "Is the approach *feasible* from the perspective of the community?"
 - "Did the approach result in significant steps in the direction of *integrated* development?"
 - "What is the *advantage* of the approach from the point of view of the different parties involved in the process?"
 - "What is the *disadvantage* of the approach from the point of view of the different parties involved in the process?"





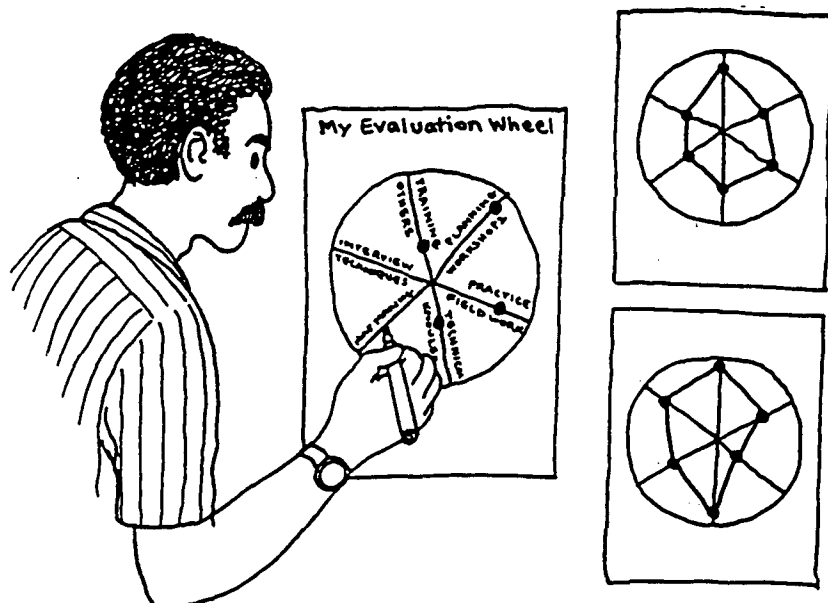
- Questions and answers are written on big sheets of brown paper and presented to the entire team.

Recommendations for further improvement of the different PRA phase steps: Training, planning, village workshop and report writing.

- Divide into sub-groups again so that each sub-group is responsible for writing recommendations for specific steps of the PRA phase. Usually, during the discussion of the other issues, problems are mentioned and suggestions for solving them are made. This is now the time to write them down as clearly as possible.
- Present the results to the plenary. Discuss confusing phrases. The recommendations must be understood on their own to help the organising agency to improve PIDA.

Personal evaluation by drawing an evaluation wheel (see example given below, source: Pretty et al, IIED Guide II 1993).

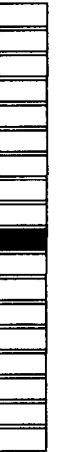
- Suggest issues for evaluating the PRA phase. This could be the different steps of the phase or even the more detailed parts of the single steps, e.g. instead of "village workshop", the parts "conducting a tool" and "analysis of group work results". The number of issues should not be too great. The whole team decides on the issues.
- As criteria take the personal learning experience and the personal satisfaction towards each issue.
- Ask each individual to draw a wheel with the same number of spokes as the issues chosen. The spokes should be labelled with the titles of the various issues. A spoke represents a scale with zero (lowest rating) at the centre and ten (or the highest rating) at the edge.
- Individuals should assess the PRA phase regarding the various issues. They should score each issue by marking the spoke at the appropriate point along the scale.
- Connect the marks on the different spokes with lines and each participant then has his/her individual evaluation wheel.



Evaluations are quite important to give organisers the chance to improve the steps of PIDA. During the four pilot projects the evaluation day was always very valuable., not only in terms of improvement for the next PRA phases. Discussion on the village workshop process often revealed new aspects which helped for a better understanding of situations which had happened. Although an assessment of the village workshop was done during report writing (chapter 8), comments on the evaluation day helped the editing committee to interpret and correlate the results.

It was astonishing to note how much the teams were aware about some hidden conflicts among the team and how open this was expressed on the evaluation day. We think it would have been better to offer more, shorter evaluation sessions during the different steps of the PRA phase, although the teams coped with the disturbances very well anyway (for examples see Manual sheets 4.1 and 4.4).

