

TRAINING PACKAGE # 3

*Gender Responsive Community Development*

MODULE # 2

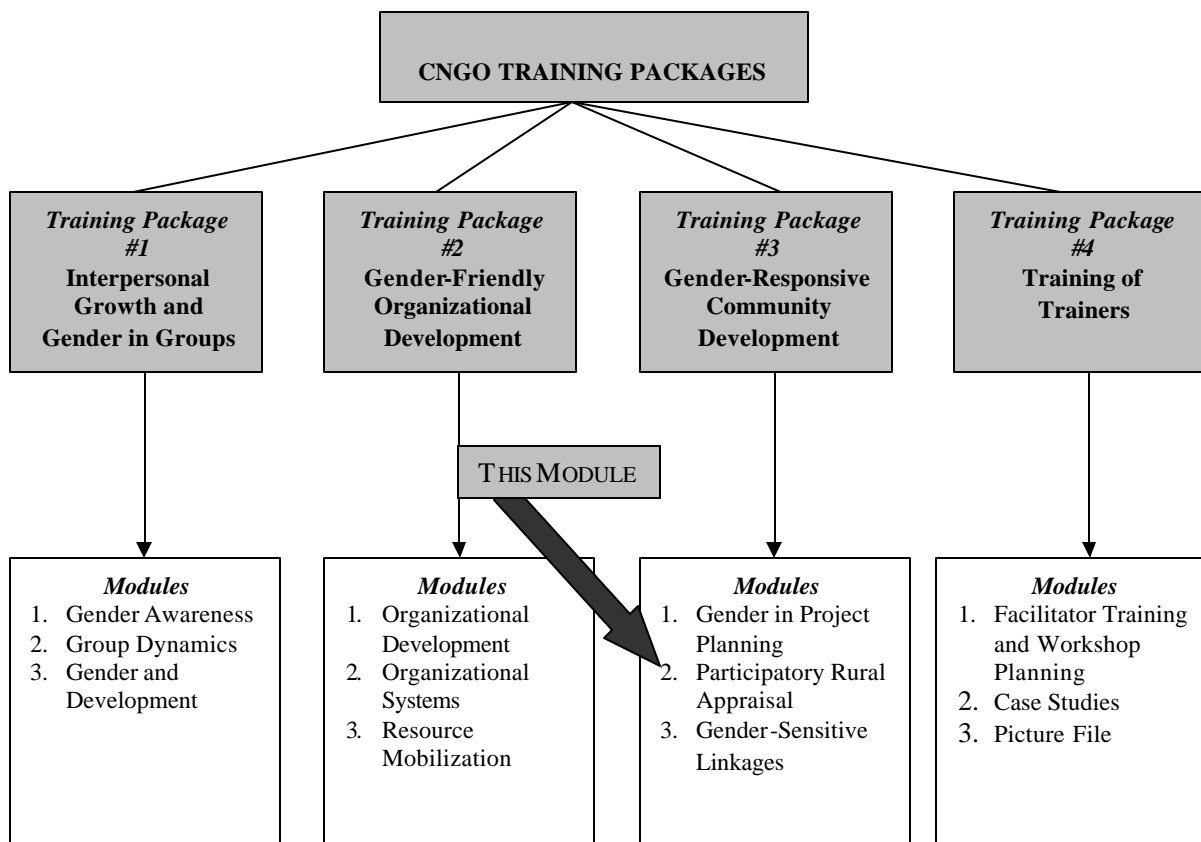
**Gender Friendly PRA**



Canada Nepal Gender in Organizations Project  
with the support of the Canadian International Development Agency

## ***ABOUT THE GENDER FRIENDLY PRA MODULE***

This module is part of a series of training packages that were produced by the CIDA-funded Canada-Nepal Gender in Organizations Project. The series consists of four packages, each with several modules.



Each module is divided into several sections:

- Section 1: ***Background Information*** defines some key concepts and provides information on the topic.
- Section 2: ***Participatory Activities*** describe step-by-step activities. The facilitator should look to these for ideas, but should be selective and develop additional activities to fit specific circumstances.
- Section 3: ***Reference Materials*** provides background information, tools, examples, and worksheets relevant to the topic and the activities.

This module on “Participatory Rural Appraisal” is intended to be used with the “Gender in Project Planning” module, which provides the overall framework for project planning. The PRA module is the toolkit that supports project identification, planning, implementation and monitoring.

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## **SECTION 1: BACKGROUND INFORMATION**

### **Introduction**

Participatory Rapid Appraisal aims to create an understanding of the realities of village and community resources, linkages, and relationships.

Gender-friendly PRA aims to empower disadvantaged and/or poor local women in rural and urban communities. Approaches aimed at evoking “participation” need to be adapted to successful analysis of the issues of disadvantaged women so that development activities suit their needs. PRA approaches and tools need to be modified to integrate gender, caste, and ethnicity issues. This is the purpose of this manual.

The concept of a “participatory approach” is applied to build local capacity and self-reliance. It can encourage women and men to plan, design, and implement decisions they have made for the improvement of their community and locality. A participatory approach can guide people through the decision making process of assessing their community based on their knowledge of their living conditions, identifying their own problems, and evaluating their options. PRA methodologies are not a fixed approach because they generate qualitative information, reflecting the diversity and complexity of rural situations.

The outcome of participatory methods depends on the attitude of the people employing the methods; if the user is not conscious of gender, ethnicity, and local power differences within a community, then it is likely that the community assessment will not deal with such issues. The concept of participation has been sometimes misused and misinterpreted when people have been asked or coerced to participate in activities that are of no interest to them.

In the 1960s, development assistance to under-developed countries had difficulties when

infrastructure development and management projects failed to promote a sense of local ownership. The impact of development was often negative, so development workers started to investigate approaches to involving and mobilizing communities. Rapid Rural Appraisal (RRA) was developed to assess local communities. Although RRA was better than the use of lengthy, structured questionnaires, comments from rural people and professionals suggested that the “rapid” information gathering and table-based analysis lacked real community participation and ownership.

In the late 1970s and early 1980s, Participatory Rural Appraisal (PRA) developed as a form of Rapid Rural Appraisal (RRA). It has been used in Nepal since 1990/91. Since 1995, PRA has evolved into Participatory Learning and Action (PLA). Although we use the term PRA, this manual includes the newer concepts.

PRA methods are simple and accessible to facilitate for a wide range of actors, from village and field practitioners to academics. However, having facilitators experienced in researching, analyzing, and interpreting the communities’ analysis and decisions together with the community may lead to results that are more satisfactory.

PRA facilitators are expected to practice “self-critical awareness” and to learn from their errors. Their role is to promote participation enabling community women and men to do their own investigations, analysis, presentations, planning, and action. For this purpose, they must understand their role as facilitators using mapping, diagramming, counting, sorting, ranking, scoring, sequencing, linking, analyzing, planning, monitoring, and evaluating skills. And building in strategies to ensure gender, caste and ethnicity issues are addressed, and the unequal power relationships among community members.

#### **Objectives of the PRA Training Module**

- To develop and enhance the capability (skills, attitudes and behaviors) of PRA practitioners /facilitators and development workers to integrate gender into participatory rural appraisals in communities.

## ***Key Concepts: Gender in PRA***

Gender-friendly PRA is emerging as a means of ensuring the equal participation of women and men in development interventions and of empowering both men and women.

PRA is appropriate as a means of integrating equity issues into community development because it aims to promote the elements of responsibility, equity, empowerment, and diversity. PRA facilitators should recognize the diversity of communities and households and be committed to building equity and empowering people who are marginalized, excluded, and deprived, especially women.

***PRA and Gender Needs*** As men and women have different roles and positions in the society, their interests and needs are also different. Gender-friendly PRA should include an analysis of the existing division of labour and of the access and control over resources by women and men. It needs to thoroughly examine the relationships between women and men by obtaining adequate and practical information from both women and men, to understand both women's and men's attitudes and beliefs regarding community problems, the societal differences, and how this affects their participation in development activities. PRA can be an effective tool for building the analytical capabilities that bring about a behavioural change - the equal participation of both women and men at various levels from the community to the organization and nation.

***Gender and Women's Issues.*** The "Women In Development (WID)" approach failed to address the needs of women as a marginalized group, hence, the "Gender and Development" approach emerged to address the relationships between women and men and change their attitudes and behaviours. The concept of gender has been broadened in participatory approaches to include all ethnic groups, castes, religions, economic groups, and races. The gender approach aims to raise the self-confidence of women at the personal level, include them as public decision-makers at the political level, and allow them access to and control of resources at the economic level.

***Participation*** There are many levels at which participation might occur. Community members might be consulted about a project design; they might be involved in creating or exploring options; they might participate in making decisions; they might be involved in mobilizing resources; or they might share in the benefits of a project.

***Empowerment*** It is a personal, social, and psychological attribute. PRA can empower women to speak up, to become involved in the development process, to manage their own assets and finances, and to be confident. Having analyzed their relationships, women can learn to negotiate their rights in the household and community, and to control their bodies, time and mobility, and gain freedom from violence.

***Practical Needs*** For PRA to be "gender-friendly," the facilitators need to focus on the practical needs of women, which can be easily identified, in specific situations, and need immediate attention. These practical needs are mostly concerned with living conditions such as drinking water, income generation, and health care. For example, while planning for a drinking water project the men might identify a site that is not suitable for the women, who are the ones to collect the water.

***Strategic Needs.*** To have long-term improvements in their lives, women need to raise their status in the community relative to men. PRA can empower women to increase their confidence and participation. PRA can be used to carry out a careful gender analysis and to answer the following questions in the process of empowerment of community women. What are the issues of concern to women - as voiced by women only, or as voiced by men and women? What are the underlying causes of these issues? How can women become organized so that they are heard and they can gain power?

### Tips for Trainers and Facilitators

#### General Tips for Working with Groups:

- Ensure balance in the number of women and men while dividing participants into smaller groups.
- Keep moving from one group to another in order to support and encourage them.
- Be sure to incorporate the views of all the participants, especially those of all women, marginalized people, and less vocal people.
- Note the character and behaviour of each participant and prepare to moderate the group discussions in order to ensure that everyone participates, and that a few individuals do not dominate the sessions.
- Concentrate on the topic of the session and avoid being distracted by off-topic questions or debates among the participants.
- While dealing with gender roles, it is essential to keep in mind the social and cultural background of the participants and what they represent.
- PRA facilitators must be role models for gender sensitive behaviour and responsive in their attitudes and behaviours.

#### Training Gender-sensitive PRA Facilitators:

Participants should understand that the following are **essential**, not optional, for an effective PRA:

- A PRA facilitators' training is best done with 2-3 facilitators, who are aware of non-formal training techniques.
- Start each Sub-activity by introducing the topic and asking the Key Question(s).
- The facilitator should prepare either handouts or charts to explain the concepts easily.
- Throughout the training period, remind the participants of the importance of appropriate attitudes that influence the PRA process.
- Give examples that are relevant to the participants' experience.
- Give participants an opportunity to add more statements or principles.
- Use more local words instead of development jargon.
- Listen to and respect the views and experiences of the participants, as sometimes participants know more about the participatory approaches than the facilitator does. Acknowledge their input into the discussion. Take this training as an opportunity to learn from them, and not just impart training to them
- Guide the discussion to keep it within the context and give direction. Make sure everyone has an opportunity to express his/her feelings and problems within the given time.
- The facilitator should have an in depth knowledge about PRA practices in Nepal. PRA practices in Nepal can differ from place to place and culture to culture.
- The PRA tools presented in this manual are a sample of the methods that can be used. A facilitator may use many other tools; however, they should be modified to integrate gender.

#### Conducting PRA in Communities:

- Encourage women participants to share their views and to express their ideas freely along with the men of the group. If they do not respond well, then create situations where they can do so.
- PRA facilitators must remember that they are working with community women and men from different cultural backgrounds, not necessarily with people from their own group. For instance, there can be language problems with participants from different linguistic groups.
- Depending on the situation, a strategy is to first have separate groups for women and men, then have mixed groups of both women and men participants. This helps to build confidence of women to express their ideas/problems openly in front of the men.
- Women may have less information than men on community issues because men have more external linkages than women. Women are restricted and occupied with household responsibilities, which limit their mobility.
- Care must be taken while conducting PRA that we do not impose our assumptions on the women and men of the community and dominate their opinions and views.
- Encourage men and women to value each other's work and bring about changes in their perception towards contributing roles in the community and household.
- Ask questions about the situation and the realities of the community men and women; do not let your perspective influence the situation. Just raise the question, do not give your views or influence the situation.

**Working with Communities – Do’s and Don’ts**

**Do**

- Introductions – Begin with yourself
- Show respect
- Establish rapport
- Find a good location
- Sit at the same level  
– usually on the ground
- Listen and record
- Be flexible
- Develop roles within the team
- Have clear objectives
- Be friendly
- Enjoy
- Always thank the participants for their time and interest shown

**Do Not**

- Be official
- Arrive late
- Make false promises
- Laugh at answers
- Criticize or contradict
- Waste people’s time
- Rush
- Lecture or interrupt
- Ignore peoples ideas
- Misrepresent your purpose
- Force a discus sion upon someone
- Reject hospitality

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## ***SECTION 2: USING PRA FOR PARTICIPATION AND EMPOWERMENT OF WOMEN AND MEN***

### ***Activity Set 1: Understanding Participation, Empowerment, and Gender integrated PRA***

This set of activities aims to help participants:

1. understand the concepts of participation, empowerment and gender mainstreaming,
2. explore the main features, principles, and challenges of PRA,
3. understand how PRA is used in the four phases of the Project Cycle, especially in the context of promoting gender equity, and
4. find out how PRA evolved in community development practices in Nepal.

