Participatory Rural Appraisal (PRA)

A manual for NGO staff

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TAKE THIS MANUAL WITH YOU EACH TIME YOU FACILITATE A PRA AND CHECK FOR EACH EXERCISE WHETHER YOU HAVE COVERED EVERYTHING

Manual Code: NP1.2

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1 Introduction

1.1 What is a PRA?

PRA stands for **P**articipatory **R**ural **A**ppraisal. A PRA is a community meeting in which community members analyze their problems and priority needs. They are facilitated during the meeting by a support organization. A PRA is also meant as an introduction of the support organization and the community to each other and as a start of their cooperation.

A Participatory Rural Appraisal (PRA) consists of:
1. A number of participative group activities executed by community members enabling them to assess their circumstances, needs and priorities.
2. An election of a community committee by the community members, and
3. A focus group discussion (with community leaders, community committee, key resource persons and interested people) to obtain further information about several subjects, in particular about the priority problems.

The PRA is usually followed by a baseline survey. The baseline survey is a separate activity and is therefore not included in this manual.

1.2 Objectives of a PRA

A PRA has the following objectives:

1. The community determines its own priority needs in different ways and based on active involvement of all different groups in the community (men, women, children, elderly, poor, rich, etc.).

2. The community members become motivated to work together with each other and with the support organization to realize a number of priority projects in the community.

3. The support organization and the community are introduced to each other. This lays a basis for trust and respect and for future cooperation in community projects.

4. The support organization obtains information about the community, which helps to determine capacity and motivation of the community and feasibility of the prioritized community projects.

5. Election of a community committee that will organize the community inputs in the prioritized community projects and fulfill the contacts with the support organization in the cooperation to realize those projects.

1.3 PRA steps

<u>The steps of a PRA are:</u>
1. Preparations
2. Introduction
3. Community history and community mapping
4. Problem identification and ranking
5. Explanation of the conditions of assistance by the support organization
6. Election of a community committee
7. Closing of the meeting
8. Focus group discussion with committee, community leaders, key resource persons and interested people.

1.4 Preparations before starting a PRA

a. Discuss the following things with the local authorities/community leaders of the community:

Ø Explain the earlier mentioned objectives of a PRA.

Ø Explain that the PRA should be attended by a good representation of the community. This means that the number of men and women should be about the same, that all ethnic groups and religions are represented, that both the poor and the non-poor participate, and that it is not only the friends of the community leader who participate.

Ø Explain that about 100-150 community members should participate in the PRA. The number of community members should at least not be smaller then 50 (there are some exceptions, for instance for PRA's with nomads).

Ø Explain that the PRA will be cancelled if not enough people attend. This may have consequences for the cooperation with the support organization.

Ø Convince the community leadership that especially women should attend the PRA. If they don't accept, explain that most exercises are done separately.

Ø Explain that the PRA should preferably be held in the morning. Avoid market days, harvesting time, school holidays, religious holidays, and a too early start of the PRA (which is often difficult for women). Set the appointment half an hour earlier than you plan to start, so that everybody is there at the right time.

Ø **Agree with the local authority/community leaders on a suitable date and time for the PRA.** The date should be appropriate for all different groups of people in the community. The date should not be too soon (usually not within two weeks), in order to give the **local authority/community leaders the** chance and time to organize the PRA meeting and ensure that a sufficient large number of people will attend the meeting.

Remind the **local authority/community leaders** again a few days before the agreed date of the PRA.

b. **Ensure that there are at least 2 facilitators during the PRA,** one to make notes, the other to facilitate the discussions and activities (they may if they want switch roles now and then). The facilitators can travel by motorbike, bicycle or car to the community at the agreed date and time.

c. **Make sure to bring all the materials required:**
    1. A flipchart with the objectives of the PRA (see paragraph 1.2).
    2. A flipchart paper with the program of the day (see paragraph 2.1)
    3. A flipchart paper with the conditions of your organization (see paragraph 2.4)

        The three prepared flipcharts should be in the local language of the community!

