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SAVE THE CHILDREN FUND (UK)

PARTICIPATORY LEARNING

REPORT OF SCF WORKSHOP ON PARTICIPATORY RURAL APPRAISAL (PRA)

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NORTH WOLLO ZONE, REGION 3

KOBO

29 MAY TO 6 JUNE 1995

PRA REPORT NO 1
SCF-KOBO
JUNE 1995

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PREFACE

Participatory rural appraisal (PRA) is an approach to working with communities. It takes as its starting point, that people know best their own personal, social and environmental reality. PRA attempts to elicit the knowledge and views of local people, for the purpose of development - whether at the level of needs assessment, planning, designing, implementing or evaluating activities. It does this through a variety of methods. These allow people to express their own ideas, and to engage in a process of communication about issues of concern to them.

Between 29 May and 6 June 1995, a training workshop on PRA was organized by Save the Children UK in Kobo, Region 3. Participants of the workshop (20) are predominantly from the zonal level of the Ministry of Agriculture, Ministry of Natural Resource and Environmental Protection.

Participants were given conceptual training that involve exercise for four days in Kobo. Practical field training in three groups took place at three different villages (Aiub, Mendefera, Jarota).
This report is an account of the workshop itself, entitled **"Participatory Learning"**, SCF Report No.1, Kobo, June 1995. The field work exercises is presented as **"Learning by Doing: An Account of Three Field Exercises in PRA"**, SCF PRA Report no. 2, SCF Kobo, June 1995. A third report contains the handouts and materials handed out to workshop participants. It is entitled **"Handing Over the Stick": A Guide to PRA Tools and Approaches"**, SCF PRA Report no 3, SCF Kobo, June 1995.

We hope that these three reports will be of value to participants and others interested in carrying out similar workshops or PRA exercises.

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REPORT OF SCF WORKSHOP ON

PARTICIPATORY RURAL APPRAISAL

KOBO 29 MAY TO 6 JUNE 1995

I. INTRODUCTION TO THE WORKSHOP

The workshop started with a welcome address to all participants by Rachel. She introduced PRA and its relevance to the work of SCF (UK) and government offices namely, MOA and MNRDEP.

HIGHLIGHTS

What is PRA and how can it be used ?

* way of learning from the community;

* a process of communication which facilitates our engagement with communities;

* tool for collecting information about/<u>with</u> communities;

* tool for targeting different groups;

* to facilitate a participatory process in needs identification and design of appropriate interventions;

* tool for monitoring and evaluation of activities with the beneficiaries and community members;

Therefore, PRA is WAY OF LEARNING FROM THE COMMUNITY, IT IS A PROCESS, AND IS A TECHNIQUE/TOOL.

1.2 INTRODUCTION OF PARTICIPANTS

Participants were asked to choose a friend whom they are going to introduce to the group. Everyone split into pairs and interviewed their partner. After a few minutes, we all came back to the group, and introduced each other. Introductory notes include: name, place of work, family status, and something "unusual" about the other person. The latter phrase, except in few cases was not well understood and thus not reported.

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1.3 AIMS AND OBJECTIVES OF THE WORKSHOP

Rachel puts the aims and the objectives of the workshop as follows:

The aim of the workshop is to:

* increase our understanding and ability to use PRA

The objectives are to:

* understand the importance of participatory approaches in project planning, monitoring and evaluation;

* demonstrate practical tools necessary to carry out PRA and to adapt them for research, planning etc.

* provide training in how to approach communities and improve skills in community development and rural planning;

There are some other objectives too:

Learn to work as a team!
Listen and learn from each other!
Have fun!
Sustain!

Then Asefa introduced the outline of the workshop; led the cession on fears and expectations of participants; evaluation of participants' knowledge of PRA on a matrix score sheet for comparison at the end of the workshop, and establishing the ground rules of the group.

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1.4 EXPECTATIONS AND FEARS ABOUT THE WORKSHOP:

The participants were invited to "brainstorm" on their expectations and fears about the workshop.

EXPECTATIONS	FEARS
To learn techniques for approaching farmers	Raise farmers expectation. Who is going to solve the identified problems ?
How to communicate with farmers	No representative from MOH. Health is a problem.
Identify constraints on production	Only on female participant,
To be oriented to PRA theory and practice	Hard to learn about women's problem.
Learn new approach	Practicality of PRA
Practical experience on PRA	PRA is **Rapid**. Time limitation
To know how to identify and rank problems with the people,	Doubt the involvement of local administration in the villages selected for field work.
To know how farmers cope with their problems	
Identify major problem areas around KOBO for SCF intervention	

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1.5 GROUND RULES OF THE WORKSHOP

We made ground rules for governing ourselves during the workshop. The major ones are:

Rule	Code
1. Punctuality	Clock
2. Listen to each other	Wide open ear
3. Participation	A man and a woman sitting together
4. Feel Responsible (Team work)	A man and a woman holding hands
5. Relax !!!	Big smile

1.6. EVALUATION OF PARTICIPANTS KNOWLEDGE OF PRA

Matrix of PRA tools was introduced for scoring our knowledge and practice with each of PRA tools (Annex 5).

0 = no knowledge
1 = poor knowledge
2 = some knowledge
3 = good knowledge, and some practice
4 = good knowledge and practice
5 = excellent understanding and experience in practicing

Participants were reluctant to fill the matrix. The objective of the exercise was made clear to them. One of the facilitator took the initiative and put her score on the matrix and others followed.

By the end of the workshop, each person completed the matrix by scoring their knowledge of each tool after the training. The outcome showed encouraging result.

GAME: Writing Numbers

The participants divided into groups. Each group was given a card with one number (0 -9) written in black or red on it. The blacks made one group and the reds the other. When a number (usually more than two digits) is called team members have to run, make the number and line themselves accordingly facing the audience. The group that completed the exercise first win the game.

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2. INTRODUCTION TO PRA

Introduction to the theory of PRA and its sources/parallels and key concepts shared among them were introduced by Elizabeth. Refer Table 1 below.

TABLE 1
SOURCES OF PRA

Sources/Parallels	Key Concepts/Techniques Shared by PRA
Activist Participatory Research	* poor peoples's capacity to investigate, analyze and plan; * outsiders roles as conveners, catalyst, and facilitator; * empowerment of the weak;
Agroecosystem Analysis	* transects (systemic walk and observation); * informal mapping (sketch maps on site), * diagramming (seasonal calendars)
Applied Anthropology	* ideas of field learning as flexible art rather than rigid science; * value of field residence, unhurried participant observation; * importance of attitudes, behavior and rapport; * the emic - etic distinction; * validity of indigenous technical knowledge of the poor
Field Research of Farming Systems	* complexity, diversity and risk-proness of many farming systems; * knowledge, professionalism of small and poor farmers; * farmers' experimental mind-set and behavior; * their ability to conduct their own analysis;

Source: Rural Appraisal: Rapid, Relaxed, & Participatory
Robert Chambers

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Then the discussion focused on the evolution of PRA out of RRA. As most of the participants were aware of RRA, questions were raised regarding the similarities and differences between the two. Refer Table 2 below.

Table 2
RRA and PRA Compared

	RRA	PRA
Period of Major Development	late 1970s, 1980s	late 1980s, 1990s
Major innovators based in	Universities	NGOs
Main Users	Aid agencies Universities	NGOs Government field organizations
Key resources earlier overlooked	Local people's knowledge	Local people's capabilities
Main innovation	Methods	Behavior
Dominant mode	Extractive	Participatory
Ideal objectives	Learning by outsiders	Empowerment of local people
Long term out-comes	Plans, projects, publications	Sustainable local action and institutions

Source: Rural Appraisal: Rapid, Relaxed, & Participatory
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2.1 PRINCIPLES OF PRA

Reversal in Learning

* Learn from rural people
* directly on the site/community
* face-to-face with the people
* on the spot analysis of information;

Learning Rapidly and Progressively

* exploration * flexibility * cross-checking * spending timein the community * gaining from local physical, technical and social knowledge;

Offsetting Biases

* avoiding rural tourism * spending time in the community * listening not lecturing * looking for differences * seeking out the poorer and women

Optimizing Trade-offs

* relating the cost of learning to useful truth of information with trade offs between quantity, relevance, accuracy and timeliness;

* PRA does not aim at statistical accuracy, or quantification of results. Rather, it tries to obtain "optimal ignorance" and "appropriate imprecision". This implies that for information to be useful, does not have to be 100% correct or accurate. Usable information may be approximate.