The set contains six sub-activities:

- Sub-Activity 1.1: Defining Participation, Empowerment, and Gender Mainstreaming
- Sub-Activity 1.2: Features and Principles of PRA
- Sub-Activity 1.3: Evolution of PRA
- Sub-Activity 1.4: Challenges of PRA
- Sub-Activity 1.5: Application of PRA in the Project Cycle
- Sub-Activity 1.6: Gender Analysis and PRA

## ***Sub-Activity 1.1: Defining Participation, Empowerment, and Gender Mainstreaming in Community Development***

### **OBJECTIVE(S)**

Participants will be able to define "Participation," "Participatory Community Development," and "Empowerment."

Participants will be able to describe the principles and meaning of gender mainstreaming in development.

### **KEY QUESTIONS**

What is *Participation*? What is *Participatory Community Development*? What is *Empowerment*?

What do we intend to achieve by *gender mainstreaming* in community development?

### **TIME**

2 hours

### **METHODOLOGY**

Brainstorming, group discussion and lecture

### **MATERIALS**

Board marker, chart paper

***Reference 1: Definitions: Participation, Participatory Community Development, Empowerment, Gender Mainstreaming, and Relationship between Participation and Empowerment.***

### **PREPARATION**

Write Definitions on large sheets of paper based on Reference 1

### **STEPS**

1. Introduce the session and explain its objectives.
2. Review the concept of community development using the concepts from the CNGO "Gender and Development" module in Package #1.
3. Divide the participants into smaller groups. Ask the groups to discuss:
  - definition and levels of participation, and
  - definition and principles of empowerment.
4. Ask each group to present their definitions of participation and empowerment. Review the levels of participation with ***Reference 1***. Ask the participants to discuss where the women of their community are on the levels and where the men are. Ask them to discuss where "high" caste men are and where "low" caste men are.
5. Clarify the definition of empowerment referring to ***Reference 1***. Explain the relationship between Participation and Empowerment. Ask the participants to suggest meanings of the term "participatory approaches" and note the views expressed by the participants on the flipchart.
6. Explain the principles of gender mainstreaming, with reference to ***Reference 1***. If the participants have not had much experience with this concept, refer to Package 1, "Gender Awareness" module of the CNGO Training Packages, for additional activities to ensure understanding of gender concepts.

### **CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

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**Sub-Activity 1.2: Features and Principles of PRA****OBJECTIVE**

Participants will understand the principles of PRA and will be able to explain its main features.

**KEY QUESTIONS**

What are the principles of PRA? What are the main features of PRA? Why is PRA important for mainstreaming gender in community development?

**TIME**

2 hours

**METHODOLOGY**

Group discussion, group presentation, lecture

**MATERIALS**

Handouts, newsprint sheets, marker, chart paper

*Reference 2: Features and Principles of PRA*

*Reference 3: Triangulation and On-the-Spot Analysis*

**PREPARATION**

Prepare Charts based on the references for Principles of PRA, Features of PRA, Triangulation, and On-the-Spot Analysis

**STEPS**

1. Ask participants what they know about the principles and features of PRA. Explain and discuss the Principles and Features of PRA using the Chart.
2. Explain and discuss the principle of Triangulation.
3. Explain and discuss On-the-Spot Analysis.
4. Ask the participants if they would like to add any points to the above charts.

**CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

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### ***Sub-Activity 1.3: Evolution of PRA***

**OBJECTIVE(S)**

Participants will be able to explain how PRA emerged from the conventional questionnaire approach and the differences between RRA, PRA & PLA.

**KEY QUESTIONS**

How was **PRA** developed? What are the differences between **RRA, PRA, and PLA**? What are the differences between the participatory approach and the conventional questionnaire approach?

**TIME**

2 hours

**METHODOLOGY**

Question answers, group discussions, and lecture

**MATERIALS**

Newsprint Chart Paper, Marker

**Reference 4: Comparison of the Conventional Questionnaire Approach and the Participatory Approach**

**Reference 5: The Evolution of PRA**

**PREPARATION**

Prepare Charts: Evolution of PRA

Comparison of conventional questionnaire approach and participatory approach

**STEPS**

1. Ask participants to suggest differences between participatory and non-participatory approaches to development, using the Charts.
2. Explain the history/emergence of participatory approaches, referring to the history of RRA, PRA, and PLA, and the differences between PRA and RRA and PLA.
3. Ask the participants if there are any additional points to add to the discussion.
4. Explain PRA practices in Nepal and a brief history of participatory community development practices in Nepal.

**CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

### ***Sub-Activity 1.4: Challenges of PRA***

**OBJECTIVE(S)**

Participants will be able to understand and overcome the challenges of practising PRA in Nepal.

**KEY QUESTIONS**

What are the challenges of PRA, especially on the results it can achieve? What are the challenges of practising PRA in Nepal? How can we overcome these challenges?

**TIME**

1 hour

**METHODOLOGY**

Brainstorming, lecture, group discussion

**MATERIALS**

Newsprint sheets, marker

**Reference 6: *The Challenges of PRA***

**PREPARATION**

Prepare Chart: Challenges of PRA

**STEPS**

1. Ask the participants to tell about challenging experiences (or difficulties) they have encountered when doing participatory community development in Nepal. Record the points and lead a discussion sharing these experiences.
2. Discuss some of the challenges of PRA with reference to the Chart and compare it with the views expressed by the participants.
3. Discuss ways that they can overcome the challenges.

**CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

**Tips for Facilitators**

This session introduces some of the challenges that the participants should be aware of while implementing PRA. One fundamental consideration when training participants in PRA, is that they need to understand that during fieldwork they will be working in a situation with many variables that they cannot necessarily control.

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**Sub-Activity 1.5: Application of PRA in the Project Cycle****OBJECTIVE(S)**

Participants will understand the importance of PRA and participatory approaches in all phases of the project cycle: identification, planning, implementation, and monitoring.

Participants will be able to explain the application of PRA in gender development and women's empowerment.

**KEY QUESTIONS**

How can we use participatory approaches to include women and disadvantaged groups in all phases of a project cycle? How can PRA be used to integrate gender issues and women's empowerment in community development?

**TIME**

1 hour

**METHODOLOGY**

Lecture, group discussion, group exercise

**MATERIALS**

Newsprint sheets, chart paper, marker

**Reference 7: PRA in the Project Cycle**

**PREPARATION**

Facilitators may review the concepts on the Project Cycle in the CNGO module, "Gender in Project Planning". Prepare Chart: PRA in the Project Cycle

**STEPS**

1. Review the project planning cycle as an approach to demonstrate implementation in community development.
2. Divide the participants into four groups. Each group will work with one phase of the project cycle, that is identification, planning, implementation, and monitoring. Ask the participants to suggest ways that they could use PRA in each phase of the project cycle to integrate the views of women and disadvantaged groups. Record these points on newsprint. Ask each group to present their suggestions in plenary.
3. Explain the Chart: PRA in the Project Cycle. Ask the participants if they have any further suggestions.
4. Ask participants how they can use PRA to mainstream gender in development projects. Note down the answers on a sheet of newsprint and discuss the applications of PRA.

**CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

## ***Sub-Activity 1.6: Gender Analysis and PRA***

### **OBJECTIVE(S)**

Participants will be able to understand the value of participatory approaches in gender analysis and incorporate gender questions into PRA exercises.

### **KEY QUESTIONS**

How can we ensure that gender is included in PRA exercises?

### **TIME**

2 hours

### **METHODOLOGY**

Group discussion, brainstorming, lecture

### **MATERIALS**

Newsprint sheets, markers, chart paper, meta cards

**Reference 8: *Gender and PRA, A Sample Gender Lens***

### **PREPARATION**

Prepare Chart: Gender and PRA on a large piece of paper

### **STEPS**

1. Distribute meta cards to the participants. Ask the participants to write one PRA tool that can be used to analyze gender relations. Ask them to write one reason why they think gender should be incorporated into PRA. Collect the cards and post them on the board.
2. Discuss the points on the cards about gender integration in PRA. Compare the points on the cards with those on the Chart and have the participants add any other comments.
3. Have participants prepare together a simple gender lens that they can use to analyze each PRA tool for its usefulness in analyzing gender relations. Tell them they will use this gender lens after learning about and practicing each PRA tool during the training workshop.

### **CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

### **Tips for Facilitators**

Explain to the participants that they should complete the gender analysis in the field with the participation of women from the various local ethnic and caste groups.

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## ***Activity Set 2: Using PRA***

This set of activities aims to help participants learn about the “Tools” applied in the field, especially in the context of promoting gender equity. It contains ten sub-activities to demonstrate sample tools that may be used in PRA.

- Sub-Activity 2.1: PRA Tool: Social Map
- Sub-Activity 2.2: PRA Tool: Daily Activity Chart
- Sub-Activity 2.3: PRA Tool: Mobility Map
- Sub-Activity 2.4: PRA Tool: Seasonal Calendar
- Sub-Activity 2.5: PRA Tool: Trend Line
- Sub-Activity 2.6: PRA Tool: Venn Diagram
- Sub-Activity 2.7: PRA Tool: Communications Flow Diagram
- Sub-Activity 2.8: PRA Tool: Access to and Control over Resources
- Sub-Activity 2.9: PRA Tool: Well Being Ranking
- Sub-Activity 2.10: PRA Tool: Focus Group Discussion
- Sub-Activity 2.11: PRA Tool: Semi Structured Interview
- Sub-Activity 2.12: PRA Tool: Pairwise Ranking

## Sub-Activity 2.1: PRA Tool: Social Map

### OBJECTIVE(S)

Participants will be able to use a Social Map to help community members visualise the situation regarding their resources, social setting, and present condition.

### KEY QUESTIONS

How can a Social Map show the situation of a community and all of its members?  
 How do we create a Social Map and include the views of women and disadvantaged groups?  
 How do we use the results of a Social Map?

### TIME

3 hours

### METHODOLOGY

Lecture, brainstorming, role-play, and discussion.

### MATERIALS

Newsprint sheets, markers, Masking tapes, Meta cards of different colours, handouts and reference material

**Reference 9: Social Map -- A: What is a Social Map? B: Process of Creating a Social Map, C: Topics to be Included in a Social Map, D: Materials for a Social Map**

### PREPARATION

Prepare charts: What is a Social Map? Process of Creating a Social Map. Topics to be Included in a Social Map. Materials for a Social Map.

### STEPS

1. Ask the participants to divide into groups of three or five and write down ideas about how to obtain information on the situation of a community and on what information to obtain. Ask them to present their findings to the plenary. Display Chart on “Topics to include in a social map” and ask the participants if they have any more points to add.
2. Demonstrate how to make a Social Map using role-playing by the participants.
  - Show Chart “materials needed”.
  - Ask the participants to brainstorm all the roles of villagers. For instance, “Dalit woman head of household, who has to walk two hours each way to fetch water,” “Male head of CFUG,” or “Wife of village money lender.” With the help of the participants, make one card for each role.
  - Assign one role to each participant.
  - Play the role of facilitator.
  - Conduct the process of creating a social map referring to the Chart, “Process of creating a social map”.
3. Ask the participants to consider and discuss for a few minutes if everyone’s needs and issues have been included. If not, who has been marginalized?
4. Divide the participants into two groups. Ask each group to conduct a role-play of creating a social map, ensuring that the issues of women and disadvantaged people are included. Invite a man in one group and a woman in the other to play the roles of the facilitators in their respective groups. The remaining participants play the role of the villagers.
5. Have each group present their group work in the plenary. Ask the participants if there are any points that should be added, and if there were any differences between how the man and the woman facilitated their respective groups.
6. Request feedback on the roles played by the participants as PRA facilitators and villagers, first, how they felt about it themselves, and then about the group.
7. Ask the participants if they have points to add to the Social Map of either group.
8. Ask the participants in which parts of the project cycle they would use this tool. (*Use in project cycle identification and monitoring phases.*) Ask what does the social map tell us. Apply the gender lens.

### CLOSURE

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

**Tips for Facilitators**

When assigning roles to the participants, you can assign roles to certain individuals in order to make them think about equity issues.

If you are going to the field for practice at this point, ask participants to prepare by deciding who will play what role in the field. The social map drawn by the community people should be copied in a notebook.

## ***Sub-Activity 2.2: PRA Tool: Daily Activity Chart***

### **OBJECTIVE(S)**

Participants will learn to use a Daily Activity Chart to help community members to document their daily workload and the division of labour between women and men for baseline purposes, and to know how much free time they have for development activities.

### **KEY QUESTIONS**

What is the workload of women? What is the workload of men? How much free time does either have for development activities?