    4. 10 empty flipchart papers,
    5. 6 marker pens,
    6. About 8 empty sheets of paper for the problem ranking exercise (to list the problems)
    7. About 40 empty paper cards for the problem ranking exercise,
    8. This manual
    9. Copies with information (principles, objectives, etc) about your organization *in the local language.*
    10. Different kinds of symbols that represent problems and that can be used during the problem ranking exercise for voting (e.g. a drawing of a clinic that represents the problem that people have a poor healthcare system, a bottle filled with water representing the water problem in the community, etc.)
    11. Voting material: coloured stones, small colored pieces of plastic, small round balls, or other material suitable for voting
    12. Tape or pins to stick the flip charts to a tree, chair or flipchart holder.
    13. Bring (food and) drinks with you for the people participating in the focus group discussion. During the PRA you should not eat and drink.

1.5 Characteristics of a good facilitator and note taker

- Ability to speak the local language
- Performance skills, ability to lead groups
- Enthusiastic and motivated, use of humour
- Respectful and friendly towards the community members
- Trusted by the community members.
- Dressed modestly, not too modern.
- Does not influence the community members during the exercises (they should, for example, NOT tell / influence the community members which problems to write down during the problem ranking exercise).
- Ability to involve women, especially during plenary sessions. Stimulate women to speak up and let their voices and opinions be heard.
- Time management: facilitator knows how to ensure that each exercise is done within the time limits as indicated in this manual.
- Listening skills, careful note taking of discussions and outcomes.
- Involve all participants, so stand closely to the group. It is very important that the facilitator speaks and looks both to the men and especially to the women.

2 Executing the PRA

This chapter describes each of the steps of a PRA in detail.

Important:
- The group of community members that has come to the PRA should be representative for the community.
- The total number of people should be at least 50. There should be enough females.
- If the group is not representative or too small: (1) explain again the importance of PRA, (2) cancel this PRA, and (3) make a new appointment (one more chance) for the PRA.

2.1 Introduction

Timing: 20 minutes.

Activities:
1. Official opening by community leader or facilitator, following the protocol of formalities usual to the community. This usually includes: greetings, prayer, and introduction by community leaders and other key people.
2. Introduce your organization briefly!
3. Explain WHY you are there: show and explain the flipchart paper with the "PRA objectives".
4. Explain WHAT you are going to do: show the flipchart paper with the "Program of the Day". Explain the exercise and their purpose shortly.
5. **IMPORTANT**: Explain briefly that you want to investigate all problems, and that after the PRA you will discuss what you can do together in the future. Explain that the PRA may form the basis for further cooperation between your organization and their community. Later, during the explanation of the conditions of your organization, you will discuss in more detail about activities your organization may do together with the community.
6. Invite especially the female participants to participate actively. Explain that women are often more shy, but that they should not be afraid to speak up. Possibly you can illustrate this by a joke.

Remarks:
1. Make sure that all people sit close enough to you so that they can easily hear you when you speak.
2. Create a friendly, positive atmosphere in which people feel free to speak.
3. If some people are late, you can already start the introduction, points 1 to 5. If required you can repeat them shortly when more people arrive (summarize).
4. In case the facilitators do not speak the local language well enough they should ask someone from the community to translate what they are telling. When someone translates make sure to stop each time after a few sentences to give the translator the opportunity to translate what has been said. But it is of course much better if the facilitators speak the local language themselves properly.

<u>Program of the PRA</u>

1. **Introduction**
2. **Community history and mapping exercises**
3. **Problem ranking**
4. **Information about your organization (conditions, mandate, etc)**
5. **Election of a community committee**
6. **Closing of meeting**
7. **Focus group discussion**

2.2 Community history and community mapping

Timing: 60 minutes (5 minutes introduction/explanation of the exercise, 30 minutes for describing the history and making the maps, 25 minutes for the presentations by those who did the history and the mapping).

In short: community members discuss and present the history and mapping of their community. This serves as a first introduction and starting point for discussing the community's problems and achievements and should therefore not take too long.

Activities:

1. **Introduction.** Explain that the community members are going to work in small groups, divided in groups of men and groups of women. The number of groups depends on the total number of participants. For instance if there are about 100 participants you can divide them in 4 groups. If there are many more men then women, you can make 2 groups of women and 3 groups of men.

   Explain that one group of the women will work on the community history exercise and one group of women on the community mapping exercise. Also one group of men will work on the community mapping exercise, and one group of men will work on the community history exercise (if you have 3 groups of men, then you can have 2 groups working on the community history exercise).

   If there are children you can form groups of children to make a community map. If children are under 8, they do not need to participate. Split kids up in separate groups of boys and girls.

