PARTNERS FOR DEVELOPMENT

international relief and development

Field Manual for Parcipatory Rural Appraisal (PRA)

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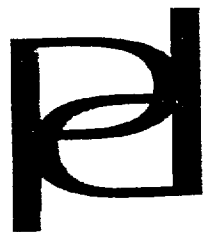# Field Manual for Participatory Rural Appraisal (PRA)

Background and Acknowledgments

Partners for Development (PFD) is an American, private non-profit organization currently managing self-help overseas programs in Cambo dia and Bosnia-Herzegovina. In addition, staff also formerly managed programs in Somalia and Rwanda. PFD is tax-exempt under Section 501(c)(3) of the U.S. Internal Revenue Code, is registered with the U.S. Agency for International Development as a Private Voluntary Organization (PVO), and is a member of InterAction.

PFD's mission is to provide longer-term development assistance where possible and emergency aid where necessary. Our basic criterion is need. PFD works mainly in the sectors of public health, clean water supply, and household economic and food security. PFD occupies a niche wherein it is among a select group of non-governmental organizations (NGOs) with demonstrated capability in locating and working effectively in difficult, under-served areas within countries that are either in transition from relief to development or still in conflict.

PFD's approach is to operate from a community base and to collaborate with local counterparts. To insure local ownership and program-sustainability, local partners are involved -- to the greatest degree possible -- in the design, implementation, and assessment of programs. This, in turn, leads to skill development in key areas. For example:

- Training local health-care providers in prevention and treatment of primary health-care problems.
- Training local technicians and village water committees in pump-repair and maintenance.
- Using "regenerative" seeds, lessening dependence on food-aid.
- Providing technical assistance in start-up and support of small enterprises.

PFD has increasingly employed Participatory Rural Appraisal (PRA). When implemented successfully, PRA ensures that community res dents set priorities and develop a community action plan (CAP) to address problems.

PFD began using PRA in Somalia in 1994. In the context of Somalia at the time, PFD found PRA an effective tool in raising critical consciousness among participating communities, though it is only one element to those communities' efforts at improving their standard of living.

This field manual was developed under the Northeast Cambodia Community Development Program (NCCDP). The NCCDP is a cooperative effort between Partners for Development (PFD), key Cambodian agencies involved in rural development and most importantly, the rural communities it seeks to serve. The NCCDP is supported in large part by the United States Agency for International Development (under USAID Grant No. 492-G-00-97-00008-00), as well as several other important contributors, including UNICEF, the LeBrun Foundation, WHO,

and the Royal Cambodian Government.

Sources used in the development of this manual are too numerous to list in their entirety, and must begin with the many field agents and villagers of Kratie and Steung Treng provinces who reviewed, revised, tested and evaluated the range of items this document attempts to address. Not only have their contributions been critical to the manual's development, but their experience and interest in PRA provides the NCCDP with an exceptional foundation for continued work in this most important area.[1]

Several important international sources also served in the manual's development— and without which PRA itself would likely not have been developed under the NCCDP. Notable among these are: Social Research Institute of Chaing Mai Univerisity, which conducted an initial PRA training under a precursor program to the NCCDP; *Rapid Rural Appraisal* by Robert Chambers; *Participatory Rural Appraisal Handbook* (Kenyan Ministry of Environ., Clark Univ., Edgerton Univ., and World Resources Inst., 1991); *Implementing PRA: A Handbook to Facilitate Participatory Rural Appraisal* (Kenyan Min. of Env., Clark University, Edgerton University, March 1992).

Finally, and while acknowledging the contributions of the above, this does not extend as far as the many mistakes, omissions or other blunders which this manual undoubtedly contains. These will remain the responsibility of PFD which will view this document as a work in progress— and which will be highly appreciative of any comments or suggestions for its improvement.

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[1] Some of the individuals who reviewed this manual include: Louis O'Brien, Kara Page, Dora Panagides, Aida Abashawal, David Wright , Chou Bounine, Chou Noly, Chhun Sothy, Dour Sour S'deye, Lim Piseth, Khun Sadee, Ngeth Sophy, Pak Kunny, Pinpay Somaly, Sai Channy, Ser Heng, Sok Sophat, Som Sophal, Tep Bunnareth, Douglas Nagle, and Jack Marrkand.

In addition, PFD appreciates the generous, pro-bono commentary provided by outside reviewers in the U.S., including: Mary Rojas, Sandra Russo, John Shores, Barbara Thomas-Slayter and Lori Wichart.

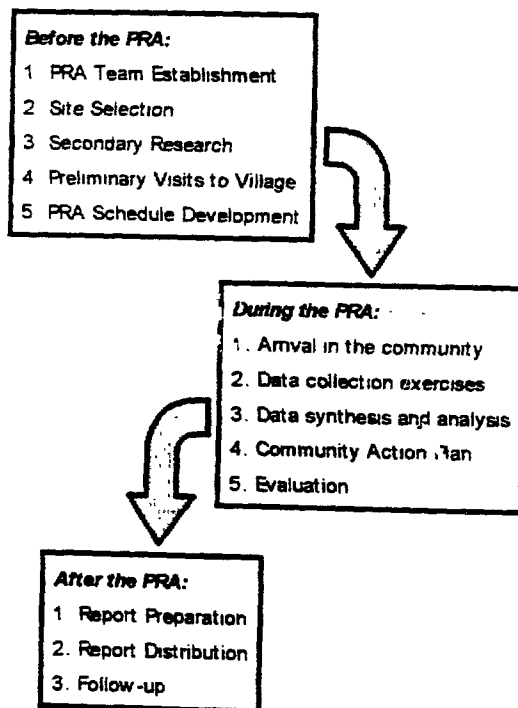# Table of Contents

Section I. Introduction

I.A. ***What is PRA?:*** Participatory Rural Appraisal (PRA) is a process used in development programs worldwide to help rural communities:

- gather information on the resources they already possess;
- organize their knowledge;
- identify and prioritize local development needs; and
- develop long-term action plans which respond to these needs.

More practically, PRA usually involves a team of five to ten development agents working with villagers over several days or weeks. This work consists of a series of participatory exercises which help community members better assess their history, resources, and overall situation as concerns agriculture, health, education, and other important areas. Focused on the use of local resources, PRA can help provide a framework for a community's sustainable, long-term development.

Though many different types of PRA programs have been developed and are used in many countries, the basic steps involved in all PRAs are usually similar, and are best presented in the graphic.

Key Steps in the PRA Process

Before the PRA:

1 PRA Team Establishment

2 Site Selection

3 Secondary Research

4 Preliminary Visits to Village

5 PRA Schedule Development

During the PRA:

1. Arrival in the community

2. Data collection exercises

3. Data synthesis and analysis

4. Community Action Plan

5. Evaluation

After the PRA:

1 Report Preparation

2. Report Distribution

3. Follow-up

I.B. Why do PRA?

Traditionally, many development programs have approached communities already knowing what they want to do. Although their plans have been based on sound analysis of the local situation, they have rarely had the opportunity to work directly with beneficiaries in the process of needs identification. While this *"Top-Down"* approach has sometimes succeeded, it has often failed:

- Communities have not understood the basis for the development program's activities;

- Development agents have not understood important local characteristics (history, culture, ecology, etc.); and

- The plans developed have not had the support of all community members.

PRA allows development programs to correct these errors, and involve communities directly in the process of assessing local needs, identifying what would be the most appropriate solutions, and developing plans which respond to these needs. It also allows development agents to take a step back from how they regularly work, and listen to and learn from villagers. *Importantly, PRA recognizes that it is community members, and not development agents, who know best what local needs are.*

Benefits of the PRA approach are now becoming widely acknowledged. For communities these benefits include:

- Expressing their own ideas and concerns;

- Organizing their knowledge about the past and present;

- Identifying as a community their problems, the causes of these problems, and possible solutions;

Steung Treng women presenting their community map

- Developing a common plan to address these problems;

- Importantly, the ability to use their own resources more effectively and attract more resources from the outside.

For development agents, such benefits include:

- Understanding much better the needs, problems and motivations of the community;

- Establishing a relationship with community members based on mutual respect and consideration; and

- Designing activities after the PRA which are better tailored to the needs of the community and which clearly have their support.