### **TIME**

1.5 hours

### **METHODOLOGY**

Group Discussion, Practice, Brainstorming, Lecture, Role-play

### **MATERIALS**

Newsprint, Markers, Masking tape

**Reference 10: Daily Activity Chart- A: What is a Daily Activity Chart? B: Daily Activity Chart for Community**

### **PREPARATION**

Prepare: What is a Daily Activity Chart? List of Daily Activities, Daily Activity Chart for Community

### **STEPS**

1. Ask the participants to divide into groups and list the daily activities of community members. Ask them to present their findings to the plenary. Ask the participants if they have any more points to add.
2. Explain the concept and importance of a Daily Activity Chart incorporating participant responses.
3. Demonstrate how to make a Daily Activity Chart using role-playing by the participants.
  - Give each participant a card with a role that she or he is to play.
  - Play the role of facilitator.
  - Conduct the process of creating a Daily Activity Chart for individuals by asking each participant to fill in the chart based on their role.
  - Ask the participants to relate the information of the Daily Activity Chart with gender issues such as women's household duties and men's activities.
  - Conduct the process of creating a Daily Activity Chart using the Chart for communities by asking each participant to play their role.
  - Ask the participants to consider if everyone's needs and issues have been included.
4. Divide the participants into two groups. Provide a format of Daily Activity Chart to all the groups. Ask each group to conduct a role-play of creating a Daily Activity Chart for women and a separate one for men, ensuring that the issues of women and disadvantaged people are included. Invite a man in one group and a woman in the other to play the roles of the facilitators in their respective groups. The remaining participants play the role of the villagers.
5. Have each group present their group work in the plenary session. Ask the participants if they have points to add to the Daily Activity Chart of either group.
6. Ask the participants to brainstorm if there are ways to make the tool more gender responsive. Record the responses on the newsprint. Add missing points.
7. Ask the participants in which parts of the project cycle they would use this tool and what it tells them. (*Use in project cycle identification and monitoring phases.*) Apply the gender lens.

### **CLOSURE**

Repeat the key question and ask the participants to respond. If necessary, clarify uncertainties.

### **Tips for Facilitators**

Ensure that the Daily Activity Chart carefully documents the differences in the daily activities of women, men, old people, school-going children, out-of-school children, girl children, and people of various castes and ethnic groups.

### **Sub-Activity 2.3: PRA Tool: Mobility Map**

#### **OBJECTIVE(S)**

Participants will learn the use of a Mobility Map to help community members identify the movement and mobility status of community women, men, and children, and to document the information for baseline purposes.

#### **KEY QUESTIONS**

How can a Mobility Map show the movement, mobility, and access to resources of community members?  
How do we create a Mobility Map and include the interests of women and disadvantaged groups?

#### **TIME**

3 hours

#### **METHODOLOGY**

Lecture, Brainstorm, Small group discussion, role-play

#### **MATERIALS**

Newsprint, Marker, Handouts

**Reference 11: Mobility Map -- A: What is a Mobility Map? B: Process of Creating a Mobility Map, C: Topics to be Included in a Mobility Map, D: Example of a Mobility Map**

#### **PREPARATION**

Prepare charts from References: What is a Mobility Map? Process of Creating a Mobility Map, Topics to be Included in a Mobility Map, and Example of a Mobility Map

#### **STEPS**

1. Ask the participants to divide into groups of three or five and write down ideas about how to obtain information on the movement and mobility of community members. Ask them to present their findings to the plenary. Display Chart C and ask the participants if they have any more points to add.
2. Explain the concept and importance of a Mobility Map incorporating the responses of the participants and using Chart D as an example.
3. Demonstrate how to make a Mobility Map using role-playing by the participants.
  - Give each participant a card with a role that she or he is to play.
  - Play the role of facilitator.
  - Conduct the process of creating a Mobility map using Chart
  - Ask the participants to relate the information of the mobility map with gender issues such as decision-making roles, and access to resources and empowerment. Ask questions like "what is the purpose of women's mobility?", "women of which caste and status are more mobile?", "What are the reasons for women not leaving their homes or villages?", "What affects the mobility of women?" "How does mobility impact their lives?"
  - Ask the participants to consider for a few minutes if everyone's needs and issues have been included.
  - Ask the participants if there are any points for addition.
4. Divide the participants into two groups. Ask each group to conduct a role-play of creating a segregated (men separate from women) Mobility map, ensuring that the issues of women and disadvantaged people are included. Invite a man in one group and a woman in the other to play the roles of the facilitators in their respective groups. The remaining participants play the role of the villagers.
5. Have each group present their group work in the plenary session. Ask the participants if the Mobility Maps have included the issues of women and disadvantaged groups.
6. Ask the participants in which parts of the project cycle they would use this tool and what the tool tells them. (*Use in project cycle identification, planning, and monitoring phases.*) Apply the gender lens.

#### **CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

## ***Sub-Activity 2.4: PRA Tool: The Seasonal Calendar***

### **OBJECTIVE(S)**

Participants will know how to use a Seasonal Calendar to help identify the annual working seasons of a community.

### **KEY QUESTIONS**

How can a Seasonal Calendar help identify the working seasons of the focus group? How can a Seasonal Calendar be used to identify and clarify the issues and interests of women and disadvantaged groups in community development?

### **TIME**

1.5 hours

### **METHODOLOGY**

Group discussion, Practice, role-play

### **MATERIALS**

Newsprint, Markers, Masking Tapes

***Reference 12: Seasonal Calendar -- A: What is a Seasonal Calendar? Example of a Seasonal Calendar, B: Form for Seasonal Calendar***

### **PREPARATION**

Prepare charts from references: What is a Seasonal Calendar? Example of a Seasonal Calendar, Form for Seasonal Calendar

### **STEPS**

1. Ask the participants to divide into groups of three or five and record the yearly activities of households and individuals in a rural community. Ask them to present their findings to the plenary. Ask the participants if they want to add any more activities.
2. Explain the concept and use of a Seasonal Calendar incorporating the responses of the participants and using the chart as an example.
3. Demonstrate how to draw a Seasonal Calendar using the form.
  - Ask the participants to draw a calendar of their year, usually with 12 months.
  - Ask the participants to indicate which activities are done in each month.
4. Divide the participants into three groups, one of women, one of men, and one mixed. Ask each group to create a Seasonal Calendar, ensuring that the situations of women and disadvantaged people are included. Select one facilitator for each group. Allow 20 minutes for group work.
5. Have each group present their group work in the plenary session. Ask the participants if they have points to add to the Seasonal Calendar of any group. Give feedback on the presentations.
6. Ask the participants in which parts of the project cycle they would use this tool. (*Use in project cycle identification and monitoring phases.*) Apply the gender lens.

### **CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

### **Tips for Facilitators**

When planning PRA in a community, it is important to keep in mind the time/month, when the community members mostly have free time. PRA practitioners need to prepare a checklist of activities of women and men. Gender relations should be considered when scheduling PRA activities. The appropriate month and time of the year is the least busy month or period of the year for the different members of the community.

## Sub-Activity 2.5: PRA Tool: The Trend Line

### OBJECTIVE(S)

Participants understand how to use a Trend Line to analyse the past and present situation regarding resources, issues, and village initiatives. It can also indicate the community's intentions for its future direction.

### KEY QUESTIONS

How can we use a Trend Line to analyse the past and present situation regarding resources, issues, and village initiatives? How can a Trend Line be used to clarify the past issues and interests of women and disadvantaged groups in community development? What is the trend of communication between women and men? What are the trends of decision-making between women and men?

### TIME

1.5 hours

### METHODOLOGY

Lecture, Brainstorming and Group Discussion

### MATERIALS

Calculator, Ruler, Newsprint, Marker, Masking Tapes, and Coloured Chalks

**Reference 13: Trend Line - A: What is a Trend Line? Example of a Trend Line**

### PREPARATION

Prepare charts from references: What is a Trend Line? Example of a Trend Line

### STEPS

1. Explain the concept and use of a Trend Line using the chart as an example to illustrate the downward (difficulties) and upward lines of Trend Lines. Demonstrate how to conduct a Trend Line using the form.
2. Divide the participants into Groups and give them different topics to discuss such as:
  - **Health** (women's reproductive health situation, child health, old women's health, violence against women, public/private health situation and comparative health situation of male and female etc.)
  - **Education** (women's' literacy, women in higher education);
  - **Leadership** (women's' leadership status; women in business; women's' organization; women in politics);
  - **Mobility** (mobility status of male and female etc.)
  - **Decision-making between women and men** (who makes what decisions)
3. Ask each group to draw Trend Lines that show the trends for women and for men separately based on the discussions among the group members. Allow 30 minutes for group work. Have each group present their group work in the plenary session, ensuring that they present an analysis of the differences in the trend lines for women versus men. Ask the participants if they have points to add to the Trend Line of any group. Ask the group to identify the factors that affect the Trend Lines of women.
4. Ask the participants in which parts of the project cycle they would use this tool. (*Use in project cycle identification and monitoring phases.*) Apply the gender lens.

### CLOSURE

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

## **Sub-Activity 2.6: PRA Tool: The Venn Diagram**

### **OBJECTIVE(S)**

Participants will learn to use a Venn diagram to help community members identify the status, relationships, and power structures of local institutions within the community, and to document the information for baseline purposes.

### **KEY QUESTIONS**

How can a Venn Diagram show the key government, non-government, and private institutions and their roles in community affairs?

How do we create a Venn diagram and use it to promote the interests of women and disadvantaged groups?

### **TIME**

2 hours

### **METHODOLOGY**

Question and answer, Group Discussion, Lecture, Brainstorming, Role-play

### **MATERIALS**

Newsprint, Marker, Masking tapes, Glue, Different sizes of round paper Reference 14 -- **A: What is a Venn diagram? Example of a Venn diagram, B: Process of Creating a Venn diagram, C: Topics to be Included in a Venn diagram**

### **PREPARATION**

Prepare charts from references: What is a Venn diagram? Example of a Venn diagram

Process of Creating a Venn diagram, Topics to be Included in a Venn diagram

### **STEPS**

1. Ask the participants to divide into groups of three or five and write down what information they would need about the local institutions of a community. Ask them to present their findings to the plenary. Display the chart of the topics and ask the participants if they have any more to add.
2. Explain the concept and use of a Venn diagram incorporating the participants responses and using the chart with the example. Describe the value of the placement of the circles and size of the circles.
3. Demonstrate how to make a Venn diagram.
  - Conduct the process of creating a Venn diagram using the chart Process of Creating a Venn diagram.
  - Ask the participants what institutions or organizations are important from gender perspective.
  - Ask each group to draw a Venn diagram showing relationships between the organizations they identified.
  - Ask the participants if there are any points that to be added.
4. Divide the participants into two groups. Ask each group to conduct a role-play of creating a Venn diagram, ensuring that the issues of women and disadvantaged people are included. A person who has not yet played the facilitator will do so in each group. The remaining participants play the role of the villagers. Allow 20 minutes for group work. Have each group present their Venn diagram in the plenary session.
5. Ask the participants if they have points to add to the Venn diagram of either group. Give feed back on the presentations.
6. Ask the participants in which parts of the project cycle they would use this tool and how to use the information. (*Use in project cycle identification and monitoring phases.*) Apply the gender lens.

### **CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

## **Sub-Activity 2.7: PRA Tool: Communications Flow Diagram**

### **OBJECTIVE(S)**

Participants will learn to diagram the communication flows between women and men to identify the status, relationships, and power structures between women and men in the community, and to document the information for baseline purposes.

### **KEY QUESTIONS**

How can a Communications Flow Diagram show the status, relationships and power structures between women and men in the community?

How do we create a communications flow diagram and use it to promote the interests of women and disadvantaged groups?

### **TIME**

2 hours

### **METHODOLOGY**

Question and answer, Group Discussion, Lecture, Brainstorming, Role-play

### **MATERIALS**

Newsprint, Marker, Masking tapes, Glue; Reference 15 -- *A: What is a Communications flow diagram? Example of a Communications Flow diagram, B: Process of Creating a Communications flow diagram, C: Topics to be Included in a Communications flow diagram*

### **PREPARATION**

Prepare charts from references: What is a Communications flow diagram? Example of a Communications flow diagram; Process of Creating a Communications flow diagram, Topics to be Included in a Communications flow diagram

### **STEPS**

1. Discuss what participants know and have observed about communication (talking together or other means of communication) between women and men in the household and in the community. Ask them to present their findings to the plenary.
2. Explain the concept and use of a communications flow diagram incorporating the participants responses and using the chart with the example. Demonstrate how to make a communications flow diagram. Conduct the process of creating a communications flow diagram using the chart Process of Creating a communications flow diagram.
3. Ask the participants to note the number and types of people and organizations that men communicate with compared with women, and for what purpose. And discuss how that communication or information is used by women and by men to maintain status and power relations.
4. Divide the participants into two groups. Ask each group to conduct a role-play of creating a communication flow diagram. A person who has not yet played the facilitator will do so in each group. The remaining participants play the role of the villagers. Allow 20 minutes for group work. Have each group present their communications flow diagram in the plenary session.
5. Ask the participants if they have points to add. Give feed back on the presentations.
6. Ask the participants in which parts of the project cycle they would use this tool and how to use the information. (*Use in project cycle identification, planning, implementation and monitoring phases.*) Apply the gender lens.

### **CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

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**Sub-Activity 2.8: PRA Tool: Access to and Control over Resources****OBJECTIVES**

Participants will be able to analyze women's and men's access to and control over resources.