Seeking Diversity

* variability vs. average * sampling in a non-statistical sense * looking for diversity and richness of information

TRIANGULATING

* Triangulation is a way of cross-checking that the information is reliable or correct. This may mean using a **mix of PRA tools**, or **different units of observation**. It should also come through using a **mixed team**, with different disciplines (agriculture, livestock, water specialists), men and women, and a balance of different interests.

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ILLUSTRATION

TEAM COMPOSITION

TOOLS AND TECHNOLOGY

UNITS OF OBSERVATION

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2.2 FEATURES OF PRA

INTER-DISCIPLINARY TEAM

In order to understand the diversity of rural life from differential perspectives, the PRA team should comprise of different disciplines,

MIX OF TECHNIQUES

Data collection should mix tools/technique. Tools are often complementary, and should be used in sequence.

FLEXIBILITY AND INFORMALITY

PRA is flexible, and informal! It is not bound to conventions or standard methodology. It is flexible to promote learning and experiencing. Use Your Best Judgement At All Times!

2.3 Attitudes & Role Reversals

Attitudes

PRA requires a change in attitudes, and a reversal in roles. PRA needs attitudes which favor:

- participation
- respect for community members
- interest in what they know, say, show, and do
- patience - not rushing, and not interrupting
- listening, not lecturing
- humility
- methods which empower community members to express, share, enhance, and analyses their knowledge

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3. PRA TOOLS & EXERCISES

3.1. GROUP DYNAMICS: LOOK WHO'S TALKING!

This exercise was designed to raise awareness of group dynamics. The topic "Women have more work and responsibilities in life than men!" was introduced for group discussion. A heated debate was made between those who support the statement and those who opposed it.

In the mean time, Asefa drew a graph, illustrating who participated in the first ten minutes, in the second ten minutes, how long they talk, who dominated, and who interrupted the discussion. Afterwards he showed it to the group. This led to a discussion of group dynamics.

Then we were reminded to be aware of who contributes in group meetings, who dominate the discussion, how to encourage and draw into the discussion those who don't contribute, and to keep an eye on interrupters and repeaters. This is particularly helpful in group discussions.

3.2. "GATEKEEPERS" AND HOW TO DEAL WITH THEM

Rachel then introduced the concept of "gatekeepers". Gate keepers are those people in the community, that are self appointed, dominate discussions, village people fear to speak in front of them. Most of the time the educated, the well-off, influential people and men comprise the group.

We need to identify such people and develop ways of controlling them. This may be possible through non-verbal communication - signalling to them to be quiet and let others contribute. Sometimes, we may have to take them away from the group meeting, and talk to them in person. Be careful not disappoint them! Such people may be key informants.

You may also allow 'fence-sitters' to express their views and participate in the discussion.

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3.3. SECONDARY SOURCES

Habtemariam discussed on secondary sources of information, what they are, why they are important, when to collect them and where to find them.

Definition: secondary sources refer to information available for use, be it in published or unpublished forms.

Why ? Not to collect already available data and not to spend time and resource.

Purpose:

* to summarize the existing information,
* to identify information gaps,
* tentatively identify social strata
* tentatively identify problems and development potentials,

When ? At least a week before going to the field.

Where?

* maps, photographs, images,
* government records and official reports,
* media reports, research publications and anthropological and ethnographic studies,

Who collects? - The team.

What areas? Natural environment, the socio-economic and the agricultural systems.

Compilation:
Forms

* summarized paragraphs,
* tables, diagrams and graphs,
* copies

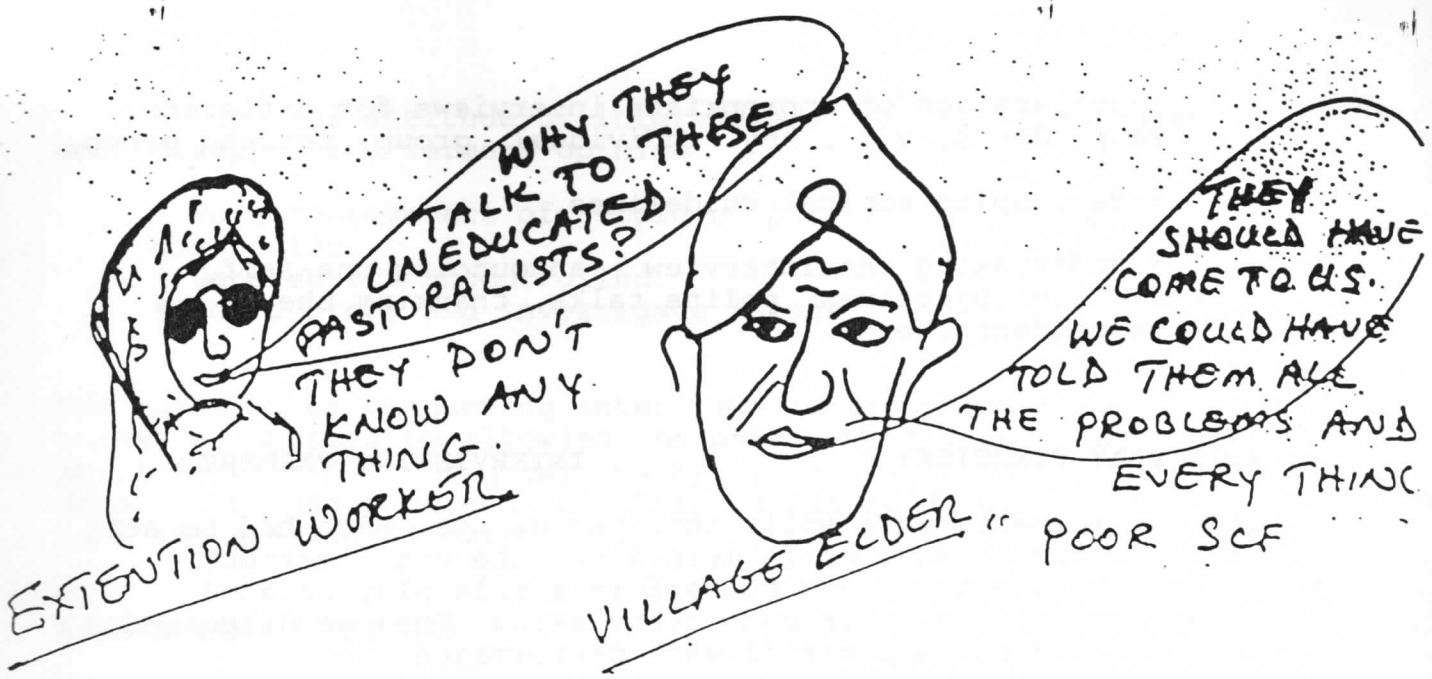
Caution!!

* Screen relevant data.
* Be skeptical.
* Make sure that the data is sufficient and reliable.

Then we discussed direct observation as a way of collecting information. While this in itself is not a participatory tool, it is an essential and complementary method which should be combined with other PRA tools.

3.4. DIRECT OBSERVATION

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GATEKEEPERS.

- ☆ SELF-APPOINTED EXPERTS
- ☆ DOMINATE DISCUSSIONS
- ☆ VILLAGE PEOPLE FEAR TO SPEAK INFRONT OF THEM

CONTROL GATEKEEPERS CAREFULLY, ALLOW FENCE SITTERS TO EXPRESS THEIR VIEWS.

- SPEAK TO THEM SEPERATLY
- "KEEP QUITE" BY EAR

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* preparation of appropriate interviews for different respondents, viz., key, individual, group, focused group,

* developing topical guidelines,

* undertaking the interview - announcing one-self, explain objectives, polite talks, thanking the respondents, etc.