2. **Explain the community history exercise**. The groups that will do the history exercise should start with an explanation of the meaning of the name of their community. They should then continue to discuss what happened in their community since they can remember (they should include information about the first settlers, migrations, disasters, epidemics and achievements. Achievements are for example: constructions (school, clinic, etc). Describe also which organizations have assisted. Always try to include the years in which events have occurred.

3. **Explain the community mapping exercise**. The groups that will do the community mapping exercise will make a map of their community, in which water points (protected and unprotected), public buildings, roads, market places, areas

that are a risk to health, and other important places are indicated.

4. **Form the groups**. Explain that they have 25 minutes to finalize their exercise. Then form the groups and put them at proper distances from each other. Try to avoid people walking around during the exercise (men standing with women groups, teachers standing with pupils groups).

5. **Stimulate active participation by all people:**

   - Walk around and explain that everybody should participate.

   - Ensure your time management! If they go too slow remind them of the timing.

   - Do not accept that men act as writers in women groups. If there is no woman who can write in a group ask in the other female groups whether there is an extra woman who can help this group with writing.

   - Sometimes men tend to walk around and interfere with the groups (especially with women groups). If you see this ask these men kindly to return to their own group. If they claim not to be in any group you can put them in one of the male groups.

6. **Presentations.**

   - Call the groups together

   - A representative of each group can explain their community history / community map.

   - People can discuss things further and add to the lists the events that were forgotten or add things to the community map. Everybody who wants to say something should get enough time to react! Ask the people questions if things about the community history or the community map are not clear or if the different groups tell contradictory stories.

   - The note taker takes notes about these things (and makes sure that later this information will be included in the PRA report).

Remarks:

1. Make sure that the note taker makes notes of everything and keeps the flipcharts with the results of each group as background information for the PRA report. Later, when the PRA report is ready, you should give the flipcharts back to the community.

2. Mapping exercise:
   ü Rural people sometimes live in a very scattered way. This can make the community mapping a little bit more difficult.
   ü An alternative to using paper and marker pen is drawing the map on the ground, using stones and sticks to indicate the different locations. This ground map will then be presented to the whole group. This may be a bit difficult if the whole group is large. If this method is used, the note taker should copy the 'ground map' on a paper (and of course, should explain the meaning of the different things drawn on the paper).

2.3 Problem ranking

Timing: 60 minutes.

In short: the aim of this exercise is to let the community members identify the different problems they experience and to let them prioritize these problems.

1. **Introduction.** Explain that:

   - everybody will split up again in the same groups as during the former exercise,

   - this exercise is meant to provide information about the problems in the community,

   - each group should write down all problems they feel they have on a sheet of paper.

2. **Split up in groups of men and women and ask them to start writing down the problems they have.**

   - It is important that the men and the women sit in different groups, since the women might feel most comfortable talking with women, and men more comfortable with men.

   - Furthermore, men and women might experience different problems.

   - Make as many male groups as female groups, so that both sexes are given the same importance. If there are less women than men, make the groups with women smaller than the groups with men in order to ensure that there are as many female as male groups. If there are children, also form groups of children (see the remarks about children in the former paragraph).

   - Do not accept that men act as writers in the female groups when the women claim illiteracy. Most of the time there is at least 1 woman who can write. If not, a lady from another women's group can be asked to rotate and write down the problems quickly after discussions (after which she can go back to her own group again to do the writing there).

   - Do not help the groups much: they are usually very well capable of formulating the problems they find important. As a facilitator, just walk around!

   - Sometimes men tend to walk around and interfere with the groups (especially with women groups). Ask these men kindly to return to their own group.

3. **Each group selects 5 problems.** While each group is still discussing and writing problems on a piece of paper the facilitator gives 5 cards to each group. The facilitator explains that they can choose from their list of problems the 5 problems they feel are the most important ones and write each of these problems on a separate card. **Explain again that they can write only one problem per card!**

4. **Collect the cards.** The facilitator collects the cards after 5 minutes. The people come together in one large group again.

5. **Identify the 6 highest priority problems.**

- Ask everybody to listen

- Make piles of similar problems. Make sure that you involve the group by asking loudly for their advise for each card, for example: "Can I put clinic on the pile of health problems?" Put the cards on the ground or table and pile them up, each card on the pile it fits to most (or forming a new pile when a card does not fit to any of the existing piles).