**KEY QUESTION**

What resources do women and men have access to and control over?

**TIME**

1 .5 hours

**METHODOLOGY**

Group discussion

**MATERIALS**

Flipchart paper, markers

*Reference 16: Analysis of Access to and Control over Resources*

**PREPARATION**

Prepare a chart on a large sheet of paper or draw on the ground from the Chart

**STEPS**

1. Review and explain the chart to participants. Divide the participants into two groups.
  - One group is to identify and analyze access to and control over resources at the family/household level.
  - The other group is to identify and analyze access to and control over resources at the community level.
2. In plenary, ask each group to present their lists and analysis of who has access to and who controls each resource.
3. Lead a discussion on the gap between men and women in access to and control over household and community resources. What are the reasons for this gap? How might the situation be improved?
4. Discuss how and when this tool can be used in the community to analyze the situation. Apply the gender lens.

**CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

## ***Sub-Activity 2.9: PRA Tool: Well-Being Ranking***

### **OBJECTIVE(S)**

Participants will know how to help community members to categorize the well-being status, identify social /economic indicators of well-being, and document the information for baseline purposes.

### **KEY QUESTIONS**

How can Well-being ranking show the social and economic situation of the various households and individuals in the community? How can you use a Well-being Ranking to promote the interests of women and disadvantaged groups in community development?

### **TIME**

2 hours

### **METHODOLOGY**

Brainstorming, lecture, group discussion, role-play

### **MATERIALS**

Blank cards, Markers, Whiteboard, Newsprint, Masking Tape, Meta cards

**Reference 17: PRA Tool: Well-Being Ranking -- A: What is a Well-Being Ranking? Example of a Well-Being Ranking, B: Sample Community of 20 households for Cards**

### **PREPARATION**

Prepare charts from references: What is Well-being. Example of a Well-being Ranking

Prepare Cards for each of the 20 households of the Sample Community

### **STEPS**

1. Ask the participants "what is well-being" and write down the participants suggestions. Ask the participants to select six of these suggestions as the indicators of well-being for this exercise.
2. Introduce the session with a brief introduction on the objective and process of well-being ranking. Use the sample ranking from Reference 13.
3. Divide participants into 3 groups and give them the cards for the sample community of 20 households. The participants in each group should divide the household cards among themselves to manage the scoring for each household.
4. Ask each group to determine four categories for each indicator of well-being. Each category will have a score from 1 to 4, with the low score representing more well-being.
5. Ask each group to place each household in one of the categories for each indicator. The rank of the category from 1 to 4 will be their score for each indicator. They are to write the score for each indicator on the card of each household.
6. Ask the participants to add up the scores for each household and divide by the number of indicators, in this case six.
7. Ask the participants to use the average score of each household to prepare a chart such as in Reference 13. To do so, arrange the households according to wealth categories; well-off households in the community will have low scores while the poor or less well-off households will have higher scores.
8. Ask the participants how they would analyze the ranking of women and girls. Ask if the well-being of women and girls is necessarily reflected in the rank of the household. This leads into the next exercise that examines the access to and control of resources by women and men.
9. Ask the participants in which parts of the project cycle they would use this tool: project cycle identification, planning, implementation, or monitoring phases. Apply the gender lens.

### **CLOSURE**

Repeat the key question and ask the participants to respond. If necessary, clarify uncertainties.

#### **Tips for Facilitators**

The **well-being ranking** can raise issues in a community, about which people might be very sensitive. If people are not comfortable with it, a less confrontational approach might be to deal with each household individually.

## ***Sub-Activity 2.10: PRA Tool: Focus Group Discussion***

### **OBJECTIVE(S)**

Participants will learn to use a Focus Group Discussion to help identify the specific problems of the focus group.

### **KEY QUESTIONS**

How can a Focus Group Discussion help identify the specific problems of the focus group? How can a Focus Group Discussion be used to identify and clarify the issues and interests of women and disadvantaged groups in community development?

### **TIME**

1.5 hours

### **METHODOLOGY**

Lecture, group discussion, role-play

### **MATERIALS**

Newsprint, Markers, and Masking Tape Reference 18:-- *A: What is a Focus Group Discussion? Example of a Focus Group Discussion Chart, B: Sample Questions for Focus Group Discussion*

### **PREPARATION**

Prepare charts from references: What is a Focus Group Discussion? Example of a Focus Group Discussion  
Sample Questions for Focus Group Discussion

### **STEPS**

1. Ask the participants to divide into groups and record points on their discussion on ways of identifying the specific problems of women in a community. Ask them to present their findings to the plenary.
2. Explain the concept and use of a Focus Group Discussion using the chart showing the example.
3. Demonstrate how to conduct a Focus Group Discussion using role-playing by the participants.
  - Draw a large circle on the newsprint and draw another smaller circle within the larger circle.
  - Explain that problems in the large circle represent general problems of community and the problems in the small circle are the problems of the focus group, in this case women.
  - Ask the participants to brainstorm on the problems of women. Use chart of sample questions.
  - Record the responses on the newsprint.
4. Divide the participants into three – five small groups and select a facilitator for each group. The remaining participants play the role of the village women participants. Ask each group to discuss a specific issue and their needs regarding the issue. Record the discussion with a larger circle for general issues and a smaller circle for specific problems. Allow 20 minutes for group work.
5. Have each group present their group work in the plenary session. Add other feedback from the plenary discussion on the Focus Group Discussions.
6. Ask the participants in which parts of the project cycle they would use this tool. (*Use in project cycle identification and monitoring phases.*) Apply the gender lens.

### **CLOSURE**

Ask a woman and a man participant to explain the concept of a Focus Group Discussion and conclude the session.

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**Sub-Activity 2.11: PRA Tool: Semi-Structured Interviews****OBJECTIVE(S)**

Participants will learn how to use a Semi-Structured Interviews with individuals to help identify the specific problems of the group. Participants will be able to use flexible methods (open questions) as a tool in PRA.

**KEY QUESTIONS**

How can Semi-Structured Interviews with individuals be used to identify the specific problems of a group or individual? How can a Semi-Structured Interview be used to clarify the issues and interests of women and disadvantaged groups in community development?

**TIME**

1.5 hours

**METHODOLOGY**

Lecture, Role Play, and Brainstorming

**MATERIALS**

Interview Calendar, Newsprint, Marker, Masking tape

**Reference 19: *Semi-Structured Interviews with Individuals***  
***Semi-Structured Interviews with Individuals - Sample Questions for Semi-Structured Interviews with Individuals***

**PREPARATION**

Prepare charts from references: Sample Questions for Semi-Structured Interviews with Individuals

**STEPS**

1. Introduce the session by asking the participants to divide into four groups to discuss the advantages of individual interviews with community members over the PRA tools described in the preceding sub-activities. Ask them to present their findings to the plenary.
2. Explain the concept and use of a Semi-Structured Interview with an individual and of a Structured Interview. Discuss with the participants what must be done to ensure that women can express their views freely and to get information from women and girls.
3. Show the participants the chart of sample questions. Ask the participants to practice interviews by forming pairs. One person in the pair plays the role of interviewer and the other interviewee. When they are finished, have them switch roles. Allow 20 minutes for group work.
4. Ask the participants if they have points to add or feedback on the Semi-Structured Interview.
5. Ask the participants in which parts of the project cycle they would use this tool. (*Use in project cycle identification and monitoring phases.*) Apply the gender lens.

**CLOSURE**

Ask three of the participants to explain the importance of a Semi-Structured Interview and conclude the session.

## ***Sub-Activity 2.12: PRA Tool: Pairwise Ranking***

### **OBJECTIVE(S)**

Participants will learn how to use Pairwise ranking to help identify the most important problems of different members of the group.

### **KEY QUESTIONS**

How can pairwise ranking be used to compare the specific problems of groups or individual? How can pairwise ranking be used to clarify the priority issues and interests of women and disadvantaged groups compared to men and advantaged groups in community development?

### **TIME**

1.5 hours

### **METHODOLOGY**

Lecture, group work and Brainstorming

### **MATERIALS**

Newsprint, Marker, Masking tape

### **PREPARATION**

Reference 20: Pairwise ranking

### **STEPS**

1. Introduce the session by asking the participants to divide into groups to discuss how (methods) they could prioritize the problems that have been identified in the PRA tools. Ask them to present their findings to the plenary.
2. Explain the concept of pairwise ranking as one tool to use with the community to enable the community to set their priorities for action among the competing interests of different groups in the community. Discuss with the participants what must be done to ensure that women can express their views freely and to get information from women and girls.
3. List the problems that have been identified in the previous activities, and make a matrix for display (see example in reference) by writing these problems on the horizontal and vertical axis. Write each problem on a separate meta card. Present a pair of cards (showing two different problems) and ask them to choose the more important one. Record their choice on the prepared matrix. Discuss the reasons for their choice. Repeat till all combinations of cards are presented and decided.
4. Count up the number of times each problem is selected and rank them. The problems selected the highest number of times are the priority problems of the group.
5. Discuss whether the problems of women and disadvantaged groups are prioritized. If not, how can the tool be adapted to ensure their voices are heard.
6. Ask the participants in which parts of the project cycle they would use this tool. (*Use in project cycle identification and planning phases.*) Apply the gender lens.

### **CLOSURE**

Ask participants to explain the purpose of pairwise ranking, and how the tool can be used to ensure that the problems of women and disadvantaged groups are prioritized, and conclude the session.

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### ***Activity Set 3: Using PRA in the Field***

This set of activities aims to help participants know how to use PRA in the field, and conduct Community Presentations and Participatory Action Plans, especially in the context of promoting gender equity. It contains several sub-activities:

Sub-Activity 3.1: Overall Field Preparation and Implementation

Sub-Activity 3.2: Community Presentation

Sub-Activity 3.3: Participatory Action Plan with Women and Men of the Community

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**Sub-Activity 3.1: Overall Field Preparation and Implementation****OBJECTIVE(S)**

Participants will understand the importance of the “Do’s” of Gender Integrated PRA. They will learn to prepare for and implement field visits.

**KEY QUESTIONS**

What are the essential ways of behaving in the field? What are the guidelines for working in the field and integrating gender into PRA? What preparations need to be done before going to the field?

**TIME**

1.5 hours

**METHODOLOGY**

Lecture, Group Discussion, Brainstorming, Presentation

**MATERIALS**

Newsprint, Markers, Masking Tape, Whiteboard, Meta-cards, Coloured Chalk

*Reference 21: Basics of Fieldwork – A: Basic Guidelines for Fieldwork, B: Preparation for Fieldwork*

**PREPARATION**

Prepare charts from references: Basic Guidelines for Fieldwork , Preparations for Fieldwork

**STEPS**

1. Divide participants into four groups to discuss their knowledge regarding the basic guidelines of fieldwork and the appropriate behaviour of development professionals. Ask them to present their group ideas in plenary. Present the chart of guidelines and add points raised by the participants.
2. Divide participants into two groups to prepare a checklist of preparations for field study. Have each group present its checklist to the large group and get feedback on its presentation. Refer to the preparations chart for any other points.
3. Ask the group if they have any difficulties or concerns regarding fieldwork and discuss.

**CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

### ***Sub-Activity 3.2: Community Analysis and Presentation of PRA Findings***

#### **OBJECTIVE(S)**

Participants will learn how to involve community members in the analysis and presentation of the findings of the PRA to the community and the value of doing so.

#### **KEY QUESTIONS**

How does a facilitator analyse the compiled findings of the PRA in participation with the community?  
How does one involve communities in the presentation of the findings of PRA? What is the community's focus in their presentation?

#### **TIME**

3 hours

#### **METHODOLOGY**

Chart presentation, Question & answer, Discussion, role-play

#### **MATERIALS**

Marker, newsprint, information charts.

***Reference 22: Analyzing and Presenting the Findings of PRA - A: Guidelines for Community Presentations***

#### **PREPARATION**

Prepare charts from Reference 22: List of Findings, List of Guidelines

#### **STEPS**

1. Divide the participants into three groups: one of women, one of men, and one mixed. Ask each group to role-play as community members compiling, analyzing, and presenting the findings of PRA in their village (based on the training workshop data). Request the participants to ensure that the interests of women and disadvantaged people are included. Select one leader for each group. The remaining participants play the role of villagers. Allow 1 hour for group work.
2. Have each group present their findings with the help of charts, data, and diagrams in the plenary session. Open the floor for discussion. Give feed back on the presentations and ask for comments from the other participants.
3. Ask participants to return to their groups and suggest guidelines for community presentations, referring to the chart. Present these findings in plenary.

#### **CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties.

### ***Sub-Activity 3.3: Participatory Action Plan with Men & Women of the Community***

#### **OBJECTIVE(S)**

Participants will know how to prepare an Action Plan based on the community situation with local bodies and women and men of the community.

#### **KEY QUESTIONS**

What are the main issues indicated by the PRA findings? How do we address these issues in an Action Plan?