ROLE PLAY EXERCISE: INTERVIEWING FARMERS

The participants were split into two groups. Each had to act interviewing a group of farmers about the and livestock situation. One group had to perform a role play of good interviewing, the other bad interviewing. Then we discussed the good and bad aspects of each performance.

GOOD ASPECTS OF INTERVIEWING WERE:

Good interviewing demonstrates the following features:

* Community members were informed before hand.
* Greeting and good introduction to the meeting,
* Preparation of interview in advance,
* Clear questions and team shared responsibilities.
* Controlled "gatekeepers",
* Listened not lectured.
* Didn't interrupt.
* Good byes and closing to the meeting,
* Not rushing,
* No promises; deal carefully with people's expectations
* "Equalized" positions, by paying attention to where you sit, how you behave,

BAD ASPECTS OF INTERVIEWING WERE:

* No greetings/introduction,
* Rude approach,
* Use of unfamiliar jargons and English words,
* Questions raised expectations,
* Unclear questions.
* Respondents were not informed.
* Questions not systematic and jumping from questions to questions,

* Disagreement among the team members and no preparation of questions, or of who should ask,

* Did not explain well who they are and from where they come when asked.

* Ordering farmers to buy them 'Chat'.
* Un polite, rushing and no thanks to the farmers,

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* Superior attitude of interviewers, sitting arrangement and disapproving farmers opinion,

* No encouragement of people to participate in the discussion,
* Gatekeepers uncontrolled.
* Don't probe and investigate issues.

The question of conducting interviews in group (by taking turns) as opposed to allowing one person with interviewing skill forward all the questions by himself was discussed in detail. The group agreed that this should be determined to suit the special circumstances.

EVALUATION OF THE DAY

Review of the day was conducted by throwing a paper ball to one another. Who ever received the ball said something good or bad about the day. Most people agreed that the day had been well organized, and useful.

Review of the day emphasized listening skills, probing and open questions as critical to good interviewing.

In the evening, we watched a video tape on "MYRADA: a Participant's Diary of a PRA exercise". Reflections on the show stressed summary of approaches, use of local materials for PRA exercise, and sitting arrangement demonstrating role reversals and promoting participation.

DAY 2

REVIEW OF THE PREVIOUS DAY

Rachel made a review of the previous day by using flash cards on which PRA tools were written. Participants were asked to organize the cards in the order in which they were discussed in the programme.

Good participation was observed among the trainees. The exercise promote effective learning and absorbation rate.

3.7 RANKING AND SCORING

Definition:

Ranking means placing something in order. It reveals differences, helps understand the criterion used, helps identify problems and opportunities, helps compare priorities, problems/opportunities between different sectors of the community and at the same time increases community awareness in relation to problems/opportunities and priorities.

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Elizabeth introduced four types of ranking:

* Pair-wise ranking: matrix drawn to compare the preferred option out of the two suggested;

* Matrices and Scoring or otherwise known as Direct-matrix is useful for identifying criteria for choosing.

* Preference Ranking : voting for selecting priorities

* Wealth Ranking: to investigate perception of wealth difference from the view points of the community and identifying local indicators

Pair-wise matrix for comparing agricultural problems were undertaken in a group exercise. Draught, erosion, pest, shortage of inputs, and population pressure on land were compared. Draught stood number one and erosion last. Another exercise in Direct Matrix was done as a way of identifying criterion.

Example of preference ranking for tree species by use was demonstrated in a group exercise. Comparison among Junipers, Cordia, Eucalyptus, Acacia and Spatodia against variables such as fuelwood, house construction, furniture, fodder, shade and source of income (charcoal) was demonstrated in a group exercise.

Then Option Assessment Chart was introduced to participants as one way of assessing options/opportunities in accordance to criterion set by outsiders. Criterion such as equity, sustanability, time to benefit, cost, participation, etc. as may be found appropriate may be used for measuring the impacts of suggested option/solution.

GAME: Warm up exercises
Asefa help us do some exercises.

3.8 WEALTH RANKING

Assumptions:

Inequality exists between villagers. Villagers have their own perception of wealth which differs from that of outsiders'.

Why?

It will reveal socio-economic profile, helps identify indicators of wealth, helps to see the impacts of project

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intervention, and to select samples for interview.

How?

* Get a lists of community members.
* Find key informants.

* Ask them to arrange cards of names into piles (groups) and record the criteria for selection.

* take averages

We then did a practical exercise. Twenty households were described on pieces of card, using different variables representing possession of livestock (sheep, goats, cattle, camels, cows, oxen) and land. Then three participants performed their own wealth ranking.

Then we computed the relative standing of each person in the group and come out with five different classes.

NOTE:

It is a useful exercise for exploring different concepts of wealth and poverty with in the community members. It can also be used for targeting, or for monitoring the effects of a project on different groups within a community. This is a more sensitive tool, and should be used with caution.

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TEAM GAME:

A quick game was played in two teams, passing the ball over heads.

3.9 DIAGRAMS - VENN AND TREND

Venn or "kitta" diagrams

Rachel introduced venn diagrams (or "kitta" diagrams).

What is it?

* it is a diagram that shows key institutions and individuals in the community, their relationships, and their importance in decision-making.

Why?

* to understand different perceptions of power and relationships within communities and with those outside.

USE

* for monitoring and evaluation,
* need assessment,

Note: Let people find their own way of doing it!

Group Exercise

The participants were divided into three groups. The first group saw the relationship of MNRDEP with other institutions in Woldia. The second group saw the internal relationship within MOA at the Woldia office. The third group, the relationship of SCF office at Woldia with other organizations.

Note: there was some misunderstanding among the team members regarding the definition of 'relationship' and the criterion for locating an institution in the diagram. We agreed to define the word 'relationship' with the villagers and the reasons/variables/indicators for determining the relative position in the diagram. **Communicate well!!**

Trend Diagram

What is it?

* it is a diagram that shows qualitative change over time or the relative importance of different items.

Why?

* It shows trends in the past, present and can indicate the future.

* It illustrates importance given to things, events, etc. by villagers.

* It stimulates discussion.

Rachel introduced trend diagrams, which help us understand present and past trends. It is a very flexible tool and it can be presented in a form of bar or line graph, proportional piling or in pie charts.

Summary: Venn Diagrams and Trend Diagrams

* Trend diagrams are useful and relatively easy to do.
* Trend diagrams can identify major events.
* Trend diagrams can be used to identify stress periods.

* Venn diagrams tells who is doing what in village and their relationship

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* Both are easy to do with local materials.

Do's

* Be clear about objectives.
* Make simple explanations/terms.
* Provide clear guideline.
* Use locally available materials.
* Start with something simple, and gradually become more complex.

Don't

* Do not do it very small! It is easier, and more people can become involved in discussing, commenting and helping.

3.10 TRANSECTS AND PARTICIPATORY MAPPING

Habtemariam discussed on mapping and transects.

* Mapping promote interaction and help visualize the 'mental map' of villagers.

* We have to determine the type of map we want to draw. It can be social map (social services, health, population and housing) natural resource map (forest, water, wildlife) etc.

* Transect is a cross-section or straight cut through the community in order to capture the greatest diversity or ecosystems, land use, etc.

* Transects can be geographical, historical, etc.
* We looked at transects and mapping techniques.

* Mapping and transects are complementary. Often a map can be used to identify a suitable transect line.

* Transect walk should involve careful observation and semi-structured interviewing.

REFLECTIONS ON MAPS AND DIAGRAMS

* Using maps and diagrams, it is easy to indicate wealth/social groups and relationships.

* Useful in indicating resource availability.
* Communities participate in these exercises well.
* Assist in identifying community needs.

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* Indicate infrastructures and access.
* Indicate economic activities of a an area or community.
* Indicate main features of the area.
* Stimulates discussion and debate.
* Start with major features.
* Don't start too small!

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REVIEW OF THE DAY

"Basket of Tools"

A big empty basket was drawn on a flip chart and participants were asked to fill it with PRA tools covered during the day. Participants were eager to write the tools and there was too much fun in doing it.