I.C. **About this Manual:** This manual was developed under the Northeast Cambodia Community Development Program (NCCDP)— a cooperative effort between Partners for Development and key national Cambodian agencies in-

volved in rural development. It is intended for use by field agents from those agencies— and in particular those associated with the NCCDP in the provinces of Kratie and Steung Treng where the program is concentrated.

The manual roughly describes each of the steps listed in the graphic on the first page. Importantly, however, PRA is a "process-oriented" activity which necessarily requires a good deal of flexibility on the part of those conducting the PRA. As such, and while this document may seem to propose a standard method for conducting a PRA exercise, it should be viewed as a guide— serving as only a general reference in the design and implementation of PRA programs which will likely vary from community to community.

Finally, and given the very wide range of PRA programs in existence, some may consider the PRA described in this document as more limited in scope than other PRA programs. Perhaps responding more to the special needs of the NCCDP and area communities, the following potential limitations can be noted:

> *Firstly*, the NCCDP has wanted to establish a practical PRA program which could be conducted in all beneficiary communities. However, because neither the NCCDP nor area communities always have the time to conduct or participate in a very lengthy PRA as is sometimes proposed, this document describes a PRA which is conducted over roughly a 3-day period. Though shorter in duration and perhaps not allowing for an in-depth analysis of all aspects which may be of importance to the community, it should nonetheless provide a solid basis for continued community leadership and involvement throughout the local development process.

> *Secondly*, and while not attempting to limit community identification of local development needs, this document may reflect a bias towards the areas which the NCCDP may be able to provide some assistance— and to the detriment of other important concerns to area communities (i.e. forest use and land management). Though an important limitation, this should be easily overcome with the addition of other data collection and related activities.

> *Thirdly*, as this is only the first such version to be developed under the NCCDP, it should be viewed as a work in progress— and for which comments, criticisms and suggestions for its improvement wil' be highly appreciated.

This section provides information and guidance on the steps involved in preparing for a PRA, and provides specific detail on the following:

- A. The PRA Team
- B. The Village PRA Committee
- C. Site Selection
- D. Secondary Research
- E. Preliminary Visits to the Community
- F. Developing the PRA Schedule
- G. Activities Upon Arrival in the Community

II.A. The PRA Team: The PRA team is a group of personnel from area agencies which is responsible for preparing and conducting the PRA, producing a final report, and planning follow-up activities.

1. **Team Size:** The size of a PRA team will vary, depending on who is available, how much experience they have in conducting PRAs, as well as special considerations such as language. For the type of PRA discussed in this manual, it is suggested to have at least 6 team members, and a maximum of 12.

2. **Team Composition:** The following items should be considered in developing the PRA team:

   Technical Expertise: Though all Team members should be familiar with all aspects of PRA, specific members should be designated to serve as resource persons for key technical areas—keeping track of the data collected during the PRA which concerns that area, responding to technical questions villagers may have, etc. These key technical areas include:
   - health
   - agriculture
   - water supply/sanitation
   - environment
   - culture and religion
   - infrastructure

   Male-Female Ratio: As much as possible, the PRA team should be composed of equal numbers of men and women.

   Inter-Agency Collaboration: Because PRA can be useful for all agencies involved in rural development, the team should be composed of personnel from several different organizations.

   Other Important Areas: In addition to the above, special consideration should be given to:
   - the experience of team members in conducting PRAs;

- their experience and skill in facilitating discussion groups;
- and any special skills or knowledge of related to local language and customs.

3. **PRA Team Member Roles and Responsibilities:** Although every team member should be familiar with all aspects of the PRA, each team member is also designated for specific tasks which are described as follows:

   PRA Team Leader: One or two PRA team member should be designated to serve as PRA team leader (or co-leaders). The role of the team leader is to:
   - Ensure that all preparatory work has been done;
   - Make sure that the objectives of each session are achieved;
   - Assist inexperienced members in understanding their tasks;
   - Coordinate preparation of the PRA report; and
   - Resolve any problems which may arise.

   Importantly, the PRA team leader is also responsible for ensuring that all technical areas are appropriately covered. Though not intended to do so, many PRA exercises which are undertaken reflect the technical bias of PRA team members. For example, if a PRA team consists primarily of health professionals with little experience in conducting PRA exercises, it is possible that they will "guide" the community into emphasizing health problems in their discussion of major problems, causes and solutions— and not take into consideration other key areas of community development (i.e. agriculture, education, the environment, etc.). Because this may not reflect true community interests, this should be avoided at all costs, and the PRA team leader should ensure that it is.

Facilitators: For each PRA session, one individual should be designated as the lead facilitator. As a key objective of the PRA is to promote active community participation, the role of the facilitator is very important and includes:

Before the Session:

- Knowing the contents of their session very well in order that they rarely have to look at the manual for guidance.
- Ensuring that the site is well prepared— that there are enough places to sit, that there is not too much noise close by, that the area is well shaded, etc.
- Ensuring that the seating arrangement is good— and that participants can be seated in a circle so that they can see the facilitator, other participants, as well as any flip chart or blackboard which may be used. IMPORTANT: If participants are not properly seated, have everyone get up and re-arrange the meeting place.

During the Session:

- Ensuring that all participants understand and contribute to the discussions.
  - If one participant is talking too much, thank them for their comments, and ask another their opinion;
  - If another participant is not contributing at all, ask them directly what they think;
  - Do not let only one person or a small group of participants dominate the discussions;
  - Pay special attention to minorities, women and the poor who may not feel comfortable contributing.
- Ensuring that team members share their ideas only after the community has provided their own, and that they avoid influencing the community's decisions.
- Managing the time available for the session to ensure that all objectives are achieved.
- At the end of the session, thanking participants for their contributions, and explaining to them the next activity.

Note-takers: Because much information is generated throughout the PRA, the task of taking notes is very important to the program's success. If there are enough team members, one person should be assigred as a note-taker for each session. If there are not enough, the facilitator or a member of the PRA Committee will be responsible for this task. The role of the note-taker includes:

- Sitting among participants, opposite the facilitator, and so that participants are not always aware that someone is taking notes;
- Noting all main discussion points, and paying special attention to the comments of participants as concerns:
  - what they feel are problems;
  - what they believe are the causes of these problems;
  - possible solutions, and especially how the community has solved these problems in the past; and
  - special beliefs, customs and religious practices.

- Asking participants to repeat comments if they are not well understood;
- Copying information presented on big paper into a notebook;
- Reviewing the notes with the facilitator to make sure that they are complete and correct.

Technical Resource Persons: As discussed above, specific team members should be designated to serve as resource persons for key technical areas. These individuals may serve as facilitators for sessions related to their technical area, or may simply assist the PRA team, the PRA Committee or other participants in identifying community problems, causes and possible solutions. IMPORTANT: Even though Technical Resource Persons may have much expertise, they should share their ideas only after community members have discussed their own, and avoid influencing the community's decisions.

II.B. *The Village PRA Committee:* Because the success of a PRA depends on strong community participation, a Village PRA Committee is established. The following describes its major characteristics:

1. *Composition of the Village PRA Committee:* To ensure the Committee is well-suited for its tasks, it should be composed of:
    - About six members with an equal number of men and women;
    - Representatives of different areas of the village; different ethnic or religious groups; and different economic groups;
    - Members who have the time to not only help in preparing the community for the PRA, but also to help during the PRA, as well as after the PRA with any follow-up activities; and
    - If necessary, have some PRA Committee members who can assist in translation, note-taking or other tasks during the PRA.

2. *Roles and Responsibilities of the Village PRA Committee:* The major tasks of the Committee include:
    - Explaining to other community members the objectives, schedule and importance of the PRA;
    - Arranging for lodging of the PRA Team;
    - Encouraging all community members to actively participate throughout the PRA;
    - If possible, assisting the PRA Team in translation, note-taking and similar tasks;
    - Meeting with the PRA Team at the end of each day to discuss issues, Team findings, problems, etc.
    - Assisting in PRA follow-up activities.