- Write all the piles on 1 flipchart paper. There may be many piles but this is no problem, write them all on the flipchart. Count the number of cards for each pile (Aloud!) and write this number behind the problem.

- Then identify the 6 problems with most cards. Again, make sure everybody hears and sees the result.

- If in the end some piles with the same number of cards remain, ask people what problems they find more important (ask women separately as they usually shout not as loud as the men).

6. **Place symbols on the ground that represent the 6 problems**. For example: a first aid box represents a clinic, a bottle represents water, etc. Put enough distance between the symbols, otherwise it gets too crowded when people start voting.

7. **Distribute 6 voting pieces (e.g. coloured stones or other voting material) to each person.**

- Explain to the people that they can vote with the 6 voting pieces for the problems they find important.

- They can do this by putting the voting pieces in front of the problems of their choice. The people can vote as they like. They can vote with all their 6 voting pieces for one problem, or distribute them among different problems. Explain that it is good that they think carefully on beforehand where they will put their votes.

- Invite people to come and vote. Also the children participating in the PRA should get voting pieces and be allowed to vote.

- In case there are really less women than men you can propose to the participants that the women should be given more voting materials in order to balance the votes of the men and the women.

- Repeat the explanation of the voting (how you can choose, distribution of voting material, no influence of others) during the actual voting!!!

8. **Count the votes.** Ask a number of community members to help you with the counting. It is important that all participants of the PRA clearly see that the counting of the votes is done properly. Write the results (the number of votes per problem) on a flipchart paper. Explain to the people the number of votes they have given to each problem. Indicate which problem had most votes, which problem was second in votes, etc.

9. **Discuss the prioritized problems shortly.** Ask the people to explain the nature and the causes of each prioritized problem shortly. For instance if people mention 'hunger' as a problem, try to find out what the causes are of this problem. The note taker should make sure to note the answers down in his/her notebook!

10. **Finalize the activity** by asking whether everybody agrees with the priorities given to the different problems.

Remarks:

1. It is good if at least one of the facilitators is female. She can assist the women groups, for instance if there are not enough women to write down their problems.

2. It is good to split the people in at least 3 groups of men and 3 groups of women. The more groups you have, the easier it is to group the problem cards and determine the six problems that are mentioned most often. Even if this means that each of the groups will be very small, it is good to do it.

3. The men and the women should get the same number of cards, so the problems of the women are given the same weight as those of the men.
   - If there are more men then women, this means that the groups with women will be smaller then the groups with men. For instance, if there are 60 men and 30 women, you can make 3 groups with each 20 men, and 3 groups with each 10 women.
   - Another solution is to give the women the same number of cards as the men. This means that when you have 3 groups of men and 2 groups of women, you can give the men groups each 5 cards (this means that in total the men have 15 cards al together: 5 cards in each of the three groups) and one of the women groups 8 cards and the other women group 7 cards (also leading up to a total of 15 cards for the women).

4. Be aware that people do not influence other people during voting.

5. Think carefully about the voting materials you want to use. Beans are food and people may feel wrong about 'playing' with food. Wood and stones can be cheated with because they can be found on the ground. Therefore it is best to find some other small things to vote with, such as painted stones, small balls, pieces of colored plastic, etc. Make sure that you have enough of this material to distribute to all.

6. The facilitator and note taker should not influence the people also not if they help them to write down their problems.

2.4 Information about your organization and what it can do for the community

Timing: 20 minutes.

After problem ranking, continue with a session in which you tell more about your organization, such as the objectives and mandate of your organization, how your organization works with communities, what it expects of the community and what your organization can do for the community.

Purpose: to avoid confusion and too high expectations. It is important to explain what your organization can do to assist the people with their priority problems and what it cannot do, what its restrictions are and what its conditions are for cooperation with the community. This is a very important part of the PRA. If these things are not explained properly it may cause frictions or other problems between your organization and the community.

Regarding high expectations and possible disappointed reaction of community members: facilitators should not be embarrassed if they have a limited mandate, because your organization can still offer a lot. Every organization has limits due to limitations of funds, knowledge and experience. Facilitators need to remember that communities asking solutions/funds for all problems are unrealistic. Limitation of capacity exists everywhere, also in the community itself.

When you explain the conditions of your organization you can use a flipchart like the below example.