PRA Team

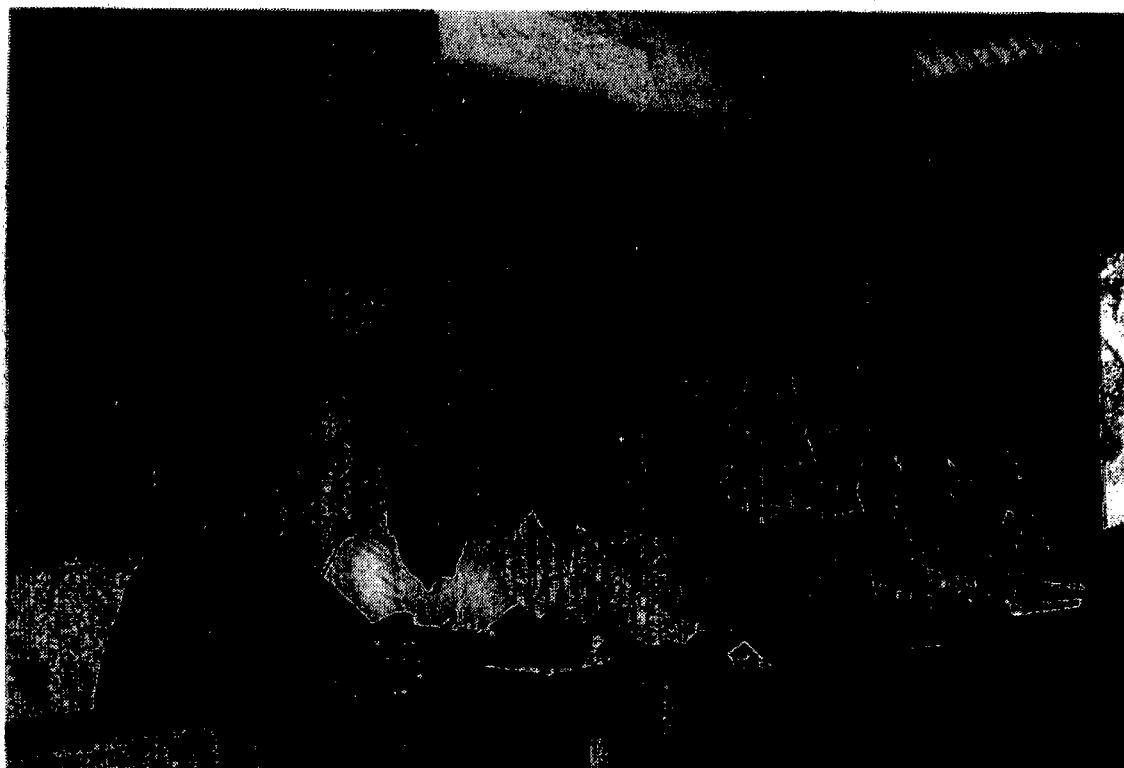


Evaluation of PRA phase



9 Follow-up

- 9.1 Itinerary of the follow upVillage Committee/ coordinator 187
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The Village Committee of Majajani discussing the project proposal



9.1 Itinerary of the follow up

Objective

- ◆ The follow-up coordinator of the organising agency and the Village Committee know briefly the next steps to be carried out and are able to produce a workplan.

After the PRA team has completed the village workshop report, the report is edited by the editing committee and is sent by the team leader and the follow-up coordinator to each PRA team member. After this, the Village Committee and the coordinator start the next activities for the follow-up:

Activities	Responsibilities	Time (days)
1. Draft a project proposal (based on the Community Action Plan), in which the main activities to be implemented by the community and by the different DAs, the timing and equipment/material required, are given.	Coordinator, in consultation with the manager of the organising agency, with all DAs involved in the project, and with representatives of the Village Committee	21
2. Present project proposal to the whole community. Give the community time to react and to discuss the proposal until a consensus between all parties involved is reached. This may require several meetings. If necessary, prepare a revised version of the project proposal after a consensus has been reached.	Village Committee, coordinator, and one PIDA team member from each agency involved in the project.	21
3. Assist the community in applying for the proposed project at the DDC and DEC via the Sub-Local Development Committee, Locational Development Committee and Divisional Development Committee. This application should contain a firm commitment of the community with regard to all contributions specified in the revised project proposal.	Coordinator and Village Committee	7

Village Committee/ PRA team



Follow-up

Follow up the decision-making process through the channel of the Sub-Locational Development Committee, Locational Development Committee, Divisional Development Committee, District Development Committee and District Executive Committee and take part in all the respective meetings until the project is finally approved	Manager or deputy of the organising agency	90
4. Send copies of the village workshop report and of the application for the proposed project with an explanatory letter to Department Heads, the DO and the DDO. Channel information to wherever funds and support can be acquired. Inform Village Committee on progress	Manager of the organising agency Secretary/ Chairperson of Village Committee and coordinator	
5. Initiate other development activities in the community which are not part of the project proposal, but were identified through the village workshop	Village Committee assisted by the coordinator	
6. Do operational planning on the basis of the approved project proposal	Organising agency/ coordinator, representatives of the involved DAs and of the Village Committee	14
7. Initiate, coordinate and monitor project implementation	Village Committee assisted by coordinator	
8. Write quarterly project progress reports and send copies to the organising agency, other development agencies and local authorities	Committee assisted by coordinator	

These eight steps correspond to the eight steps of the follow-up phase given in the flow diagram of the PIDA (see Manual sheet 1.2). The following sheets of this manual also refer to these steps.

Tip to note

⇒ Each step has its own sub-steps and needs to be planned by the Village Committee together with the follow-up coordinator before starting the work. The time needed for each step will vary from case to case. To be successful and to avoid unproductive time, a careful planning is necessary.



9.2 Drafting the project proposal

Objective

- ◆ The Village Committee and the follow-up coordinator know the purpose of the project proposal and know how to produce it.

