

MINISTRY OF LAND RECLAMATION
REGIONAL AND WATER DEVELOPMENT KENYA
LAKE BASIN DEVELOPMENT AUTHORITY (LBDA)

MINISTRY OF
FOREIGN AFFAIRS
THE NETHERLANDS

RURAL DOMESTIC WATER SUPPLY & SANITATION
PROGRAMME II (RDWSSP-II)



SAGA

PRA REFERENCE GUIDE

Programme Advisory Team (PAT)

 **bkh consulting engineers**

in association with
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KWAHO
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The Hague
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PRA REFERENCE GUIDE

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SECTION 1 : HOW TO USE THIS GUIDE

This Reference Guide is for use within the Rural Domestic Water Supply and Sanitation Programme II. The programme is implemented in the Nyanza province, Kenya through Lake Basin Development Authority, with assistance from the Kenyan and Netherlands governments.

The programme's objectives focus on:

- providing safe and accessible drinking water
- providing safe and low cost disposal of human waste
- ensuring user participation and responsibility for facilities

The purpose of this Reference Guide is to give Project Team Members guidelines while carrying out Participatory Rural Appraisal (PRA) in project communities.

It also provides an outline of the procedures which are followed in the selection of project communities.

In the Guide examples of reporting forms are included. These should be used as guidelines for the Project's PRA Case-study reports of which copies should be passed to the community and the District Programme Manager (DPM).

The document ends with the completion of the Community Action Plan, the Water & Sanitation Action Plan, the Final Presentation to the community and what should happen after PRA.

The Reference Guide has been developed by making use of the experiences of over one hundred PRAs carried out by the RDWSSP-II so far. These experiences were discussed during PRA Training Courses and a PRA Refresher Course.

It should be kept in mind however that all communities are unique and have individual characteristics. Hence every PRA becomes a learning exercise in itself. In view of this the Reference Guide will be revised on a regular basis, incorporating new developments and useful suggestions.

But one PRA basic will remain: PRA should be enjoyable for both the community and the Project Teams.

SECTION 2 : PREPARATORY PHASE

The communities where PRA is to be carried out are selected through the District Focus system. This is done by the District Management staff. Communities only qualify if they adhere to a number of fixed selection criteria.

Once the proposed projects are finally presented to the District Office the following steps are taken:

STEP 1

The "District Water Supply and Sanitation Programme Team" (DWSP-Team) visits the applicant community to verify whether the selection criteria have been met. In addition to the verification the applicants should be met, the community size and boundaries finally established and possible water technology identified. This visit takes approximately half a day .

STEP 2

If Step 1 is positive and the District Programme Manager (DPM) has received the necessary approval from District Development Committee (DDC), District Water and Sanitation Development Committee (DWSDC) and The Programme Advisory Team (PAT), the project will be included in the District's work schedule. The community will be informed when PRA will take place.

STEP 3

Once the PRA starting date is set, the community, as well as the Chief and Sub-Chiefs, are informed one month in advance.

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

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

STEP 4

One or two weeks before the PRA is due to start, the Project Team or the Community Operations Officers (COO)/ Technical Operations Officer (TOO) will visit the community to confirm that the starting date is still acceptable to them. The community should set the time of the meeting for the first PRA day. This is confirmed in writing by the District Water and Sanitation Programme (DWSP).

STEP 5

The technical geo-survey should be carried out before PRA. Possibilities in choice of technology must be clear at the time community mobilization takes place.

SECTION 3: BASICS

INTRODUCTION TO PRA

Participatory Rural Appraisal (PRA) is a combination of semi structured tools, techniques and activities, used to create awareness and mobilize communities into looking at their own resources and development needs, come up with priorities and through a plan of action, tackle these needs.

PRA first emerged in Kenya in 1988, a direct outgrowth of Rapid Rural Appraisal PRA builds on local knowledge, experience, and commitment.

Principals of PRA

- Offsetting biases
- Rapid progressive learning; flexible, exploratory, interactive, inventive
- Reversals; learning from, with and by rural people, eliciting and using their criteria and categories, and findings, understanding and appreciating rural people's knowledge
- Triangulation; using different methods, sources and disciplines, and a range of informants in a range of places, and cross-checking to get closer to the truth through successive approximations

PRA tools and techniques

Four important techniques which should be used throughout the PRA are: **semi-structured interviewing, direct observation, ranking and review meetings.** Guidelines on carrying out these activities follow on the next pages.

PRA activities

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 Team should collect is indicated.

- All members of the Project Team should be involved during the PRA. The Technical Operations Officer (TOO) should also be present during the PRA in order to approve the technology which will be used.
- All information collected should be cross-checked; Project Team members 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 transferred to the Baseline form and a copy of the conclusion (newsprint) of each activity should be kept in the District Office

IMPORTANT THINGS TO REMEMBER:

- Attachment of community members to the Project Team for duration of PRA exercise. Make arrangements to stay in the community wherever possible.
- Every activity, especially the ones done in smaller group meetings, should be cross-checked and verified during a general community meeting.
- After every activity all problems which come out should be written down
- The local language of the community (DhoLuo or Abagusii) should be used at all times during the PRA. Use simple language. Do not use technical terms
- People from "poorer" homesteads are often more reluctant to take part in development activities because they think only the better off can benefit. Privately ask what homesteads are considered as "needy" and try to involve them in the PRA activities. Visit them in their homes, if necessary.

GENDER ISSUES

Gender Issues concern the different roles of men and women in a community/ society which includes daily activities, access and control of resources and division of labours.

Gender issues help to understand the different roles of men and women in a community. It is necessary to gain a clear picture of these to ensure that the project addresses the needs of all.

Gender issues also enables the community to plan and to decide on which activity should be assigned to men and women.

An important gender issue is encouraging the participation of women and men by:

- Involve a wide selection of women and men during the PRA.
- If men try to dominate meetings, direct some of your questions to women.
- Hold separate meetings for men and women, especially for Daily Activities, Access and Control Profile and Problem Ranking
- Time all group meetings according to the time women also can attend the meetings

TENTATIVE PROGRAMME FOR FIELD WORK

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

The start of the PRA is usually on Mondays, but this may differ from community to community depending on market days or other community specific activities.

