

202.5

MINISTRY OF INDIA

KINGDOM OF THE NETHERLANDS

STATE OF KARNATAKA  
RURAL DEVELOPMENT AND PANCHAYAT  
RAJ DEPARTMENT WITH  
PUBLIC HEALTH ENGINEERING DEPARTMENT

MINISTRY OF FOREIGN AFFAIRS  
DIRECTORATE GENERAL FOR  
INTERNATIONAL COOPERATION

**INTEGRATED RURAL WATER SUPPLY / SANITATION  
PROJECT KARNATAKA**



**PRA TRAINING MANUAL**

November 1993

**PROJECT SUPPORT UNIT BANGALORE**



202.5-93 PR-  
13115

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PRINTED IN THE NETHERLANDS

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## **SECTION 1: HOW TO USE THIS TRAINING MANUAL**

### **Purpose:**

The purpose of this Training Manual is to give Project Field Staff a reference for use while carrying out PRA in project villages.

This Training Manual ends with the completion of the Village Action Plan, the Environmental Sanitation and Waterpoint Workplan, and Final Presentation to the village and what should happen after PRA.

A flow chart of the PRA activity sequence is shown opposite the Tentative Programme for Fieldwork.

### **How to use this Guide:**

An outline of the procedures of each PRA activity is given. A suggested checklist is also provided for certain activities. After each PRA activity, a report outline is provided. This should be completed after each PRA activity, so that at the end of the PRA, there will be a basis for the PRA Report.

The PRA Report should be written up by the Field staff together, covering all activities undertaken in the village.

At the end of this Training Manual are blank pages, for Project Field staff to record notes of interesting events, problems encountered, new ideas and suggestions for improving the PRA methodology for inclusion in this Training Manual.

### **Baseline Information:**

During the PRA, much information is collected about the village and its characteristics. While the PRA Report is being written at the end of the PRA activities, a Baseline Form should also be completed. This will be a record of baseline information collected during the PRA, which will be used for monitoring progress and impact of project activities during implementation and for evaluation at a later stage. Information on how to complete the Baseline Form is provided with the Baseline Form.

### **PRA Reports and Baseline Forms:**

Copies of the PRA Report and the Baseline Form should be given to:

- the village
- District Project Unit (ZP)
- District Branch Office of PSU

## **SECTION 2: PREPARATORY PHASE**

The hydrogeological and technical surveys have been carried out before PRA and a preliminary design is ready. The choice of technology must be quite clear before any community mobilization takes place.

### ***STEP 1***

The villages where PRA is to be carried out are selected for the Project by the Zila Panchayat. Villages have been identified and priority fixed according to criteria in respect of scarcity and potability of water. Priorities are indicated in the Plan of Operations of the Project.

### ***STEP 2***

Once the PRA starting date is set, the DPU and District Branch Office staff of the PSU inform the villagers 1 month in advance.

The information to be given to the villagers should include the following:

- Schedule for the week
- Short description of activities
- As many village members as possible to attend

### ***STEP 3***

One or two weeks before the PRA is due to start, the District Branch Office staff of the DPU and PSU will visit the villages to confirm that the starting date is still acceptable to them. The villagers should set the time of the meeting for the first PRA day. This is confirmed in writing by the DPU.

## **SECTION 3: BASICS**

### ***INTRODUCTION TO PRA***

- Four important techniques which should be used throughout PRA are:
  - Semi-structured Interviewing
  - Direct Observation
  - Ranking
  - Review Meetings

Guidelines on carrying out these activities follow on the next pages.

- The PRA which is described in these guidelines is divided into activities. Each PRA activity is covered in detail and the information that the Project Field staff should collect is indicated.
- All information collected should be cross-checked; Project Field staff should check with each other and information collected from different exercises should also be compared.
- At the end of the PRA, the information obtained should be written up in the PRA Report and transferred to the Baseline Form.

### ***IMPORTANT THINGS TO REMEMBER***

- Before the start of the PRA, ensure that the village workers can join the Project Field staff for that week
- Make arrangements to stay in the village whenever possible. Agree beforehand how costs will be shared, compensation to the villagers, etc.
- Use the local language at all times during the PRA.
- Every activity, especially those done in smaller group meetings, should be cross-checked and verified during a general village meeting
- After every activity all problems which come out should be written down
- Make sure to involve women in all meetings, aim for at least 50% attendance

# FLOW CHART OF PRA ACTIVITIES

## PREPARATORY MEETING

- . Project field staff meet Taluk & Mandal officials
- . Arrange date to go village

## A.M. DAY ONE 'ICE BREAKER'

### STREET THEATRE

- . Open meeting with villagers
- . Project objectives outlined
- . General Discussion
- . Field staff arrange accomodation, etc.

## P.M. WALKABOUT

- . Meet A.W.s. & H.O.s.

## DO IT YOURSELF REVIEW MEETING

## A.M. DAY TWO

- SOCIAL MAP* . Colony wise
- . Whole village

## P.M.

### TRANSECT

### HOUSEHOLD INTERVIEWS

- . Household sketches

### INSTITUTIONS/POWER

### STRUCTURES

### REVIEW MEETING

## A.M. DAY THREE

### SEASONAL CALENDAR WEALTH RANKING

## P.M.

### TIME LINES & TRENDS

### GENDER ISSUES

- . Daily activity profile
- . Resources, Access & Control Profile

### PRESENTATION OF FINDINGS TO VILLAGE

### REVIEW MEETING

## A.M. DAY FOUR

### PRESENTATION & VERIFICATION OF FINDINGS TO VILLAGE

### RANKING OF PROBLEMS AND AND OPPORTUNITIES

## P.M.

### RANKING OF PRIORITIES

### REVIEW MEETINGS

## A.M. DAY FIVE

### COMMUNITY ACTION PLAN

### WORKPLAN FOR ENVIRONMENTAL SANITATION & WATER POINT SITING

### FINAL PRESENTATION TO THE COMMUNITY

- . CAP left in village
- . Project field staff depart

Field staff prepare PRA Report and complete baseline forms

## **TENTATIVE PROGRAMME FOR FIELD WORK**

PRA activities are grouped in such a way that they can be carried out over a 5 day period.

PRA can generally start on a Monday, but this may differ from village to village, depending on market days, or other village activities.

Monday	AM	"Ice Breaker" - Street Theatre General Meeting
	PM	Walkabout Do-it-Yourself
Tuesday	AM	Social Map Transect
	PM	Household Interview Water Quality Ranking Household sketch Institutions/Caste Structure Review Meeting
Wednesday	AM	Seasonal Calendar Wealth Ranking
	PM	Time Lines/Trends Gender Issues - Daily Activity Profile - Resources Access and Control Profile Review Meeting
Thursday	AM	Presentation and Verification of Findings to Village
	PM	Ranking of Priorities
Friday	AM	Community Action Plan Workplan for Environmental Sanitation and Waterpoints Siting PRA Results Presentation to the Village



## DO

- Do start every interview by using customary greetings introducing yourself properly and explaining the purpose of the interview
- Do go to where the informants are working/sitting/talking
- Do have a mental check-list
- Use a small note-book
- Do use local units of time distance and quantity

## DON'T

- Don't intimidate people, especially illiterates, with your note-taking
- Don't make interviews too long so that people get bored and/or tired
- Don't "summon" people to you
- Don't allow the discussion to go off-track
- Don't ask Yes-or-No questions
- Don't ask questions on sensitive or offensive issues

## SECTION 4: TECHNIQUES USED IN PRA

### ***SEMI-STRUCTURED INTERVIEWS***

*Semi-structured interviews are a form of guided interviewing and listening. The interview appears to be informal and conversational, but in fact is controlled and structured. Semi-structured interviews can be held with groups, with key informants, during the household interview, and with individual village members.*

- Purpose:** To obtain community-level information
- Who does:** All Project Field staff members
- What should be included:** A checklist covering the main topics: probing questions; who? what? why? when? where? how? Only some of the questions are decided beforehand, allowing new questions to come up during the discussions. Semi-structured interviewing should be carried out throughout the PRA activities.
- How to organize:** Semi-structured interviews can be carried out with individuals, key informants or with groups. Use a CHECKLIST to go through the topics where information is needed. The checklist serves as a reminder for covering the topics necessary. Semi-structured interviewing should seem more like an informal discussion than an interview, with one topic leading naturally to the next. It is important however not to let the discussion get out of hand, and to keep the informant on the track, so that all the main information topics are covered.
- Requirements:** Note book and checklist

## **CHECKLIST**

### **DIRECT OBSERVATION**

- general life style of the village
- economic conditions of the village
- living conditions
- occupation
- housing types
- conditions of the lanes
- health practices
- source of water
- condition around the water points
- water storage - types
- no. of latrines
- conditions of latrines
- use of latrines
- communication facilities  
(road, telephone, postal facilities, population density,) schools, temples, etc.

## **DIRECT OBSERVATION**

Direct observation is systematically observing objects, events, processes, relationships, or people, and recording these observations. Direct observation is a good way to cross-check respondents' answers.