The project proposal is a detailed plan on the basis of the Community Action Plan (CAP). It takes into account the results of the PRA village workshop and the discussions between: the follow up coordinator, the Village Committee and representatives of the development agencies (DAs) involved as well as expertise from other experts, when needed. It needs the backing of the whole community.

Activities

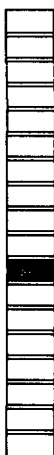
- The follow-up coordinator explains to the Village Committee the purpose of the project proposal. The project proposal:
 - is a basis for further discussions with the whole community and the development agencies;
 - takes up the community's ideas on future plans (which goals does the community have, who are the beneficiaries?);
 - clarifies the outputs to be achieved for reaching these goals;
 - informs about timing and activities which have to take place in the community and how to coordinate them;
 - states what contributions can be made from the side of the community and the development agencies;
 - clearly states responsibilities for activities and equipment/ material needed. For each activity, equipment or material only one actor (the community or a specific DA) should be responsible. Phrases like "The community and the Department of Water" are not acceptable. It is necessary to clearly indicate who will be responsible for what;
 - reflects that, in accordance with the self-help principle, the responsibility for carrying out most of the activities and for most of the equipment and material needed must be taken over by the community itself. Only for such activities, equipment or material which are beyond the reach of the community the responsibility should be taken over by a development agency.
- The Village Committee drafts the project proposal together with the follow-up coordinator. The outline contains:
 - goals (benefits) which the community wants to achieve by the project.
 - beneficiaries of the respective goals and the number of people which will be reached by these benefits.



- outputs (intermediary results of the project activities) which have to be produced in order to achieve the goals.
- matrix of activities (listed in a chronological order) which have to be done to achieve each output, including:
 - * the timespan in which the activity will be carried out,
 - * a milestones specifying which event will indicate that the activity has been successfully completed,
 - * the responsibility for carrying out the activity,
 - * the equipment and material required for each activity,
 - * the responsibility for providing the respective equipment and material

The following example is an extract of the project proposal of Majajani. It contains goal number one, one output related to this goal and some selected activities necessary to produce this output. The full project proposal for Majajani is documented in the Annex to Volume I.

Goal	Beneficiaries
<p><i>1. Sufficient and clean water available for domestic use and for animals throughout the year on a sustainable basis</i></p>	<ul style="list-style-type: none"> • <i>People who have access to piped water use the water of the dam, whenever the piped water supply breaks down.</i> • <i>People who live at some distance from the water kiosks or people who cannot afford the money for the piped water use the dam water as their only water supply.</i> • <i>People who live up to 20 km distant from Majajani use the dam water in times of drought.</i> • <i>All livestock owners use the dam water for their animals.</i>



Output 1.1 Mrengi pan rehabilitated, expanded, protected, and maintenance organised

Activities	Milestone	Time	Responsibility for Activity	Equipment/ Material	Responsibility for Equipment/ Material
1.1.1 Identify and map boundary of pan	map with boundary	Sept. 1994	community	paper, pens	Community
1.1.4 Design expansion/improvement of pan, spillway and troughs	design report with drawings	Dec. 1994	Dept. of Water (prepares a proposal and discusses it with the Village Committee)	stationery, expertise, car/motorbike	KIWASAP
1.1.5 Agree on constitution and register pan committee	certificate	Oct. 1994	Community / Village Committee, Dept. of social Services	-	-
1.1.11 Construct Fanya Juu Terrace and plant grass around the pan and its catchment and its catchment	slopes around the pan and its catchment are terraced, grass is planted	April 1995	community (labour), Min. of Agriculture (technical advice)	grass, hand-tools, hand-/ox carts	community, KIWASAP only for those handtools which are not available in the community