Below is an example of a programme which can be used as a guideline for the fieldwork

Monday	AM	First Community meeting Community map (general)
	PM	<i>Within the community</i> Do-it-yourself Daily Activity Profiles: Women/Men/ Girl/Boy (individuals) Household interviews (individuals) Review Meeting
Tuesday	AM	<i>Within the community</i> Transect of village, (key resource persons) Do-it-yourself Household interview (individuals)
	PM	Seasonal Calendar (smaller groups) Institutions (smaller groups) Review Meeting
Wednesday	AM	<i>Within the community</i> Time lines (smaller groups) Wealth ranking (key community resource persons)
	PM	Group discussion on gender Access and control of resources (focused groups) Daily Activity Profile (focused groups) Presentation of gender findings to the community (general) Review Meeting
Thursday		Presentation and verification of PRA findings (general) Ranking of Problems and Opportunities (focused groups: male/female and general group meeting) Start Community Action Plan Review Meeting
Friday		Community Action Plan (general) Water and Sanitation Action Plan (general). Final Presentation to the Community (general)

SECTION 4: TOOLS/TECHNIQUES USED IN PRA

SEMI-STRUCTURED INTERVIEWS

Semi-structured interviews is informal guided interviewing. There are different types of semi-structured interviews: group discussion, key informant interview, household interview and individual interview

- Purpose :** To obtain community-level information.
- 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.
- Who does :** All Project Team members
- 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

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 of key questions and 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 ask leading questions**
- Don't ask Yes-or-No questions**
- Don't ask questions on sensitive or offensive issues**

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 Team members individually
- What should be included :** General life style/wealth, living conditions, occupation, housing types, health practices , activities carried out, source of water, water use, mode of transport 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: homesteads, market places, schools, health post, places of worship, 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

DO

Cross-check all information with your other team members and the data from other activities.

Do use your senses while observing: smell, listen, touch, taste and participate/share in the activities of the community

Do be careful when drawing your conclusions

DON'T

Don't give the impression that you are spying instead of observing

Don't let your biases influence your conclusions

RANKING

Ranking is an analytical tool to place something in order and can be used to complement semi- structured interviewing. Ranking methods include: **Preference Ranking (Ranking by voting), Pairwise Ranking, Direct Matrix Ranking**

Purpose : Ranking or scoring, places something in order. It can help to identify the main problems or preferences of individual community members, and their ranking criteria.

Who does : The community with the assistance of the Project Team Members

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, toys, 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. Elicit 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. Felt markers, pens. Paper for making cards. Symbols (drawings/ toys/ seeds/sticks/house hold items for every problem, preference or activity), note book

DO

Do let people do it their own way

Do see if you can adopt local games for ranking

Do use people's own units of measurements

DON'T

Don't be impatient

Don't take over

REVIEW MEETING

Review Meetings are an evaluation of the days' activities by all members of the Project Team. They can be held either at the end of the day's activities, or first thing in the morning before the next meeting with the community. Review Meetings should be held 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 Team to sort out all the information collected, and compare notes among the Project Team members; 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 Team members (including the attached community 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.

DO

Do include "attached" community members in these meetings

Allow enough time for the meeting

Cross-check all information

DON'T

Don't let the "professionals" dominate the review

Don't let your biases take over

SECTION 5: PRA ACTIVITIES IN THE FIELD

COMMUNITY MEETING/ INTRODUCTION

Purpose :	To introduce yourselves to the community, explain the purpose of the PRA exercises, the expected time it will take to carry out, assess and discuss expectations of the community and their willingness to take part and who from the community will attend. Important issues to clarify from the start are: <ul style="list-style-type: none">• Volunteers from the community to join the Project Team throughout the PRA• Staying at least one night in the community itself• The expectations of the community
Who does:	The community with the assistance of the Project Team members
How to organize :	<p>The community is informed through the Chief that the PRA is going to take place; on day 1 the community is asked to attend a first meeting, make sure local elders, and other respected community members are present. The Project Team Leader explains the purpose of the PRA and what will be expected from the community. List down the communities' expectations.</p> <p>Ask the community to select the "attached" Project Team members and key community resource persons.</p> <p>Arrange where possible to stay in the community itself for at least one night and make sure that sufficient preparation is made to compensate community members for this.</p>
Time Needed :	2 hours

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 communities' expectations

DON'T

Don't raise too high expectations

Don't allow men to take over

Volunteers attached to the Project Team :

- The role of the volunteers is clearly spelt out i.e. they will act as co-facilitators during discussions, they will present findings to the community before ranking, and for the time of the PRA will be part of the team and take part in review meetings.
- A representative group of 4 to 6 community members very familiar with all members of the community, should include: an older man and a woman and a younger man and woman.
- The volunteers should represent a cross-section of the community in terms of age and socio-economic background. (For example, Community health workers, Traditional Birth Attendants, teachers, shop keepers, school leavers etc.)
- At the end of the PRA, these community members will act as resource persons/intermediaries between the community and the Project Team.
- They will be informed on all aspects of PRA activities and can inform other community members who missed the PRA as well as update the Project Team from time to time.

Staying in the community :

- In order not to over-burden the community, one or two members of the Project Team only should stay in the community itself, where possible. This does not have to be throughout the PRA, but ideally would be for the last two days of the Ranking and CAP activities.

OGORD COMMUNITY WATER & SANITATION PROJECT
<ul style="list-style-type: none">• To be provided with clean water• To be assisted in solving their problems eg Diseases• To establish a market for women to sell their produce• To establish Income Generating Activities• To start work on water project immediately

example reporting on expectations

COMMUNITY MAPPING

The community map is a geographical representation of a particular community

Purpose:	To define, together with the community the boundaries and main important features of the community
Who does:	The community with the assistance of the Project Team Members
What should be included:	Roads, water sources, schools, health centres, location and number of homesteads, no. of latrines, main institutions, markets, churches. The names of homestead heads should be marked on a separate list and on a key with the map.
How to organize:	With community members, select a clear area of ground; find available materials to use in the map, i.e. sticks, stones, seeds, flowers, etc. Get a key group with good knowledge of the community to start the map off. When the map is complete, it should be transferred to paper to keep as a permanent record. A list should be made of all heads of homesteads marked on the map for reference.
Conditions:	The community map should not cover more than 35 homesteads
Materials Needed:	For the community 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
Time Needed:	2 - 3 hours

DO

Do ensure that women and young people take part

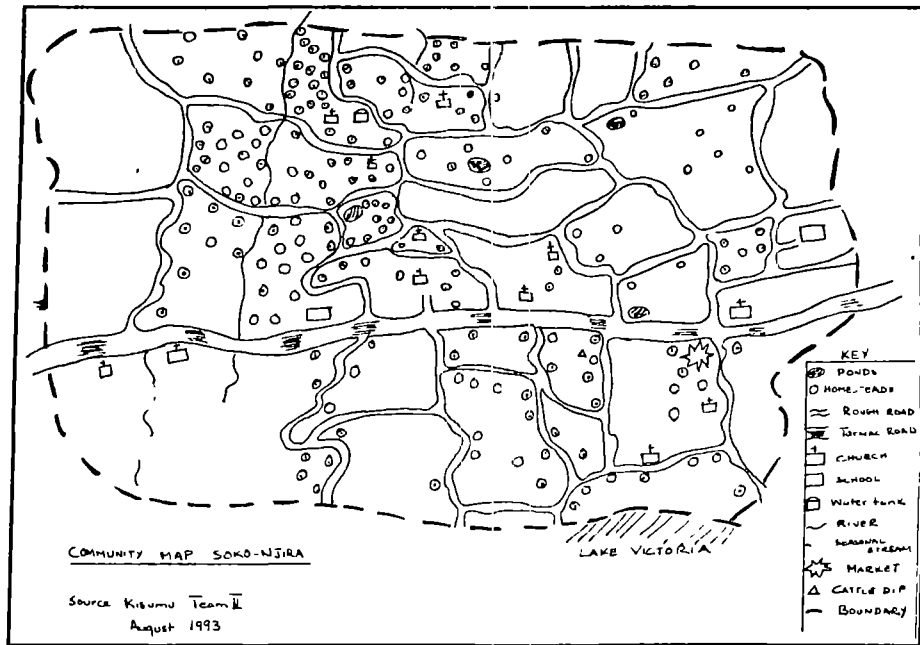
Do find out the complete list of homestead heads and record the needest homesteads