Example of the 'Conditions' flipchart paper

Conditions

1. Active participation of the community members

2. All inputs by community members and committee members are on a voluntary basis.

3. Community elects a community committee or uses an existing community committee.

4. The community will operate and maintain all facilities realized.

5. The community will store materials at community level whenever needed

6. The community accepts that the organization will only support activities that fall under its mandate and are within its capacity.

7. The community accepts to attend all meetings and trainings they are called for.

8. The community accepts that per activity additional conditions may exist.

<u>Important:</u>
It is important that the conditions are properly explained. Therefore we provide here some advice on what you can explain per each of the points in the above list of ´Conditions´.

1. **Active participation of the community members.** The facilitator asks the community whether it agrees to participate actively in all activities through provision of local materials, unskilled labour and voluntary participation in such things as meetings, workshops etc. In case the community is not willing to do so, your organization will not provide its support.

2. **All inputs by community members and committee members are on a voluntary basis.** No allowances will be provided to any community member, including volunteers and committee by your organization.

3. **Community elects a community committee or uses an existing community committee.** The community needs to have a representative body for decision-making with regard to the activities it will execute in cooperation with your organization. It can elect a new committee for this purpose or choose to have this function being fulfilled by a committee already existing in the community. Explain that in the next exercise the people can elect a committee.

4. **The community will operate and maintain all facilities realized.** All facilities will be operated and maintained by the community itself.

5. **The community will store materials at community level whenever needed.** In case materials need to be stored at community level, the community will take care to have a proper place for storage, well protected against sunshine, rain and wind, and safe against theft.

6. **The community accepts that the organization will only support activities that fall under its mandate and are within its capacity.** It is important to relate this to the priorities of the people as they have just determined in the problem ranking exercise. You can do this as follows:

   - Explain a bit more about the mandate of your organization: the type of projects your organization normally does and of which your organization has knowledge and funds. Also explain that therefore your organization has no experience nor funds for other types of projects.

   - Explain the people that you will now look together with them at the problems they have prioritized and discuss what your organization can do with regard to each priority problem.

   - Go back to the flipchart with the problem ranking, and explain the people for each priority problem what your organisation can do or may be able to do in the future. Best is to ask the people for each problem whether they think your organization can help them with solving the problem. Some examples to clarify this:

     Ø *If people have prioritised the construction of a road, you ask the people 'What do you think, when you remember the things our organization does, can we help you with the construction of a road?' Explain that your organization is not involved in road construction and therefore cannot help the community with this problem.*

Ø *If people have prioritised drinking water, you explain that your organization sometimes does water projects and that you will therefore investigate the possibilities, but that people should know that your organization only has limited funds and that therefore it may not be possible to help them, depending on what exactly the possibilities are to improve the drinking water and what funding your organization may find in the future. Explain that in the mean time health promotion can help people to get knowledge on how to prevent water related diseases.*

Ø *If people have prioritised a clinic, you explain that a clinic as well as the curative service are very expensive and therefore at least for the time being not an option for your organization. Therefore propose to start with health promotion in the community so that people get more knowledge about how they can prevent diseases.*

IMPORTANT: Ask the participants which of the prioritised problems <u>they</u> feel their community can work on with assistance from your organization.

7. **The community accepts to attend all meetings and trainings.** It is important that community members, especially volunteers and committee members attend the meetings and training courses of your organization.

8. **The community accepts that per activity additional conditions may exist.** Explain that for specific activities additional conditions may exist and that these will always be timely communicated to the community.

<u>Remark:</u>
It is good when you ask each time after explaining a condition whether the community agrees with that condition instead of only asking this question once at the end of all conditions.

2.5 Election of the community committee

At the end of the PRA, the community members who participated in the PRA elect a community committee.

<u>Important:</u> If the number of people participating in the PRA is not enough to elect a committee, the committee can be elected later during another community meeting. The fieldworker should then be present in that meeting. It is much better though if there are sufficient participants and the committee can be elected at the end of the PRA.

Timing: 45 minutes.