- Purpose:** To cross check findings and to generate on-the-spot questions.
- Who does:** All Project Field staff individually
- What should be included:** General life style/wealth, living conditions, occupation housing types, health practices, activities carried out, source of water, water storage number of latrines conditions of latrines, use of latrines, environmental sanitation, communication (roads, telephone, postal facilities), population density.
- How to organize:** Direct observation is done everywhere: households, market places, schools, temples, places of entertainment, shops. Use a small notebook with an observation checklist to ensure that observation is done systematically and observations from different sites are compared.
- Requirements:** Note book + observation check-list

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"><li>• Cross-check all information with your team members and the data from other activities</li><li>• Do use your senses while observing: smell, listen, touch, taste and participate/share in the activities of the community</li><li>• Do be careful when concluding your observations</li></ul>	<ul style="list-style-type: none"><li>• Don't give the impression that you are spying instead of observing</li><li>• Don't let your biases influence your conclusions</li></ul>

## **RANKING**

Ranking is placing issues of concern in a scale of importance, or grading them. Ranking methods include:

- Purpose:** Ranking or scoring places something in order. It can help to identify the main problems or preferences of villagers, and their ranking criteria.
- Who does:** The village with the assistance of the Project Field Staff
- How to organize:**
- **Preference Ranking.** Get a list of 3-6 items (problems, preferences or activities) and try to find symbols for these items (drawings, sticks, seeds). Ask the interviewee to give you her/his favoured items in this set, in order of priority. Repeat for several interviewees. Tabulate the responses.
  - **Pairwise Ranking:** Get a list of 3-6 items (problems, preferences, activities) and note each item down on a separate card. Place two of the cards in front of the interviewee and ask which one is the most important and why they made this choice. Mark down the response and the criteria in a priority and a criteria ranking matrix. Repeat this for all possible combinations. Repeat the pairwise ranking for a number of individuals.
  - **Direct Matrix Ranking:** Choose, or ask people to choose, a class of objects which is important to them (problem, preference or activity). List all objects. Find out criteria (what is good/bad about this). List all criteria. Draw a matrix for each criteria ask which object is the best, which is worst, etc (force a choice). Transfer the answers to the matrix.
- Requirements:** Newsprint for making matrix. Paper for making cards. Symbols (drawings/seeds/sticks/household items for every problem, preference or activity), note book

<b>DO</b>	<b>DONT</b>
• Do let people do it their own way	• Don't be impatient
• Do see if you can adapt local games for ranking	• Don't take over
• Do use people's own units of measurements	

## **REVIEW MEETING**

Review Meetings can be held either at the end of the day's activities, or first thing in the morning before the next meetings with the village. The Project Field Staff should hold the Review Meetings at the end of each package of activities, to cross-check all findings, and see that there is no inconsistent information.

**Purpose:** For the Project Field Staff to sort out all the information collected, and compare notes among the Project Field Staff; the purpose being to cross check information from the different sources and see that there is no inconsistent information or gaps. Categorize how the information is to be used

**Who does:** All Project Field Staff (including the attached village workers) + key informants, youth members

**How to organize:** Arrange a suitable time to meet together to discuss and compare the day's findings. This could be either at the end of the day, or first thing in the morning before the next "package" of activities starts with the community.

**Requirements:** Note book and records of the day.

<b>DO</b>	<b>DONT</b>
<ul style="list-style-type: none"><li>• Do include volunteer village members in these meetings</li></ul>	<ul style="list-style-type: none"><li>• Don't let professionals dominate the review</li></ul>
<ul style="list-style-type: none"><li>• Allow enough time for the meeting</li></ul>	<ul style="list-style-type: none"><li>• Don't let your biases take over</li></ul>
<ul style="list-style-type: none"><li>• Cross-check all information</li></ul>	

## DO

- Do be clear about the objectives of the PRA and the possibilities of the programme
- Do encourage women to take part in the meeting
- Do write down villagers expectations

## DON'T

- Don't raise too high expectations
- Don't allow men to take over

## SECTION 5: PRA ACTIVITIES IN THE FIELD

### VILLAGE MEETING/INTRODUCTION

#### ICE BREAKER : STREET THEATRE

The first activity to be undertaken in the PRA is a performance of a play of about 30 minutes, using the medium of street theatre. This play uses local songs, dances and folklore to draw people's attention to the arrival of the Project Field staff and the start of the PRA week. During the play, emphasis is placed on involving women, identifying candidates for the Project Village Worker, and on the need for the villagers to be actively involved in the coming project activities.

- Purpose:** To introduce the Project to the village, explain the purpose of the PRA exercise, the expected time it will take to carry out, and to assess the willingness of the villagers to take part. Important issues to clarify from the start are:
- Village workers to join the Project Field Staff throughout the PRA
  - Staying in the village itself
  - The expectations of the villagers
- Who does:** Street Theatre group together with villagers
- How to organize:** The village is informed through the Gram Mandal that the PRA is going to take place. On day 1 the village is asked to attend a first meeting. The Street Theatre group, together with the Project Field staff enact a play with songs, which introduces the project, its objectives to provide clean water and improve hygiene and health of the village. The play emphasises the importance of villagers themselves being involved in the project. Through the play, the Project Field staff are introduced, and the Project management structure explained.
- After the play, an open discussion with the villagers is held.
- Arrange to stay in the village itself throughout the PRA week and make sure that sufficient preparation is made to compensate village members for this.
- Time needed:** 3 - 4 hours



## INTRODUCTORY MEETING



Taluk and Gram official and Project Field staff meet the villagers to discuss the Project and its objectives, after the Street Theatre.

Village Workers attached to the Project Field staff:

Right at the start of the PRA, during the meeting that follows the play, the Project Field staff request village workers to join them in carrying out the PRA activities. These are the Anganwadi Worker for the village, the Village Health Guide, the Traditional Birth Attendant and representatives of local organizations, such as Bhajan Mandals, and Youth Clubs.

The Project Field staff clearly define the role of the attached village workers: they will act as facilitators during discussions, they will present findings to the village before the Ranking exercise, and will take part in the Review Meetings.

As far as possible, the volunteers should represent a cross-section of the village in terms of age, and socio-economic background (caste).

At the end of the PRA, the volunteers will act as resource persons/intermediaries between the village and the Project Field staff.

They will know all aspects of the PRA that are carried out, and will be able to inform other villagers who missed the PRA as well as keep the Project Field staff updated.

**Staying in the village:**

- Project Field Staff should stay in the village itself, where possible.
- Compensation should be arranged with the villagers for meals, food taken, etc.

## **WALKABOUT/DO-IT-YOURSELF**

This is an ice-breaking exercise. Project Field Staff members make an informal walkabout through the village, and offer to help in the daily activities and chores, of householders. This may include washing, cooking, collecting firewood or water. No notes are taken during this exercise, as it is an opportunity for familiarisation, building up rapport with villagers and to observe the general conditions.

**Purpose:** It allows the Project Field Staff to introduce themselves informally, to familiarize themselves with the area, and get to know village members in an informal way, establish rapport and explain at length the purpose of their visit.

**Who does:** All Project Field Staff members individually

**How to organize:** Project Field Staff split up and visit individual households and offer to help with some daily tasks.

**Time needed:** 2 hours

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"><li>• Do wear clothes suitable for helping with chores</li><li>• Do take interest in what is done within the household</li></ul>	<ul style="list-style-type: none"><li>• Don't take any notes during this activity</li><li>• Don't criticize or make fun of their way of doing things</li></ul>

## DO

- Do ensure that women and young people take part
- Do find out the complete list of household heads and record female-headed households
- Do present and verify the village map at a community meeting
- Do leave the village map at a place where it can attract more people

## DONT

- Don't take over the activity from the villagers

## CHECKLIST

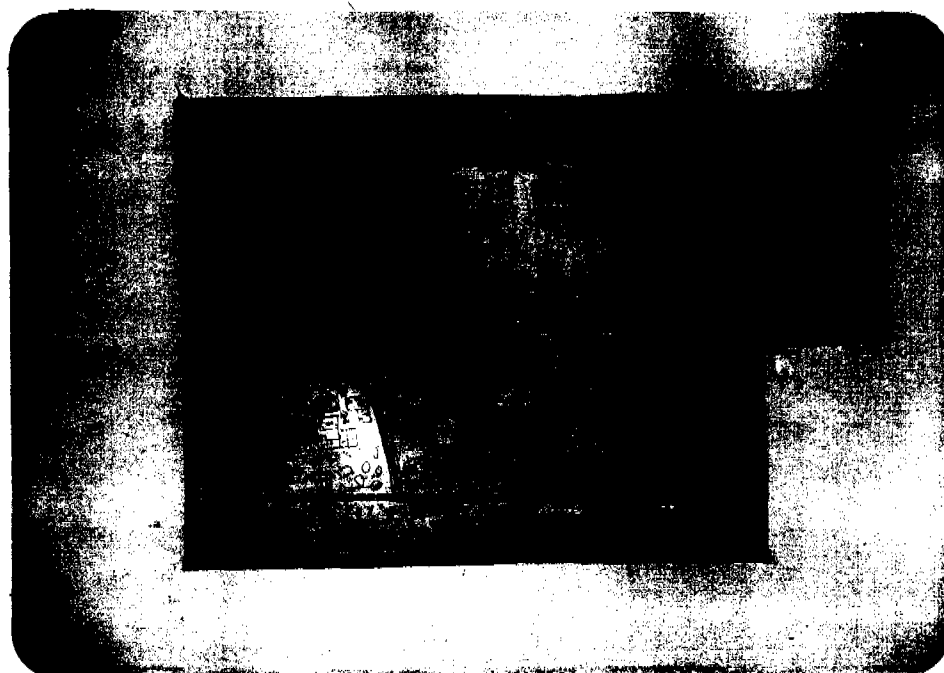
### SOCIAL MAP

- village boundaries
- main roads in the village
- location of colonies/caste wise
- houses pattern/distribution
- lanes - within the village/condition
- drainage lanes existing/environmental condition
- institutions like temple, school, anganwadi centre, samaja mandir, etc.
- open defecation fields for men, women and children.
- compost pits, locations
- domestic waste water - disposal system
- borewell, open wells, mini-water-supply lines, pipe water supply lines (if existing), standposts-inside and outside the village, overhead tank location, etc.
- place of granaries

## SOCIAL MAP



This shows villagers marking the households on the Social Map.