Do present and verify the community map at a community meeting

Do leave the community map at a place where it can attract more people

DON'T

Don't take over from the community



example reporting on a community map

<p><u>HOUSEHOLD INTERVIEW</u></p> <p>RESPONDENT FEMALE 36Yrs</p> <p><u>WATER</u></p> <p>SOURCE unprotected Spring</p> <p>ACCESSIBILITY easily accessible</p> <p>QUANTITY Reliable</p> <p>TRANSPORT On head using 20 litre jerrycans Makes 4 trips a day</p> <p>MAINTENANCE By community</p> <p>Only women collect water helped by young girls</p> <p><u>HEALTH</u></p> <p>DISEASES Common diseases are malaria, cough, diarrhoea, measles, backache and chest pains</p> <p>TREATMENT Normally go to Tabaka Mission Hospital Alternatives Etago Health Centre, Nyamarambe H/C</p> <p><u>SANITATION</u></p> <p>HAVE Toilet, poorly made, only for use by homestead members</p> <p>PROBLEM: Termites destroy timber slab Children under 2yrs do not use Latrine</p> <p style="text-align: right;">Source Kisumu Team II</p>	<p>VILLAGE - NYAKORERE</p> <p>S LOCATION - BOIKANGA</p> <p>LOCATION - C MUGIANGO</p> <p>DIVISION - NYAMARAMBE</p> <p>DISTRICT - KISUMU</p>
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example reporting on a household interview

HOUSEHOLD INTERVIEW

A household interview is a Semi-Structured Interview. It can be held after the *Community map* and during the *Transect*. It always should be combined with *Direct Observation a Homestead Sketch* and an *individual Daily Activity Profile*.

- Purpose:** To obtain homestead level information
- What should be included:** A short (preferably mental) check-list with questions about:
Water: source, usual and alternative; distance to, accessibility; quality, safety and usage; quantity, reliability; transport mode, container and number of trips daily; storage; maintenance of source; usage and who collect water.
Health: common diseases, causes, risk groups, prevention, frequency; mode of treatment, distance, affordability
Sanitation: Latrines, availability, number, distance to water source, number of houses; usage; constrains, solutions; methods of disposal
Education: facilities, primary, secondary, youth, poly technics; skills, identify existing skills within the community, literacy rate (men and women)
- How to organize:** Visit, during transect or at times when there are no community group meetings, at least 10% of the homesteads of different income levels. After introduction and for example do-it-yourself the District PTM conducts a semi-structured-interview (see page 9) on the basis of the (mental) check list. It should be done in an informal way, linking direct observation to questions and answers. Another PTM makes notes, writes down the answers and members of the homesteads draw a the homestead sketch of their place.
- Requirements:** Note book and check-list

Do	Don't
Do see page 8	Don't make it too official
Do combine direct observation with answers given	
Do write down personal observations	
Do visit at least 10% of the homesteads	

HOUSEHOLD INTERVIEW CHECKLIST

1

water

- source
- distance
- quality
- quantity
- transport
- storage
- maintenance
- beneficiaries

health

- common diseases
- mode of treatment

education

- facilities
- skills

infra structure

- communication
- built up zones

HOUSEHOLD INTERVIEW CHECKLIST

2

sanitation

- facilities
- usage
- constrains
- method of disposal
- beneficiaries
- coverage

agriculture

- food security
- food nutrition
- food crops grown
- live stock productions

energy and environment

- soil erosion
- soil conservation activities

time spenditure (individual Daily Activity Profile)

- household maintenance
- economic activities
- social activities

DO-IT-YOURSELF

This is an ice-breaking exercise that can be done during household interviews and the transect. Project Team members introduce themselves to the community and offer to help in the daily activities and chores of householders; this may include washing, cooking, weeding, collecting firewood or water.

- Purpose:** It allows Project Team members to familiarize themselves with the area, and get to know community members in an informal way, establish rapport and explain at length the purpose of their visit.
- Who does:** All Project Team members individually
- How to organize :** During household interviews and/or the transect, Project Team members split up and visit individual households and help with work.

DO

Do take interest in what is done within the household

Do wear suitable clothing for taking part in this activity

DON'T

Don't criticize or make fun of their way of doing things

Don't over-indulge

PARTICIPATORY TRANSECT

A transect walk is a cross-section taken through the community covering the main agricultural and ecological features.

Purpose: To provide additional mapping information about the community beyond that collected during community mapping and first meeting, to add more details on such aspects as cropping patterns, average home stead size and type of housing.

Who does: Project Team members guided by key community resource 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 community. 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, or the community boundary

What should be included: Each project member should be taking notes along the way according to their own specialization. For example, the CE will observe social and economic conditions, the PHE will note health and sanitation conditions, and the FS will note technical information, such as soil types, slope and drainage for water point. 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 community

Requirements: Note book, newsprint for making chart, felt markers,

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 and the community map

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

HOMESTEAD SKETCHES

Homestead sketches show the different types of homesteads in the area; they show differences between homestead sizes, position and number of the buildings, conditions of the buildings, crops grown etc.