II.C. *Site Selection:* The following criteria should be met in selecting communities to participate in a PRA exercise:

- There exists a strong possibility that at least some of the agencies participating in the PRA will be able to assist with some areas of need which the community may identify;
- Security in the area is good, and the area is accessible;
- Field agents believe that there will be strong community support for participating in the PRA;
- The team can meet special requirements of conducting the PRA in that community such as translation of local language.

II.D. **Secondary Research:** Once a community is selected, the PRA Team should meet to share information (and documents, if possible) that they already have on the community, discuss any of their own experiences working in the area, as well as review information which may be available from other personnel and agencies (governmental and non-governmental). The team may also wish to invite other persons who are knowledgeable of the area or community. Important topics to research include special characteristics concerning the community's:

- History
- Ethnic composition, culture, religion and language;
- Population segments (i.e. rich and poor)
- Current situation as concerns health, agriculture, forestry, education, and general economy;
- Accessibility and security;
- Past, current and planned development activities; and
- Current leadership and other important community members.

II.E. **Preliminary Visits to the Community:** About two months before the PRA Team would like to conduct a PRA in a selected community, two PRA team members should inform the village and commune chiefs, and schedule at least one visit to the community before the PRA. During their visit, the team members should meet with the village and commune chiefs, teachers, health workers, religious and other leaders. With the PRA team members dividing the work among themselves, the three key areas which should be addressed include:

General:
- Introducing the PRA approach to community leaders, and discussing its purpose:
    - to help the community gather information;
    - identify and rank problems and opportunities; and
    - prepare an action plan to begin to address these issues;
- Explaining the contents and schedule of the PRA program; and
- Requesting that a Village PRA Committee be established (see the above description for more details).

Planning and Logistics:
- Deciding on the dates for the PRA;
- Verifying that the security situation is acceptable; and

- Making necessary logistical arrangements, including:
  - Identifying sites to conduct large and small group meetings;
  - Discussing lodging arrangements for the PRA Team (which most communities provide free of charge); and
  - Arranging for the preparation of meals for the PRA Team (which team members must pay for from their per diem).

Secondary Research:
- Collect additional secondary research with community members (see above for more details).

II.F. **Developing the PRA Schedule:** About two (2) weeks before the PRA, the PRA Team should meet to review activities already undertaken and develop the actual schedule for the PRA. Important activities to review include:

- Team composition and experience;
- The results from secondary data collection;
- Village-level preparations and PRA Committee establishment;
- The recent security situation;
- Materials preparation;
- Logistics (transport, lodging, food preparation)
- Special requirements such as translation.

As concerns the actual PRA schedule, and based on the experience of PRA Team members, it is important to be flexible and adapt the program, as well as individual activities to the needs of each community. However, to provide a general framework from which to develop a PRA schedule, a sample schedule is provided at the end of this section. As shown, the PRA program used by the NCCDP is designed to take about three days, including the PRA Team's travel to and from the community. Though it may not always be enough time, it is usually enough to accomplish the three main tasks in a PRA:

- Data collection
- Data synthesis and analysis
- Community Action Plan development

Though the sample schedule provided is generally appropriate, the PRA Team should take into consideration several factors in determining the duration of the PRA, as well as how specific topics should be addressed. Such factors include:

- *Time of Year:* If the PRA is scheduled for a time of year when some community members are busy, the PRA may take longer to allow for people to both participate in PRA activities and do their normal tasks.

- *Ethnic Composition:* If the community is composed of one or several non-Khmer groups, the PRA Team may want to take longer to ensure they understand the ideas and concerns of everyone.

- *Local Language:* If community members speak little or no Khmer, the PRA should probably be extended to allow for good translation.

- *Access:* If the community is in an area with difficult access and which has not received much development assistance in the past, the PRA Team may want to spend more time with community members to learn more of their problems region and better prepare follow-up activities.

- *Special Problems or Circumstances:* These include other considerations such as a very bad agricultural year, rapid deforestation, or other events which the community may want to spend more time discussing. Importantly, the PRA Team may identify such issues either before or during the PRA and develop specific sessions (i.e. a special focus group session) to make sure they are fully examined.

All of the above issues are very important, and the PRA Team and Team Leader should make sure that PRA programs are flexible enough to respond to such issues. As PRA Team members gain experience, they should also feel free to experiment with new ways of conducting specific sessions. Ideas for improving a PRA should be discussed with other PRA Team members, and later evaluated to see if they were successful.

II.G. *Activities Upon Arrival in the Community:* As final preparatory activities, and once the PRA Team has arrived in the community and has settled lodging and meal arrangements, they should undertake to:

- *Meet with the Village PRA Committee and Village Leaders to Review:*
  - The purpose of the PRA;
  - The PRA schedule;

- The role of the PRA Committee and village leaders;
- Preparatory activities the village has undertaken; and
- Other important issues (i.e. arrangements for translation if necessary, PRA Team lodging, etc.).

- *Visit PRA Meeting Sites:* With the PRA Committee, the Team should visit sites designated by the village for general meetings and small discussion and working groups,

- *Plan Transect Walk:* The PRA Team should take some time to walk through and around the village— both to familiarize them with the village and to allow villagers to familiarize themselves with PRA Team members. During this time, the PRA Team should also decide what areas they will walk through when they conduct the Transect Walk exercise.

- *Review of the Schedule and Roles:* Finally, the PRA Team should meet to review all of the above, make any final preparations and review the roles of Facilitators and Note Takers.

Sample PRA Schedule

The Day Before	Day One Data Collection	Day Two Data Collection/Synthesis	Day Three Community Action Plan

Travel to village
 	
Meet with PRA Committee
 	
Visit PRA meeting sites
 	
Plan transect walk
 	
Review the roles of:
• PRA Committee
• Facilitators
• Note Takers
	Morning:
	7:30-8:00
	  Introductory Meeting
	
	8:00-09:30
	  Community Mapping
	    • Womens/Mens groups
	  Village History
	9:30-10:30
	  Presentation of Maps
	
	10:30-12:30
	  Transect Walk
	
	Afternoon:
	14:00-16:00
	  Trendlines:
	    • Health, popul., educ.
	    • Food, animals, forestry
	  Focus Groups:
	    • Health and Nutrition
	    • Education
	    • Agriculture
	
	PRA Team/Committee Meeting
		Morning:
		08:00-10:00
		  Seasonal/Daily Calendars
		    • Women group
		    • Men group
		  Village Institutions
		
		10:00-12:00
		  Team Synthesis Meeting
		
		Afternoon:
		14:00-16:30
		  Community Problem Analysis
		
		16:30-17:30
		  Problem Ranking Exercise
		
		PRA Team/Committee Meeting
			Morning:
			08:00-10:30
			  Community Action Plan development
			
			10:30-11:00
			  Evaluation of the PRA
			
			11:00-11:30
			  Team meeting:
			    • Plan report finalization
			    • Plan follow-up with community
			
			Afternoon:
			  Departure from village

12

This section provides information and guidance on the steps involved in conducting an actual PRA, including:

A. Introduction
B. Data collection
C. Data synthesis/analysis
D. Community Action Plan
E. Evaluation and closing

Importantly, the actual PRA is divided into many separate activities which together make-up the PRA Activities Kit (see Annex 1), and all PRA Team members should become very familiar with its contents.

III.A. Introduction: The facilitator of this activity should take special care to ensure that participants understand:

- that a major focus of the PRA is to identify areas that the community itself can address with little or no outside assistance; and

- that the success of the PRA depends on the active participation of all community members.

The facilitator should also describe the agenda for the PRA in detail and make sure that the times scheduled for PRA discussions are convenient for all community members. PRA activities can be scheduled in the morning afternoon or evening—whatever is best for the community.