This is the completed Social Map, showing the village layout, as perceived by the villagers themselves. The Map indicates social and physical features, such as caste distribution, colonies, environmental sanitation conditions, the location of school buildings, temples, existing waterpoints, and open defecation fields.

## **SOCIAL MAP**

A Social Map is the map of the village drawn by the villagers themselves. Since villages are often made up of separate colonies, it is usually easier if a map is first drawn by the villagers of each colony, and the final results joined together at the end.

The map is not to scale, but depicts the social and physical aspects of the village as perceived by the villagers themselves.

**Purpose:** To define, together with the village the boundaries and main important features of the village. The names of household heads should be marked on a separate list.

**Who to do:** The villagers with assistance of the Project Field Staff

**What should be included:**

- Infrastructure : houses, lanes, main roads, drainage lanes, temples, schools, Anganwadi Centres, samaj mandira.
- Environmental : open defecation fields for men, women and children, compost pits, domestic wastewater disposal, location of soakpits and of latrines.
- Water sources : waterpoints, overhead tanks, existing pipelines

**How to organize:** With villagers, select a clear area of ground where possible; find available materials to use in the map, i.e. sticks, stones, seeds, flowers, etc. When the village is divided into colonies or sections, start by making a map of each colony. Work with a key group with a good knowledge of the colony to start the map off. Later when all the sections are completed they can be joined together to form a map of the whole village. After completing the map, transfer it to paper in order to keep as a permanent record. A list of all heads of households should be marked on the map for reference.

**Materials needed:** For the Social Map, on the ground, locally available materials, such as sticks, stones, seeds, flowers, etc. For making a permanent record of the map, newsprint, felt markers of different colours.  
Checklist

**Time needed:** 2 - 3 hours

## DO

- Do observe, ask, listen
- Do include a rough measurement of the scale of the transect
- Do cross-check the transect with the community
- Do revise the transect with the social map
- Do check the transect throughout the fieldwork
- Do use the opportunity of the transect to inform more people about what is going on during this PRA and invite them to group meetings

## DON'T

- Don't lecture
- Don't be too detailed

## CHECKLIST

### PARTICIPATORY TRANSECT

#### T.P.M.O. - SOCIAL

- caste group location
- class group location
- physical location of defecation areas for men and women
- vegetation
- hygiene practices
- sanitation condition in the village

#### T.P.M.O. - Technical

- soil types
- natural slope of the ground
- water sources

## ***PARTICIPATORY TRANSECT***

A Transect walk is a cross-section taken through the community covering the main agricultural and ecological features. The Social Map should be used as a reference point for marking out the transect walk. The transect can be combined with the Household Interview.

- Purpose:** To provide additional mapping information about the village beyond that collected during the village mapping and first meeting, to add more details on such aspects as cropping patterns, average household size and type of housing.
- Who does:** Project Field Staff members guided by key village resources persons.
- How to organize:** Transect walks should be taken from north to south and east to west, or from high to low areas. A starting point for the transect walk should be agreed during discussions with the villagers. The social map should be used to indicate the lines of the walks to be followed by the Project Team. Examples: it could be the highest point of the area, from one boundary of the village to the other.
- What should be included:** Project Field Staff should take notes along the way according to their own specialization, following the checklist. For example, the TPMO (social) will observe social, economic, health and sanitation conditions, and the TPMO (technical) will note technical information, such as soil types, slope and drainage for wastewater disposal. A chart should be drawn up at the end of the exercise; information from discussions during the walk can be used to find out problems and opportunities for that village.
- Requirements:** Notebook, checklist, newsprint for making chart, felt markers
- Time needed:** 2 - 3 hours



### DO

- Do combine direct observation with answers given
- Do write down personal observations
- Do visit at least 10% of the households

### DON'T

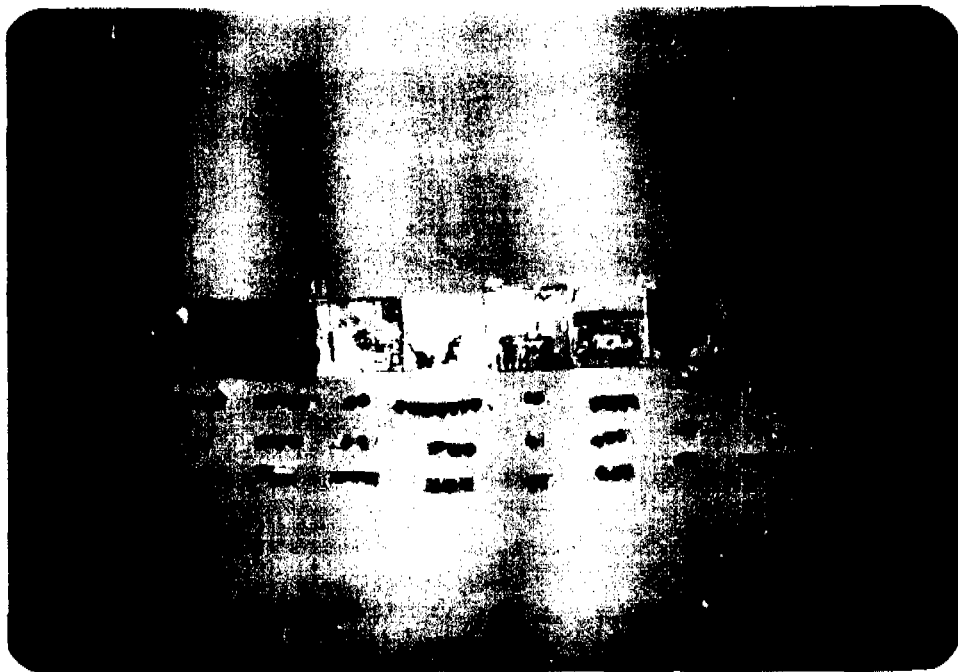
- Don't make it too official

## HOUSEHOLD INTERVIEW

Water Use



During the household interview, this activity is carried out to measure quantities of water used per household for different purposes.



Drawings show the different ways water is used by the household. Seeds represent the quantity of water used for each activity.

## HOUSEHOLD INTERVIEW

A household interview is a Semi-Structured Interview. It can be held after the *Social Map* and during the *Transect*. It always should be combined with *Direct Observation* and the *Household Sketch*. A 10% sample of the village population should be selected, so that different castes and income levels are represented.

- Purpose:** To obtain household level information
- What should be included:** A short (preferably mental) check-list with questions about:
- **Water:** source, usual and alternative; distance to, accessibility; quality, potability and usage; quantity, reliability; transport, mode, container and number of trips daily; storage; maintenance of source; usage and who collects water.
  - **Health:** common diseases, causes, risk groups, prevention, frequency; mode of treatment; health facilities, distance, affordability.
  - **Environmental Sanitation:** method of wastewater disposal, location of soakpit, compost pit and latrine; (availability and number); distance to water, usage, constraints, solutions.
  - **Education:** facilities: primary, secondary, youth training centres; identify existing skills within the village, literacy rate (men and women)
- Who does:** All Project Field Staff Members individually
- How to organize:** During Walkabout and Do-it-Yourself, or at times when there are no village meetings. At least 10% of the households of different income levels should be included. It is a semi-structured interview on the basis of a (mental) check-list. It should be done in an informal way, linking direct observation to questions and answers. While one Project Field staff member asks questions, another makes notes, writes down the answers and asks the householder to draw the household sketch.
- Requirements:** Note book and check-list.
- Time needed:** 30 minutes per household (See Transect)

# CHECKLIST

## HOUSEHOLD INTERVIEW

### WATER

- source
- usage for different purposes (drinking, washing clothes, washing vessels and other domestic purposes) from different sources in different season (depending upon the availability)
- distance from water source
- accessibility
- quality (different sources)
- potability, safety and usage
- quantity
- reliability
- transport method
- container and number of trips daily
- storage
- maintenance of source
- usage
- who collects water
- size of the family

### HEALTH

- common diseases
- mode of treatment
- treatment facilities
- affordability

### ENVIRONMENTAL SANITATION

- waste water disposal
- soakpits location, no.
- compost pits location, no.
- latrine location, no.
- distance to water, from home
- methods of disposal of waste
- constraints
- solutions