In the evening, we watched a video show on PRA exercise in Serlinka. The video show helped participants have a clear view how to talk to villagers, how to use the tools, etc. In general it creates awareness about PRA in the field.

DAY 3

We started the day by greeting each other with out words. This draws attention to the importance of non-verbal communications.
Then Asefa did some brain storming on non-verbal communication.

3.11 BRAINSTORMING EXERCISE: NON-VERBAL COMMUNICATION

What is it ?

* It involves more than just words, is body language.
* It can strengthen or weaken a message.
* It tells you someone's reaction to your message/opinion.
* It tells you someone's reaction to the opinion of others
* It indicates what people feel about their message.

Non-verbal Signals

* head movements (nodding, winking, yawning, shaking, smiling, facial expressions),

* hand movements (beacon, go, come, warning, stop),
* Non-body signals - tone of voice, manner, clothing, etc.

REVIEW OF THE PREVIOUS DAY

Using flash cards, we carried out review of activities in the previous day. Comments and questions from the previous day were brought up.

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EXERCISE: **FACT, OPINION OR RUMOR?**

Asefa led a session on awareness raising to distinguish among facts, opinions, or rumors. A fictitious radio report was read out, and participants had to point out whether each statement was a fact, an opinion or a rumor. We agree to raise hands upward for facts, hands on head for rumors and sit down for opinions.

This exercise emphasized that we should evaluate carefully what we hear, even if they are facts we should try to validate, probe deeper for rumors and opinions since they can be true unless proven otherwise. Such opinions express people's feelings, wishes and aspirations and have to be taken into considerations.

3.12. TIME RELATED DATA: TIME LINES AND SEASONAL CALENDARS

There are three principal time-related data sources: **Time Lines, Trends, and Seasonal Calendars.**

Time Lines:

* It is a list of key events in the history of the community that helps identify past trends, events, problems and achievements in its life.

* Time lines are established through interviewing and discussion and may focus on specific aspects of the community's past - experience of drought, disease, population displacements.

Trend Line/Historical Profile

* It shows the history of a community going as far back as community members can recall.

* It helps us understand the opportunities, problems, and copping mechanisms of villagers.

* Elders comprising of both sexes should be considered for interview.

* Key questions can center around, settlement /establishment of the village, events (draught, famine, diseases, etc) copping mechanisms, and contribution of government.

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Seasonal Calendars:

* Seasonal calendar attempts to establish regular cycles or patterns of activities and occurrences within a community over a given time, **usually a year.**

* We may look at agricultural activity, annual rainfall, labour demand, crop and animal disease.

* Agricultural labor by type of activity, division of labor by sex, time/season and location of activity was demonstrated to participants. This is what is known a gender disaggregated seasonal calendar.

Then participants carried out practical exercises in three groups. One group did a line graph indicating income and expenditure pattern of farmers in Kobo in 1986. The second group drew a line graph showing pattern of disease (malaria), rainfall and irrigation. The third group drew a bar graph indicating labor requirement for sorghum by sex.

Questions and comments were made on the drawings. It was a good learning process where cross-checking and debates between the interdisciplinary team were promoted.

Tip:

Advisable to collect field information for each topic on separate calendars and integrate them later.

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3.13 Livelihood Analysis: Choosing PRA Tools

Purpose:

* to interpret behaviors, decision making and copping strategies.

* we use certain variables like household composition, livestock and land ownership, proportion of income from different sources, expenditure pattern, etc.

Steps:

* Define 'household'.
* Choose variables to study.

* Obtain information from different sources (maps, seasonal calendars, wealth ranking, interviews, observation, etc).

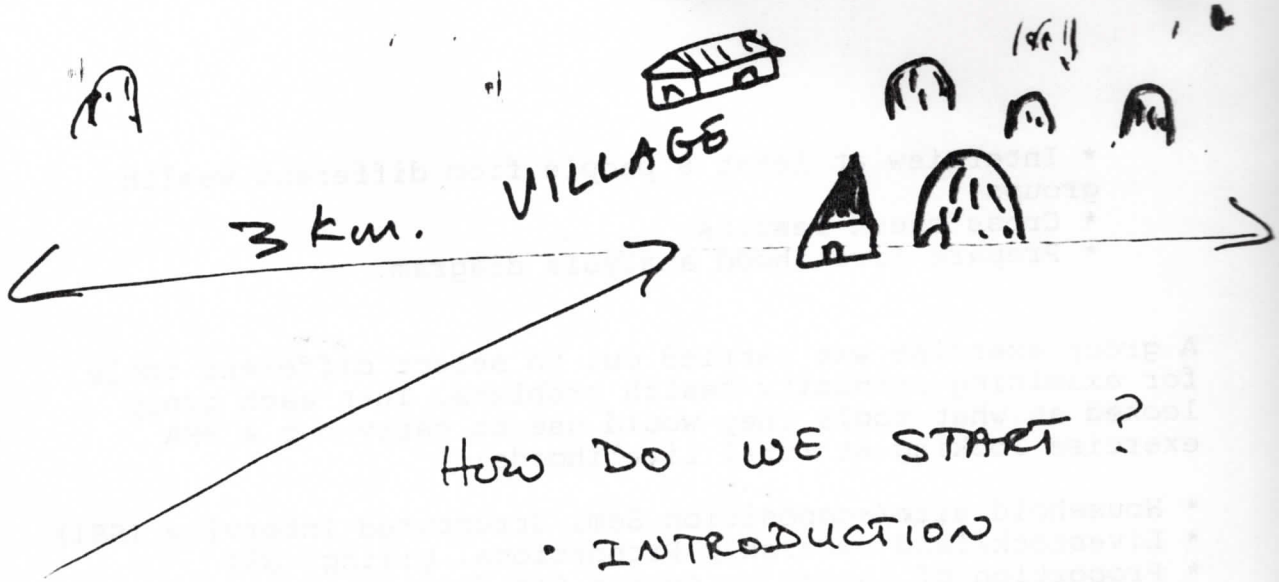
* Interview at least 8 people from different wealth groups.
* Cross check results.
* Prepare livelihood analysis diagram.

A group exercise was carried out to select different tools for examining community health problems. Then each group looked at what tools they would use to carry out a PRA exercise looking at rural livelihoods:

* Household size/composition Semi-Structured Interview (SSI)
* Livestock/land ownership Proportional piling, SSI
* Proportion of income by source Pie diagram
* Expenditure Matrix Ranking (MR)
* Credit and debt MR

We concluded that several tools are useful to examine one issue. In fact, it is often desirable to use several tools to examine and cross-check one issue or problem - this is an example of triangulation.

CCRDA



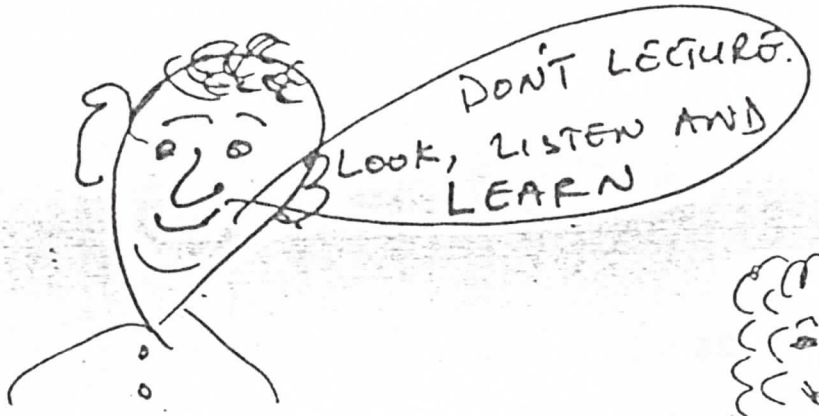
HOW DO WE START ?