1. Explain the tasks of the committee:
   - The committee will assist your organization during the Baseline Survey. Explain that the baseline survey is an investigation that will be executed later in the community to obtain more information about the subjects prioritized by the people during the PRA.
   - The committee will make, together with your organization, a community development plan that will contain plans for solving the prioritized problems. Explain that in the plan it will be indicated what the community will do itself

and for what things the community will try to find help from organizations, the authorities and so on (don't start a discussion on this as time is too short fopr that, explain to the people that the plan will later be discussed in a community meeting in much more detail and that people can then also propose changes in the plan etc).

- The committee will represent the community towards your organization, other organizations and authorities regarding matters that concern the planned activities, of course together with the leadership of the community.
- The committee will coordinate planned activities, mobilize the community, etc.

2. Give the participants the following options:
   - Continue with an existing committee and perhaps change or add members
   - Elect a new committee now, or
   - Elect a new committee during another community meeting?

3. Have a short discussion with the community about:
   - the functions needed in the committee, for instance: chairman, vice-chairman, secretary, vice-secretary, treasurer, vice treasurer, storekeeper and members.
   - characteristics of the committee members: for example trusted and respected, the ability to read and write, sufficient time available.
   - the number of people needed for the committee. Preferably, an even amount should be chosen (6,8,10).
   - gender balance in the committee (**same number of men and women**).

4. Many methods of voting exist and this can be different in each country/region. A good method is to ask the people to nominate for each function 2 men and 2 women (altogether 4 candidates). The 4 candidates should stand in front of the group with their backs towards the group so that they can't see the people. The people can then vote for their candidate by raising hands when the facilitator points his/her finger to the candidate. However, raising hands is a method in which people can cheat easily and it may be difficult to count all raised hands if the group is large. For this reason often another method is used, in which people stand in line behind the candidate of their choice; the facilitators can then count the number of people in each line.

5. Gender balance: If 1 elected person, e.g. chairman, is a man, it is good when the vice-candidate is a woman and the other way around (example: if the chairman is a woman, the vice-chairman should preferably be a woman).

6. Follow the same procedure for the other functions.

7. Let the committee present itself in the end.

Remarks:
- Choose the way of voting that is accepted in your region, but try to make it as democratic as possible and remember the gender balance.
- Other way of voting: each candidate has a symbol. All people get a piece of paper and write the symbol of the person they support. All papers are collected and the votes per symbol are counted.

2.6 Closing the meeting

Timing: 2 minutes.

1. Explain that after this meeting you will have a short meeting with the committee and others who are interested, to discuss some subjects further and to make appointments for the baseline survey. Also invite community leaders and other key persons (health agents, religious leaders, etc) to take part in the meeting. Invite especially also women to take part.

2. Thank all for their presence and input. Explain that you will bring back the flipcharts made by the people during the PRA after you have used them to make your report.

3. In case your organization already knows that there will be funding to do certain activities with this community you can inform the people about this but be careful not to raise expectations you cannot fulfill!

2.7 Focus group discussion

Timing: 45 minutes.

1. After the PRA, a meeting is held with the committee and other people interested. This 'focus group' discussion is meant to obtain additional information about the community and the prioritized problems. You can use the questions presented in the last part of the PRA report as a guideline.

2. At the end of the discussions make an appointment with the committee for the baseline survey (the baseline survey is usually done on another day, together with the members of the committee: see the *Baseline survey* manual).

Remarks:
1. The focus group discussion can give you a lot of information. So do it thoroughly!
2. Facilitate that especially the women participate.
3. Create a discussion, not just ask questions and listen to answers. Let the talking be done by participants.
4. Ask additional questions if more information is needed on specific issues.
5. It is also good to ask additional questions about the problems that the community members have prioritized but in which your organization cannot or does not want to be involved in. This will give you a clearer picture of all problems in the community.
6. It is good if you have give some food and drinks to the participants, because people may be tired, thirsty and hungry after the PRA.

2.8 Finalization of the PRA

1. **Finalize the PRA report.**

   - Please finalize the PRA report as soon as possible, preferably the same day or the day after the PRA. (See the format for the report in Annex 1).

   - Use all the information that you have: the information obtained during preparations, the notes made during the PRA, the information the participants in the PRA wrote on the flipchart papers, the information obtained during the focus group discussion and all other things that you remember.

   - Discuss the PRA report with other fieldworkers and your supervisor. Make changes if necessary, depending on the feedback you get.

2. **File the information.**

   - Copy the report.

   - Put the report in the file you have made for this community (every community needs its own file map!).