### EDUCATION

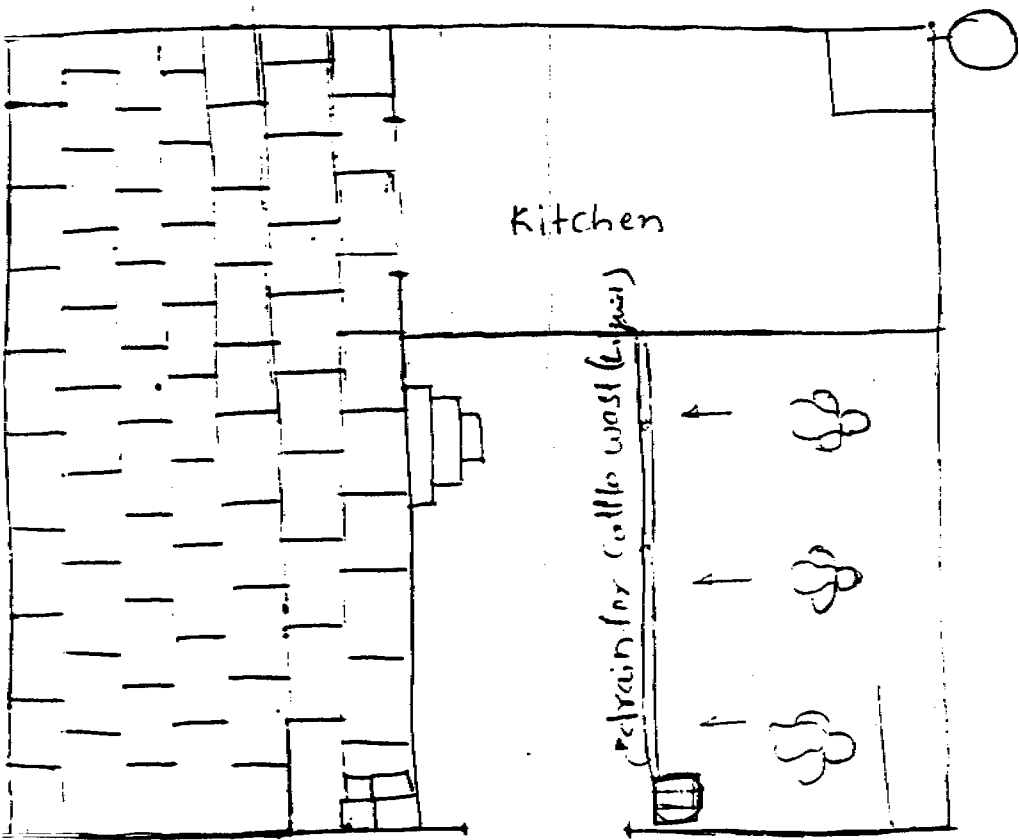
- primary
- secondary
- college
- identify existing skills within the family (village)
- literacy rate within the family (village) men and women

## HOUSEHOLD SKETCHES



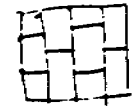

Household sketches show the different types of households in the area; they show differences between household sizes, position and number of the buildings, conditions of the buildings, etc. Household sketches should always be done in combination with Household Interviews and Direct Observation. Findings should be combined.

- Purpose:** To show household layouts
- Who does:** The villagers and the project field staff together
- What should be included:** Household layout, number and position of buildings, number and position of latrines, water points and granaries, condition of the buildings, materials used for construction.
- How to organize:** Select a sample of households, which could be along the transect line; these should represent different income groups
- Requirements:** Notebook, newsprint for drawing household sketches, felt markers
- Time needed:** 15 minutes per household

DO	DON'T
<ul style="list-style-type: none"><li>• Do draw all main visible features of the household</li><li>• Do make a summary in writing of the main features</li><li>• Do make sure that the household agrees with the sketch</li></ul>	<ul style="list-style-type: none"><li>• Don't give the impression that you are inspecting</li></ul>



SKETCH OF HOUSEHOLD LAYOUT

KEY	
	Cattle
	Soak pit
	Stone slab Floor
	Cattle waste storage pit

## **CHECKLIST**

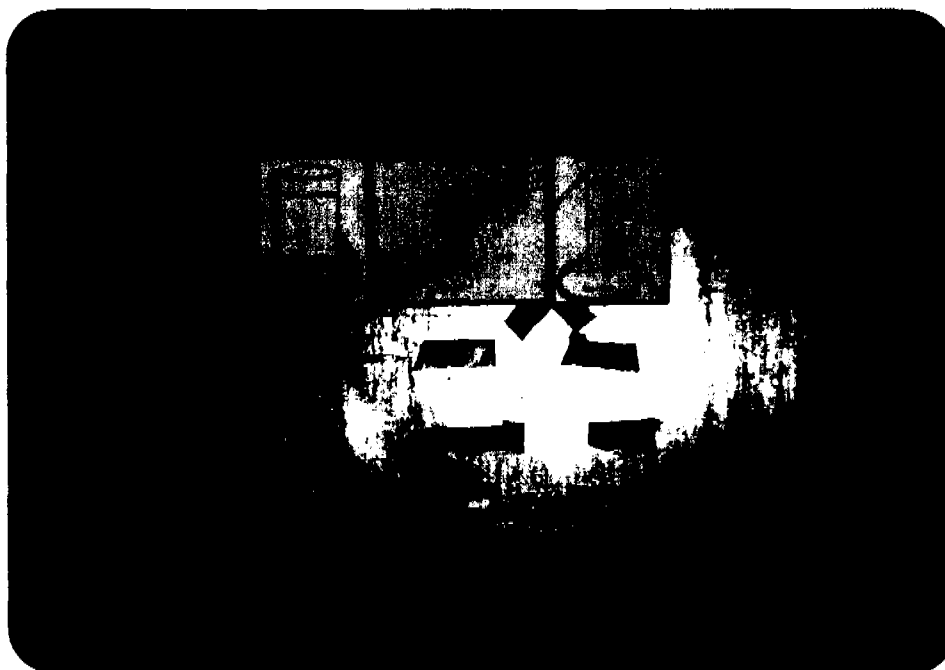
### **WATER QUALITY RANKING**

- availability of water in different sources in village
- list of household activities related to water
- distance of sources/accessibility
- reliability of water sources
- quality/usage
- drinking/cooking/bathing/cleaning
- seasonal variations/quality per source
- interaction in between water quality and season/caste
- water related diseases

## RANKING ACTIVITY

### Water Quality

This is a Ranking Activity. Drawings of different village water sources are used for villagers to rank them according to their own perceptions of quality and taste.



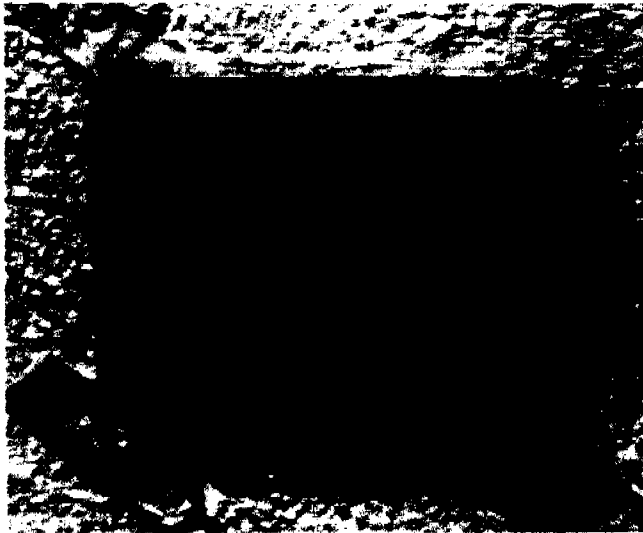
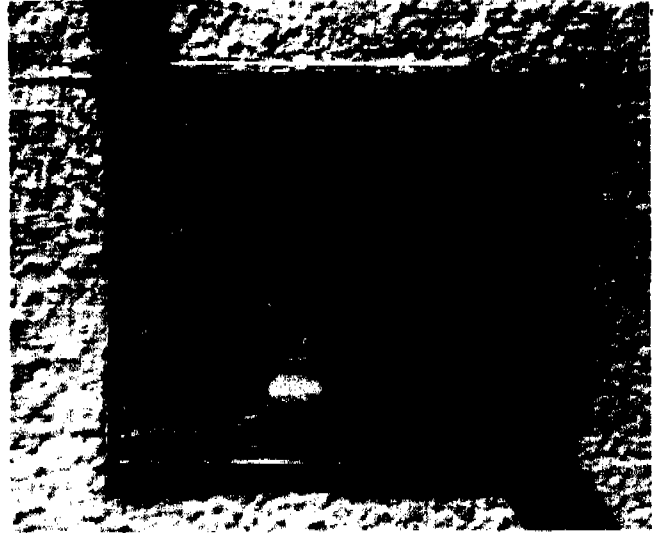
Salt crystals are used here to indicate the degree of brackishness. Differences according to caste are recorded with coloured boxes representing the different castes.



## WATER USE: VISUAL AIDS

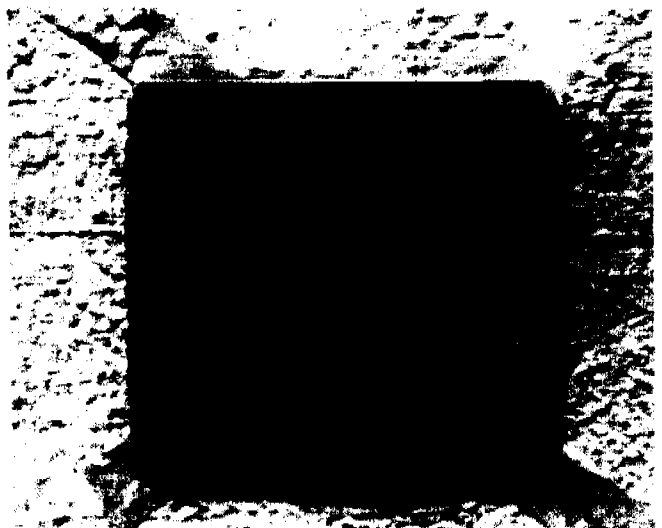
Clear and simple visual aids like these mean that all villagers can participate in the discussions, even those who have had little or no formal education.

This drawing is used to find out how much water is used for cooking purposes.



Here, the drawing is used to estimate the quantity of water used for cleaning household utensils.

This drawing is used to estimate the quantity of water used for washing clothes.



## **WATER QUALITY RANKING**

This activity can be carried out during the Household Interview. It can also be done with a small group (max. 10 participants). All castes in the village should be covered.