Homestead sketches should always be done in combination with household interviews and direct observation. Findings should be combined

Purpose:	To show how homesteads layouts
What should be includes :	Homestead layout, number and position of buildings, number and position of latrines, water points and granary, condition of the buildings, crops, cattle and land use.
Who does:	The community and the Project Team together
How to organize:	Select a sample of home steads, which could be along the transect line; these should represent different income groups and land-use practices.
Requirements:	Notebook, news print for drawing homestead sketches, felt markers
Time needed:	15 minutes per a home stead

DO

Do draw all main visible features of the home stead

Do make a summary in writing of the main features

Do make sure that the homestead agrees with the sketch

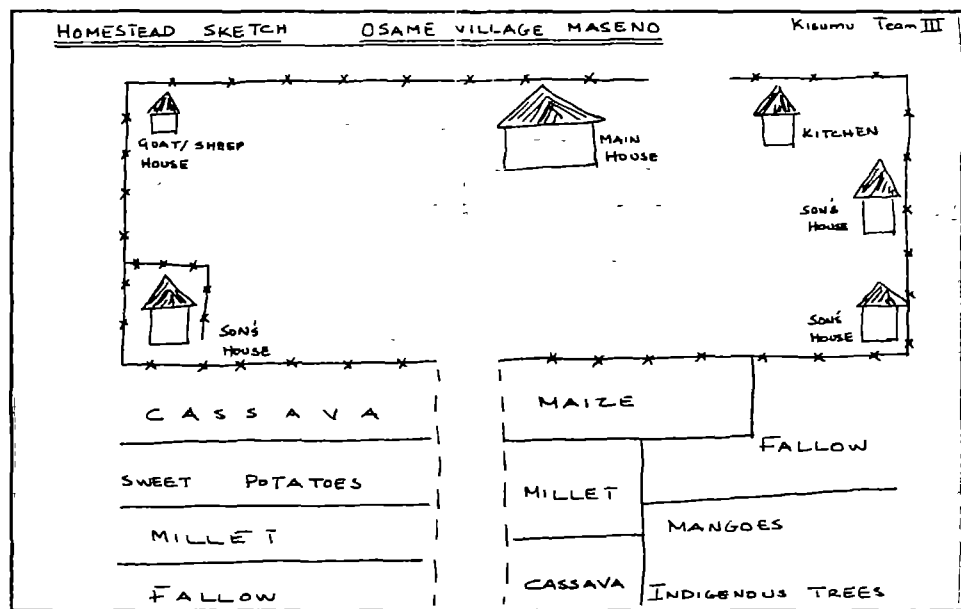
DON'T

Don't give the impression that you are inspecting

TRANSECT NYAGENA-ESAMBA

	Zone A	Zone B	Zone C
SOIL	Deep red/Loam	Deep red/Loam	Deep red/Loam
SOCIO ECONOMIC INDICATORS	Permanent houses Iron sheets Grade Cattle Few people	Iron sheet houses Permanent buildings Grade cows Few people	Iron sheet houses Permanent buildings Grade cows
WATER	—	Protected Spring	—
FOOD CROPS	Matoe, Bananas, Millet Sweet potatoes, Napier grass	Sugarcane, Bananas, Napier grass, Millet Matoe, sweet potatoes	Sugar cane, Bananas Anger millet, napier grass sweet potatoes
CASH CROPS	Tea Coffee	Tea Coffee	Tea Coffee
FORESTRY	Blue gum/wattle trees	Bamboo, blue gum	Blue gum/wattle trees
SANITATION	Pit Latrine	Pit Latrine	Pit Latrine
ACHIEVEMENTS	—	—	Church Hospital
PROBLEMS	Erosion, no water Poor sanitary facilities	Erosion, little water	Erosion, no water Lack of building materials
OPPORTUNITIES	Terracing, roof catchment hand dug well	Terracing, Sale of timber (blue gums)	Terracing, Timber hand dug well

example reporting on a transect



example reporting on a homestead sketch

SEASONAL CALENDAR

A Seasonal Calendar shows regular cycles or patterns of activities within the community over a period of 18 months.

Purpose: To show patterns of activities, labour availability, of both women and men, income, in order to plan project activities to avoid labour clashes;

Who does : The community with the assistance of the Project Team members

How to organize: Arrange with a mixed group of community members (not more than 20) for a time to sit and discuss the main issues; the seasonal calendar can be drawn first on the ground, and later transferred to paper as a permanent record.

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

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

Time Needed : 2 hours

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

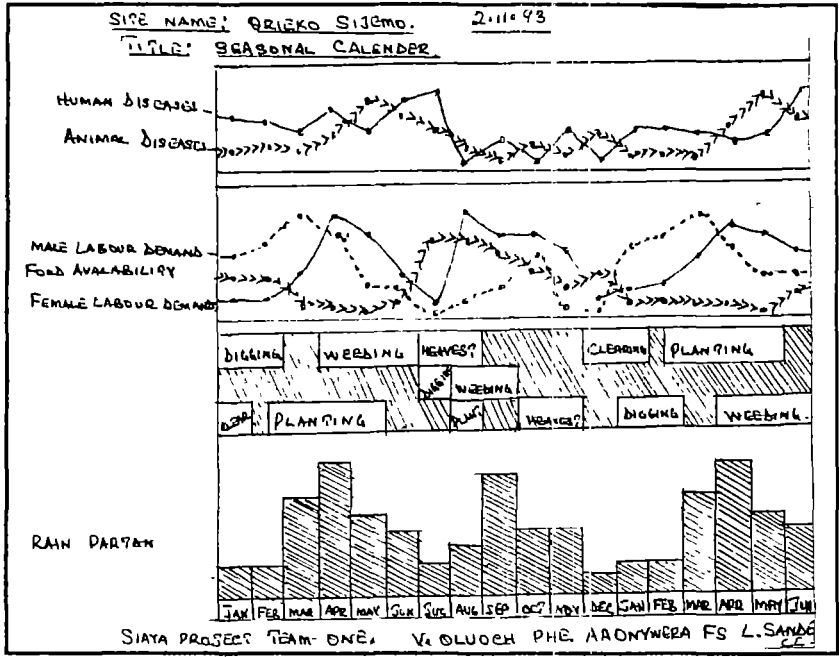
Do use seasonal calendar for planning Action Plan

Do cross check with Activity Schedule

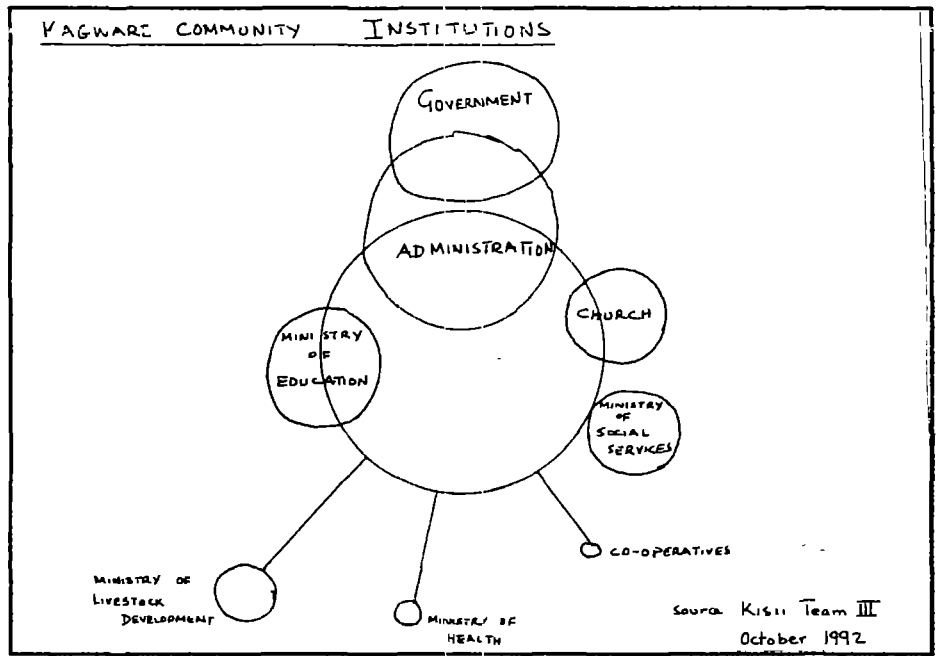
Do discuss the seasonal calendar in a group meeting

DON'T

Don't let a few group members dominate



example reporting on a seasonal calendar



example reporting on institutions

INSTITUTIONS

These are organizations or agencies working within the community, e.g. government departments, NGO's, cooperatives, women's groups, youth groups, church, welfare organizations, etc.