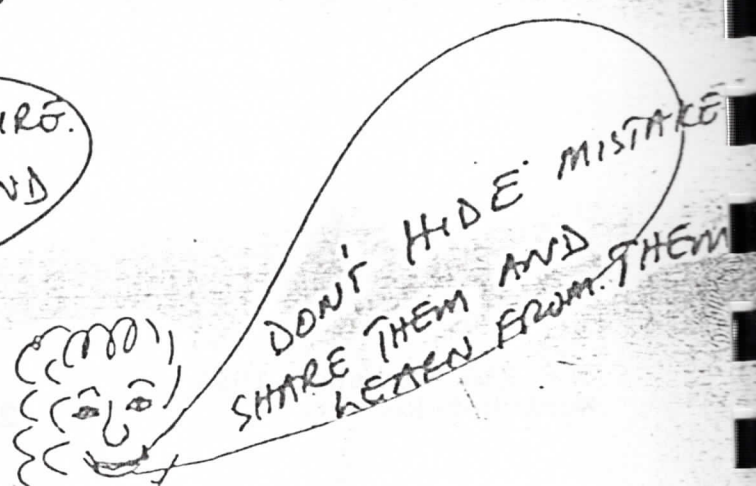
- INTRODUCTION
- DISCUSS OBJECTIVES
- COLLECT INFORMATION/GENERAL
- START WITH SIMPLE/BEFORE ANY COMPLEX ISSUES.
- APPLY YOUR TOOLS FOR THE TOPICS YOU HAVE ALREADY CHOSEN.

CCRDA

REMEBER !!

Look, LISTEN & QUESTION





4. PREPARING FOR THE FIELD

4.1 PREPARING WITH THE COMMUNITY

Selection of communities willing to participate in PRA field exercise is one of the most important factors for the success of PRA in field.

The selected sites were visited by SCF staff twice before the workshop and the objectives made clear. A day before the field trip, a team led by Asefa, a representative from the MOA in Kobo and participants who had worked in the selected sites went to visit each site and supervise the arrangement. Some changes of PRA sites were made as leaders were not well informed and could not be located within the limited time we had.

The leadership of the new sites (2) were approached and the objectives of the field work made clear. Asefa stressed that SCF has nothing to offer these communities, rather the team is coming to learn from farmers.

CCRDA

4.2 STRATEGIES FOR TALKING TO MEN & WOMEN

Elizabeth led a discussion on how to deal with the villagers selected for field work exercises.

1. Group exercise : Two participants (Abeba and Hailuf) were asked to share their experience (problems, copping mechanisms, opportunities, etc) in working with men and women.

2. Problems likely to arise:

* shortage of time for the exercise,
* attitudes of male, it may take time to change behavior.

* low representation of women in the PRA team resulting to limited participation of village,

* difficult to find men/women from different soci-economic strata (rural villages are not homogeneous).

3. Summary of Strategies:

The following strategies were devised based on the recommendations of the two key-informants and inputs from the group.

* The team should approach the leadership of the farmers via Administration cadres and should take letters of introduction to get credibility.

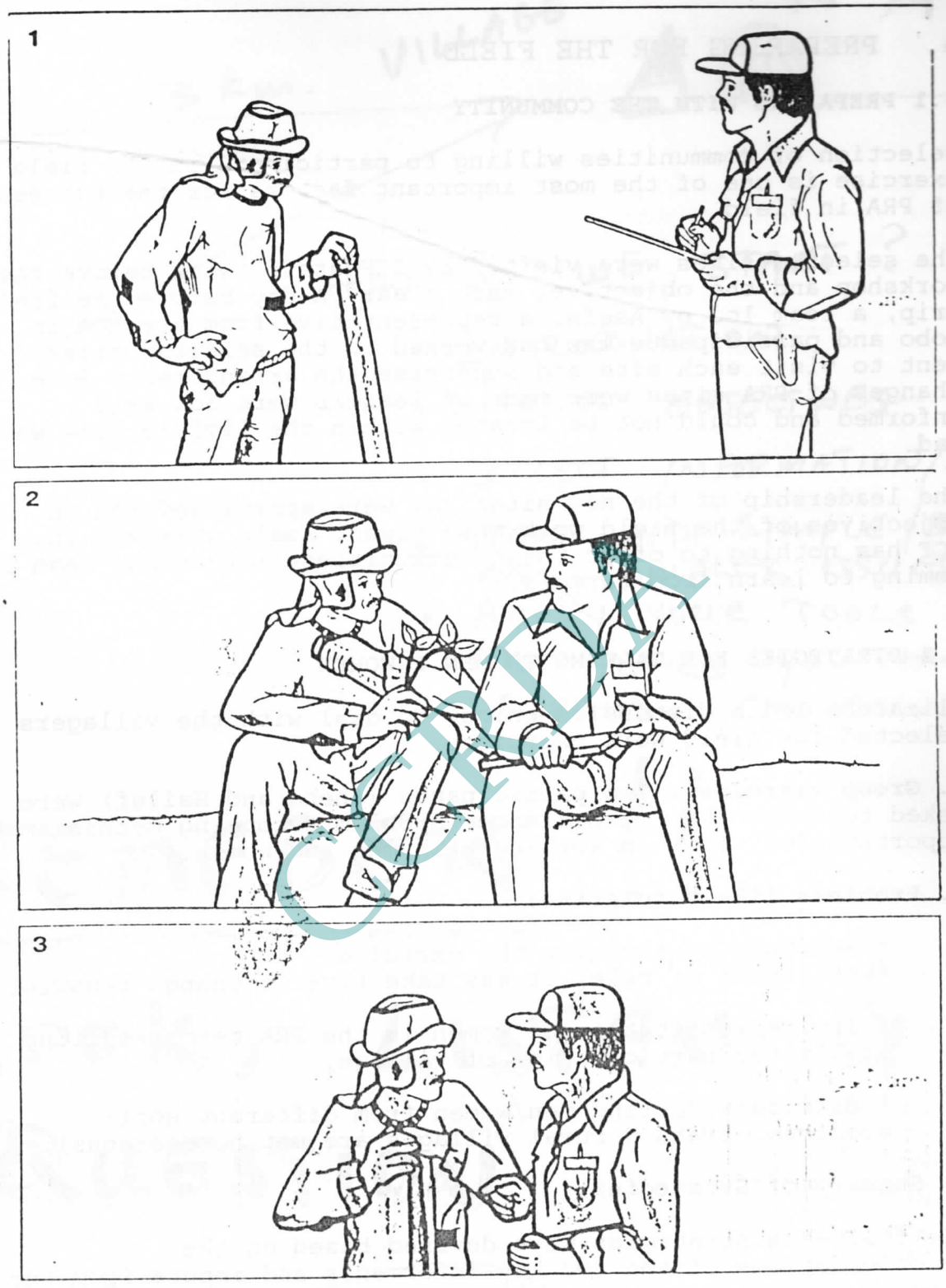


FIGURE 5. (1) Farmers position themselves at a formal distance showing deference; (2) Closing the physical distance redefines social space; (3) The quality of communication is improved.

* Assign participants who worked in the selected sites for easy access and cooperation.

* Do not wait for general meetings to start the PRA exercise. It may be difficult to call two meetings within three days. This is peak agricultural season!

* Try to catch farmers informally over coffee and during the night time. Talk to men and women separately, if possible women should talk to women.

* Head of the household is male and any contact with the household should first be made with him;

* Men from the PRA team should not talk to women in the absence of the husband.

* Female heads of household should as well be approached by women.

* Find women working in the community (MOA, School, MNRDEP) for easy access to reach women heads and housewives.

* Contact DAs from MOA and MNRDEP and teachers if are residing in the villages.

* Cover the emblem in SCF's cars in order to avoid raising expectation of farmers for aid/relief assistance.

CCRDA

4.3. CARRYING OUT PRA EXERCISES IN THE FIELD

Elizabeth led a discussion on preparing for the field exercises. She highlighted the following points:

1. Positive attitudes :

   * team work,
   * listening to each other,
   * readiness to embrace error and learn from them.

2. Good Preparation:

   * clear objectives,
   * choosing main topics and break them into sub-topics,
   * identify source of information,
   * select tools to be used.

3. Appropriate Methods:
   * from general to specific,
   * sequencing,
   * always involve community members,
   * used local materials.