- Purpose:** To find out preferences in terms of quality of water sources of different social groups within the village
- Who to do:** All Project Field staff with villagers
- What should be included:** Water sources, list of household activities related to water distance, accessibility, quality and usage of water, reliability and seasonal variations per source.
- How to organize:** During the Household Interview, find out the different water sources used. Make simple drawings to illustrate each of these sources. Select a coloured card to represent each caste in the village. According to caste, ask villagers to rank the quality of the water, per source. For example, to indicate the extent of brackishness of the water, salt crystals can be used. For dirty water, mud balls, and for sweet water, sticks of sugar cane. Seasonal variations in preferences should be indicated by using a drawing representing "summer", "winter", or "monsoon" against the water source.
- Requirements:** Drawings to represent the different water sources, and seasons; coloured cards to indicate the castes; locally available materials for ranking water quality, e.g. salt crystals, mud balls, sugar cane sticks. Note book and checklist
- Time needed:** 15 minutes per household or 1 hour per group

<b>DO</b>	<b>DONT</b>
<ul style="list-style-type: none"><li>• Do make sure to include all castes in the village</li></ul>	<ul style="list-style-type: none"><li>• Don't mix up different caste responses</li></ul>
<ul style="list-style-type: none"><li>• Do prepare drawings of the sources beforehand</li></ul>	<ul style="list-style-type: none"><li>• Don't force your opinion of ranking on the villagers</li></ul>
<ul style="list-style-type: none"><li>• Do use locally appropriate indicators for measuring water quality</li></ul>	<ul style="list-style-type: none"><li>• Don't influence people's choices</li></ul>

## DO

- Do make sure that women take part
- Do use available materials, e.g. sticks, stones, seeds to show quantities
- Do use the Seasonal Calendar to show the differences between women's and men's labour demand and availability
- Do use the Seasonal Calendar for planning the Environmental Sanitation and Water Supply Work Plan
- Do cross-check with the Daily Activity Profile
- Do discuss the Seasonal Calendar in a group meeting

## DON'T

- Don't let a few group members dominate

## CHECKLIST

### SEASONAL CALENDAR

- annual rainfall in that area/season wise
- water availability in different seasons
- temperature
- harvest times
- labour demanding - gender wise/season wise
- diseases affecting people - crops - animals, etc.
- social or religious evens/ceremonies/festivals
- water use
- environmental variations/conditions in different seasons

## **SEASONAL CALENDAR**

A Seasonal Calendar is a technique for linking people's daily activities throughout the year to seasonal changes. Villagers often identify changes in the year through festivals, rains, fairs, ceremonies, auspicious or inauspicious times or days.

**Purpose:** To show patterns of activities, labour availability of men and women, income and disease patterns. This information assists in planning project activities.

**Who does:** The villagers with the assistance of Project Field staff.

**How to organize:** Identify the local names of seasons, and the socio-cultural characteristics associated with them. Note the activities performed by people, in each season, e.g. water use, health and work patterns of men and women.

Make a bar chart on the ground. To show for example the availability of water in different seasons, take different sizes of sticks. On the x axis indicate the different seasons and on y the quantity of water. Ask people to place the sticks in relation to the season for availability of water.

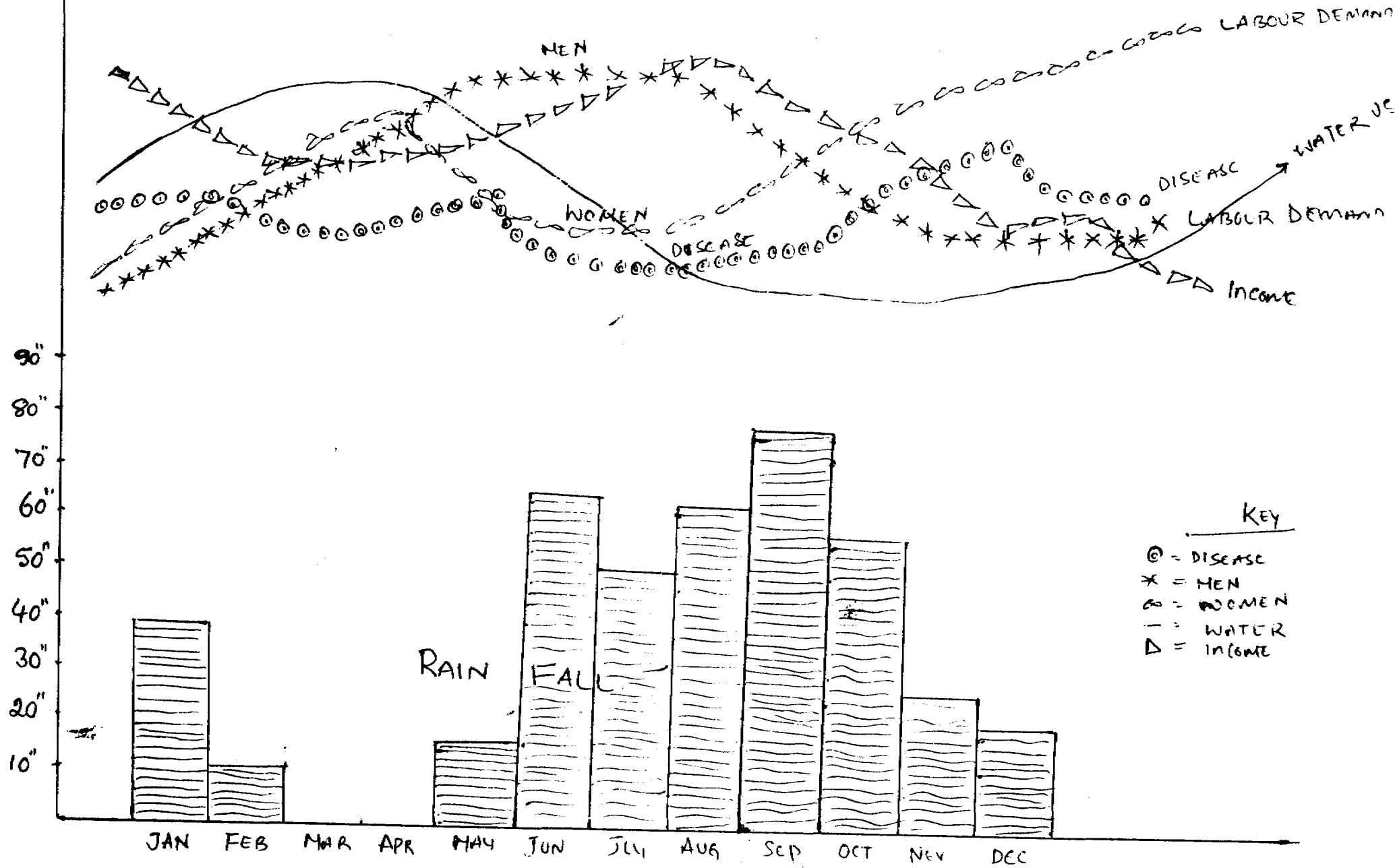
**What should be included:** Annual rainfall, water availability, temperature, cash and food crops, harvest times, labour demand according to gender, food shortages and diseases affecting people, crops and animals, social and religious events and ceremonies.

**Requirements:** Equal representation of men and women in the activity; locally available materials, e.g. sticks, stones, etc. for marking the seasonal calendar on the ground; newsprint and felt markers for making a permanent record of the seasonal calendar.

Checklist

**Time needed:** 2 hours

# SEASONAL ~~CALENDAR~~ CALENDAR



## **CHECKLIST**

### **INSTITUTIONS**

- official and non-official institutions (schools, health units, anganwadi)
- traditional institutions
- informal gathering (existing patterns of gatherings)
- co-operatives, credit societies/banks
- types of organizations - caste/women/youth/trade
- representatives of castes/men and women members