Purpose: To find out which organizations/agencies are operating in the community and what community opinion is as to their role and how they relate to each other; to establish what the gaps are, and if there are overlaps.

Who does: The community with the assistance of the Project Team Members

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 community 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 community to lay out all the circles according to how they understand them. 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

DO

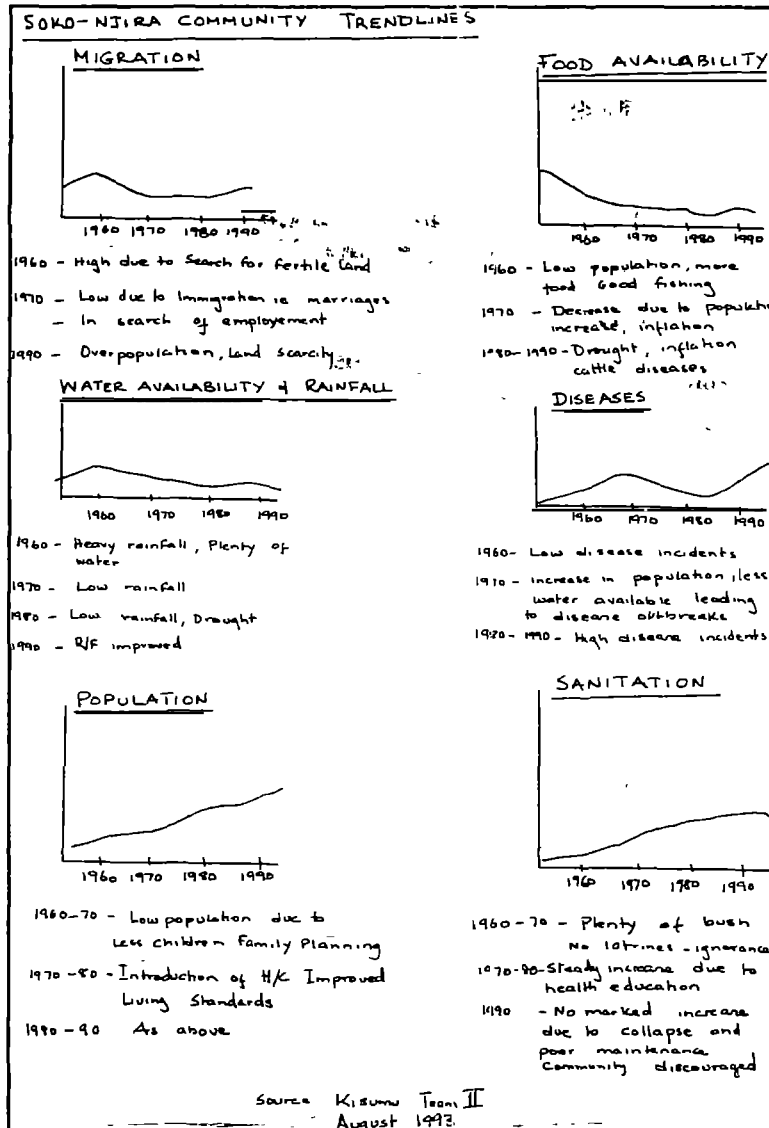
Do make sure that everyone understands the concept of this activity

Do cross check the results with interviews

Do present and verify the results in a group meeting

DON'T

Don't try to influence



example reporting on timelines and trends

TIME LINES AND TRENDS

Timelines show events in the community's past and Trends are changes of a time.

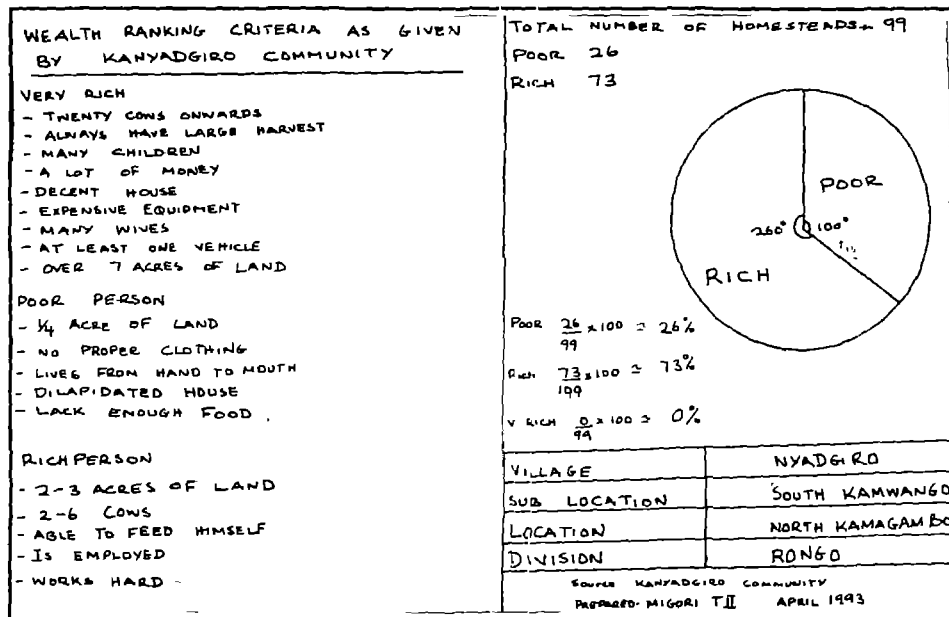
- Purpose:** To reveal what the community has found to be important in its history, how it has dealt with issues in the past and what changes have affected the community.
- What should be included:** Events of key importance should be used as leading questions to start the discussion: i.e. When did the first residents of the community begin to settle here? Where did they come from? What were important events you can remember happening here? Which cultural believes were there according water and sanitation? Which cultural changes happened? Which institutions were active in the past? Which activities were done by the community together (harmbee etc.) For trends should be included: **Social changes**, effecting 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 peoples' lives changed in the last two generations? What things are better than before, what things worse? Did the position of women chance? For the better or for the worse?
- Who does:** The community with assistance of Project Team Members
- How to organize:** This should be carried out with individuals as well as groups. Key community resource persons are likely to be men and women who have lived in the community for a long time.
- Requirements:** Note book, newsprint, markers
- Time Needed:** 30 -45 minutes per individual;

DO

- Do be prepared to listen**
- Do try to obtain reference data**
- Do Cross check the data with secondary information**
- Do Verify findings at a group meeting**

DON'T

- Don't influence the responses**



example reporting on wealth ranking

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 community; it avoids the problem of asking sensitive questions on people's income, landholdings, etc.