HOW TO DEAL WITH THE TYPES

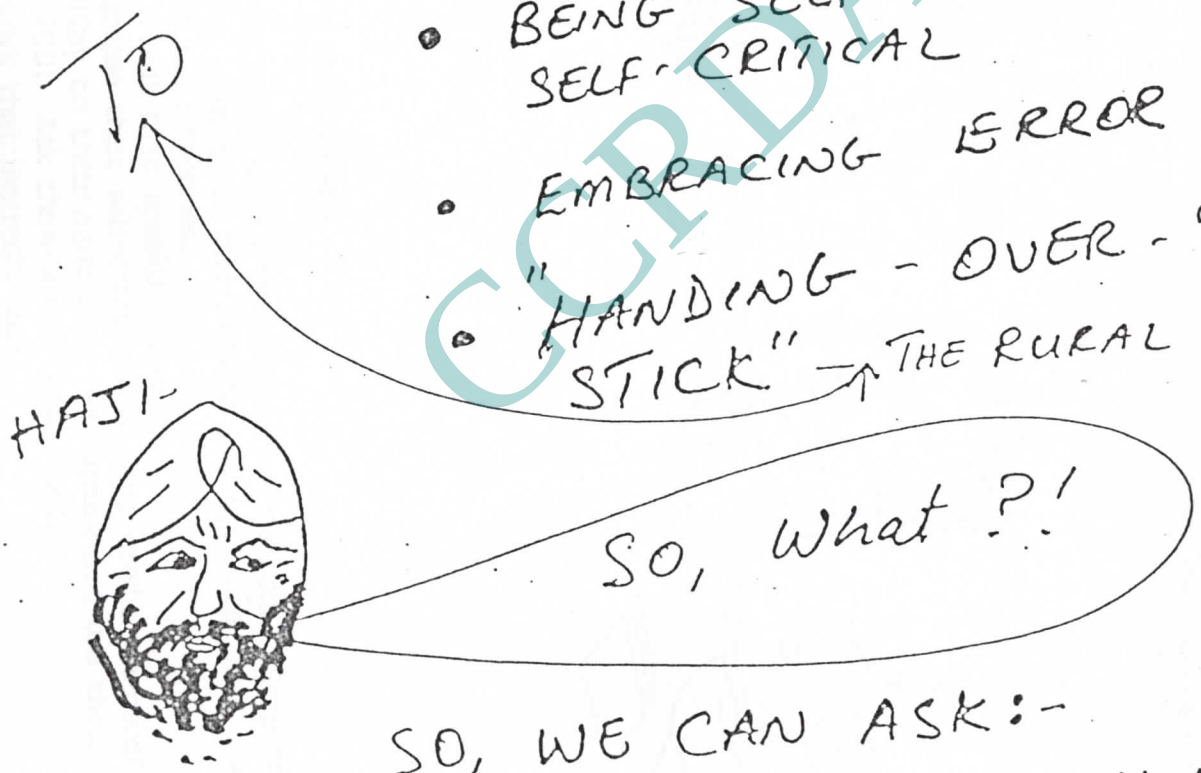
1) QUARRELSOME: Stay quiet, don't get involved, use the conference method. Stop them monopolising.
2) POSITIVE: A great help in discussions. Let their contributions add up. Use them frequently.
3) KNOW-ALL: Let the group deal with their theories.
4) LOQUACIOUS: Interrupt tactfully. Limit their speaking time.
5) SHY: Ask them easy questions. Increase their self-confidence. Give credit wherever possible.
6) UNCOOPERATIVE & REJECTING: Play on their ambitions. Recognise and use their knowledge and experience.
7) UNINTERESTED AND THICK-SKINNNED: Ask them about their work.
   Get them to give examples of the work that interests them.
8) HIGH-BROW: Don't criticise them. Use the "yes - but" technique.
9) PERSISTANT QUESTIONEP Tries to trap you. Pass their questio back to the group.

HANDING OVER THE STICK

- THE CORE OF GOOD PRA IS OUR BEHAVIOUR AND ATTITUDES.

IT INVOLVES :-

- SITTING, LISTING AND LEARNING
- BEING SELF-AWARE AND SELF-CRITICAL
- EMBRACING ERROR
- "HANDING-OVER-THE STICK" → THE RURAL PEOPLE



SO, WE CAN ASK :-

★ WHO LECTURES? WHO HOLDS TH STICK? WHOSE FINGER WAGS

★ WHOSE KNOWLEDGE, ANALYS AND PRIORITIES COUNT?

OURS? OR, THEIRS.

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tools, etc.

DAY 4

PRESENTATION OF STRATEGIES AND PLANS FOR FIELD WORK

Day 4 started with a presentation of plan of actions by each group. This included aims, key issues or questions, what tools to use for each questions and a rough outline of the programme for the field work.

Much brainstorming was done on clarity of objectives. A logo known as SMART (specific, measurable, achievable, result-oriented, time-bound) was suggested by one participants as a reminder in setting objectives.

General frame work on report writing was indicated. We agreed that the report need to have at least four major parts, viz. Description, area of the study/objectives, problems and opportunities, and conclusion and recommendation.

TEAM GAME: RELAY RACE

A quick team game cheer up everyone before going to the field.

FINAL PREPARATION FOR THE FIELD WORK

After comments from everyone, each group went back, revised/refined their outline, and prepared materials to be taken to the field. Each group was advised to be flexible in their approach at the fieldwork, to expect the unexpected, and to use their best judgement at all times!

Each group left for the respective field sites in the afternoon.

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"DO-IT-YOURSELF"

- A SIMPLE STRATEGY.
- ASKING TO BE TAUGHT TO PERFORM VILLAGE TASKS.
- IS A TOOL THAT ENABLE US LEARN FROM VILLAGERS / DEGA "REVERSAL" DON'T FORGET !!



- ICE-BREAKING / RELAX
- INTERACTIVE
- EQUALIZER

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4.4. FIELD WORK

DAYS 5 - 7

During this period, the three groups were in the field. The field sites were:

Aiub : The team named itself "Zoble" after the name of a mountain in Aiub peasant association.

Mendefera: The team named itself "Raya"

Bufeyelie: The team called itself "Bee" indicating hard work.

Zobel team undertook "Assessment of the Feasibility of Soil and Water Conservation Development in Aiub village".

Raya team focused on "Assessment on Potentials & Constraints of Crop Production".

Bee team argued that they do not want to go to the field with a pre-determined area of study. They wanted to find out/make situation analysis of the area and then design their focus area/ objectives. Therefore, they went to the field with an open research topic - "Agricultural Development Constraints in Bufeyelie village".

On return to Kobo, we made an informal de-briefing on the overall activities in the field, opportunities, problems faced, and lessons learnt.

REPORT PREPARATION: DAY 8

The morning was assigned for report preparation in groups. Each group reported their findings in the afternoon.

Reports of the respective groups is documented in PRA report N° 2 entitled "Learning by Doing": An account of 3 Field Training Exercises in PRA" Kobo, 1995.

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5. CONCLUSIONS

5.1 PRA - STRENGTHS AND WEAKNESSES

On the last day, we discussed on the strengths and weaknesses of the approach.

STRENGTHS

The strengths of the PRA approach are:

* It helps us to undertake task-oriented (problem - oriented activities)

* Ensures community participation, confidence building and empowerment,

* Use of mix of techniques helps us obtain reliable information,

* Cheaper and quick methods of data collection

* Increase outsiders awareness' about villagers and their perceptions.

* Reduce communication gaps between outsiders and insiders.

* Avoids technological imposition, ie., change in approach, bottom-up,

* Flexibility allowing learning.
* Helps tap local technical knowledge.
* It can be used at any point in the project cycle
* Dynamic data collection,
* Learning process
* Accurate population estimate is not needed.

* Simple, avoids headache of sampling, no need for inference to larger population.

* Interdisciplinary

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WEAKNESSES

These are some of the limitations and difficulties in PRA:

* Limited scale of operation makes it expensive.

* Results are valid only for the community under study and not applicable for a larger population.

* Limited replicability.
* Data can not be statistically tested.