The PRA Activities Kit

Introduction

1. Introductory Meeting

Data Collection

2. Community Mapping
3. Village History
4. Seasonal/Daily Calendars
5. Transect Walk
6. Trendlines
7. Focus Group Discussions:
   A) Health and Population
   B) Agriculture
   C) Education
8. Village Institutions Diagram

Data Synthesis and Anlaysis

9. Community Problem Analysis
10. Community Problem Ranking

Community Action Plan

11. Community Action Plan

Evaluation and Closing

12. PRA Evaluation

III.B. **Data Collection:** As shown in the sample schedule and graphic above, much of the PRA involves data collection. Because PRA recognizes that there is not only one source or type of data which can provide all of the information necessary for identifying and developing solutions to community problems, the PRA Team collects many different kinds of data, including:

Types of Data Collected	Examples	Why It's Collected
Quantitative Data	How many children regularly attend school? How many hectares are used for rice cultivation? How many cattle died of sickness last year?	To measure the importance of a problem or situation and how it has changed over time.
Qualitative Data: Ideas about problems and solutions	How did the community deal with recent flooding? What problems do you have collecting water in the dry season? How could this be solved?	To identify approaches which have been tried and have worked in the past .
Beliefs and practices	How are infants treated for diarrheal disease? What causes malaria?	To understand a community's motivation and how it may react to future interventions.
Roles of people in the village	Who is responsible for organizing school repairs? Who collects water every day? What happens to people who do not own a buffalo; how do they plow their fields?	To understand how society is organized.
Qualitative /Quantitative Trends and events	How long has this been a problem? What did you do about it last year?	To identify recurring problems or methods for dealing with them

In order for the process of data collection to go well, the following are some important suggestions to PRA Team members:

A. **Know the Questions Lists Well:** Most PRA activities are based on discussions with community members, and each of these discussions is guided by a list of questions which all PRA Team members should become familiar with. These questions not only help to guide the discussions, but they also ensure that the information gathered is similar for each PRA conducted, and which is important for program planning, monitoring and evaluation. The familiarity the PRA team members have with these questions lists, and the regularity with which they ask these

questions, can determine the effectiveness of a PRA exercise.

B. **Meet Often and Share Information:** As discussed above, specific PRA Team members will be designated to serve as resource persons for key technical areas (i.e. health, agriculture, etc.)— and they will be responsible for keeping track of all of the data collected by the PRA Team for that area. However, because data will be collected during many different activities, PRA Team members need to work together very closely to ensure all of the information collected on a given topic is shared with the Team member responsible for that area.

To help in the above, the PRA Team should plan to meet at least once a day and exchange information collected during the day's activities. During these meetings, Team members should:

- Review the data they have collected on each topic;

- Identify data that is missing or unclear, and how to get it;

- Evaluate how the PRA is going, and whether or not there should be modifications to the overall schedule or specific activities.

C. **Pay Attention to Non-Focus Areas:** Although PRA Team members may be responsible for specific technical areas, they should also recognize the importance of other information which may not relate directly to their area of responsibility— but which directly impacts household and village-level decision-making. This may include information on social and community relations, ecological systems, geography, economy, etc. Though such information may not seem directly relevant to a Team member's technical area, the community is likely to take this into account when discussing solu:ions to that area's problems.

D. **Involve the Community in Verifying the Accuracy of Data Collected:** At the end of each PRA session, ask participants if information collected (in notes, on flip chart paper, etc.) is accurate. During PRA Team meetings, and if some of the information collected by different team members seems to conflict, ask PRA Committee members to help clarify.

III.C. ***Data Synthesis and Analysis:*** Though data synthesis by the PRA Team should be an on-going activity, once all data collection activities have been completed, the PRA Team and Village PRA Committee meet formally to examine all of the data they have collected, verify its accuracy— and make sure it is well organized by key technical area. The group then begins to prepare the Problem Analysis Chart for the later meeting with all community members. This includes reviewing information collected, and listing in the:

- ***First Column:*** All key problems identified by the community;
- ***Second Column:*** The causes of each problem mentioned by the community;
- ***Third Column:*** All of the community's previous solutions, new community ideas, and any suggestions by the PRA Team.

Once the chart is prepared, the PRA Team and Village PRA Committee should also try to examine the connections between the topics to understand how some of these problems may be related. This chart and information are later presented at a general meeting.

III.D. ***Community Action Plan Development:*** The development of the Community Action Plan is more fully addressed in the PRA Activities Kit. It is important, however, to emphasize that this plan must be the community's plan— and that to ensure this the PRA Team must:

- take enough time to allow community members to fully discuss how best to deal with the problems it has identified, and reach agreement on how to organize the solutions it wants to pursue;

- be careful not to influence the community's decision-making by imposing its own ideas.

Finally, and as many areas of the Community Action Plan may call for assistance from outside agencies, the PRA Team must ensure that the plan is reasonable in light of limited resources.

III.E. ***Community Evaluation of the PRA:*** The final stage of the actual PRA involves the community's evaluation of the various activities and of the overall effort. More fully described in the PRA Activities Kit, the evaluation will not only help the PRA Team in improving its performance in conducting future PRAs, but it also helps community members understand that their ideas and opinions are highly valued.

This section describes key activities to undertake following a PRA, including:

A. PRA Team evaluation
B. Report preparation
C. Follow-up

IV.A. **PRA Team Evaluation:** Though the community will have provided a brief evaluation of the PRA upon its completion, the PRA Team should also provide its own evaluation— and in particular examine:

- *The PRA Schedule:* Was there enough time to do all activities properly? Were all the key technical areas covered? Could community members both participate in the PRA and do their regular chores? Does the Community Action Plan adequately address all of the identified problems or were some omitted?

- *Community Participation:* Did all community members (rich and poor, minority groups, etc.) participate? Were discussions dominated by a few or did all contribute equally? What was the level of participation of women as compared to men? Did young people have an opportunity to contribute?

- *Logistics:* How were overall arrangements for community meetings, team lodging, transport, food and food preparation? How was support of the Village PRA Committee?

IV.B. **PRA Report Preparation and Distribution:** A shown in the PRA Report Form provided in Annex 2, the report provides basic data on the village, the PRA team, as well as a summary of the results of each PRA activity. If the PRA Team wants, the preparation of the report can begin the first day of the PRA and finished soon after the PRA has been completed. Importantly, preparation of the PRA Report should be a shared responsibility, and each PRA Team member should be responsible for a different section. An example of a completed PRA Report is also provided in Annex 3.

In addition to completing the PRA Report Form, the PRA Team may also choose to develop a summary of the key findings by each technical area as defined in earlier sections, problems encountered during the PRA suggestions, special recommendations for follow-up, etc.

As concerns report distribution, at a minimum copies must be given to:
- the community (via the village chief or PRA Committee); and

- the Provincial Rural Development Committee (PDRC).

In addition, however, any other concerned agencies (governmental or non-governmental) should also receive a copy— especially if the community has made a specific request for their assistance.

IV.C. *Follow-up:* This involves a wide array of activities and which can be roughly outlined as follows:

- Report distribution.

- Meetings with concerned agencies (governmental and non-governmental) to review:
    - key findings and results of the PRA;
    - community requests for assistance.

- Community meeting to discuss:
    - progress in implementing the Community Action Plan;
    - progress in informing outside agencies of the results of the PRA
    - organizational issues (i.e. establishment and training of a Village Development Committee).

- Continued monitoring and follow-up, assisting the community in:
    - identifying and filling training needs;
    - establishing linkages with key outside agencies;
    - ensuring that outside agencies that have committed resources honor their commitments;
    - evaluating and revising the Community Action Plan as required.
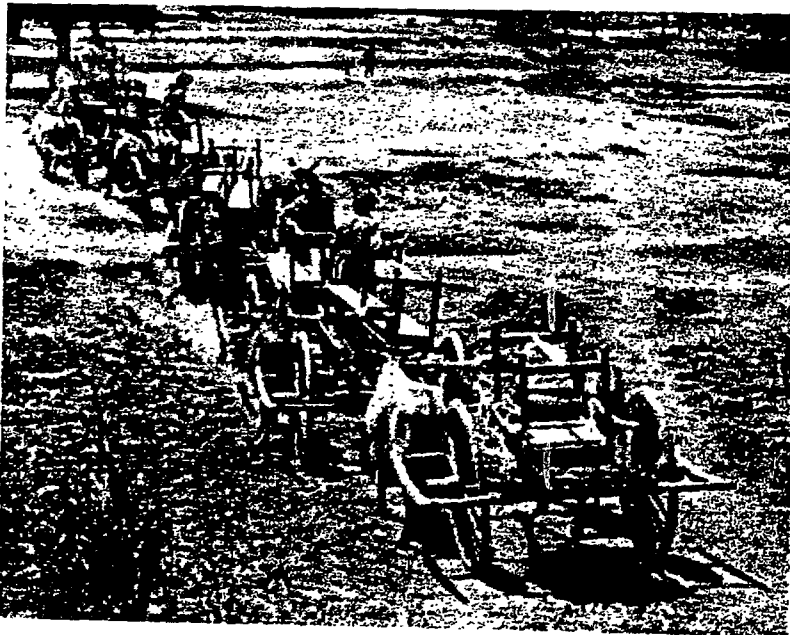
Annex 1

The PRA Activities Kit

Activity 1: Introductory Meeting

PART I: Overview

What: A brief meeting with all community members to introduce the PRA Team, the Village PRA Committee, and to discuss the purpose and schedule of the PRA.