Purpose:	To find out criteria of wealth, range of resources within the community and identify the neediest groups/ households /families within that community
Who does:	Project Team members with key informants
What should be included:	All homesteads noted on the community map;
How to organize:	A list of all homesteads included in the social map should be made; the names are then written on <u>small</u> cards. Ask three or four community members (men and women) to define criteria for wealth (from well-off to poor) and to sort the cards according to groups, ranging from well-off to poor.
Requirements:	Sets of small cards; markers,note book

DO

Do explain the purpose of wealth ranking carefully

Do Find community members who have lived for a long time in the community, with good knowledge of the area and who are reliable

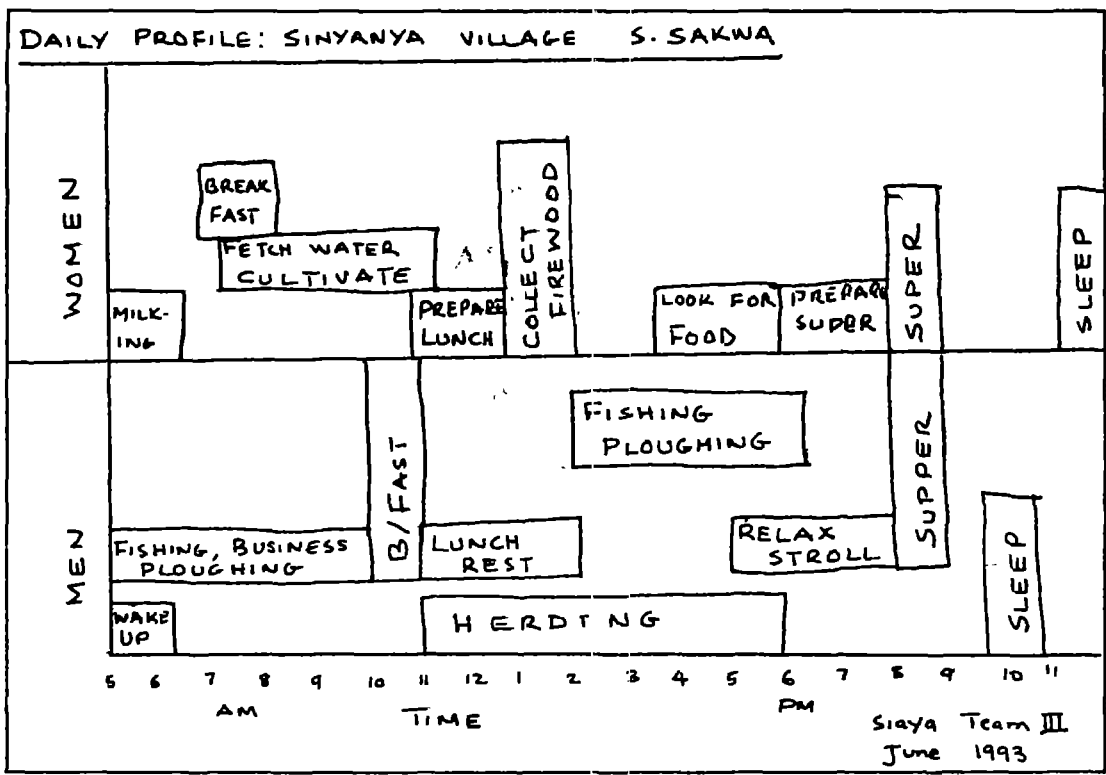
Do Find out what counts as "wealth" or what being well-off means in that particular community

Do discuss the results at a group meeting

DON'T

Don't give the impression that you are checking the community out

Don't dictate or influence the people on what the variable indicators for wealth should be



example reporting on daily activity profile

DAILY ACTIVITY PROFILE:

- Purpose:** To know and understand the different activity schedule and time expenditure of men and women, young and old .
- Who does:** The community with the assistance of the Project Team members, divided into smaller groups
- What should be included:** The activity profile should include the 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.
Home maintenance: fetching water, cooking, fetching firewood.
Economic activities: land preparation, planting/weeding, harvesting, livestock rearing .
Social Activities: as church attendance and visiting neighbours, community meetings
- How to organize:** Arrange separate meetings with both men and women, young and old, of the community; 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 community meeting. Daily Activity Profiles with individuals (men, women, boys, girls) ranking stones should be done during household interviews.
- Time Needed:** 2 - 3 hours

DO

- Do give every individual a chance to participate**
- Do let the group leader discuss the findings of the group with the community**
- Do cross-check the findings with direct observation**
- Do cross-check with the Access and Control Profile**
- Do use the activity schedule to plan the PRA-activities during the PRA exercise**

DON'T

- Don't take over**
- Don't let a few group members dominate**

ACCESS & CONTROL OF RESOURCES & BENEFITS					
KEBOBORA COMMUNITY					
RESOURCES			BENEFITS		
	ACCESS	CONTROL		ACCESS	CONTROL
LAND	BOTH	MALE	FARM PRODUCE	Both	MALE
FOOD CROPS	FEMALE	MALE	LIVESTOCK PRODUCTS	Both	FEMALE
CASH CROPS	BOTH	MALE			
CASH INCOME	MALE	MALE	POULTRY PRODUCTS	Both	FEMALE
POULTRY	FEMALE	FEMALE			
LIVESTOCK	BOTH	MALE			
HOUSE	BOTH	MALE			
HOME	BOTH	MALE			

SOURCE NYAMIRA T III
JUNE 1993

example reporting on access and control profile

ACCESS AND CONTROL PROFILE

Women and men have different roles in society, different social tasks and different access and control of resources. To address the needs of all: women and men, these roles should be taken into account as other gender related issues should.

Purpose: It is important to know and understand the different roles of men and women, in regard to availability and control of different resources and benefits at community level

Who does: The community with the assistance of the Project Team members

What should be included: The Resource Access and Control profile should cover: available resources, e.g. land labour, food crops, cash crops, vegetation, livestock. Who uses the resources. Who controls the benefits

Other gender issues to be discussed during access and control meetings and *Daily Activity Profiles* (see previous page):

What kind of things do men /women talk/complain about, enjoy? Which decisions do women/ men make with to generate/ spend household income. Which household jobs are undertaken by men/ women/ children? Which differences are there regarding education/communication?