* Role reversal (do-it yourself) hard, because it involves change of attitudes

* Forming agreeable and dedicated interdisciplinary team.
* Clarifying your objectives - raising expectations,
* Winning the cooperation of villagers,
* Effectively dealing with social and cultural barriers,
* Avoiding biases,
* Art of interviewing,

* Developing one's skill of observation, probing, listening, walking or becoming a good learner,

* Patience.
* Danger of being led by myth, gossip, rumors and getting inaccurate information.

Pitfalls/dangers in PRA were discussed by Habtemariam. Some of the points raised included:

* Over reliance on initial findings,
* Too much emphasis or too little attention,
* Confusing baseline survey for PRA,
* Abusing flexibility,

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6.2. EVALUATION AND SUMMING-UP

WORKSHOP EVALUATION

Participants were asked to complete the matrix that was filled (on day 1) for evaluating their knowledge and practice of PRA tools. Refer Annex 5 for details.

A written evaluation was also carried out by each participants (Annex 4), identifying strong and week points of the workshop, and adding other comments.

SUMMING UP

Elizabeth forwarded vote of thanks to all who helped in the organization of the workshop, the participants for their active participation and discipline.

Ato Temesgen Anteneh, Head of Zonal Department of Agriculture in North Wollo, Region 3 was invited to give certificate to participants and deliver short speech. Ato Temesgen expressed his thanks and appreciation for SCF for preparing this workshop. He emphasised that the training would enable the Minstry of Agriculture address the needs of the grass root people in a better way.

Then Ato Dereje Werdofa, Head of the Rehabilitation Department of SCF was asked to give a closing remark and close the workshop officially. He briefed the meeting about SCF's operation in Ethiopia, its mandates and contribution. He explained that this workshop is organized to strengthen the institutional capacity of Zonal level decision makers in thier effort to make people at the grass root level participate. He stressed that PRA is a forum for learning and that each one of the participants should exercise what they leran in the workship. He closed his speech with a phrase "use your best judgement at all times".

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ANNEX 1

WORKSHOP OUTLINE
PARTICIPATORY RURAL APPRAISAL

29 MAY- 6 JUNE 1995

INTRODUCTION

Participatory rural appraisal is an approach to working with communities. It takes as its starting point that people know best their own personal, social and environmental reality. PRA attempts to elicit the knowledge and views of local people, for the purpose of development - whether at the level of needs assessment, planning, designing, implementing or evaluating activities. It does this through a variety of methods. These allow people to express their own ideas, and to engage in a process of communication about issues of concern to them.

The methods range from village mapping, seasonal calendars, wealth ranking, transects, and semi structured interviews. These enable participants - both local people and development workers to engage in a process of learning and analysis.

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OBJECTIVES

The aim of the workshop is to increase the understanding and awareness of participants about participatory rural appraisal techniques. In particular, it should:

* enable participants to understand the importance and role of PRA in project planning, monitoring and evaluation.

* provide them with the practical tools necessary to carry out PRA studies and to adapt PRA tools for research, planning and monitoring and evaluation.

* provide a grounding in how to approach communities, and improve their skills in working in rural development.

ORGANIZATION OF WORKSHOP

The workshop will be a mix of theoretical sessions, field exercises and group exercises. The group exercises are chosen to break up the theoretical sessions, but each one also demonstrates a point about communication and group dynamics.

Attention will be paid to the group dynamics, ie., changing team mixes, brainstorming etc.

The workshop will start on 29 May and ends on 6 June 1995. Three days will be spent in the field, and 5 days in office based workshops.

Field teams will consist of approximately 7 people each. Three villags around Kobo are chosen in advance. Two nights will be spent in the field.

WORKSHOP CONTENT

The workshop will cover the following topics:

- introduction to and history of PRA;
- principles and features of PRA
- PRA tools:
    - semi-structured interviewing, focus groups and key informants;
    - mapping;
    - diagrams;
    - transects;
    - seasonal calendars;
    - ranking and matrices;

- field work exercises to apply tools;
- overview of field work exercises;
- limitations of PRA; when it is appropriate to use it
- summing-up and evaluation

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ANNEX 2

PRA WORKSHOP PROGRAMME

DAY 1

0830 **Introduction to PRA; relevance to the work of MOA, MNRDEP & NGOs**

Introduction to participants

Expectations and fears of participants.
Ground rules for workshop.
Evaluation of participant's knowledge

9:45 BREAK

GAME writing numbers

1000 **Introduction to PRA theory and techniques: How and why did PRA develop?**
Principles and features of PRA
Attitudes and role reversals

Group exercise: Look Who's Talking
" Women have more work & Responsibilities in life than men"

"Gatekeepers"

12:00 LUNCH

2:00 **PRA Tools: SECONDARY SOURCES AND OBSERVATION**
- secondary sources
- direct observation
- "do-it-yourself" and "handing over the stick"

BREAK: Tea and Coffee

PRA Tools: SEMI-STRUCTURED INTERVIEWING
- individuals and groups;
- key informants;
- focus group discussions;

Role play: Interviewing farmers
Review of the day
Evening: Video: "MYRADA : "Participant's Diary of PRA exercise"

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DAY 2

8:30		
	Review of previous day	
8:45	**PRA Tools: RANKING**	
		- pair-wise ranking - matrices and scoring - option assessment chart
	Group exercise:	Sources of credit and water
9:45	Break	
10:00	Wealth ranking	
12:00	Lunch	
2:00	**PRA Tools: PARTICIPATORY DIAGRAMS AND MAPS**	
	- venn (kitta) diagrams - trend diagrams	
	Group exercise: Venn Diagrams	
3:30	Break	
3:45	- transects - participatory mapping	
	Group exercise: Mapping in Kobo	
	Review	

Evening

Video on PRA Exercise in Serilanka

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DAY 3

8:30	Wordless Greetings Brain Storming on Non-verbal Communication
	Review of the previous day (Flash Cards and Comments)
	Group exercise: Fact, Opinion, Rumor
	PRA Tools: TIME RELATED DATA
	- historical profiles
9:45	Break
10:00	- seasonal calendars
	Group exercise: Seasonal activity calendars
12:00	Lunch
2:00	**Livelihood Analysis**
	Group discussion, looking at tools for: - household size and composition - livestock and land ownership - proportion of income by source - expenditures - credit and debt
3:45	Break
4:00	**Strategies for talking to men and Women**
4:30	**Carrying out PRA exercises in the field** - issues in carrying out the field work - designing the PRA field work
	- briefing on the field sites - announcing the Teams - deciding issues to be discussed by the groups - report writing in the field

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DAY 4

9:00 PLANNING THE FIELD WORK

Presentation by each group
* aims of PRA exercise for each group
* planning the methods to be used.
* planning the open community meeting

9:45 Break

10:00 Presentations Continued

12:00 Lunch

Travel and introduction to PRA sites

DAYS 5-7

FIELD WORK
Field work should include regular review and analysis

DAY 7

Return to Kobo

4:00 Debriefing on field work in Kobo

DAY 8

Morning Preparation of reports

Afternoon Presentations by each group

DAY 9

8:30 PRA: strengths and weaknesses in the field

- strengths and weaknesses
- prerequisites for success
- when should it be used?