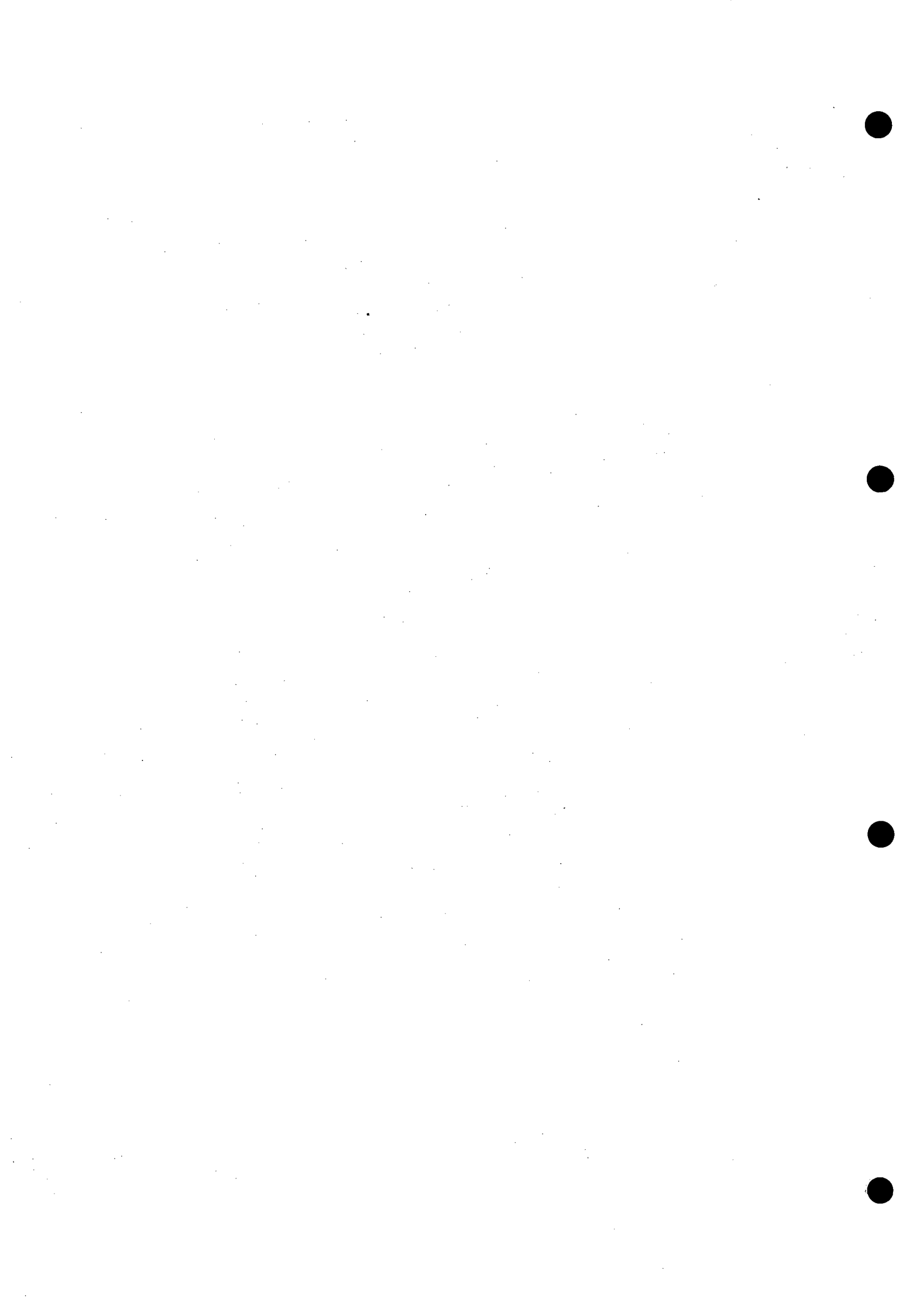
Seven steps of drafting the project proposal

1. Meeting of coordinator and management of the organising agency. Discussion on village workshop report and Community Action Plan.
2. Meeting of Village Committee and coordinator, discussion on unresolved issues of the Community Action Plan and discussion on the sequence of follow-up steps; election of committee representatives.
3. Coordinator and committee representatives draft together the project proposal.
4. Meeting of Village Committee and coordinator. Representatives present drafted project proposal and discuss it with the Committee.
5. Coordinator revises project proposal.
6. Committee representatives and coordinator consult development agencies involved in the project proposal.
7. Coordinator and committee representatives revise project proposal and present it to the Village Committee; final discussion and revising.

Tip to note

⇒ After step 7 (see above) at the latest, the project proposal has to be translated into Kiswahili. Enough copies (≈ 30-40) should be given to the Village Committee to be distributed among the community.





9.3 Presentation of the project proposal

Objectives

- ◆ The Village Committee and the follow-up coordinator see the importance of discussing the project proposal thoroughly with the community. They know the critical points to be discussed.
- ◆ The follow-up coordinator knows how to help the Village Committee to reach a consensus on the project proposal within the community.

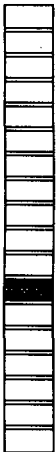
Activities

- The Village Committee prepares the presentation of the project proposal. This includes:
 - inviting the community;
 - preparing the presentation in a visualised form. Drawings could help those people who cannot read to understand it;
 - making a time plan for the presentation;
 - the chairperson prepares himself/ herself for the moderation of the discussion
- The follow-up coordinator invites the PRA team and organises transport
- The project proposal is presented to the community and is discussed until a consensus is reached. Important issues to be discussed in this context are:
 - Will the majority benefit from the planned project?
 - Are marginalised groups involved?
 - Does the majority agree on the project proposal
 - Is the community aware of the part they have to play in the realisation of the project and is the community able to do this?

If one of these questions has been answered with "no", the discussion must continue and the project proposal has to be revised. If necessary, the committee has to go back to their goals and to look for alternatives to reach these goals. It might also be necessary to verify if the specified goals are consistent with the needs expressed by the community during the village workshop. In this case a new assembly of the whole community will be necessary to discuss the revised project proposal. It is possible for the Village Committee to use PRA tools to involve the community in the decision-making process or to probe if the community agrees on the planned project. To date, this is yet to happen.