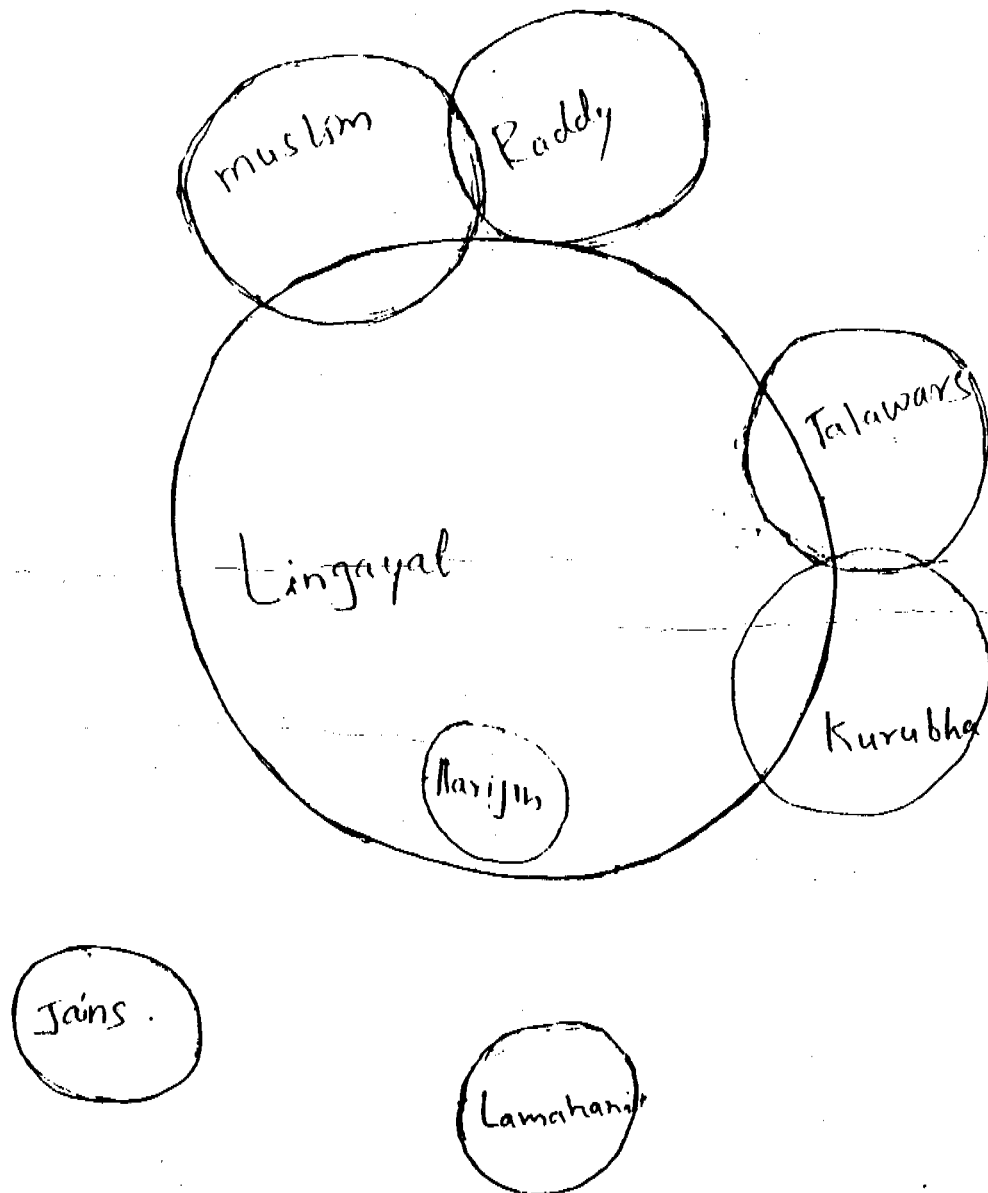
## **INSTITUTIONS**

Institutions are organizations or agencies working within the village, e.g. government department, NGO's, cooperatives, women's groups, youth groups, religious and welfare organizations, etc.

- Purpose:** To find out which organizations/agencies are operating in the village and what village opinion is as to their role and how they relate to each other; to establish what gaps are, and if there are overlaps.
- Who does:** The village with the assistance of the Project Field Staff
- What should be included:** All institutions and their linkages; traditional ones; NGO's; cooperatives; outside government agencies
- How to organize:** Arrange to meet with key village resource persons. Cut out circles or use stones of different sizes. Ask community members to choose large circles for the most important institutions, and smaller circles for the less important and to label them all. Get the village to lay out all the circles according to how they understand their importance. For a permanent record, a chart should be drawn on newsprint showing the position of the circles.
- Requirements:** Materials: different size stones or leaves, stiff paper or card and scissors; markers to make a permanent record.
- Time needed:** 2 hours

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"><li>• Do make sure that everyone understands the concept of this activity</li><li>• Do cross check the results with interviews</li><li>• Do present and verify the results in a group meeting</li></ul>	<ul style="list-style-type: none"><li>• Don't try to influence</li></ul>

POWER STRUCTURE AS ACCORDING  
TO CASTE RELATIONS.





## CASTE STRUCTURE

This activity can be done during the making of the social map. Through this the existing power structure of the village is shown, by indicating the relative social position of castes in relation to one another.

- Purpose:** To find out which castes and sub-castes are represented in the village, and how villages perceive the relations between the different castes in terms of influence and dominance.
- Who does:** Project Field staff together with mixed caste groups
- What should be included:** All castes and sub-castes, religious groups (e.g. Muslims, Jains) and others (e.g. Lambannis)
- How to organize:** Arrange during the course of drawing up the Social Map, a meeting with villagers of mixed castes. Ask them to rank the castes of the village according to their social status and influence. Use circles of different sizes to represent the castes, the largest circle representing the most dominant caste and smaller circles according to caste status. The most powerful caste circle is placed in the centre. Circles for other castes are placed on this circle according to their relation to it. For example, those castes most controlled or influenced are placed right inside the circle, while the more independent castes are placed some distance from the circle.
- Requirements:** Locally available materials for circles, card, scissors and markers to make a permanent record.
- Time needed:** 1 hour

DO	DONT
<ul style="list-style-type: none"><li>• Do avoid sensitive questions on caste structure</li><li>• Do always cross-check information obtained from each group</li></ul>	<ul style="list-style-type: none"><li>• Don't allow "politics" to dominate the discussion</li></ul>

## TIME LINES AND TRENDS

Timelines show the main events in the village past and trends are changes over time.

**Purpose:** To reveal what the village has found to be important in its history, how it has dealt with issues in the past and what changes have affected the village.

**Who does:** The village with assistance of Project Field Staff

**What should be included:** Events of key importance should be used as leading questions to start the discussion: i.e. When did the first residents of the community begin to settle here? Where did they come from? What was the first important event you can remember happening here?

For trends should be included:

- Social changes, affecting cultural heritage, religion, land issues, etc.
  - Environmental changes; soil fertility, soil erosion, degeneration of natural environment, water pollution, etc.
  - Economic changes; employment opportunities, cost of living, etc.
- Starting questions could be: How have people's lives changed in the last two generations? What things are better than before, what things worse? Have women's lives changed? For the better or for the worse?

**How to organize:** This should be carried out with individuals as well as groups. Key village resource persons are likely to be men and women who have lived in the village for a long time.

**Requirements:** Note book, newsprint, markers

**Time needed:** 30 - 45 minutes per individual

DO	DON'T
<ul style="list-style-type: none"><li>• Be prepared to listen</li><li>• Do try to obtain reference data</li><li>• Cross-check the data with secondary information</li><li>• Verify findings at a group meetings</li></ul>	<ul style="list-style-type: none"><li>• Don't influence the responses</li></ul>

## DO

- Do explain the purpose of wealth ranking carefully
- Find villagers who have lived for a long time in the community, with good knowledge of the area and who are reliable
- Find out what counts as 'wealth' or what being well-off means in that particular village
- Do discuss the results at a group meeting

## DONT

- Don't give the impression you are checking out the village
- Don't dictate to or influence the people on what the different indicators for wealth should be

## CHECKLIST

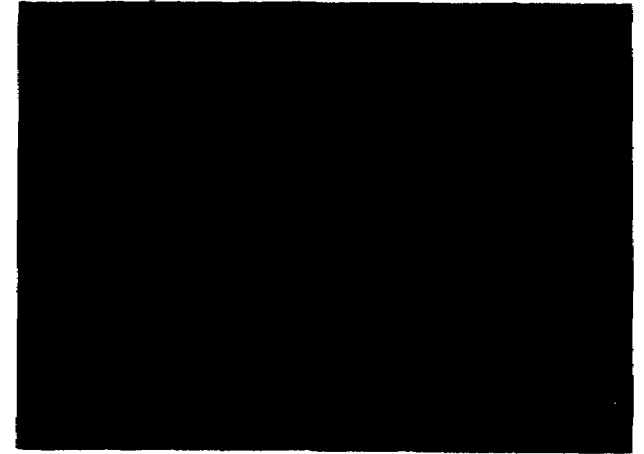
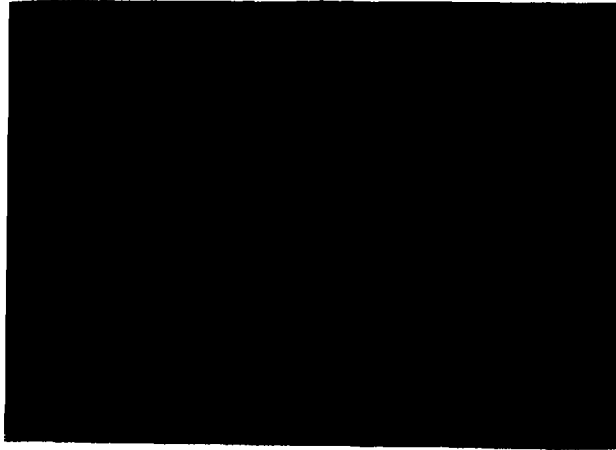
### WEALTH RANKING

By caste or class - Family wise

- land ownership (irrigation/dry land)
- type of house
- cattle wealth
- trade or business
- political positions
- education details
- government or private jobs
- agricultural tools
- banker

# WEALTH RANKING

An example of a completed Wealth Ranking activity



## CASTE

LINGHAT



= 18

KURBAS



= 11

TALLAS



= 8

WERTAN



= 7

Three sets of coins of different values are used. The first set is of coins of one Rupee value, the second 50 paise, the third 25 paise. Under each set of coins, villagers rank the number of households per caste according to their wealth, using tamarind seeds, or any locally available materials.



## WEALTH RANKING



Villagers are transferring the information obtained from the Wealth Ranking activity to the Social Map.

## **WEALTH RANKING**

Wealth Ranking is a way of ranking households according to relative wealth; this technique is useful to find out how wealth is seen in the particular village; it avoids the problem of asking sensitive questions on people's income, landholdings, etc.