#### **TIME**

1.5 hours

#### **METHODOLOGY**

Group Discussion, Exercise and Presentation

#### **MATERIALS**

Newsprint, Marker, Masking tape

***Reference 23: Action Plan Chart***

#### **PREPARATION**

Prepare chart from Reference 23: Action Plan Chart

#### **STEPS**

1. Divide participants into small groups of men and women and/or women only to conduct a planning exercise. Select one person, who has never played the facilitator, to do this role. The remaining members play community members.
2. Ask the group to discuss the needs of the community based on the presented facts/findings.
3. Ask the group to prioritize the needs of the community and enter them on the Action Plan Chart.
4. Ask the groups to prepare sector or village action plans (according to the Action Plan Chart) based on the conclusions of the gender integrated PRA exercises. Try to make the Plan as user-friendly as possible by using pictures and colours. Have the groups present their action plans. Ensure that the plans show the linkages with other stakeholders needed to address the problems.
5. Have the participants assess the Action Plan using the gender lens.
6. Ask for final feedback and commitments from each of the participants and representatives.

#### **CLOSURE**

Repeat the key question and ask the participants to respond to the question. If necessary, clarify uncertainties. Make sure that everybody contributes on the Action Plan and thank everyone for their valuable contributions before closing the session.

### **Next Step**

***At this point the workshop facilitators should go with the participants to their community and conduct PRA fieldwork, keeping in mind that they should not raise community expectations since this is intended as a practice of their new PRA skills.***

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## ***SECTION 3: REFERENCE MATERIALS***

### ***Reference 1: Definitions***

#### ***Participation***

The importance of community participation is now widely recognized. There are many types of participation, and levels at which participation can occur. Community members and beneficiaries might be consulted about project design; they might be involved in exploring and creating opportunities; they might participate in decisions about what can or will be done; they might be involved in analyzing and mobilizing resources or in implementing, managing or evaluating the project; they might contribute resources (e.g., volunteer time); or they might share in the benefits of the project.

#### ***Participatory Community Development***

Community development is the process of improving, on a sustained basis, the economic and social conditions for a group of people that form a community. Participatory community development involves the active participation of people from the community. The effective participation of both women and men is needed in order to develop the community's capacity for sustainable, self-development.

#### ***Empowerment***

The term 'empowerment' is used in a variety of ways. Most often, empowerment is defined as a process leading to a desired state such as self-reliance, internal strength, ability to choose and act and take the decision to do so. People who reach these states are deemed to be "empowered."

#### ***Relationship between Participation and Empowerment***

People have to empower themselves; another person essentially can only facilitate empowerment. Projects and programs can help create the conditions for empowerment by building awareness, developing capacities and skills, increasing participation in decision making, and taking actions to bring greater equality to men and women.

#### ***Gender Mainstreaming***

Gender mainstreaming focuses on bringing the experience, knowledge and interests of women and men 'equally' into all aspects of the development agenda. These aspects include structures, policies, legislation, institutions and programs that affect society. It is system-wide. Mainstreaming activities seek to incorporate the goal of gender equality into all aspects of social development.

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## Reference 2: Features and Principles of PRA

Participatory Rural Appraisal (PRA) is a research technique that complements the conventional method of sample survey. PRA is a participatory assessment approach that involves local people to *gather* information and *assess the information, analyze the constraints and opportunities* together with the community members in order to make timely decisions regarding community development *actions*.

### Principles of PRA

- Learn from the people
- Discuss and share experiences
- Involve all groups of the community
- The ‘outsider’ remains a ‘facilitator’

### Features of PRA

It is a combination of techniques and is usually conducted by local teams using local language.

- Semi-structured interviews
- Focus group discussions
- Mapping techniques, e.g., social maps that show population, poverty indicators, type of households, and resource maps showing agricultural land, forests, and so on, including mobility maps
- Trend analysis
- Ranking exercise, e.g., ranking households according to well-being
- Seasonal calendars that show what men and women do at different times of the year
- Venn diagrams that depict key institutions, organizations, etc.

This approach does not attempt to gather comprehensive data, rather the data is qualitative in nature, and the sample size is usually small. Crosschecking and stratified sampling are used to help ensure the validity and reliability of findings.

**Triangulation** is done in relation to composition of the team, sources of information, and mix of techniques.

PRA provides for a general analysis of a specific issue, question or problem. It can be used for:

- Needs assessments: Assess problems in the community
- Feasibility studies: Assess potentials and gaps
- Identifying and prioritizing projects/activities: Specify community development actions
- Project or program evaluations: Monitor or evaluate development activities

PRA allows for **flexibility and informality**: Plans and research methods are semi-structured and are revised, adapted, and modified as the PRA fieldwork proceeds.

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## ***Reference 3: Triangulation and On-the-Spot Analysis***

### ***Triangulation***

Accuracy is achieved through diverse information and different kinds of sources of information, and not through statistical reliability. Triangulation is done in relation to composition of the team, sources of information (people, places, men and women etc.), and mix of techniques. For instance, one might be able to gather information from 2-4 groups in the community, the staff team should be gender-balanced and with equal representation from different ethnic groups, and if the gap in information is big, then some more questions can be posed to rationalize the information.

### ***On the Spot Analysis***

The main purpose of on-the-spot analysis is to narrow down the focus of the information collected. Spot analysis of information also helps in building an understanding and accumulating all relevant knowledge.

In a PRA exercise, on-the-spot-analysis is done after each information collection session. All analysis is carried out with the community. The advantage of on-the-spot analysis is that it enables the team and community to gather more information, go more in depth and correct errors or consult another group.

### ***Reference 4: Comparison of the Conventional Questionnaire Approach and the Participatory Approach***

#### **Differences Between Participatory Rural Appraisal (PRA) and Conventional Approaches**

<i>Conventional Questionnaire Approach</i>	<i>PRA Approach</i>
<ul style="list-style-type: none"> <li>➤ Controls range of options of responses from community</li> <li>➤ Analysis conducted back in office</li> </ul>	<ul style="list-style-type: none"> <li>➤ Participatory</li> <li>➤ Most of the analysis is in the field with the community (men and women)</li> </ul>
<ul style="list-style-type: none"> <li>➤ One-way communication</li> </ul>	<ul style="list-style-type: none"> <li>➤ Two-way communication; listening and clarifying approach</li> </ul>
<ul style="list-style-type: none"> <li>➤ Expensive and time-consuming approach</li> </ul>	<ul style="list-style-type: none"> <li>➤ Inexpensive and not time-consuming</li> </ul>
<ul style="list-style-type: none"> <li>➤ Closed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Open</li> </ul>
<ul style="list-style-type: none"> <li>➤ Fixed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Creative</li> </ul>
<ul style="list-style-type: none"> <li>➤ Avoids community views and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>➤ Respect community views and initiatives</li> </ul>
<ul style="list-style-type: none"> <li>➤ Laborious</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interesting and encouraging</li> </ul>

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## **Reference 5: The Evolution of PRA**

Participatory Rural Appraisal (PRA) is one phase in the evolution of participatory techniques.

**Rapid Rural Appraisal in the 70s → PRA in the 80s → PLA in the 90s**

### **RRA:**

The first technique was Rapid Rural Appraisal (RRA). One of the inventors of the technique, Robert Chambers, eventually suggested changing the name because:

“*relaxed* is a better word than *rapid*, since rushing is a terrible problem. “*Rural*” misleads since many applications are urban; “*Appraisal*” is OK.”

### **PRA:**

RRA became Participatory Rural Appraisal (PRA), with a focus on evoking the participation of the community members. Chambers realized the limitations of this name for the process and suggested:

““*Appraisal*” is too limited because good PRA is a process involving much more.”

### **PLA:**

Eventually, “Participatory Learning and Action” became a more accurate title for what many practitioners of PRA believe in and are doing, but PRA sometimes remains the usual name.

### **Back to PRA?**

Some people working in the field of participatory community development are beginning to use PRA to stand for Participatory “*Reflection*” and “*Action*” instead of “Rural Appraisal” because self-critical awareness of one’s personal behaviour and attitudes, and engagement in action are at the core of good PRA practices.

## Reference 6: The Challenges of PRA

In order to determine the *suitability of PRA* for the specific situation or projects, certain aspects need to be considered.

- Availability of appropriate people to conduct the study
- Degree to which the project structure and decision-making are flexible to incorporate additional/new information
- Intended use of the findings of PRA

Possibility of inaccurate information is one of the *limitations of PRA* :

- Different information from men and women
- Lack of or limited contact and interaction between men and women respondents
- Lack of quantification
- Bias and prejudice of researchers might occur
- Results oriented to the interest of the investigator/agencies

The PRA method does not provide guidance to influence macro level changes in larger social, cultural, economic and political systems/institutions.

PRA techniques might not include some sectors of the community.

Since the PRA technique is semi-structured, it does not always offset the *invisibility of women* who may be facing the double disadvantage of being women from poor households.

- Miss out on responses from women during group discussions
- PRA can have the potential of creating gender-based conflict (and caste or ethnic based conflict)
- For many non-gender aware practitioners, gender can be a footnote rather than a key to begin the analysis.
- Concerns remain between insiders and outsiders rather than studying the power structure between men and women.

Other shortcomings of the PRA research method include the following.

- Difficulty of finding the right team
- Going too quickly may lead to superficiality
- Desire for statistics and quantitative data
- Desire for the security of a fixed questionnaire
- Difficulty in finding the right questions to ask
- Difficulty in finding the poorest and least educated, especially women
- Failure to involve community members
- Lack of rapport with the community
- Failure to listen and lack of humility and respect
- Seeing only part of a situation or problem and not getting the full picture
- Making value judgments
- Being misled by myth and gossip
- Generalization based on too little information or few informants
- Lecturing instead of listening and learning
- Raising expectations in the community
- Imposing “our” ideas, classifications and values. This makes “them” appear ignorant when they are not.
- Using all male teams may lead to the neglect of the community women

The philosophy of PRA is more important than the use of its tools. So for PRA to be effective, the approach, attitude and behaviour of the team of facilitators are the key. If their approach is wrong, it will not be PRA and will not work.

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## ***Reference 7: PRA in the Project Cycle***

PRA can be used in different stages of development process. These application phases are detailed below.

### **Identification Phase**

- To raise awareness of the community members on the problems felt by others (e.g., gender specific problems)
- To gain an overview of the problems and felt needs of different groups in the community
- To explore and deepen understanding of the identified topic or problematic issues
- To identify conflicting interests between groups, such as women and men

### **Design Phase**

- To establish the priorities for development activities, that meet needs of different groups and address women's practical and strategic needs
- To provide more detailed information on the feasibility of tentatively planned activities, such as the impact on women's workload

### **Implementation Phase**

- To specify activities and relevant actors (micro- planning), such as the role of women in the project
- To address conflicts between different interest groups (e.g. women and men, high and low caste)

### **Monitoring and Evaluation Phase**

- For monitoring and evaluation of project activities – who has benefited, and has the position of women and girls improved as a result of the activities
- To learn the progress of project activities, and identify any difficulties
- To involve women in monitoring work

## ***Reference 8: Gender and PRA***

### ***Gender and Community Development***

Incorporating gender issues into the community development process is now widely recognized as essential for sustainable development.

Both women and men are seen as the primary focus and real owners of the development process. Therefore both men and women, including disadvantaged groups of men and women, must be actively involved in making decisions about development activities. This requires organized efforts to bring disadvantaged groups of women and men into the development process.

### ***Gender Analysis***

Gender analysis is a basic tool for understanding differences in gender roles, activities, needs and opportunities. In project planning it involves:

- disaggregating of quantitative data by sex;
- analysis of roles (who does what);
- analysis of access to and control over resources;
- identification and analysis of socio-economic and political factors that affect roles and resource access and control; and
- identification of the gender considerations needed for the project.

### ***Gender and PRA Practice - Principles for PRA practitioners/facilitators***

1. Practice gender-responsive attitude and behaviour
2. Use a multi-disciplinary team with equal participation from women and men
3. Understand power structure relations between women and men in the community and be prepared to handle conflict situations between men and women when posing potentially confrontational questions
4. Understand gender roles and division of labour of community men and women
5. Collect information through equal participation from women and men, different classes, castes, races, and disadvantaged people in the community by selecting appropriate PRA techniques
6. Identify gender needs (practical and strategic) of women and men in the community
7. Analyze access and control over resources such as natural resources, and financial resources of community men and women
8. Conduct the information analysis with community women and men
9. Ensure equal participation of men and women in decision making processes for the identification of problems, finding solutions, and benefiting and empowering the community women and men equally

### ***Sample Gender Lens for PRA Tools***

Gender lens for use during the PRA practice:

- Are women and men both participating/speaking up?
- Who makes decisions in the PRA exercise?
- Who controls the process?

Gender lens analysis of data from each PRA Tool:

- Whose needs will be fulfilled through the tool?
- Does the tool show who benefits currently and who will benefit in future?
- Is the tool useful in helping us understand gender relations and plan for positive changes?

## **Reference 9: Social Map**

### **A: What is a Social Map?**

A social map shows information about the population, e.g., the number of people in a household (men, women and children), number of people who have migrated for work, number of animals and so on. A social map is useful in revealing and displaying the social situation/condition of the community in visual form.

The social map is a tool for the development worker to learn about the number and composition of households in the community. It also helps to clarify the role of the extension worker and to encourage participation from women and men, including the disadvantaged groups, in the analysis of information.

Important points to be considered:

- For a social map select small village or community.
- Prepare map in a big gathering rather than a small gathering.