Why: To provide community members with a clear idea of what they may expect from the PRA, and to encourage their full participation.

Who: PRA Team: All members (with one member serving as Facilitator)
Village PRA Committee: All members
Community: As many community members as possible.

How: **Step 1:** Ask PRA Team members to introduce themselves and give the name of the organization they work for, and ask Village PRA Committee members to also introduce themselves.

Step 2: Explain that this is the first session of the PRA, and that the purpose of the PRA is to assist community members in:
   - gathering information on the village— it's history, culture, problems and resources;
   - organizing this knowledge;
   - identifying and prioritizing local development needs; and
   - developing a Community Action Plan which responds to these needs.

Step 3: Explain that, although the organizations of PRA Team members may be able to assist with some of the needs identified by the community, a major goal of the PRA is to identify ways in which the community can address these needs on their own.

Step 4: Explain that for the PRA to be successful, it is necessary for as many community members as possible to participate— and that, if only the PRA Team and a few villagers are involved, many may not agree with the needs identified or the plans developed.

Step 5: Describe the PRA schedule (already written on large paper), and ask if people have any questions or problems with this.

Step 6: Thank community members for their interest in participating in the PRA, and begin the Community Mapping exercise.

Time: 30 minutes.

Materials: The PRA Schedule (already written on large paper or board).

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Activity 2: Community Mapping

PART I: Overview

What: Two groups of community members (one of women and one of men) draw a map of their village which shows where resources are located, and they later share their work in a general meeting.

Why: One of the first data collection activities, this exercise helps everyone understand the scope of issues to be investigated, see where resources are, and understand the community's perceptions of important sites. Conducting the exercise in two groups also helps to understand how women and men view things differently.

Who: Women's Group: One facilitator, one note-taker, 20 women
Men's Group: One facilitator, one note-taker, and at least 20 men.

How: *Step 1:* Organize each group in a separate area.

Step 2: Ask each group to draw a map of their village (on paper or on the ground using common materials). Ask each group to note important features and discuss why they are important, including:
- Boundaries of the community;
- Roads, paths, bridges and ports;
- Houses, schools, pagodas, health centers;
- Water sources (rivers, springs, ponds, dams, wells, etc.);
- Rice fields, gardens, fruit trees, forested areas; and
- Inaccessible areas (i.e. due to land mines. spirits, etc.).

Note: Group members draw. The team can show how to draw a map on the ground, but must erase this before the group begins.

Step 3: Using the questions list below, have participants discuss areas with particular problems or potential (and take careful notes).

Step 4: Once each group has finished their map, bring them together for a general meeting. Have a representative of each group present the map developed by that group, noting the features listed above— and responding to questions from other participants. Note the differences and similarities which are discussed. If the maps are very different and time permits, both groups should work together on developing one common map. This is the final community map. If they are similar, this is not necessary.

Time: 1.5 hours for group map-making. 1 hour for the general meeting.

Materials: Large paper and colored markers (or chalk and a wooden board); Common materials in the village (i.e. leaves, sticks, or stones).

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PART II: Community Mapping Questions

Agriculture/Gardens:

1. Where is agricultural land located in village? Where are the gardens? Which areas have the best soil? Why?
2. What kind of rice do people produce in this community? Paddy rice? Hand-planted rice? Why/why not?
3. What types of garden crops and fruit trees are grown? Cash crops?
4. Where do people get water for crops? Are there any current or old ir-rigation systems? Do these systems still function? Why/why not?
5. What have they planned to do for next year? What are some of the problems which might be encountered in doing this?

General Community Infrastructure:

1. Where are the roads, paths and bridges in and around the village? What is their condition? How are they maintained?
2. Are there any latrines in the village? If there are latrines, what kind? Who built them? Who can use them?
3. What kinds of public buildings are there? Where are they? What are they used for? Who can use them? Where are village meetings held?
4. If the community wanted a new building, road or bridge, who would organize construction? Who would work? Pay for materials?

Water Sources and Supply:

1. Who collects water for drinking? For cooking, washing, bathing?
2. Where do they get the water for these things in the rainy season? In the dry season? Can anyone go there? If not, why?
3. Are there drilled wells? Hand-dug wells? Springs? Ponds? Where? Do they provide enough good water? Who built them? Who uses them?
4. How long does it take to collect water from these sources in the rainy season? In the dry season?
5. If the community is already scheduled to get wells, where should the new well(s) be placed? Why is one location better than another?
6. Where do animals get water in the rainy season? In the dry season?
7. What kinds of problems do they have with getting enough good wa-ter? Why are these problems? What can be done about it?

Forests/Wood Use:

1. Where are forested land or trees located around the village? What percentage of the land does it cover? How much is in "big trees"?
2. Is it important to live close to or be able to go to the forest? Why?
3. What do you get from the forest to Eat? Sell? Use as medicine? Build with? Do you collect Rattan? Resin? Other plants? Animals?
4. Where in the forest and how far do you go to collect these things?
5. When you sell wood or other things from the forest, where do you sell it? For how much? What percentage of their income comes from that?
6. Are there plenty of all the things you need left in the forests? If not, what is gone or decreased? Why?

General Access:

1. Are there any areas in or near the village where you cannot go because of security/other reasons? Where? Who cannot go there? Why?
2. Where do people go for health services outside of the community? How far is that? Who goes and for what reasons? How often?
3. Where is the nearest market? How far? How does one get there?
4. Do people consider access to the village to be a problem? If so, why? What can or is being done about it?

Fishing/River Use:

1. Where do you go to catch fish? Are there particular areas that are better than others? Show these on the map?
2. What problems are there with fishing? Why are these problems? What do you think can be done about them?

Wealth/Livelihood:

1. What are the main income-generating activities here? Why do people do these things? What is the village known for among other villages?
2. What does is mean to be rich? To be middle-income? To be poor? Where do most of the wealthy people live? Middle-income? Poor?

PART III. Example of a Community Map:

Map of Pong Mwan Village
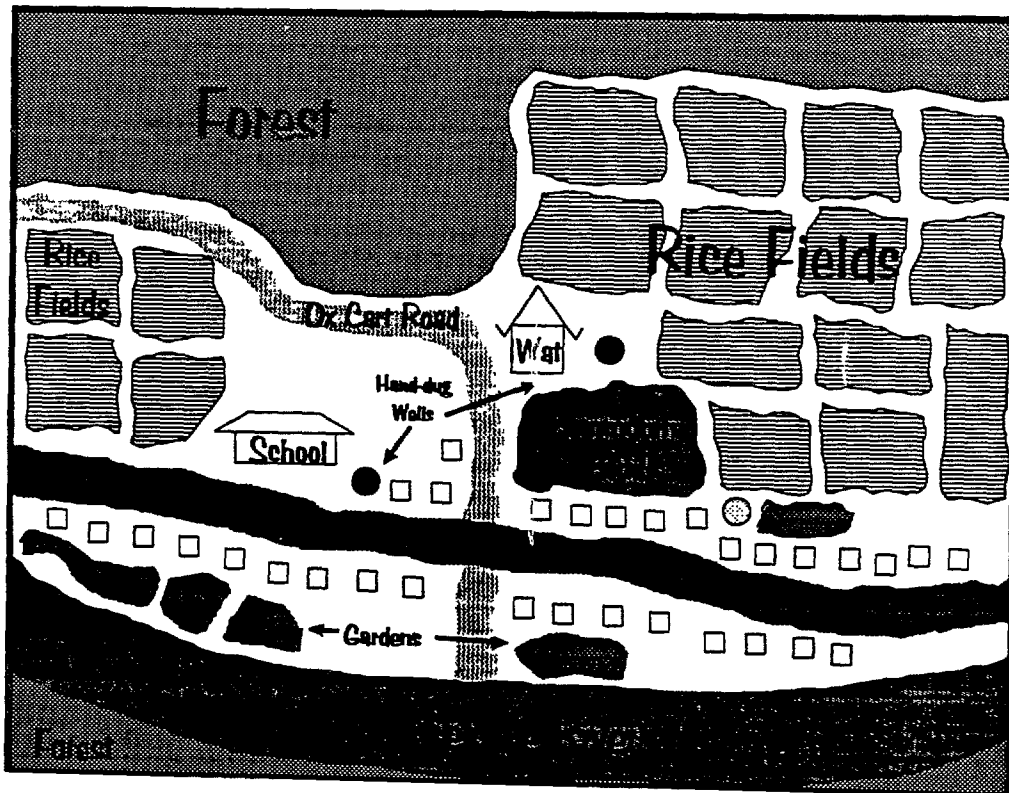
Activity 3: Village History