- Purpose:** To find out criteria of wealth, range or resources within the community and identify the neediest groups/household/families within that community
- Who does:** Project Field Staff with key village resource persons
- What should be included:** All household notes on the social map
- How to organize:** Select in each colony a few houses at random to visit. Go to each colony or section of the village in turn. Select a few households randomly and discuss what is considered to be wealth.
- List all names of the households in the colony from social map. Use coins of different denominations to represent rich, middle and poor categories.
- Get householders in turn to "rank" the other households into these categories. Ask her/him to spell out the differences between the categories. Use different colours to represent the different castes.
- Total up the number of households in each group.
- Before finalizing the list of households repeat the exercises with 3 or 4 other households, as a cross-check exercise.
- Requirements:** Sets of small cards; markers, note book, coins, social map
- Time needed:** 2 hours

## **CHECKLIST**

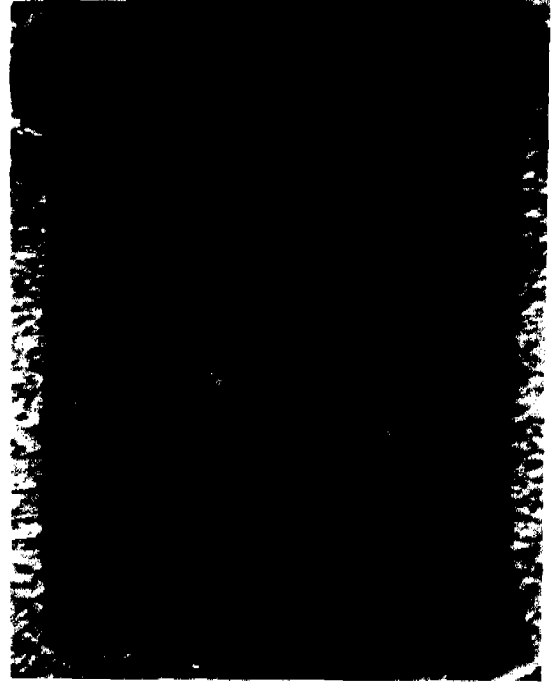
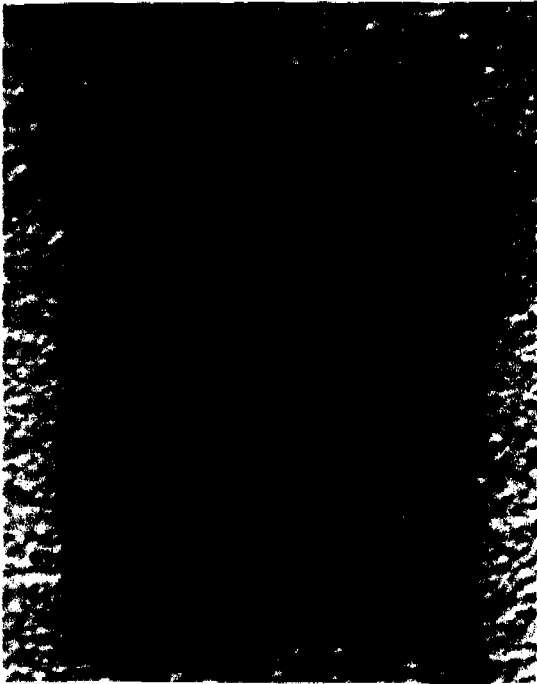
### **GENDER ISSUES**

- gender wise participation/men and women
- division of labour/related to work - caste wise
- fetching water from source/time take
- cooking at home
- fetching fire wood
- planting
- weeding
- harvesting
- livestock rearing
- social activities, religious ceremonies, festivals, rituals, any other celebrations in the family/village
- caring for children

## GENDER ISSUES

Division of Labour

This activity measures the division of labour by gender. The two drawings below are used to measure the quantity of water collected by men and women per household.



The number of pots carried home by men and women per day according to caste is shown here by using glass bangle fragments and seeds.



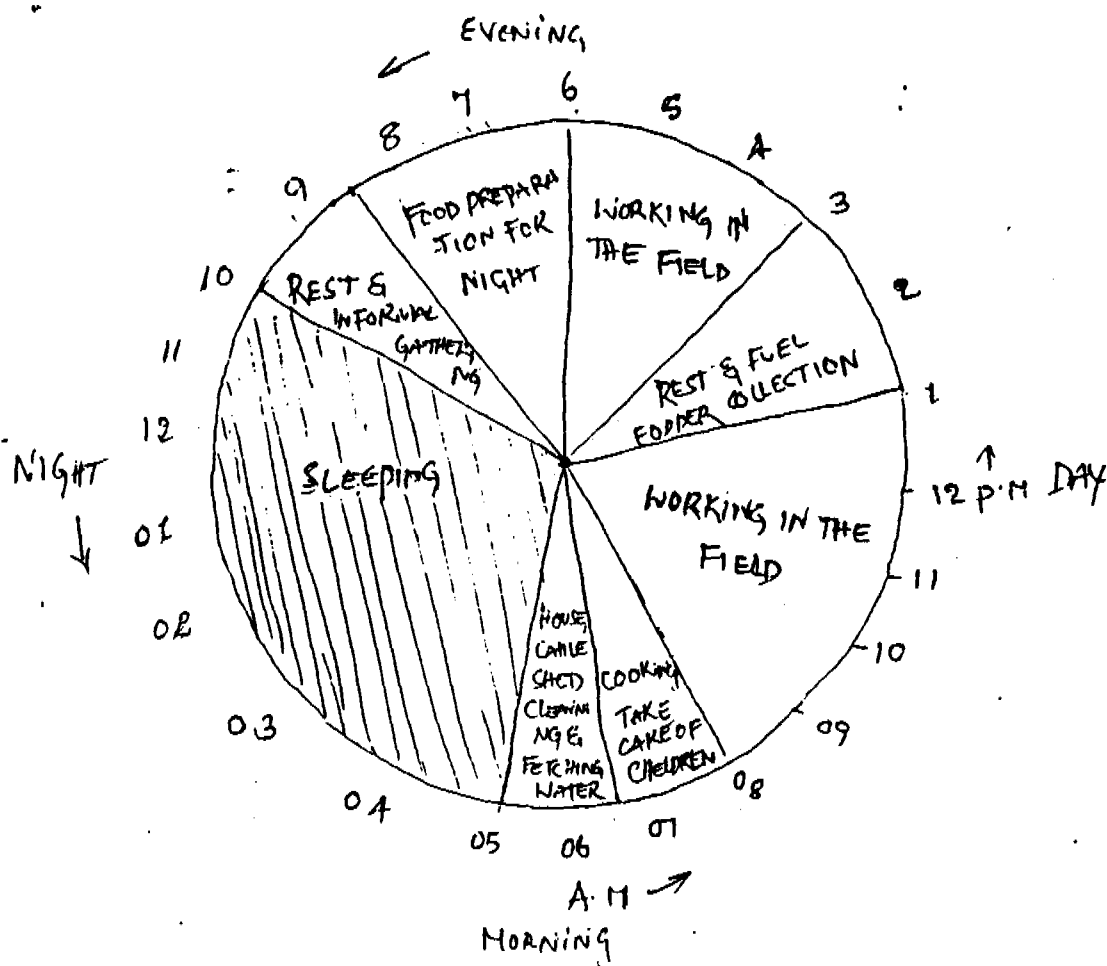
# GENDER ISSUES

## DAILY ACTIVITY PROFILE

- Purpose:** To know and understand the different activities time expenditure of men and women, boys and girls.
- Who does:** The villagers divided into small groups with the assistance of the Project Field Staff
- What should be included:** The activity profile should include caste-wise and class-wise the productive, reproductive and social activities of men, women and children to show the amount of time spent by each individual. Two profiles should be made: one for the rainy season and one for the dry season.
- Reproductive, productive and social activities should also be covered.
- Reproductive: home maintenance (fetching water, cooking, fetching firewood)
  - Productive: economic activities (land preparation, planting/weeding, harvesting, livestock rearing)
  - Social Activities, as religious ceremonies, attendance and visiting neighbours
- How to organize:** Arrange separate meetings with both men and women, young and old, of the village; draw up an Activity Profile with 24 stones for the hours. These can be first drawn on the ground and later transferred to paper as a permanent record. Discuss the findings of the different groups in a village meeting.
- Time needed:** 2 hours

DO	DON'T
<ul style="list-style-type: none"><li>• Do give every individual a chance to participate</li></ul>	<ul style="list-style-type: none"><li>• Don't let a few group members dominate</li></ul>
<ul style="list-style-type: none"><li>• Do let the group leader discuss the findings of the group with the village</li></ul>	<ul style="list-style-type: none"><li>• Don't take over</li></ul>
<ul style="list-style-type: none"><li>• Do cross-check with the Seasonal Calendar</li></ul>	

DAILY ACTIVITY PROFILE OF WOMEN - (HURRYN)



RESOURCE ACCESS AND CONTROL PROFILE.

ACCESS TO:		RESOURCES Example →	CONTROL OVER		ACCESS TO		BENEFITS Example →	CONTROL OVER	
MALE ADULT	FEMALE ADULT		MALE ADULT	FEMALE ADULT	MALE ADULT	FEMALE ADULT		MALE ADULT	FEMALE ADULT
		LAND					Income		
		MOORE					EDUCATION		
		CREDIT					HEALTH SERVICES		
		ETC.					POLITICAL DECISION MAKING		
		ETC.					ETC.		

# GENDER ISSUES

## RESOURCE ACCESS AND CONTROL PROFILE

- Purpose:** To obtain information on differences of access to resources in the community by men and by women, and the different levels of control of these resources by men and by women.
- Who does:** Villagers with the assistance of the Project Field staff
- What should be included:** The Resource Access and Control Profile should include: available resources, e.g. land, labour, food crops, cash crops, livestock. Identify who uses the resources, and who has control of these resources, and who gets the benefit of these resources.
- How to organize:** Arrange separate meetings with men and with women. Make a matrix. List on one axis the different resources, according to men and women, and on the other, the access, control and benefits. After discussing these separately, arrange to discuss the outcomes of the matrix with both men and women present.
- Requirements:** Newsprint and markers to make a permanent record of the profile
- Time needed:** 2-3 hours

DO	DONT
<ul style="list-style-type: none"><li>• Do encourage women to be open and critical in their statements and conclusions</li></ul>	<ul style="list-style-type: none"><li>• Don't allow the men's opinions to dominate those of the women in the mixed meeting</li></ul>

## PRESENTATION AND VERIFICATION OF PRA FINDINGS

Before the villagers start ranking their priorities, the Project Field staff presents all their findings for verification.