How to organize: Arrange separate meetings with men and women of the community; draw up a Resource Access and Control profile, discuss other gender issues and existing male and female skills in the community.

Requirements: Newsprint and markers to make a permanent record of the profile

Time Needed: 2 - 3 hours

DO

Do give every individual a chance to participate

Do cross check with the Seasonal Calendar

Do let the group leaders discuss the findings of the group with the community

Do have separate meetings for women, man, old and young

DON'T

Don't let a few group members dominate

PRESENTATION OF PRA FINDINGS

Before the community starts with ranking their problems the project team presents all their findings for verification

- Purpose:** To brief the community about all the findings of the different PRA exercises, to clarify and verify them and to fill in gaps.
- Who does:** The attached Project Team members with the assistance of the other Project Team Members
- What should be included:** The charts on the findings of all the PRA activities.
- How to organize:** The Community Project Team member 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:** Community expectations, Community 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.
- Requirements:** All the charts with PRA-findings, note book, felt markers, newsprint.

DO

- Do present findings on the charts in the local language**
- Do include findings of all the activities**
- Do correct findings if they are found not to be correct**
- Do make a copy of the final findings of each activity in English to include in your PRA-report.**

DON'T

- Don't intimidate the community with difficult PRA-terms**
- Don't present the results as a lecture**

RANKING OF PROBLEMS

The community 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 community with the assistance of the Project Team members
- How to organize:** Organize separate meetings with women and men. 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

DO

Do make sure that there is open discussion on each "pair" of topics

Do allow plenty of time for discussion among community members to reach consensus

Do use the local language at all times

DON'T

Don't influence the proceedings

Don't use the English terms as these may only confuse

OMOSAARIA VILLAGE. PROBLEM RANKING (WOMEN)

1. LACK OF WATER - DRY SEASON
2. POOR STATE OF PIT LATRINES
3. LACK OF LOAN SCHEME
4. LACK A GIRLS' BOARDING SCHOOL
5. FAMINE - FOOD SHORTAGE
6. LACK OF A NEARBY MARKET
7. NO GOVERNMENT HOSPITAL FACILITY
8. NO RURAL ELECTRIFICATION

Source: NYAMIRA Team III
October 1993

example reporting on problem ranking of women

OMOSAARIA VILLAGE. PROBLEM RANKING (MEN)

1. LACK OF WATER
2. NO ELECTRICITY
3. NO IMPROVED LATRINES
4. LACK OF LOAN SCHEME
5. NO GOVERNMENT MEDICAL FACILITY
6. LOW INCOME
7. LACK OF PESTICIDES
8. LACK A GIRLS BOARDING SCHOOL
9. SOIL EROSION
10. LACK NEARBY CEREAL BOARD
11. POOR ROADS

Nyamira Team III
October 1993

example reporting on problem ranking of men

OMOSAARIA VILLAGE PROBLEM RANKING (COMMUNITY)

1. LACK OF WATER
2. POOR STATE OF LATRINES
3. LACK A GIRLS BOARDING SCHOOL
4. LACK RURAL ELECTRIFICATION
5. NO GOVERNMENT HOSPITAL
6. POOR ROADS
7. LACK OF LOAN SCHEME
8. LACK AN OPEN AIR MARKET

Nyamira Team III
October 1993

example reporting on problem ranking whole community

COMMUNITY ACTION PLAN

The Community Action Plan (CAP) records the community's development priorities. It shows what the community itself wants to do about them

Purpose:	To provide a record and a basis for future action on the development priorities already listed.
What should be included:	For the first five development priorities agreed on; all possible proposed activities and the requirements; duties and responsibilities; sources of funding and Institutions to be contacted.
Who does:	The community with assistance of all Project Team members. Also to be presented: the sub- locational Extension staff from the different Ministries and development agencies
How to organize:	A meeting is called and extension staff from the different Ministries and development agencies are invited to attend this meeting as well; the Project Team Leader explains the process and importance of making the CAP, the priorities are verified; The Project Team advises on inputs needed, Institutions that could be contacted; the community identifies local resources and labour that can be found in the community.
Conditions:	At least 50% of homesteads should be represented during this meeting.
Requirements:	Newsprint and markers for recording all information
Time Needed:	Half a day

DO

Do ensure that as many members as possible (at least 50% of the home steads should be represented

Do ensure that a Community Action Plan is made for the priorities ranked

Do allow the community to reach their own decisions

DON'T

Don't influence the proceedings

Don't let the community make itself too dependent on the Programme and other institutions

COMMUNITY ACTION PLAN				
PROBLEMS (Chandruok)	PRIORITY (Piedho Chandruok)	REQUIREMENTS (Drawo - ing)	RESPONSIBILITIES Ting Mwakand	PROJECTED TIME (Kido mar Tich)
1. PL WATER	So ko (Hand dug well)	CEMENT BALLAST SAND HARDCCRE WELD MESH FENCING WIRE FENCING POLES HAND PUMP SKILLED LABOUR UNSKILLED LABOUR DIGGING 5M DIGGERS ACCOMODATION CULVERTS MAINTENANCE	LBDA LBDA LBDA COMMUNITY LBDA LBDA COMMUNITY LBDA COMMUNITY COMMUNITY COMMUNITY LBDA COMMUNITY	
2. Choo (SANITATION)	Choo (AT LATRINE)	CEMENT BALLAST SAND REINF BARS UNSKILLED LABOUR PIT DIGGING PIT LINING SUPERSTRUCTURE CONST MOULDS VENT PIPE/LQAT HOLE PUMP DEMONSTRATION LATRINE SKILLED LABOUR	LBDA LBDA LBDA LBDA COMMUNITY COMMUNITY COMMUNITY COMMUNITY LBDA LBDA COMMUNITY LBDA	
3. HOSPITAL	LOCAL DISPENSARY	MCH TRB' DDC AND LOCAL LEADERS	COMMUNITY	NOV '93
4 CREDIT FOR WOMEN GROUP	FINANCIAL AID FUND RAISING	SECURITY = COLLATORAL ORGANIZATION	COMMUNITY TRB' MOGSS	SOON
5 POSHO MILL	INDIVIDUAL SELF HELP	FUNDS	COMMUNITY	NEXT WEEK
6. MANURE	COMPOSTIC MANURE	ADVISE ON FARMING TECHNIQUES	MINISTRY OF AGRICULTURE & COMMUNITY LEADERS	SOON

example reporting on a Community Action Plan

WATER & SANITATION ACTION PLAN

If water and sanitation is found to be the most important problems within the community the Rural Water Supply and Sanitation Programme could assist the community to tackle these problems. Therefore a Water and Sanitation Action Plan should be agreed upon. Other community problems should be discussed in the District Development Committee (DDC)