PART I: Overview

What: A group of community elders and leaders are asked to identify important events in the history of their community.

Why: The Village History exercise helps the community to review and the PRA team to identify local, national and international events people feel were important in their history; to identify past successes and crises; and importantly, the actions they took to deal with past problems and changes. Often, many of the villagers will be hearing of important past events for the first time.

Who: PRA Team: One facilitator (and one note-taker, if possible); Community: A group of 5-10 men and women, including: elders, long-time residents, teachers, etc.

How: **Step 1:** The facilitator asks participants to recall important events as far back as people can remember or have records. Importantly, the community defines what an "important" event is, but for example, this may include: floods, famines, development projects, road building, pest outbreaks, wars, migrations, etc. The facilitator can also use the list of Village History Questions below to guide these discussions.

The facilitator or note-taker writes on big paper (or blackboard) the events and dates of the events that the group has identified as important. These are listed in chronological order so that everyone can see and agree.

IMPORTANT: In addition to simply identifying the events of importance to the community, the facilitator should have participants discuss how they responded to major changes and problems in the past— and how such responses could be used for solving current problems.

Time: 1.5 hours

Materials: Big paper and several colored markers.

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PART II: Village History Questions

General History:
1. When was this village settled? Where did the first families come from? Why did they leave where they were before?
2. Why does the village have this name? Did it have a different name in the past? If so, why did it change?
3. What important events have occurred in this village since it was settled? During the French colonial period? World War II? Sangkum Reastr Niyum? Viet Namese War? Pol Pot regime? 1980's? UNTAC?
4. When has security been particularly bad? Good? Why?
5. When were some of the happiest times? Saddest times? Why?

Population and Culture:
1. When has the village population increased or decreased? What were the reasons for people coming here or leaving?
2. Has the ethnic composition of the community always been the same, or has it changed? If it has changed, how and why?
3. Have there been important religious events in the village?

Agriculture and Natural Resources:
1. Have local farmers always grown the same types of crops? What kinds? What has changed? Why?
2. Have farming methods or equipment changed? How and why?
3. What were the forests, rivers and wildlife like in the past? If different from today, how have they changed?
4. When were years of the worst flooding? Drought? Animal disease? What affect did these have? How did the community respond?
5. Have flood control or irrigation systems ever been built in the community? If so, when? Are they still working? Why or why not?

Health and Water Supply:
1. When were times of outbreaks of disease? How many died? Why?
2. Has anything been done to prevent these outbreaks from happening again? When? By who?
3. Are there any new diseases that were not a problem in the past? When did they start? What has been done to manage them?
4. Are there diseases that were a problem before, but not now?
5. Have health services in the village always been the same, or have they changed? If so, how have they changed?
6. Have any wells or other water supply systems ever been built in the area? If so, when? Do they or did they work well? For how long? If they are no longer working, why?

Education:
1. Has the educational system in the village always been the same, or has it changed? If so, how has it changed?

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2. Has the level of literacy in the community always been the same? If not, how has it changed and why?

PART III: Village History Example

History of Barderm Village

DATE   EVENTS OF SIGNIFICANCE TO THE COMMUNITY

DATE	EVENTS OF SIGNIFICANCE TO THE COMMUNITY
1200 AD	Temples built in Barderm. Site was eastern military post of the area with Bachong as western post.
1950-54	Fighting between supporters of the French colonialists and independence fighters.
1954	Independence from France, drought and reports of villagers dying of starvation. Some emigration to Rattanakiri province.
1955-66	Living standards slowly improve, population increases to around 44 families.
1966-68	Khmer Rouge campaign disrupts life in Barderm area. Some villagers join resistance fighters. Adult, non-formal literacy training in village.
1969-70	Khmer Rouge begin to come into Barderm. KR occupy Barderm in March, 1970.
1971-74	Khmer Rouge establishes working groups "Sahak Kor", but families still return to their homes at night to eat and sleep. Food allotment is 18 kg. of rice per person/per month.
1975	Work groups now have to eat communally, but can still return to their homes to sleep.
1976	31 villagers killed by Khmer Rouge cadres.
1977-78	A serious outbreak of skin disease affects most villagers.
1979	Vietnamese army "liberates" Cambodia. No Vietnamese in Barderm.
1979-92	Living standards gradually improves with little outside support. Communal farming continues.
1992-94	UNTAC in Cambodia to assist elections.
1995	UNICEF repairs 3 classroom school building. Promises new building in 1997.
1996	Major flooding in Northeast Cambodia. Most of 1996 rice crop destroyed, many draft animals die.

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Activity 4: Seasonal/Daily Calendar

Part I: Overview

What: Separate groups of men and women are asked to explain their yearly patterns of work, health and food availability, as well as their daily activity schedule over this period.

Why: For community and PRA Team to better understand local patterns of labor, food availability, health, etc.— and how these patterns may influence each other. It also helps to understand differences in people's daily work and their areas of responsibility. Finally, this activity helps to identify periods when the community is especially busy and may not be able to participate in outside activities.

Who: PRA Team: One facilitator and one note taker for each group.
Women's group: 15-20 women of all ages and background.
Men's group: 15-20 men of all ages and background.

How: **_Step 1:_** Organize each group in a separate area. Have a blank Daily/Seasonal Calendar prepared, and explain how it is completed.

Step 2: Using questions such as those on the following page, ask each group to describe the work they do each month or seasonal period during the year. For each period, ask them if they consider their workload to be low, medium or high. Mark their response on the chart so everyone can see and agree. Continue in the same manner for _Food Availability_ and _Health_— taking note of the types of food available in different seasons, the types of illnesses, etc.

Step 3: Using the hourly schedule at the bottom of the chart, continue in the same manner for the Daily Calendar. Make sure to include year-round activities, such as collecting water and cooking.

Step 4: Have participants identify and discuss periods of particular difficulty (i.e. when health and food availability are at their lowest)— and the relationships between these different areas.

IMPORTANT: If community members are engaged in very different types of activities (i.e some farming and some logging), it is best to have separate lines to describe their workloads. Also, for communities located far from year-round water sources, add a section on _"Water Availability"_ to show its impact on local labor.

Time: 1.5 hours

Materials: Blank Seasonal/Daily Calendar on big paper and colored markers.

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Agriculture/Gardening:

1. What are the main agricultural activities during each season? Are these activities done close to the village or far? Who does each of the tasks required— Men , women, children?
2. When do people go to the rice fields? How long do they stay? Do some people come back at night or once a week?
3. What other activities take place during the dry season?
4. Do some families plant vegetable gardens? During what time of year? Who usually does this? Men? Women? Children?
5. How long does it take to get water for gardens? Who does this?
6. Do some people sell rice or other crops at the market? When do they do this? Where do they sell? How long does it take? Who does this?

Fishing:

1. When is the best time for fishing? Can people fish all year?
2. Do some people go fishing far away? How long are they gone for? Do they sell some of their fish or keep it all for the family?
3. Does fishing take more time now than it used to or less?