   - Leave the original with your supervisor/coordinator and take a copy with you for the community (and perhaps 1 for yourself, personal filing).

   - Next time when you visit the community you give a copy of the report to the chairman of the committee.

Annex 1 PRA report

1.   PRA data

Name community:

Name sub-district:

Name district:

Date PRA:

Names facilitators:

No. of people who attended the PRA:

No. of women	
No. of men	
No. of children	
Total	

2.   History of the involved communities

Describe for each community that may possibly get involved.

Who were the first settlers in the community and when did they come?

What is the meaning of the name of the community?

What are the important events that happened in the community (the problems but also the achievements)?

Put down the events and achievements in following order of the years (also include events that were particular for only one of the involved communities)

Year	Event

3. Map of the community

Redraw the community map below. Do the following things:
1. *Copy the things the community members have drawn on their map (if more than one map was drawn try to combine the things indicated in those maps into the one accurate map below).*
2. *Indicate the location of the PRA in the map.*
3. *Include all water sources in and near the community. Indicate for each source whether it functions or not.*
4. *Include distances where possible.*
5. *Give explanations on the back of this form if necessary.*

4.   Problem priorities

Put down here the results of the problem ranking in order of priority. Give the number of votes (that is the number of beans, pieces of wood or other voting materials used) that people have given to each of the six problems and explain for each problem what the people mentioned to be the cause(s) of this problem.

1…………………………………….. Number of votes: ………

Cause of the problems:

2. …………………………………….. Number of votes: ………

Cause of the problems:

3. …………………………………….. Number of votes: ………

Cause of the problems:

4. …………………………………….. Number of votes: ………

Cause of the problems:

5. …………………………………….. Number of votes: ………

Cause of the problems:

6. …………………………………….. Number of votes: ………

Cause of the problems:

Other typical problems that were mentioned by the community members and are considered to be very important as well:

5. Community committee

Put down the name, sex and position of each elected member of the community committee.

Function	Name	Sex (M – Male, F – Female)	Remarks (e.g. members fulfilling specific functions)
Chair person			
Vice-chair person			
Secretary			
Vice-secretary			
Treasurer			
Vice-treasurer			
Storekeeper			
Member			
Member			
Member			
Member			

Note: the community can decide by itself which of the above functions it wishes to have in its committee and how many members.

6.   Focus group discussion results

Below is a list of questions the facilitator can use during the discussion. Questions can be added or left out, depending on what you feel is most suitable.

Also discuss topics that have been prioritised but that are not topics your organization will be assisting with. It is good to have some information on such topics if you plan to ask other organizations or the authorities to help the community with those problems.

Remember that the focus group discussion should be a real discussion, not only a question and answer session. The note taker must write down all answers during the discussions.

Some questions you may want to pose:

ü   **Were the conditions for assistance by your organization explained properly to the community members? Yes / No**
If the answer is No, explain why.

ü   **Were the conditions accepted by the community members? Yes / No**
If the answer is No, explain which conditions were not accepted, why they were not accepted, and what your advice is with regard to continuation with this community.

ü   **What help do you get from other organizations?**

ü   **How many households are there in the community?**

ü   **What is the average size of a family?**

ü   **How many female-headed households are there in the community? What problems do they have?**

ü   **Which community leaders does the community have? Are people happy with them? If not, why?**

ü **What ethnic groups do live in the community? Indicate the approximate percentage of total community population.**

ü **What are the religions of these ethnic groups? Indicate the approximate percentage per religion.**

ü **Are there problems between the different ethnic groups in the community?**

ü **What are the most predominant occupations/jobs?**

ü **Do certain groups in the community, for instance the women, have other priorities than the 6 listed during PRA?**

ü **Can people build toilets themselves, if not why?**

ü **What community initiatives existed or exist on latrine construction?** *Explain (if there is none, ask why)*

ü **Which diseases are the ones that need most urgent attention?**

ü **How can the diseases be prevented?** *Describe per mentioned disease.*

ü **What problems do the people have as a result of HIV/AIDS? And what is the response of the community towards these problems?**

ü **Are there orphans in the community? If so, what do you do to help them?**

ü **What are the main problems you have with drinking water?**

ü **What could the community do itself to improve its drinking water situation?**

ü **Are women circumcised in the community? And men? Give percentages if possible.**

ü **What is the opinion towards circumcision? (male and female)**