**Purpose:** To brief the villagers about all the findings of the different PRA exercises, to clarify and verify them and to fill in gaps, revisions and corrections.

**Who does:** The attached Project Field Staff members with the assistance of the other Project Field Staff.

**How to organize :** The Village Project members present the findings of the different PRA activities they were involved in. These findings are verified with the community and gaps are filled in.






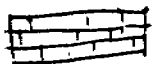







Findings to be presented: village expectations, social map, daily activities, transect, seasonal calendar, institutions, time lines and trends, wealth ranking, criteria, wealth ranking of the community, access and control profiles and other gender issues.

**What should be included:** The charts on the findings of all the PRA activities.

**Requirements:** All the charts with PRA-findings, note book, felt markers, newsprint.

DO	DONT
<ul style="list-style-type: none"><li>• Do present findings on the charts in the local language</li></ul>	<ul style="list-style-type: none"><li>• Don't intimidate the village with difficult PRA terms</li></ul>
<ul style="list-style-type: none"><li>• Do include findings of all the activities</li></ul>	<ul style="list-style-type: none"><li>• Don't present the results as a lecture</li></ul>
<ul style="list-style-type: none"><li>• Do correct findings if they are found not to be correct</li></ul>	
<ul style="list-style-type: none"><li>• Do make a copy of the final</li></ul>	

PROBLEM PRIORITY RANKING

water 	
Cleaning around water point 	
Facilities around w-p (washing slabs & cattle trough)  	
Soak pit 	
Lane paving 	
Community Toilet    	
Individual Toilet 	
Tree plantation  	

Sanitation

## **RANKING PRIORITIES**

The village itself identifies its most urgent needs and priorities.

- Purpose:** This exercise brings together all the different information collected so far, and gives the community the chance to discuss and agree on priorities
- What should be included:** All PRA exercises should be reviewed, in order to check the problems which have arisen, e.g. seasonal calendar, transects, etc.
- Who does:** The villagers with the assistance of the Project Field Staff
- How to organize:** Organize separate meetings with women and men in each colony. Draw up a list of all the problems found so far; these should be ranked using the pairwise ranking matrix method. After these meetings a combined meeting should be organized to come to final ranking of the problems.
- Requirements:** Newsprint and markers for recording all the information.
- Time needed:** Half-a-day

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"><li>• Do make sure that there is open discussion on each "pair" of topics</li><li>• Do allow plenty of time for discussions among village members to reach consensus</li></ul>	<ul style="list-style-type: none"><li>• Don't influence the proceedings</li><li>• Don't use the English terms as these may only confuse</li></ul>

## **CHECKLIST**

### **COMMUNITY ACTION PLAN**

- list of proposed activities
- priority ranking list
- identify locally available materials
- contributions by the village/project
- duties and responsibilities of village/project
- financial aspects
- involvement of different caste groups (men, women)
- availability of local skills
- time plan

## COMMUNITY (VILLAGE) ACTION PLAN

The Community (Village) Action Plan records the villagers development priorities. It shows what the village itself wants to do.

**Purpose:** To provide a record and a basis for future action on the development priorities already listed.

**Who does:** The villagers with the assistance of all Project Field Staff.

**What should be included:** For the first development priorities agreed on; all possible proposed activities and the requirements; duties and responsibilities; sources of funding and institutions to be contacted.

**How to organize:** A meeting is called; the Project Field staff explain the process of drawing up the Community Action Plan. The priorities are verified from the Priority Ranking exercise. The Project Field staff advise on what inputs will be required for the work to be carried out, and what organizations will need to be contacted. The village identifies the local resources and labour available.

**Conditions:** At least 50% of all households should be represented at this meeting, with women also represented.

**Requirements:** Newsprint and markers for recording all information and check-list

**Time needed:** Half-a-day.

DO	DON'T
<ul style="list-style-type: none"><li>• Do ensure that as many members as possible (at least 50% of the households should be represented)</li></ul>	<ul style="list-style-type: none"><li>• Don't influence the proceedings</li></ul>
<ul style="list-style-type: none"><li>• Do ensure that a Community Action Plan is made for priorities ranked</li></ul>	<ul style="list-style-type: none"><li>• Don't let the villagers make themselves dependent on the Project and other institutions</li></ul>
<ul style="list-style-type: none"><li>• Do allow the villagers to reach their own decisions</li></ul>	
<ul style="list-style-type: none"><li>• Do leave one copy of Village Action Plan with village</li></ul>	



ACTIVITY	SUB ACTIVITIES	MATERIALS		Labour Contributions		Responsibility
		VILLAGERS	Project	skilled	unskilled	
Environmental Sanitation	Soak pit	-	✓	project	villagers	P & V
	Lane paving & Drainage	-	✓	project	villagers	P & V
	Construction of washing slabs	✓	✓	project	villagers	P & V
	Cattle troughs	-	✓	project	villagers	P & V
	Individual Latrin	Partly H.H.	Partly project	project	H.H	H.H & project
Water supply	Tree plantation	-	✓	-	villagers	villagers
	Repair of pipe line	-	✓	project	<del>villagers</del>	Both P & V

COMMUNITY (VILLAGE) ACTION PLAN

## WORKPLAN FOR ENVIRONMENTAL SANITATION AND WATERPOINTS

- Purpose:** To provide a Work Plan to enable the community and the project to coordinate the work, raise funds, mobilize community resources and plan project activities.
- Who does:** Project Field Staff and villagers.
- What should be included:** Duties, responsibilities, and task allocated; work schedules; sources of funding and time planning.
- How to organize:** A meeting is called; the Project Field Staff explains the process and importance of making the Work Plan. The Project Field Staff advises on the materials, technical details and input needed, and estimated costs; the community identifies local resources and labour that can be found in the community; timetable is drawn up which shows which groups will do what tasks, and how long it will take to do them.
- Conditions:**
- At least 50% of households should be represented during this meeting
  - The Environmental Sanitation + Water Supply work plan should be regarded as the official agreement between the community and the programme.
  - The workplan should be left with the village.
- Requirements:** Newsprint and markers for recording all information.
- Time needed:** Half-a-day

DO	DONT
<ul style="list-style-type: none"><li>• Do ensure that as many members as possible (at least 50% of households should be represented)</li><li>• Do allow the community to reach their own decisions</li><li>• Do ensure that all duties and responsibilities are written down</li><li>• Do leave a copy of the work</li></ul>	<ul style="list-style-type: none"><li>• Don't influence the proceedings</li><li>• Don't make promises that can't be handled</li></ul>

## **FINAL PRESENTATION TO THE VILLAGE**

- Purpose:** Finalization of the PRA proceedings
- What should be included:** Verification of the expectations recorded during the first village meetings. Attendance list on basis of the village social map and the household list. Official agreement on Community (Village) Action Plan and the Environmental Sanitation and Waterpoint Siting Work Plan.
- Who does:** All Project Field Staff including the village representatives.
- How to organize:** After finalization of all the PRA Activities a final meeting is called. During this community meeting the expectations of the village are reviewed and expectations for the future recorded. On the basis of the social map and the household list an attendance list is made by calling out the names of the household.
- The Community (Village) Action Plan and the Environmental Sanitation and Waterpoint Siting Work Plan is presented for formal agreement by the village.

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"><li>• Do ensure as many members as possible (at least 50% households) are present</li><li>• Do verify who is present</li><li>• Do ensure that everybody understands the agreement</li><li>• Do record the villagers expectations</li><li>• Do leave the original newspaperprint of all the activities with the villagers</li><li>• Do take copies of all charts and diagrams to the office and enclose them in the final report</li></ul>	<ul style="list-style-type: none"><li>• Don't influence the proceedings</li><li>• Don't raise too high expectations</li></ul>

## SECTION 6:

### AFTER PRA

Before the Project Field Staff leave the village, they should fix a date for their next visit.

The next activities for the village will be to elect a Village Committee. In order for a strong effective Village Committee to be elected, the Project Field staff will assist with orientation for this activity. This will include using role plays, and other participatory methods to show the importance of having an effective and efficient Village Committee. This will include setting out the criteria for the Village Committee office bearers.

The candidates for the positions of Project Village Worker (PVW) and Environmental Caretakers (EC) can now be confirmed. The Village Committee, once in place, will formally confirm the PVW for the village.

For all subsequent visits to the village, the Project Field Staff will deal only with the Village Committee, and with the PVW.

The PVW becomes the main link-person between the Project and the village. She will report to the Village Committee and will inform the Project Field staff of progress, developments, problems, etc.

## SECTION 7: REFERENCES AND ACKNOWLEDGEMENTS

### REFERENCES

This PRA Training Manual is based on information from the following documents.

- *Participatory Rapid Appraisal for Community Development, A Training Manual Based on Experiences in the Middle East and North Africa*, Joachim Theis and Heather M. Grady, 1991
- *Participatory Rural Appraisal Handbook: Conducting PRAs in Kenya*, Prepared jointly by: National Environmental Secretariat (NES), Egerton University, Clark University, Reprinted June 1991
- *Implementing PRA: A Handbook to Facilitate Rural Appraisal*; National Environmental Secretariat (NES), Clark University, Egerton University, March 1992

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