Forests/Wood Use

1. Do people go to the forest to collect things like wood, bamboo. rattan, resin? When? For how long do they go?
2. Do people hunt? When? For how long do they go?
3. Do people go to the forest to gather food or medicinal plants? When?
4. Do some people cut trees for a big company? What time of year?

Water Sources and Supply:

1. How long does it take to collect water for cooking and drinking in the dry season? In the rainy season?
2. How much water is used by the family during each season? Who collects the water?
3. Who takes the animals to get water? How long does that take?
4. What would people do with the extra time it didn't take so long to collect water?

Diseases/Hygiene

1. What times of the year are women/men most healthy? Why?
2. What times of the year are they least healthy? Why?
3. What kinds of illnesses do they have at the least healthy times?
4. Comparing healthy and unhealthy periods, what differences are there in food availability, water, etc.?
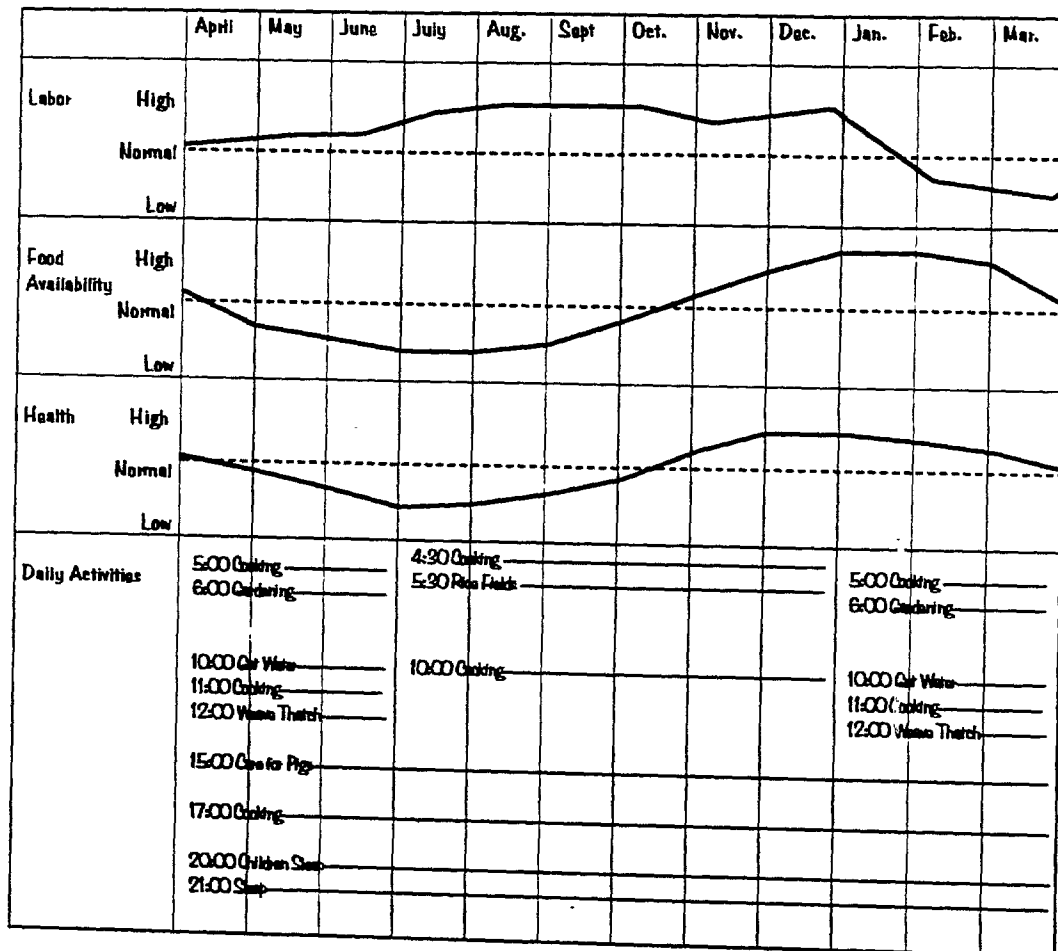
Education/Literacy

1. When do children go to school? Do most children stay in the village during the rainy season to go to school?

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Livelihood:

1. How much time do women spend on each kind of work they do in a day? Men? Older children? How does this change during the year?
2. What are the primary income-generating/subsistence activities here?
3. When do men have the most free time? Women? Children?
4. What time do you get up every morning? What is the first thing you do? The Second? Etc.
5. What time do you go to sleep? How much time do you spend in the fields? Gardens? House? Other places? How much time do you rest?
6. What other things would you do if you had more time? How could you make more time to do other things?
7. When do men meet? Where do they meet? What do they talk about?
8. When do women meet? Where do they meet? What do they talk about?

PART III: **Example of a Seasonal/Daily Calendar**

Womens Seasonal and Daily Calendar

	April	May	June	July	Aug.	Sept	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Labor High / Normal / Low												
Food Availability High / Normal / Low												
Health High / Normal / Low												
Daily Activities	5:00 Cooking / 6:00 Gardening / 10:00 Get Water / 11:00 Cooking / 12:00 Weave Thatch / 15:00 Care for Pigs / 17:00 Cooking / 20:00 Children Sleep / 21:00 Sleep			4:30 Cooking / 5:30 Rice Fields / 10:00 Cooking						5:00 Cooking / 6:00 Gardening / 10:00 Get Water / 11:00 Cooking / 12:00 Weave Thatch		

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Activity 5: Transect Walk

PART I: Overview

What: A group of community and PRA team members walk through different areas of the village to examine how land is used, and discuss problems and opportunities.

Why: This activity allows the community and PRA team to understand first-hand how the community is organized, what resources are available, community problems in utilizing these resources, and opportunities for development.

Who: PRA Team/Committee members: Two (for each group).
Community: 2 men and 2 women for each group.

How: **_Step 1:_** Before this activity, the PRA Team and PRA Committee should select two routes through diverse sections of the village—one route going from one boundary to the opposite boundary, and the other route going in a perpendicular direction, like a cross. Depending on the distances involved, the PRA Team may decide to have two (2) groups conduct this activity— one for each route.

Step 2: Each group walks along their chosen route, taking time for brief and informal talks with residents, farmers and others they meet along the way. In each area which has a different land use or ecology, the group discusses how the land is currently used, how it was used in the past, problems and potential opportunities. Key land uses and features to note include:
  Agriculture: rice farming, gardening, animal raising;
  Forest: forest products, wild life, hunting;
  Riverine: fishing, transport;
  Housing: types of housing, where ethnic groups are located;
  Community: schools, temples, bridges, roads, paths, wells;

IMPORTANT: The PRA Team should take special note of any issues regarding land ownership, or areas which may be inaccessible due to security (i.e. mines) or religious reasons (i.e. spirits).

Step 3: Upon their return, PRA Team members prepare the Transect Walk graphic (see example below). Though usually only one graphic is completed to represent the community, the PRA Team may decide to do one for each route taken.

Time: 2 hours

Materials: Notebook, pen, pencil

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PART II: Questions for Transect Walks

Agriculture/Gardens:
1. Where is agricultural land located in village? What percentage of the land does it cover? Is there enough land for the children of the village to farm when they have their own families?
2. Do people here produce paddy rice? Hand-planted rice?
3. Are there any gardens? What vegetables and fruits do people grow? Medicinal plants for illness or ceremonies?
4. Where do people get water for crops and gardens? Are there any current or old water control or irrigation systems? When and by whom were they built? Do these systems still function? Why/why not?
5. Is the soil good or getting less productive? Do the farmers use any manure, mulch, compost, or chemicals and pesticides on the land?
6. What types of fruit trees are grown in the village?
7. Where do people get seeds? How do they find out how to grow new vegetable or other crops?
8. Are some of the crops sold? What crops and what percentage of the harvest? If sold in the market, where and how are they transported?
9. What have they planned to do for next year? What are some of the problems which might be encountered in doing this?

Fishing:
1. Do people fish in the village? Where? What kinds of fish? Are there types that they caught in the past that they cannot catch now? Why?
2. Do any families have fish ponds? Do these ponds produce enough fish to sell? How much do they sell and how much do they keep to eat?
3. What problems are there with fishing in rivers, streams? What problems do people have with fish ponds? What can be done about them?