- The PRA team listens during the presentation and lets the community discuss. If any questions remain open, the PRA team can ask constructive questions.
- The Village Committee should also present the sequence of follow-up steps to the community so as to make clear to everybody the next steps to be undertaken and how long (approximately) the whole process will take. It is helpful to use visualisation techniques here.





Example

The time schedule for the presentation of the project proposal in Majajani was as follows:

- 9.45 Arrival of PRA team*
- 10.00 Introductory speech by the assistant chief*
Traditional Dancers of Majajani and concert of the youth group
- 10.45 Presentation of the project proposal by the Village Committee*
- 11.15 Discussion of project proposal*
- 12.30 Introduction of the follow-up sequence by the Village Committee*
- 13.00 Discussion of the follow-up sequence*
- 13.30 Vote of thanks by the PRA team leader, the assistant chief and a committee member*

Tips to note

- ⇒ The PRA team should arrive in time and the committee should keep the time schedule in mind during the presentation
- ⇒ All visualisations should be in Kiswahili or Giriama.
- ⇒ The committee should not present sub-activities or too many details of the project proposal. The most important points to present are the goals, the beneficiaries, the main activities and the people responsible for the different activities, the material needed and the responsibility for providing the material. It is always important to very clearly describe the part which the community has to play.
- ⇒ During the discussion, care should be taken to ensure that only members of the community where the village workshop is taking place are involved in decision-making.



Presentation of project proposal, in Dungicha

9.4 Initiate other development activities

Objectives

- ◆ The follow-up coordinator considers the possibilities for the Village Committee to initiate development activities besides the project proposal and knows how to motivate the committee members to start other activities within their own means.
- ◆ The Village Committee members become aware of their potential to design development activities and to realise them together with the community.
- ◆ Village Committee and coordinator are aware that the village workshop and the project proposal are only a "kick to set the ball rolling". They also realise that development needs community action at many places and in many ways.

The activities of the Village Committee should not concentrate only on the project worked out in the Project Proposal. Once such a committee is working, there are many things it can do for the development of the community.

Activities

- Analyse the village workshop report and the experiences gained from the village workshop, identify goals for development and ideas for realisation which are not covered by the project proposal.
- List the possible activities. Consider the ranking done during the village workshop. Combine this with a ranking on feasibility criteria like:
 - Which activities could be carried out without input from outside the community?
 - Which activities lead to the best output with a minimum of input?
 - From which activities would the majority benefit including the poorest and other marginalised people?
 - Which solutions would solve more than one problem?
- Assemble the community to present your plans, if activities were not suggested during one of the last community meetings
- Try to get further information about the development activities you are going to plan. If necessary, visit other places where people are working on the same issues. These visits should be prepared. Produce a questionnaire with questions which need to be answered for your planning. Evaluate the questionnaire afterwards together with the committee.
- Work as closely as possible together with the whole community and channel any new information to them.

In Majajani, the Village Committee worked on the problem "Transport" which came up during the village workshop. They sent a delegation to the owner of the private road leading to their village, and to the Ministry of Works.



9.5 Gathering information and identifying additional support for the community projects

Objectives

- ◆ Village Committee and follow-up coordinator see the necessity and possibility of gathering any information available with regard to the planned project and know how to analyse this information.
- ◆ The Village Committee recognises the necessity to gather information about sources of support for their projects.

Activities

- Clarify which information you need to plan your project and where you can get it from.
- Identify places where similar projects have been implemented and organise visits for the Committee to see these projects and to discuss with the people involved.
- Before you go, produce a questionnaire with all questions relevant for your project. After the visit, compare the observations made by the different Committee members.
- Analyse the information/ observations gathered and draw conclusions for your own project. This may require a replanning of the project.
- In addition to the organising agency, check where you can get support for your planned project. Get in contact with the respective persons/ agencies.

The Village Committee of Ngerenya planned to construct a youth polytechnic and visited five youth polytechnics in Kilifi District. They produced a list of questions which needed to be answered to decide, whether a youth polytechnic could be built in Ngerenya and what should be considered. After the visit, they put the questions and the answers they got from the five visits in a matrix (with the addition of a column of consequences for Ngerenya), a simplified version of the one on the next page:

Village Committee/ follow-up coordinator



Follow-up



Questionnaire of the Ngerenya Village Committee, used for the visits to other youth politechnics

Questions	Answers from the different youth polytechnics					Consequences for Ngerenya
	1	2	3	4	5	
<i>How was the polytechnic built? What did the community contribute? How were they involved in the planning? How much did the construction cost?</i>						
<i>How is the polytechnic maintained? Where do the teachers come from? Did the community have to build houses for them? How much does the maintenance cost?</i>						
<i>Which courses are offered at the polytechnic? Where do the students come from? How much school fees do they have to pay? Do studentss from poorer families attend too? What are the students doing after finishing the course - do they find a job? Do they stay in the community?</i>						

The Village Committee of Majajani will visit other water pan committees in Ganze division which have gained experiences in expanding water pans and maintaining them. The committee also visited the Kilifi Agricultural Institute to ask for machinery to scoop out the Mrengi dam. They got in contact with a member of parliament to ask for funds for their project.