### **B: Process of Creating a Social Map**

1. Request the Ward Chairperson and other key persons to fix the time, place and date, convenient to men and women for assembling after consulting concerned persons. If necessary, extra effort may be needed to ensure that women and poor and marginalized groups are notified of the meeting and asked to participate.
2. Explain why you want to do the map and how the results are used (Participants may be suspicious about the use of data).
3. Explain that the map will show the village from above. Each household will be drawn as a circle or as a house.
4. Introduce facilitating team members and ask the men and women gathered to participate to introduce themselves.
5. Ask the community people how much time they would give to the facilitating team.
6. Invite two or four participants (men and women) to make the social map.
7. (If the community people are already familiar with the technique of social mapping, they will participate readily).
8. In case it is a new concept for them, begin by drawing lines on the ground with wood stick or chalk and asking the question: where are we now? Draw a circle in the middle and from the circle draw lines leading to east, west, north and south. Since you are not familiar with geography of the community, there is likely to be a mistake. The community people will immediately respond to this mistake and try to correct it. Then you should tactfully hand over the stick to the community member and encourage him/her to carry on the task.
9. Let the community people draw the border of the community first. Indicate north in the top of the map.
10. Two facilitators are required for social mapping. One leads the discussion and other records the interaction in a note pad.
11. All households of the community should be shown in a social map and each household should be given a chronological number.

### **C: Topics to be Included in a Social Map**

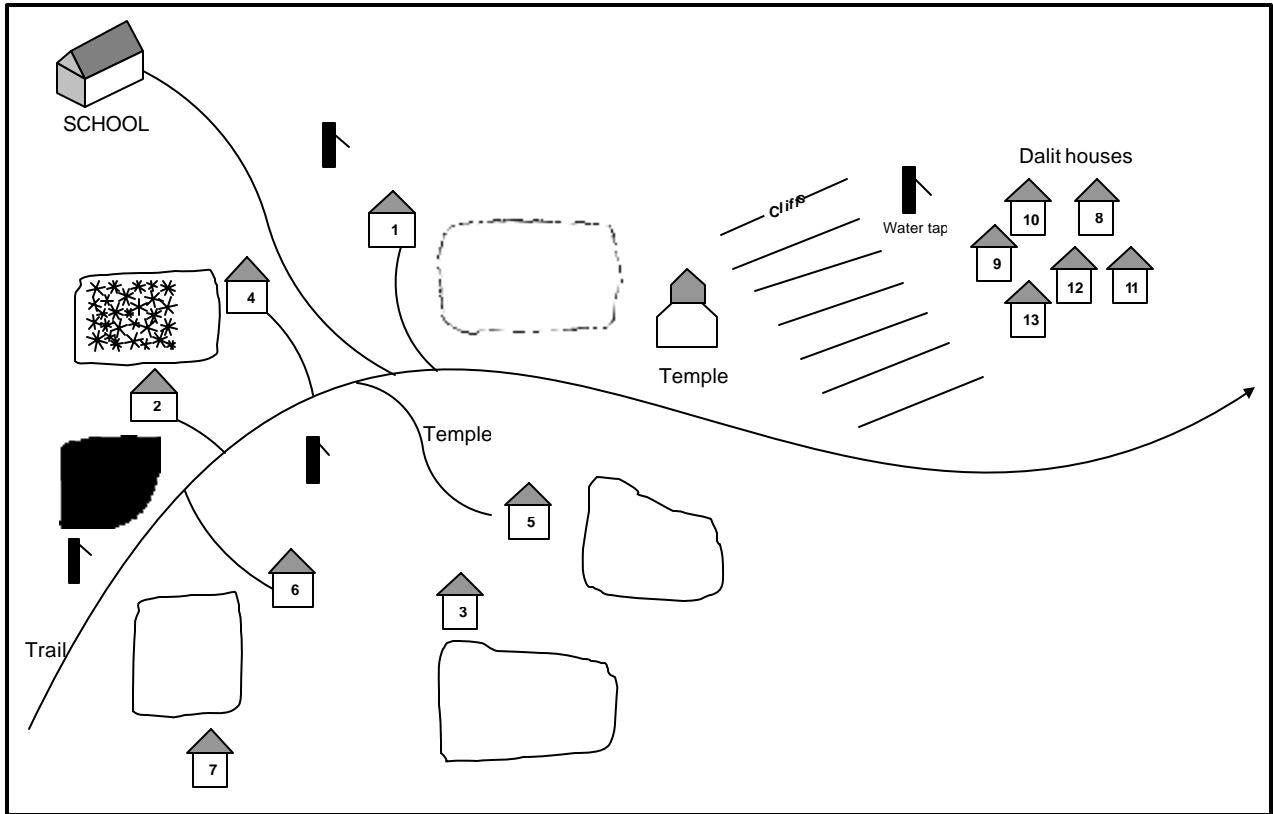
- Households in the community
- Natural resources such as water resources, forests, land, farms, and grazing land
- Services of the community such as school, health post, agriculture office, women development office, cooperatives, banks, NGOs, CBOs, parks, bridges, roads, tube well, wells, canals, community halls, Village Development Committee/ward Committee buildings, and shops.

### **D: Materials for a Social Map**

- Ash/flour
- Pen
- Vermillion
- Small pieces of wood

- Beans/corns
- White paper
- Leaves of flowers
- Small stones
- Grass
- Chalk stick

**E: Example of a simple Social Map**



## Reference 10: Daily Activity Chart

### A: What is a Daily Activity Chart?

A Daily Activity Chart helps community members to document their daily workload for baseline purposes and to know how much free time they have for development activities.

### B: Daily Activity Chart for Individual and Community

#### INDIVIDUAL DAILY ACTIVITY CHART

Name	Male		Female		Activity  (insert list of activities suggested by participants)	Time
	Profession	Age	Profession	Age		
Total						

#### DAILY ACTIVITY CHART FOR A COMMUNITY

S.N.	Activity	Time	Women	Time	Men
Total					

## Reference 11: Mobility Map

### A: What is a Mobility Map?

A mobility map of a community displays the movement and hence, progress of the community. It shows mobility in men and women separately and helps to uncover the social condition of the community.

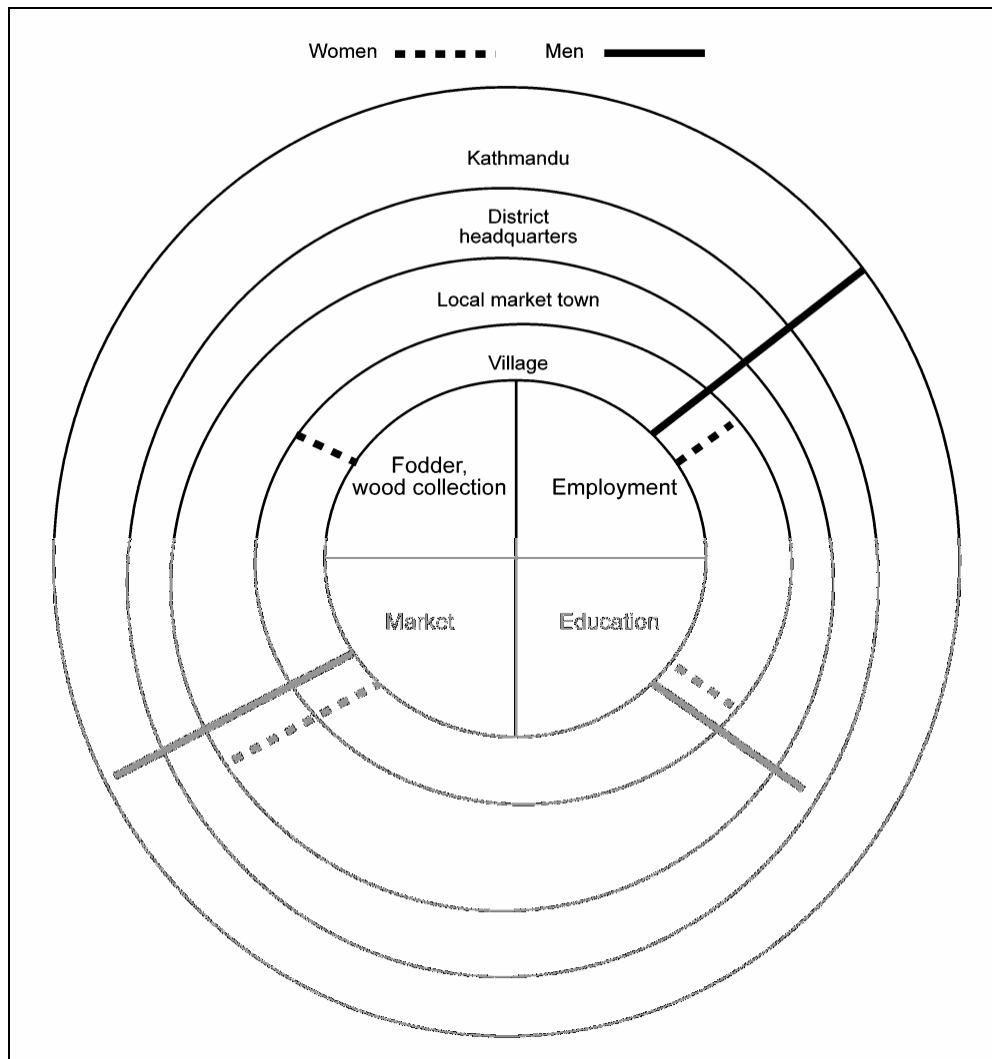
### B: Process of Creating a Mobility Map

1. Encourage participants to draw mobility map.
2. Draw mobility of the people of the community.
3. Ask every participant to draw mobility map of their movements for the past one year including places visited and purpose of visit. Include the duration of the visit and frequency of visit.
4. Prepare mobility map for men and women separately.
5. Analyze the information.
6. Is the mobility of women decreasing or increasing compared with men, etc.

### C: Topics to be Included in a Mobility Map

- Places visited
- Purpose of visit
- Duration of visit
- Frequency of visits

### D: Example of a Gender-Segregated Mobility Map



The mobility maps shows that women's mobility is limited to collecting water, forest resources, and going to market. Their mobility for employment is very limited and education is limited to the VDC and district. According to the map, men and boys have greater mobility.

## Reference 12: Seasonal Calendar

### A: What is a Seasonal Calendar? Example of a Seasonal Calendar

A seasonal calendar shows the main activities, problems and opportunities throughout the annual cycle in a visual form. It helps identify the months of greatest difficulty for women in terms of workload or other significant variances, which have an impact on people's lives.

The seasonal calendar of a community shows the local patterns of labour—women, men and children. It also reveals the daily chores and responsibilities of women and men. This tool also plots the very busy period to understand when the community will not be able to participate in outside programs.

The objectives of the Gender-specific seasonal activity calendar are:

1. To identify the time and labour on productive and reproductive activities for male and female members
2. To help plan out additional activities
3. To identify convenient time for meetings, trainings, cross-visits, etc.
4. To raise/increase awareness of participants and field workers on workload of male and female members of the community at specific times of the year.

#### Example: Seasonal Calendar of Badel Khadi VDC

Activity	Baishakh	Jestha	Asad	Shrawan	Bhadra	Aswin	Kartik	Mangsir	Poush	Magh	Falgun	Chaitra
Farming/Seed Planting	M	M				M F						
Paddy Planting	M F		F	F	F							
Ploughing		MF		MF	MF							
Harvesting							MF	MF				
Irrigating		M		M	M	M				M		
Domestic work cooking food	F	F	F	F	F	F	F	F	F	F	F	F
Cleaning	F	F	F	F	F	F	F	F	F	F	F	F
Fetching Drinking Water	F	F	F	F	F	F	F	F	F	F	F	F
Caring of Animals	M F		M F	M F	M F	M F	M F	M F	M F	M F	M F	M F
Washing Clothes	F		F		F	F		F	F	F		F

Indicator: Male= M Female= F

(Prepared by the participants of GIPRA Training held at Mahottari in March 2002)

### B: Process to Create a Seasonal Calendar

1. To plot a seasonal calendar begin with participants enumerating all the crops they are growing, farm animals, and other off farm activities.
2. For each of these components (crops, animals, off-farm) ask the participants to identify the work involved. At this stage also plot in housework and reproductive work.
3. Then involve the participants together to specify, men's work, women's work, or joint work. Also, specify children's input by identifying the work of girls and of boys.
4. Then plot the activities according to month in the Chart (see below). The length of the line in the box for the month signifies the length of time spent in a month.
5. Finally, ask the participants to assess if their labour in each activity was high, medium, or low.

**C: Form for Seasonal Calendar****ACTIVITY CALENDAR SAMPLE CHART**

Months/Activities	Baisakh	Jestha	Ashad	Shrawan	Bhadra	Aswin	Kartik	Mangsir	Poush	Magh	Falgun	Chaitra
<b>CROPS:</b>												
Ploughing												
Planting												
Hoeing												
Weeding												
Other?												
<b>ANIMALS:</b>												
Herding												
Watering												
Milking												
Other?												
<b>HOUSEWORK:</b>												
Cooking												
Collect Firewood												
Other?												
<b>OFF-FARM-WORK</b>												
Reproductive Work												
Income Generation Work												
Community Management Work												
Other?												