- Purpose:** To provide an Action Plan for water and sanitation problems within the Community Action Plan which enable the community and the project to coordinate the work, raise funds, mobilize community resources and plan project activities.
- What should be included:** General duties, responsibilities and tasks allocated; work schedules; sources of funding and time planning.
- Who does:** The community with assistance of all Project Team members.
- How to organize:** The Project Team Leader explains the process and importance of making the Action Plan. The Project Team 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; a preliminary 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 homesteads should be represented by both men and women, during this meeting. The Water and Sanitation Action Plan should be regarded as the official agreement between the community and the Programme.
- Requirements:** Newsprint and markers for recording all information
- Time needed:** Half a day

WORK PLAN		BOIGE VILLAGE BOIKANGA S. LOCATION C. MUGIRANGO LOCATION KISII DISTRICT TEAM II 1993														
<u>WATER & SANITATION ACTION PLAN</u>		JUNE				JULY				AUGUST						
ACTIVITIES																
	WK 1	WK 2	WK 3	WK 4	WK 1	WK 2	WK 3	WK 4	WK 1	WK 2	WK 3	WK 4				
Community mobilization	■	■														
Registration of beneficiaries		■														
Land Agreement signed		■							■							
Bank Account									■							
Registration of beneficiaries				■	■	■	■	■	■	■	■	■	■	■	■	■
collecting Fees				■	■	■	■	■	■	■	■	■	■	■	■	■
Training of WSC.				■	■	■	■	■	■	■	■	■	■	■	■	■
WATER																
Supply of materials				■	■	■	■	■	■	■	■	■	■	■	■	■
site clearing				■	■	■	■	■	■	■	■	■	■	■	■	■
Collecting Hardcore				■	■	■	■	■	■	■	■	■	■	■	■	■
Wall construction									■	■	■	■	■	■	■	■
Floor construction									■	■	■	■	■	■	■	■
Step construction									■	■	■	■	■	■	■	■
Casting Posts													■	■	■	■
Plastering wall													■	■	■	■
Stone Pitching													■	■	■	■
Back Filling													■	■	■	■
Fencing / Landscaping													■	■	■	■
SANITATION																
Demostration																
Blocks / Slabs									■	■	■	■	■	■	■	■
Base Line survey									■	■	■	■	■	■	■	■
Pegging									■	■	■	■	■	■	■	■
Pit Lining									■	■	■	■	■	■	■	■
Superstructure construction									■	■	■	■	■	■	■	■

example reporting on a Water and Sanitation Action Plan

FINAL PRESENTATION TO THE COMMUNITY

Purpose:	Finalization of the PRA proceedings
What should be included:	Verification of the expectations recorded during the first community meeting. Attendance list on basis of the Community map and the homestead list. Official agreement on Community Action plan and the Water and Sanitation Work Plan. Establishment interim Water And Sanitation Committee
Who does:	All Project Team Members including the community representatives.
How to organize:	After finalization of all the PRA Activities a final meeting is called. During this community meeting the expectations of the community are reviewed and expectations for the future recorded. On the basis of the Community map and the homestead list an attendance list is made by calling out the names of the homestead. The Community Action Plan and the Water and Sanitation Action Plan is presented for formal approval by the Community Project Team Members. Also an interim committee is established and a date for the next Project Team visit for preparation election is fixed
Conditions:	At least 50% of homesteads should be represented during this meeting.
Time needed:	1 - 2 hours
Requirements:	Note book and records of the day

DO

Do verify that as many members as possible (at least 50% of homesteads men and women) are present

Do ensure that everybody understands the agreement

Do leave the original newsprints of all the activities with the community

Do take copies of all newsprints to the office and enclose them in the final report

DON'T

Don't influence the proceedings

Don't raise too high expectations

SECTION 6 : AFTER PRA

- After the Community Action Plan has been agreed upon and roles and responsibilities of Project Team and the Community are well understood, the Project Team members, before leaving, fix a date with the community for their next visit.
- The purpose of the subsequent visit is to prepare the community for the election of their Water Supply and Sanitation Committee (WSSC). During this process, role plays will be done to show the benefits of having a strong water committee and show the advantages of having suitable persons as Chairperson and members. The Water Supply and Sanitation Committee is responsible for involving the whole community in the development of a detailed Water and Sanitation Work Plan.
- Once the WSSC members have been elected, the Project Team members will from now onwards on their visits communicate with the Community at large only through the WSSC members, or by the WSSC designated persons. This includes the Caretakers and Village Resource Persons (VRPs) once selected.
- Before each visit to the project site the Project Team Members (individuals and as team members) will fix a date and explain the purpose of the visit. During the visits all tasks agreed upon will be reviewed and new dates and tasks are set. If the Project Team has not fulfilled its part, they still should fulfil their obligation to visit the site on the agreed date and explain the reasons why the tasks have not been fulfilled.
- If this is due to any fault outside the PTs control, it is suggested that the District Programme Manager (DPM) or a senior staff member visit the site for a detailed explanation. If, on the other hand, the community does not fulfil their part after a series of two or three meetings, then the Community Development Officer has to be informed, who in turn will advise the DPM on action. This action may be to officially inform the Community that the agreed WSAP is not valid any more due to non-adherence of the Community and the Programme will not continue their assistance.
- During the project visits the Project Team Members will delegate tasks to each other to avoid the presence of the full team at site at the same time and to improve the Districts Programme's efficiency. On the last visit of the month the visiting member will copy the Communities' monitoring data.
- Further to the above the District Development Committee needs to be informed on the outcome of PRA. This will enable other interested Government departments and agencies, whose priorities came out during the CAP, to make follow-up on the same.

SECTION 7 : REFERENCES, ACKNOWLEDGEMENT AND ABBREVIATIONS

REFERENCES

This PRA Reference Guide 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 Environment Secretariat (NES), Egerton University, Clarck University, Reprinted June 1991

Implementing PRA: A Handbook to Facilitate Participatory Rural Appraisal; National Environment Secretariat (NES), Clarck University, Egerton University, March 1992

ACKNOWLEDGEMENT

The Program Advisory Team gratefully acknowledges the skilful input, experience and participation of the trainers of National Environment Secretariat (NES), of KWAHO, and not least all the participants of the PRA trainings:

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LIST OF ABBREVIATIONS

CAP	- Community Action Plan
CDO	- Community Development Officer
CE	- Community Extensionist
COO	- Community Operations Officer
DCO	- District Community Officer
DDC	- District Development Committee
DPM	- District Programme Manager
DWE	- District Water Engineer
DWSDC	- District Water and Sanitation Development Committee
DWSP	- District Water Supply and Sanitation Programme
FS	- Field Supervisor
LBDA	- Lake Bassin Development Authority
PAT	- Programme Advisory Team
PHE	- Public Health Extensionist
PRA	- Participatory Rural Appraisal
PTM	- Project Team Member
RDWSSP-II	- Rural Domestic Water Supply and Sanitation Programme phase II
SSI	- Semi Structured Interview
TOO	- Technical Operations Officer
WSAP	- Water and Sanitation Action Plan