Tips to note

- ⇒ When you visit other projects, make sure that you see good and bad examples so that you can form your own judgement.
- ⇒ Inform the community about your activities

9.6 Application for the project and channelling information

Objective

- ◆ The Village Committee and the follow-up coordinator know how to apply for the planned project and know whom to inform about the planned project.

Once a consensus on a feasible project proposal has been reached by all parties involved, this proposal has to be sent for approval to the District Development Committee (DDC) through the channel of Sub-Locational, Locational and Divisional Development Committees.

Activities

- The Village Committee, assisted by the follow-up coordinator, fills out the project application forms (which they get from the DDO's office).
- The Village Committee gives a copy of the application together with the project proposal to the assistant chief and asks him to call a meeting of the Sub-locational Development Committee. They inform the follow-up coordinator on the date of the meeting.
- The Village Committee and the coordinator follow-up the application for the project through the Sub-Locational, Locational and Divisional Development Committee to the DDC. They provide enough copies of the application forms and the project proposal to be handed over to the committees. The coordinator and the representatives attend all meetings of the Development Committees.
- The follow-up coordinator sends copies of the application forms and the project proposal for information to the department heads of the development agencies involved and to the development committees (Locational, Divisional and District Development Committee).

Tips to note

- ⇒ This process of application for the project will take at least three months. Do not waste time by waiting to send the project proposal through the channel of development committees.
- ⇒ For further information on the application process, see chapter 5 in Volume I (report).





Glossary

Community: An interacting population of various kinds of individuals and groups in a common location, sharing a history or social and economic interests.

Community Action Plan: The Village Committee elected after the village workshop comes up with a Community Action Plan (CAP). This plan takes into account the various problems and solutions mentioned by the different groups during the village workshop. The CAP can refer to different topics to be handled by the community. The initial activities to be undertaken are pointed out.

Facilitator: The facilitator is a member of a PRA sub-team, which consists of a facilitator and a note-taker. During the village workshop, the facilitator moderates the daily event conducted with a group of community members. Thereby he acts as a catalyst between the individuals of the group and encourages the people to analyse and discuss their environment and living conditions. He/she supports the community in the process of awareness creation and empowerment during the event. He/she is patient, listens carefully and keeps a low profile.

Follow-up Coordinator: The follow-up coordinator is appointed by the organising agency to support the Village Committee in coordinating the follow-up of the PRA phase. The coordinator assists the Village Committee during the decision-making process in the community and supports the dialogue with the different development agencies involved in the follow-up.

Follow-up: The follow-up phase of the PIDA includes all activities to be undertaken as result of the PRA phase. Possible solutions pointed out by the community during the village workshop lead to the planning and implementation of certain development projects in the community by the community. Other development activities initiated by the village workshop are also part of the follow-up as well as the monitoring and evaluation (M&E).

Integration: The integrated development approach assumes that mass poverty is a result of multi-causal and interdependent factors. Therefore in most cases sustainable development impacts cannot be achieved by monosectoral interventions. Sustainable development requires intervention strategies which consist of well-selected and well-coordinated components. The integrating factor in such an approach are both: the problems of people or communities in a specific area and their potential for solutions. Integrated planning is therefore based on a holistic problem and potential analysis at community level. It aims at combining sectoral activities in such a way that synergetic effects are achieved. As a result of integrated planning, sectoral development agencies coordinate their development activities at different institutional and regional levels (community, division, district). An integrated development approach is a dynamic process in which all partners have to continuously check their roles, activities and their common goals.

Local authorities: Local authorities in Kilifi District are the Kilifi Town Council, Kilifi County Council, Malindi Municipal Council and the Mariakani Urban Council. They consist of wards and form political units under the Ministry of Local Government. The Local Authorities can also initiate development activities within their respective areas.

Note-taker: The note-taker together with the facilitator form a PRA sub-team during the village workshop. The note-taker is the one who collects and documents all relevant information, which is generated within a community group during the daily event. The note-taker listens carefully and takes notes at the same time. He/she observes from the background and documents relevant items according to the process.

Organising Agency: For the organisation and coordination of the PRA phase and for the follow-up phase one development agency will act as an organising agency. The organising agency is responsible for the organisation, preparation and all logistical arrangements for the village workshop. It also has to provide a coordinator for the follow-up phase. Its capacity, in terms of logistics and personnel, must allow it to take over this function.

Participation: Participation is the active involvement of villagers and outsiders in situation analysis and in all decisions related to development objectives and activities, as well as the activities themselves. The primary purpose of participation is to encourage community self-determination and thus foster sustainable development.

Participatory Rural Appraisal (PRA): The "R" in PRA can also stand for Relaxed and for Rapid. PRA is a set of principles and tools and methods which are used to facilitate that a community becomes aware of and analyses their problems and potential, sets priorities and takes decisions regarding development projects.

Participatory and Integrated Development Approach (PIDA): The Participatory and Integrated Development Approach includes not only the appraisal phase (on which PRA concentrates) but also the follow-up phase and aims not only at participatory but also at integrated development.