9:45 Break

10:00 SUMMING-UP

PARTICIPANTS' EVALUATION

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ANNEX 3

LIST OF PARTICIPANTS

No	Name of Participants	Educational Background	Organization	Status Position
1	Engdawork Tadese	BSC Agro. Econ	Zonal NRDEP/N.W	Planning Head
2	Yohannes Afework	BSC Agro. Engineering	"	Acting Head
3	Tazeze Dessie	General Agr.	"	Comm. forest
4	Hiluf Gashaye	12 + 5 month	"	Forester
5	Mekonnen Asrat	BSC Plant Science	Planning Sec.	Expert
6	Wondwossen Delelegn	BSC Agro Economics	SCF (UK) Woldiya	Agri. Officer
7	Yonas Manamo	MSC Agronomist	SCF (UK) Woldiya	Expert
8	Abeba Habtu	12+3 Nurse	SCF (UK) Dessie	Comm. Health
9	Abreham G/Tensie	BA Management	Zonal MOA/N.W.	Adminstration
10	Solomon Tulu	MSc.	"	Expert
11	Fikru Demissie	Diploma	"	Expert
12	Sitotaw Tafesse	"	"	Market Expert
13	Tezera Aweke	"	"	Expert
14	Gobena Abate	"	"	Crop Expert
15	Getachew Arage	12+2	MOA Kobo	Crop Expert
16	Indris Fentaw	12+2	"	Team Leader
17	G/Egizabher G/Amlak	12+6 month	NRDEP/N.W.	Forest Expert
18	Adane Legesse	12+2	IBA Sirinka	Technical Ast.
19	Jemal Berhe		PHC, Kombolcha	Crop Prot.
20	Tenna Shitarek	BSC Agri. Engineering	SOS Sahel (UK)	

FACILITATORS

Asefa - SCF (UK) Jijiga, Elizabeth Mekonnen - Family Development Project
Habtemariam - Alemaya University Rachel Lambert - SCF (UK)

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PARTICIPANT'S EVALUATION OF THE PRA WORKSHOP

GOOD

* We have learned different PRA tools from this workshop.

* The work shop was given in class & field work, then we have used the tools practically.

* The way the training was provided was so good that we have understood very well.

* We gained good knowledge of PRA tools, farmers knowledge regarding how they express their problems & solutions. It helps us to improve our skill regarding bottom up planning process.

* We appreciate the trainers of PRA for simplified & clear presentation of tools and methodologies of PRA and the organization, SCF(UK), for preparing the certificate for trainers.

* Good relationship between participants & facilitators in class and field practice.

* The training was not too long, it is good to gain good knowledge on PRA within this period of time.

* Given highlight on how to deal with the community

* Encouraged us to participate with common interest

* Helped us to understand the past and present situation of extension service.

* Helped us to develop cooperation between different groups (governmental or non-governmental) and the peasants.

* Good approach of trainers. They taught us in the simplest way. The training message was made clear, simple and understandable.

* Good relaxation
* Good payment

* Good teaching method training in the class combined with field exercise.

* Highly skilled trainers.
* Good accommodation.
* We were able to share ideas with ourselves and villagers.
* Field program arrangement was nice.

* The workshop is very good & we got a good knowledge for our future work. It must be given for other experts too.

CCRDA

2. Open Discussion
3. Good relaxation
4. Friendliness

* I got enough knowledge on how to use PRA tools and the PRA itself.
* Very enjoyable.
* It was participatory.
* Way of handling the workshop members was good.
* The teachers are happy & have good behavior.

* The Games in the process of teaching were directly related to the course.

* The way we evaluate ourselves before and after the training made us know our understanding.

* The way of instruction was so much understandable & accurate to the program. It helped us observe that our previous approach with farmers was poor.

* The theoretical aspect of PRA is supported by different exercises inside and outside the class. Teachers assigned in this work shop have good quality in ways of teaching. Total participation of these workshop was strong and more discussion was carried out properly and genuinely.

BAD

* There was time shortage for filed work.

* The expenditure for food during field work was so excessive that we invited farmers much. This will negatively affect the work of extension agents or other government employees as farmers may expect similar treatment.

* Quickness (time constraints)

* The place where the theoretical training was given was not comfortable.

* Ground work with peasant associations where practical exercise were undertake was not well done in one of the sites.

* Low per-dime

* Shortage of time to deal with all aspects of PRA particularly concerning its applicability for project proposal /project planning.

* Arrangement with peasant association was inadequate.

* Duration of the work shop is short.

* It did not include the planning part.

* The sound of music, and big trucks noise was disturbing to follow theoretical sessions.

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MATRIX EVALUATION OF TOOLS
(PARTICIPANTS KNOWLEDGE)

PRA Tools	Engda		Tenna		Yohnes		Tazeze		Hiluf		Mekonnen		Wond Wosen		Yonas		Jemmal	
Direct Observatin	5	5	4	4	5	5	1	5	1	4	2	5	2	3	1	3	2	5
Sec. Data	5	5	4	5	5	5	1	4	1	4	2	5	2	3	1	4	2	4
SSI	5	5	2	4	1	5	1	4	0	4	1	5	2	4	1	4	4	5
Wealth Rank.	3	4	3	4	2	5	1	4	0	2	0	4	0	3	0	3	2	4
Matrix Rank.	0	4	2	4	3	5	0	3	0	2	0	3	0	4	0	4	0	3
Trend Diag.	3	5	2	4	3	5	0	3	0	3	0	4	0	4	0	4	0	4
Part. Mapping	0	5	4	5	3	5	0	4	1	4	0	5	0	4	0	4	0	5
Venn Diag.	3	5	3	5	2	5	1	5	0	4	0	5	1	4	0	5	0	5
Transect	0	5	5	5	0	5	0	5	0	4	0	4	2	3	0	4	2	5
Time Lines	0	5	2	4	0	4	0	3	0	3	0	3	2	4	0	4	1	3
Seasonal Cal.	4	5	4	5	2	5	0	4	1	4	1	4	2	4	1	5	3	4
Pair-wise	0	5	0	4	2	5	0	4	0	4	0	5	0	4	0	4	1	5
DIY	0	5	0	5	1	5	0	5	0	3	0	3	3	3	1	4	1	4
Gate Keepers	0	5	0	5	0	5	0	5	0	4	0	5	2	4	0	5	0	5
Handing the Stick over	0	5	0	5	0	3	0	5	0	3	0	4	0	4	0	4	1	4
Option Assesment chart	3	4	1	3	2	4	0	4	0	4	0	3	0	4	0	3	1	4

CORDA

NOTE: Left hand column indicated participant's knowldge of PRA tools before the work shop.
The right side indicates knowledge after the workshop.

ANNEX 5 cont'd

PRA Tools	Abeba		Abreha		Solomon		Fikru		Sitotaw		Tezera		Gobena		Getachehw		Indris		G/Igz.		Adene	
Direct Observation	1	4	1	5	1	5	4	5	2	5	2	5	2	4	1	3	1	5	0	3	2	5
Sec. Data	0	4	1	5	1	4	2	4	3	4	3	5	2	4	1	4	2	5	1	3	1	4
SSI	1	4	1	5	1	4	4	4	2	4	0	4	1	4	1	3	1	5	0	3	1	3
Wealth Rank	0	3	0	5	0	4	1	4	2	4	0	4	0	4	0	3	0	4	0	2	0	3
Martix Rank	0	3	0	4	0	5	1	5	2	4	0	2	0	4	0	2	1	4	1	3	0	3
Trend Diag.	0	4	0	5	0	5	3	5	0	3	0	3	0	3	1	4	2	4	2	4	1	3
Part. Map	0	4	0	5	0	5	3	5	0	3	3	4	0	4	0	4	2	5	0	3	1	4
Venn Diag.	0	4	1	5	0	5	1	5	0	5	0	4	0	4	0	3	0	5	1	3	0	4
Transect	0	4	0	5	0	5	1	5	0	5	0	5	0	3	0	4	0	5	0	4	0	3
Time Lines	0	4	1	5	0	5	3	5	2	5	2	3	0	4	1	3	0	4	0	3	0	3
Seasonal Calender	0	4	1	5	0	4	4	5	0	5	3	4	0	4	2	4	1	5	1	3	0	4
Pair-wise Ranking	0	4	0	4	0	4	0	5	0	5	0	4	0	4	0	4	0	4	0	3	0	4
DIY	0	4	1	5	0	5	4	5	2	4	4	4	0	4	1	4	0	5	0	4	2	3
Gate Keepers	0	3	0	5	0	5	0	5	0	4	0	5	0	4	0	4	0	4	0	3	1	3
Handing the stick over	0	4	1	5	0	5	0	5	0	4	0	5	0	4	0	4	0	5	0	3	0	3
Option Assesment	0	3	0	2	0	4	0	4	0	4	0	0	0	4	0	3	0	3	0	2	0	2

NOTE: Left hand column indicated participant's knowldge of PRA tools before the work shop.

The right side indicates knowledge after the workshop.