Indicator:      Adult woman = F    Adult man = M      Girl = G      Boy = B

## Reference 13: Trend Line

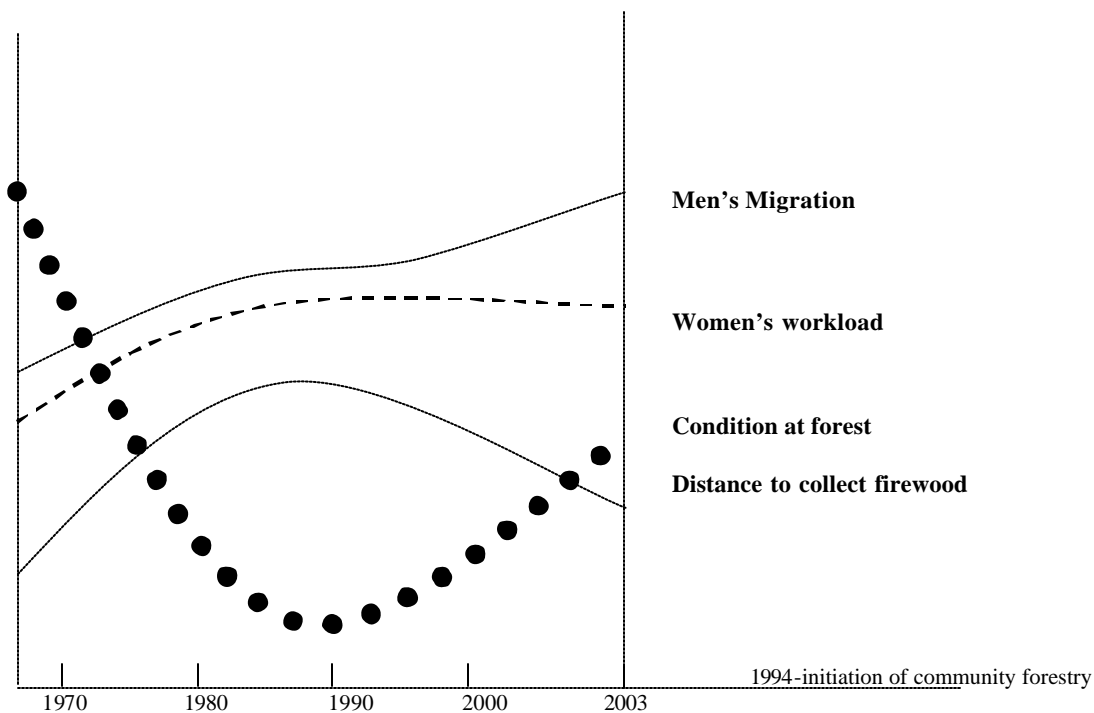
### A: What is a Trend Line? Example of a Trend Line

A Trend Line is used to analyse the past and present situation regarding resources, issues, and village initiatives. It can also indicate the community's intentions for its future direction. The trend line should prompt discussion on the differences in the trend lines for women versus man, and the causes of this difference.

Topics to discuss for a Trend Line include:

- **Agriculture** and productivity of fields (also income generating activities such as vegetable gardens)
- **Resources availability** and their use by women and men
- **Health** (women's reproductive health situation, child health, old women's health, violence against women, public/private health situation and comparative health situation of male and female etc.)
- **Education** (women's literacy, women in higher education);
- **Leadership** (women's leadership status; women in business; women's organization; women in politics);
- **Mobility** (mobility status of male and female etc.)
- **Communication flow between men and women** (who gives and receives information and opinions to whom)
- **Decision-making between women and men** (who makes what decisions)

### Example of a Trend Line



## Reference 14: Venn Diagram

### A: What is a Venn diagram?

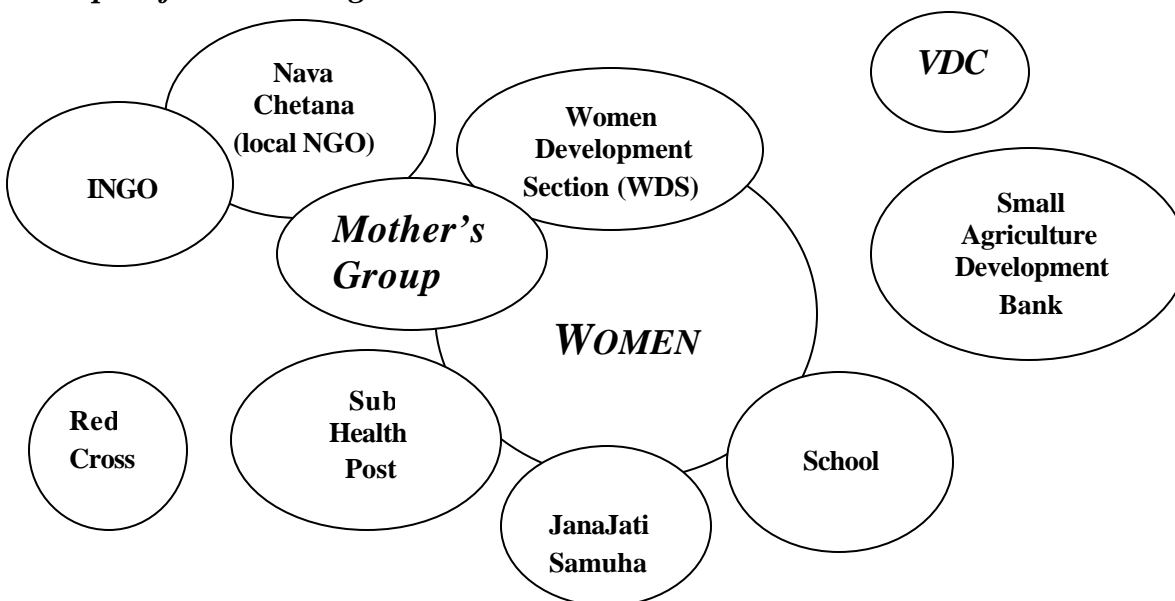
A Venn diagram is a participatory tool to help the participants to map the organizations, institutions, groups in the community or outside the community. It is used for institutional assessment, e.g., to learn about people's perceptions regarding an organization existing in the village. The objective is to learn from the people how they see the role and impact of these organizations, and the relationship among the organizations and the community.

Constructing a Venn diagram is useful to represent relations between the people and institutions. The circle usually indicates organizations. Circles of different sizes will indicate the importance (ask why is the organization important) of organizations or groups to the community. The placement of each circle either near or far shows the relationship/influence.

The aspects of the circles show the following features:

- A circle close to the center indicates the degree of importance the organization has to the community.
- The size of the circle depicts the importance, e.g., a large circle means more importance.
- Overlapping circles depict degrees of cooperation between the organizations.

### Example of a Venn Diagram: Institutions relevant to women



Above institutional diagram prepared by community members indicates that some organizations are more effective for women than others. The surveyed community has recognized the involvement of CBOs, NGOs, INGOs, and government agencies. The circles representing those agencies and groups that have been working for women are situated close to the central circle representing women.

---

***B: Process of Creating a Venn diagram***

1. Ask the participants to list the institutions and agencies existing in the village that are working with the people in the village and are involved in development activities.
2. List them on the black board/or on a piece of paper for all to see.
3. Explain to the participants to decide on the size of each agency in order of importance and depending upon the impact of the organization.
4. Place the circles either within the village boundary or outside depending if the organization has been working closely with the community.
5. Participants should present and explain and a co-worker should take notes.
6. Recommendations and suggestions for improvement should be discussed (Note: As much as possible, villagers should take the initiative for action. Facilitators should not take on responsibilities that are not within the scope of their work).

Men and women can draw Venn diagrams separately because their perception could be different for different organizations.

***C: Topics to be Included in a Venn diagram***

Community groups, political bodies, government services, institutions, organizations that are directly or indirectly related to or can influence the community.

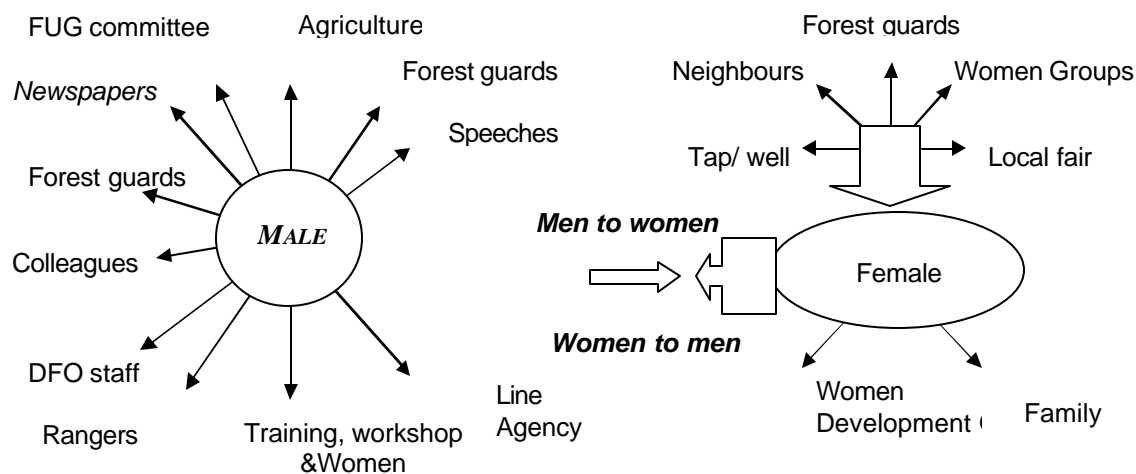
## Reference 15: Communications Flow Diagram

### A: What is a Communications flow diagram?

A communications flow diagram is a participatory tool to help the participants understand the different ways and amount of communication that flows among men and women separately, and between women and men, in the household and the community. The objective is to learn from the people how they see the communication flows and how these flow impact on the status, relationships and power structures in the community. As a gender analysis tool, the diagram shows the unequal balance of power reinforced by communications flows is easy to see.

### Example of a Communications Flow Diagram:

#### Flow of information of women and men:



Source, field study 2001

Note: Flow of information tool adopted from MYRADA (1998)

### B: Process of Creating a Communications Flow Diagram

1. Ask the participants to list the people, institutions and agencies existing in the village that women and men typically communicate with.
2. List them on the black board/or on a piece of paper for all to see.
3. Explain to the participants to decide on the thickness of line to each person or agency in order of importance and depending upon the communication flow with that organization or person.
4. Participants should present and explain and a co-worker should take notes.
5. Recommendations and suggestions for improvement should be discussed
6. Men and women can draw communications flow diagrams separately because their perception will be different.

### C: Topics to be Included in a communications flow diagram

Family members, community groups, political bodies, government services, institutions, organizations that are directly or indirectly related to or can influence the community.

## Reference 16: Analysis of Access to and Control over Resources

The table below shows the Analysis of Access to and Control over Resources at Family/Household and Community Levels.

Place a v mark in any column where either women or men have more access to resources. If access is equal, then mark v in both columns. Do the same for control of resources.

Example: Women and men have equal access to land, so the tick mark should be given to both men's and women's columns on the access side. Men have more control over, or more decision-making power with regard to land, so the tick mark should be placed in the men's column on the control side. Similarly, women have more access to gold and ornaments, so the tick mark is given to the women's column on the access side. However, men have more decision-making power in the buying or selling of gold and ornaments, so the tick mark is given to the men's column on the control side.

Depending on the level of participants, it may be appropriate to assign percentages instead of simple tick marks. For example, if both men and women are involved, then assign 50% each; if only women are involved, assign 100%; if only men are involved, assign 100%, etc.

### Analysis of Access to and Control over Resources at Family/Household and Community Level

Access to Resources		
Women	Resources (Family/Household)	Men
v	Land	v
	House	
	Livestock	
	Cash	
	Crops	
	Agricultural equipment	
v	Gold/Ornament	
Women	Resources (Community Level)	Men
	Forest	
	School/Education	
	Drinking water	
	VDC Program	
	Health Post	
	Temple	
	Training	

Control over Resources		
Women	Resources (Family/Household)	Men
	Land	v
	House	
	Livestock	
	Cash	
	Crops	
	Agricultural equipment	
	Gold/Ornament	v
Women	Resources (Community Level)	Men
	Forest	
	School/Education	
	Drinking Water	
	VDC Program	
	Health Post	
	Temple	
	Training	

Note: Participants should revise or add to the list of resources to ensure these are applicable to their families and communities.

## Reference 17: Well Being Ranking

### A: What is a Well Being Ranking? Example of a Well Being Ranking

A Well Being Ranking categorizes the well being status of community members to help them identify social and economic variations and indicators of well being, and to document the information for baseline purposes.