Project Proposal: The project proposal developed by the Village Committee and the follow-up coordinator of the organising agency is based on the Community Action Plan and aims at realising the solutions to the priority problems as perceived by the community. The project proposal informs about both goals and outputs to be achieved through certain activities and about the beneficiaries of the proposed project. It has to be discussed by the different development agencies involved and by the whole community which will apply for the proposed project through the Development Committees of the area.

Team leader of the PRA team: The team leader is responsible for the team from the first day of the planning till the end of drafting the report and evaluating the process. He/she is a main link for the team between both the community and the organising agency. The team leader has to give all his/her personality and skills to ensure the effective and smooth running of the PRA phase.

Village Committee: The Village Committee is an "off-spring" of the village workshop and is responsible for coordinating the planning, implementing and monitoring of development activities resulting from the village workshop. The Village Committee represents the different groups formed during the village workshop and involves the community in all important decisions to be undertaken.

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Annex

Annex I: Protocol of the planning meeting of Ngerenya

Annex II: List of persons and organisations experienced in PRA



Annex I

**PRA - Village Workshop in
Ngerenya**

protocol from planning meeting

Kilifi, 25.8.- 26. 8. 1994

Objectives of the Village Workshop in Ngerenya

1. Identify the problems, constraints and needs in the community
2. Identify the local resources and the potential in the community
3. Know the socio-economic factors with regard to objectives above
4. To describe historical development trends of the settlement scheme
5. Create awareness and empowerment of the community to solve local problems
6. To assess the influence and impact of Das operating in the settlement scheme
7. To enable the community to develop a community action plan on priority problems and proposed solutions
8. The DAs and the community discuss the feasibility and sustainability of proposed solutions

Preliminary key questions

Note: Key question with this mark [⇒] are proposed to be answered at the first day of the Village Workshop.

⇒ How was the historical development of the Ngerenya settlement scheme?
Land tenure system

- Which are the social groupings and institutions in Ngerenya?
How have they evolved?

⇒ What are the local resources in Ngerenya?

⇒ What are the constraints for the exploitation of the resources?

- What impact or effects has the heterogeneity of the population of the settlement for the development of the scheme?

- Which people/ethnic groups are living in Ngerenya?

⇒ What are the problems as perceived by different groups?

⇒ What are the causes of the problems?

⇒ What are the aspirations/needs/dreams of the different sub groups?

⇒ Which is the most pressing problems as perceived by the different sub groups?

Key questions for the first day of the Village Workshop

- How was the historical development of the Ngerenya settlement scheme?
- What are the local resources in Ngerenya?
- What are the constraints for the exploitation of the resources?
- What are the problems as perceived by different groups?
- Which are the most pressing problems as perceived by the different sub groups?
- What are the causes of the problems?
- What are the aspirations/needs/dreams of the different sub groups?

Matrix on key questions, PRA tools and sources of information

PRA tool/ Key question	Historical Calendar	Resource Map	Preference Ranking	Transsect
Historical development	Elders			
Local resources		men/women/youth		Elders
Constraints for exploitation		men/women/youth		Elders
Problems	Elders	men/women/youth		
Most pressing problems			men/women/youth	
Causes of problems	Elders	men/women/youth		
Aspirations		men/women/youth		

„Topics / Milestones“ of the Village Workshop in Ngerenya

Tuesday, 30.8.94

- History
- List of resources, potential, constraints, problems
- Prioritising the problems
- **The focus of the Village Workshop is known**

Wednesday, 31.8.94

- Causes of problems
- List of possible solutions
- Probing of possible solutions with regard to respective potential and resources
- Prioritising the possible solutions (question the criteria, who benefits?)

Thursday, 1.9.94

- Interaction between the community and local & external institutions that influence solving local problems
- Introducing the concept of Community Action Plan

Monday, 3.9.94

- Final presentation of the findings of the PRA team
- Presentations of the Community Action Plan by the community/committee

Formation of the PRA team

Team Leader: Ms. M. Ngari

Assistant Team Leader: Mr. Dianga'a Obara

Sub team/sub-group	Elders	Middle aged men	Women	Youth
Facilitator	Ndundi	Ingutia	Mwasi	Kizuka
Notetaker	Mutemi	Seif	Mbura	Kituri

Programme of the Village Workshop in Ngerenya

Time	Place	Activities	Responsibility of
Monday, 29.8.94			
9.00	Makuti Villas	completion of checklist	sub teams
	KIWASAP compound	Reporting for departure	all
	KIWASAP compound	Departure to Ngerenya	all
3.00 pm		Arrival in Ngerenya	all
	Coop building	Establish the social and working environment	all
4.00 pm	Ngerenya	Arrival, courtesy visit to sub chief, strolling through the settlement (in 3 groups familiarisation walk)	all
8.00 pm	Coop building	Dinner with community representatives	all
9.00 pm	Coop building	Revision of tools, introduction to Documentation sheets	team leader, sub teams
Tuesday, 30.8.94			
7.30	Coop building	Breakfast	all
9.00	Chiefs office	Meeting the community - introduction by the chief, explanation of objectives and programme, avoid unrealistic expectations. Ask community to split up in sub groups (elders, men, women, youth)	team leader
9.30		resource map	men, women, youth
		Historical calendar	elders
12.00 pm	Chiefs office	Community groups present results to each other	team leader
1.30 pm	Chiefs office	Information of next days activities and venues	team leader
2.30 pm	Coop building	Lunch	all
3.30 pm	Coop building	Sub teams analyse, summarise and document their results and prepare for presentation to the team (visual aid, "Kenda matrix")	sub teams
	Coop building	Break	all
	Coop building	Presentation of sub team findings, discussion, drawing conclusions	team leader
	Coop building	Draw a focus of the Village Workshop	PRA team guided by team leader
5.30 pm	Coop building	Supper	all
6.30 pm	Coop building	Elaboration of key questions	PRA team guided by team leader
	Coop building	Prepare a matrix of key questions, tools, sources of information	PRA team guided by team leader
	Coop building	Prepare the checklists for each tool	sub teams
9.00	Coop building	Revision of tools	sub teams
Wednesday, 31.8.94			
7.30	Coop building	Breakfast	
9.00	Chiefs office	Briefing of days events	teamleader
9.30	Chiefs office	SSI, Social Map, middle aged men	Ranking of problems and solutions by Scoring Matrix, youth
			Transect walk, elders
		SSI, Social Map, women	sub teams
11.30	Chiefs office	Community groups present results to each other	team leader
12.30 pm	Chiefs office	Information of next days activities and venues	team leader
1.00 pm	Coop building	Lunch	all
2.00 pm	Coop building	sub teams analyse, summarise and document their results and prepare for presentation to the team (visual aid, "Kenda matrix")	sub teams
4.00 pm	Coop building	Presentation of sub team findings, discussion, drawing conclusions	team leader
5.00 pm	Ngerenya	Social activities	all
6.00 pm	Coop building	Supper	all
7.00 pm	Coop building	Elaborate on key questions, prepare a matrix of key questions, tools, sources of information	PRA team guided by team leader
8.30 pm	Coop building	Prepare the checklists for each tool	sub teams
9.00 pm	Coop building	Revision of tools	sub teams

Thursday, 1.9.94						
7.30	Coop building	Breakfast				
9.00	Chiefs office	Briefing of days events				teamleader
9.30	Chiefs office	Ssi, Venn- diagram, men	SSI, Venn- diagram, youth	SSI, Venn- diagram, elders	SSI, Venn- diagram, women	sub teams
11.00	Chiefs office	Introduce the concept of a community plan of action				sub team
11.30	Chiefs office	Community groups present results to each other				team leader
12.30 pm	Chiefs office	Formation of "Community Committee of Action"				team leader, community
2.00 pm	Coop building	Lunch				all
3.00 pm	Coop building	sub teams analyse, summarise and document their results and prepare for presentation to the team				sub teams
	Coop building	Presentation of the results of the sub teams, drawing conclusions				team leader
Friday, 2.9.94						
6.30	Coop building	Breakfast				
8.00		Departure from Ngerenya				
Monday, 5.9.94						
9.00	KIWASAP compound	Departure from KIWASAP				team leader
10.00		Arrival in Ngerenya				
10.30	Chiefs office	Entertainment				Community
	Chiefs office	Community/Committee presents to the PRA team preliminary action plans and whatever they find appropriate and important (consultations among the PRA team)				team leader
≈ 12.00	Chiefs office	PRA team presents their impressions (results) to the community				team leader
	Chiefs office	Discussion				
≈ 6.00 pm		Departure from Ngerenya				

List of members of the PRA team for Ngerenya

Name	Organisation	Profession	Address
Ingutia, Aggrey	Ministry of Health	Health Technician	Box 9, Kilifi
Kachelriess, Stefan	CATAD, Podbielskiallee 66, D-19145 Berlin	Agronomist	c/o Makuti Villas, Box 618, Kilifi
Kituri, Hamilton Mwalugha	MoLRRWD/KIWASAP	Inspector Water Supplies	Box 666, Kilifi
Kizuka, B. J.	Agriculture	Horticulturist	P.O.Box 19, Kilifi
Madimu. Seif	Agriculture	Agriculture Extension	Box 19, Kilifi
Mbura, K. Sarah	Kilifi Town Council	Social Dev. Assistant	P.O. Box 519, Kilifi
Mutemi. Wilfred M.	Min. of Health/KEMRI	Health	Box 428, Kilifi
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Ndundi, Douglas	Water Dept	Inspector Water Supplies	Box 275, Kilifi
Ngari, Margaret	KIWASAP	Community Development Officer	Box 666, Kilifi
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Annex II: List of persons and organisations experienced in PRA

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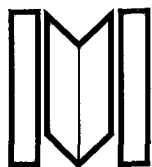
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Margraf Verlag



ISSN 0945-9278

ISBN 3-924333-90-4