Economic Level	H.H. No	Indicators	Score%	Monetary Income
First	4 HH	<ul style="list-style-type: none"> <li>• 1 to 1.3 Ha of land</li> <li>• Livestock #s: 30 to 90</li> <li>• Cement house</li> <li>• Involvement in Hotel business</li> <li>• Involvement in Tibetan trade</li> </ul>	100	14,000 to 18,000
Second	5 HH	<ul style="list-style-type: none"> <li>• 0.5 to 0.8 Ha of land</li> <li>• Livestock #s: 20 to 25</li> <li>• Wooden house</li> <li>• Involvement in medium level job</li> <li>• Involvement in small scale Hotel, business and Tibetan trade</li> </ul>	75	9,000 to 12,000
Third	21 HH	<ul style="list-style-type: none"> <li>• 0.3 to 0.5 Ha of land</li> <li>• Livestock #s: 10 to 15</li> <li>• Small wooden house</li> <li>• Involvement in low paying job</li> <li>• Involvement in Tea shop/Inn (seasonal) business and Tibetan trade</li> <li>• Living on daily wages</li> </ul>	50	4,000 to 6,000
Fourth	15 HH	<ul style="list-style-type: none"> <li>• &gt;.3 Ha of land</li> <li>• Hut type wooden house</li> <li>• Livestock #s: 1 to 3</li> <li>• Living on daily wages</li> <li>• Sometimes no food at all to eat</li> </ul>	25	1,000 to 3,000

Source: Lamu Sherpa, Well-being Ranking, PRA, Ghunsa, 2002

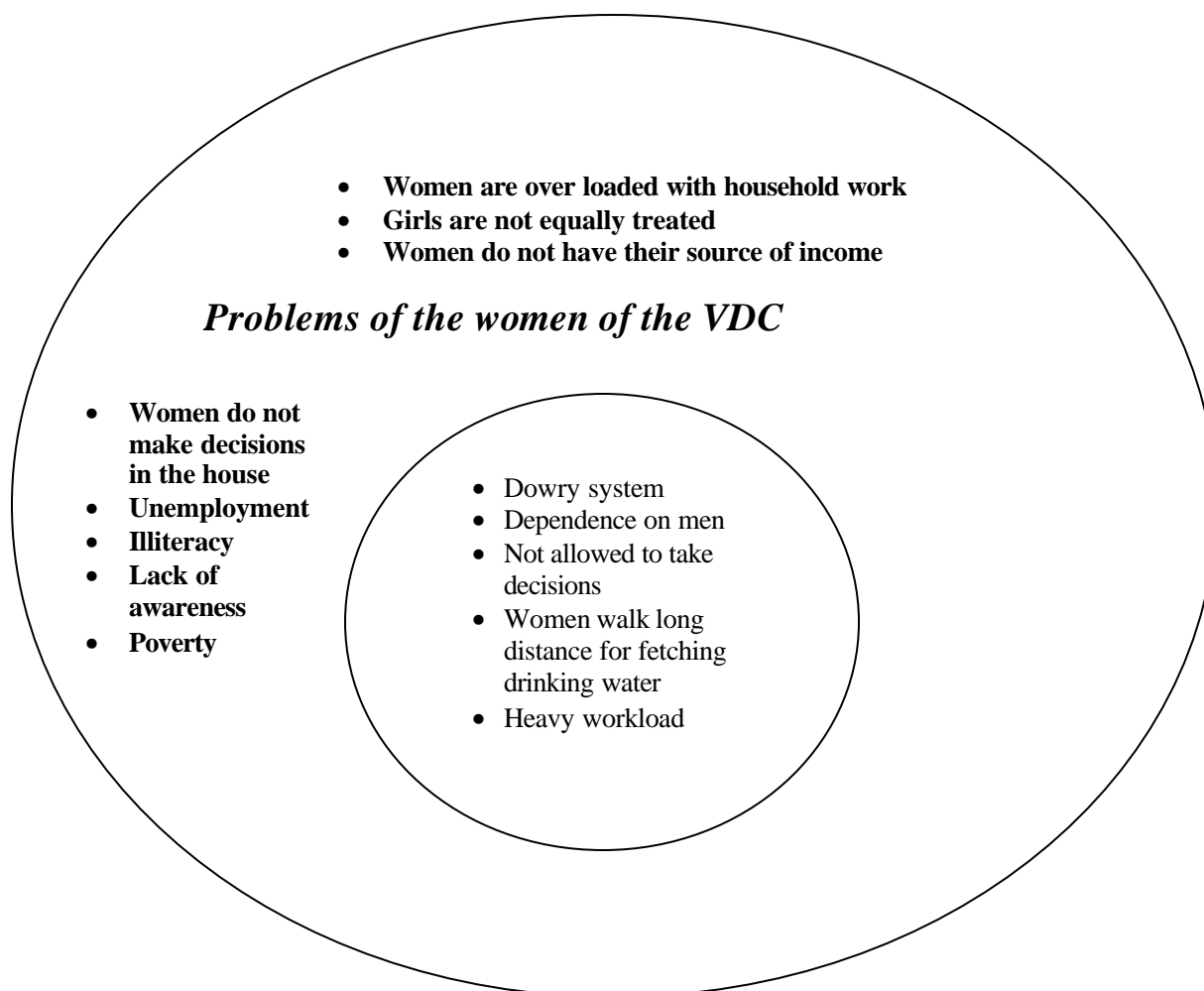
### B: Sample Community of 20 households

1. Dalit family, no land, works in others fields, old house, father skilled blacksmith
2. Ethnic group family, father in British army, .5 Ha of land for 4 months food
3. Bahun widow, two sons in school, husband's family gave small hut and food to live if she works in house
4. Chetri family, son works in Kathmandu, 1 Ha land, enough for 8 months food
5. Dalit widow, no land, makes soap and sells in village, daughter has scholarship to school in Nepalgunj
6. Dalit family, .3 ha of land, mother works in other's fields, father always drunk
7. Ethnic group family, .3 ha of land, daughter works for INGO, 6 goats, kitchen garden
8. Bahun family, father involved in politics, built water tap outside house, 4 buffalo, 7 goats
9. Chetri family, father is school teacher, son ran away, .6 ha land, land for 6 months food
10. Dalit family, son killed while in army, .2 ha of land, father does tailoring
11. Ethnic group family, .8 ha land, borrowed Rs 2 lakh for treatment of mother, son working in India
12. Bahun family, brothers fighting over land, 1.4 ha of land but not growing crops
13. Chetri family, son works in Kathmandu, enough land for 8 months food
14. Dalit family, no land, growing vegetables and selling in market, planted orange trees at house
15. Indian widow of local Bahun man, works as health professional, no land, famous as mid-wife
16. Ethnic group family, father chairperson of CFUG, daughter works for local NGO, .4 ha land
17. Bahun family, father noted pujari, son works in Kathmandu, second wife has had 4 young children
18. Chetri family, 1.5 ha land, local moneylender, does not socialise with villagers, son has business in Terai, wife always sick,
19. Ethnic group family, son failed SLC and looking for job, lost land in flood, father school teacher
20. Ethnic group family, daughter best in class, .4 ha land, mother head of local NGO

## ***Reference 18: Focus Group Discussion***

### ***A: What is a Focus Group Discussion? Example of a Focus Group Discussion Chart***

A Focus Group Discussion helps community members to identify the causes of the specific problems of the focus group.



### ***B: Sample Questions for Focus Group Discussion***

- What are the problems women are facing in this community?
- Where do women go to fetch drinking water?
- Is education or any literacy program available to the women in the community?
- Are the men of the community helping women in the household work?

## ***Reference 19: Semi-Structured Interviews with Individuals***

### ***A: What is a Semi-Structured Interview? Sample Questions for Semi-Structured Interviews with Individuals***

Structured interviews use forms and papers to present a range of answers to the community members. The answers may only offer “yes” or “no.” These interviews tend to ignore the other comments of the community members.

Semi-structured interviews ask open questions from an outline of 5-6 points. The participants are always asked to express views and opinions. Time is allowed to ask questions to build on the comments of the participants.

Semi-structured interviews obtain qualitative information that explains the reasons for the situation of the community. They are more interesting, engaging, and often productive for the participants than structured interviews.

It may be necessary to ensure that women participants are free to express their opinions by meeting with her alone, therefore other (e.g husband, mother-in-law) family members may be asked to respect this factor. Facilitators will need to use good judgement to respect local norms while still ensuring women’s subordination does not restrict their honest participation in the interview. Women team members may be best matched to interview community women separately.

Sample outline of points:

- Situation of women
- Control of resources by women
- Decision-making by women
- Involvement of women on local committees
- Changes in situation of women

Sample questions:

- What is the situation of women in your household and community?
- What is the situation of men in your household and community?
- How are the situations for girls and boys in your household and community?
- How is your situation compared to your mother’s?
- Why is your situation the same as your grandmother’s?
- What decisions can women make?
- How are women involved in local committees and groups?

#### ***Semi-structured discussions***

##### **Avoid**

- Closed questions (yes/no answer)
- Accepting first responses
- Leading questions
- Ambiguous questions
- Value judgments

##### **Use**

- Open questions (encourage discussion)
- Who, what, when, why, how, where???
- Open questions (don’t give answers)
- Clear questions
- Relevant questions

## Reference 20: Pairwise ranking

### A: What is pairwise ranking?

Pairwise ranking is a decision tool to help the community discuss and agree on the most important problems that they want to address in development activities. It is useful to show the different priorities that different groups might have – women or men, high caste or low caste, for example. When using this tool, the facilitator will need to be prepared to handle difference of opinion and conflict when discussing their priorities.

### B: Sample Matrix

Problems	Lack of clean water	No school in village	Lack of land	Health post vacant	Distance to fetch fodder	Women illiterate
Lack of clean water		Lack of clean water	Lack of land	Lack of clean water	Distance to fetch fodder	Lack of clean water
No school in village			No school in village	No school in village	No school in village	No school in village
Lack of land				Lack of land	Distance to fetch fodder	Women illiterate
Health post vacant					Distance to fetch fodder	Health post vacant
Distance to fetch fodder						Women illiterate
Women illiterate						

### Analysis

Problems	Number of times preferred	Rank
Lack of clean water	3	2
No school in village	4	1
Lack of land	2	4
Health post vacant	1	6
Distance to fetch fodder	3	3
Women illiterate	2	5

## **Reference 21: Basics of Fieldwork**

### **A: Basic Guidelines for Fieldwork**

#### **Do**

- Use your own best judgment at all times
- Introduce yourself, establish rapport
- Respect, be nice to people
- Encourage disadvantaged groups, women, to speak
- Empower and support, be confident that they can do it
- Hand over the stick
- Share
- Watch, listen, learn: listen to the participants
- Learn from mistakes
- Unlearn/abandon preconceptions
- Be honest
- Have fun, joke, enjoy
- Innovate and invent-- try new things, be bold, take risks
- Always keep in mind that the discussion should not be very long
- Use indigenous materials
- Sit on the ground with people
- Respect the community people (men and women)

*Source: Robert Chambers, 2002, Participatory workshops, A source book for ideas and activities, Earth Scan Publication*

#### **Don't**

- Avoid talking only to the well-off, better-educated, articulate, and men. A good PRA team actively seeks out the poorest, women, and other disadvantaged groups in remote areas.
- Avoid value judgments. 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.
- Avoid lecturing
- Do not raise the aspiration and hopes of the people

### **B: Preparations for Fieldwork**

Complete the following activities before the field visit.

- Be clear on the field visit objectives and the PRA tools that will achieve the objectives
- Select field visit site
- Visit the community two days in advance to discuss the plan and make arrangements
- Hold a meeting with the community people (men and women)
- Make decisions on: the meeting place and appropriate time for community (start time and end time), ensuring women can meet at those times
- Form small teams consisting of men and women to facilitate the PRA work
- Choose team leaders, ensuring women are selected for these roles
- Clarify the roles and responsibilities of each member
- Prepare strategies to ensure women and other marginalized groups actively participate in the PRA work

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## ***Reference 22: Analyzing and Presenting the Findings of PRA***

Learning takes place in the field and the analysis of the information gathered is an integral part of the fieldwork itself. Analysis should include the participation of both women and men.

The team constantly reviews and analyzes its findings with community women and men. It builds up understanding and narrows the focus of the information collected as it accumulates knowledge about women and men.

The first step in the analysis is the listing of the findings of the various PRA Tools used.

### ***A. Guidelines for Community Presentations***

- Inform the community representative and participants at least one day before the presentation.
- Select a few key community members, both women and men.
- Ensure that the presenters have time and space in which to practice in front of the facilitator.
- Introduce the PRA background and the presenters.
- Allow an appropriate amount of time for their presentation -- not too long, not too short.
- Conduct a feedback session and ask for the views of local representatives.
- Make notes of the suggestions and ideas, given by the men and women of the community.
- Ensure that the members of the community incorporate the valuable suggestions and ideas while preparing participatory community action plan.
- Acknowledge the participation of all community members and their feedback.

### Reference 23: Action Plan Chart

In working with the community to address the question: “Now, what do we do?” we can help them to clarify their ideas by using an Action Plan Chart. Be sure to explore any gender implications, e.g. if women are to benefit, has their input been considered? A sample format is shown below.

Questions to ask	Issues	Long distance to water	Other issues?	
What activity is needed?		Drinking water system		
Why is the activity needed?		Reduce workload of women		
Who will benefit?		Women of 25 households		
Where should it be located or take place?		By trail near centre of village		
Who will be responsible for organizing it?		Committee of CFUG		
What materials are needed?		Pipes, stone, tap fixtures, etc		
How much will it cost?		Rs 2,00,000		
What resources can the community mobilize?		Rs 1,00,000		
What support is needed?		Getting tap fixtures, extra funds		
When is the best working season?		Magh		