Forests/Wood Use:
1. Where is forest land/trees located in/around village? What percentage of the land does it cover? What percentage is in "big trees"?
2. Is it important to live near or be able to go to the forest? What do people get from the forest? Do they collect food? Rattan? Resin? Bamboo? Thatch grass? Animals? Medicine? Other products?
3. Is there plenty of all the things they need left in the forest? If not, what is gone or decreased? Why?
4. What problems will people have if this resource disappears?
5. When they sell wood or other things from the forest, where do they sell it? What percentage of their income comes from that?

Water Supply and Sanitation:
1. Where do people get water for drinking and cooking (rain water, river, stream, ponds, wells, springs, canals)? Where are they located? Who collects water for drinking and cooking?
2. Where do people wash clothes and bathe?
3. Where do animals get water in the rainy season? In the dry season?

4. Are there drilled wells? Hand-dug wells? Springs? Ponds? Where? Do they provide enough good water? Who uses them? Why/not?
5. How long does it take to collect water every day at this time of year? In the rainy season?
6. Is the water there all year long? When it dries up, where do they go?
7. How do people keep drinking water? In covered containers? How does the water taste? Do they treat it or boil it before drinking?
8. What sicknesses do people get from drinking unclean water? Do people in the community think their water is clean or unclean?
9. Are there any latrines, what kind are they? Who built them? Who can use them? Do people like them? If not, why not?

Society and Culture:
1. If there are different ethnic groups in the village, does each group stay in a separate area? Where? Why?
2. Is there an area where most of the community's wealthy people live? Poor people? Where?
3. Are there areas of special religious or spiritual significance in the village? Can anyone go there? Why or why not?
4. Are there any areas which are mined or inaccessible due to other security issues?

Transport Infrastructure:
1. What is the condition of roads in/around the village? How do they maintain the roads? What kinds of problems do they have?
2. What is the condition of roads in/around the village? How do they maintain the roads? What kinds of problems do they have?
3. Is there a boat port in the village? What is its condition? How is it maintained? What kinds of problems do they have?
4. Are there any plans for improving roads, bridges, ports? What plans?

Community Infrastructure:
1. What kinds of public buildings do they have in the village? School? Temple? Commune center? Health center?
2. If someone wants to organize a meeting, where would it be held?
3. If the community wanted another public building, who would organize its construction? Who would work? Why them? Who would pay for the wood and other materials? Where would they get the materials?
4. What institutions are there inside and outside the village that have helped/can help with this issue? How can the village request their assistance? Why/why not?
5. Are there any plans for improving community buildings? What plans?

Industry and Commerce:
1. Are there any factories or other such enterprises in the area? Saw mill? Brick factory? Charcoal factory? Other commercial enterprise?
2. Do many people from the village work for these businesses? Are these things good or bad for the village? Why?

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Transection of Pong Mwan Village

	Rice Fields	Canal	Village Housing/ Gardens	Main Road (dirt)	Rice Fields	Large Canal	Rice Fields	Village Housing	Ox Cart Road	Gardens	Canal
Land Use	Rice Fields	Canal	Village Housing/ Gardens	Main Road (dirt)	Rice Fields	Large Canal	Rice Fields	Village Housing	Ox Cart Road	Gardens	Canal
Type/Quality of Land/Soil	Sand and Dark Soil		Sand and Clay ⟶			Clay	Sand and Clay ⟶				
Water Use/ Sources	Dry with Seasonal Flooding ⟶					Year-round moderate water with seasonal flooding	Dry with Seasonal Flooding ⟶				
Agricultural Use	Rice		Family Gardens, Some Fruit Trees		Rice		Rice			Garden Crops/ Tobacco	
Animal Husbandry		Seasonal Fish	Oxen, Beef, Pigs, Ducks and Chickens			Fish	Oxen, Beef, Pigs, Ducks and Chickens				Seasonal Fish
Problems	Infertile Soil No Dependable Water Source	Usually Dry	Many Human/Animal Health Problems, Lack of Schooling	Road in Poor Cond.	Destruction of Rice Crops by Rats	Very Dirty, Unsanitary Water Most of the Year	Human/Animal Health Problems		Bad Road	Infertile Soil	Usually Dry
Possible Solutions/ Opportunities	Improve Land Management Practices	Repair Dike	Improve Water/Sanitation, Land Management, New Plant Varieties, Vaccin.	Minor Road Repair	Pest Control, Improved Land Management	Improved Land & Water Management, Aquaculture	Improve Water/San. Land Management, Vaccination		Minor Road Rep.	Improve Land/ Water Manage.	

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PART I: Overview

What: Two groups are formed to discuss changes in areas of importance to village life over the past 40 years. One group examines changes in health, education and population; the other group changes in food production, animal health and natural resources.

Why: Analyzing changes in key areas of village life helps community members and the PRA team better understand the present situation. It also helps to identify particular problem areas; what has been done in the past to address those areas; and what new opportunities may exist for the community to consider.

Who: **Group 1: Health, Population/Ethnicity and Education**
        PRA Team: One facilitator and one note-taker
        Community: At least 10 people, men and women.

        Group 2: Food Production, Animal Health and Natural Resources
        PRA Team: One facilitator and one note-taker
        Community: At least 10 people, men and women.

How: **Step 1:** Organize the groups in separate areas, and explain the concept of trends (and of measuring changes over time). Using large paper and markers, draw a blank graph and explain how time in years moves from left to right along the bottom axis, and how the rate of change in a given area is indicated on the upright axis.

Step 2: Using the questions on the next page as a guide, each group examines the most important changes with respect to their areas. If there is disagreement, the facilitator can draw two lines representing each point of view and ask others to comment. Once understood, villagers may draw the Trend Lines themselves.

IMPORTANT: If there are other important areas which have changed significantly in the village (i.e. access, water quality, etc.), the groups may also wish to develop Trend Lines for these.

Step 3: Using the completed Trend Line charts, the facilitator asks for explanations of the changes— to identify underlying problems; solutions tried in the past; and how well those solutions worked.

Time: 2 hours.

Materials: Pieces of large paper, 3-4 colored markers. The team can also use chalk to have the community draw on wooden boards.

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Group 1: Health, Population and Education Questions

Health:

1. Was there a time in the past 40 years when many people in the community died? When? Who was mainly affected [children, women, men]? Why did this happen? What were some of your coping methods? Could this have been prevented? How?

2. How has the general health of the population changed over time? When was it particularly good or bad? Why were some years better than other years? What did you do when health was generally poor? Can this be prevented? How?

3. Were there any significant events in the past years that have had an impact on community health? What were they and when did they happen? Did these campaigns of other events mainly affect the health of children, women, men or all the community? How?

Population/Ethnicity:

1. How has the community's population changed over the past 40 years? Was there a time when it increased or decreased rapidly? Why? How did this affect the community? Why?

2. Since it was founded, has the ethnic composition of the community changed? How?

3. Has there been a time when there was much population movement into or out of your village? When and why? Was this good or not? Where do these people come from or where do they go to? Why?

4. Has there been a time when there were many births in one year? When? Why do you think that happened? Was there a time when there were many deaths? When and why?

Education:

1. How has education for children changed over the years? Are more children going to school now or did more children go to school in the past? Why? Is it better or worse? Why?

2. Are more adults able to read and write now or in the past? Are there institutions that are helping with adult literacy? When did they become operational? How has this had an impact on the community?

Group 2: Food Production, Animal Health and Natural Resources

Food Production:

1. Can you describe a time when crop production was good? Was not very good? Why do you think production was good or bad for that particular year? What did farmers do when harvest was poor? Did the methods used work? Why/why not?

2. Did you use fertilizer or pesticides in the past? What were they? How have they had an impact on crop production?

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3. Was there a time when your community began to try new crop methods? When? What were they? Did they work? Why/why not?
4. Has the quality of the soil in your community remained the same over the past 40 years? How has it changed? Has it gotten better or worse? Why do you think that is the case? Can you do something about it? What?
5. How has the amount of land cultivated changed over the years? What was the reason for the changes? What would you like to see in the future?
6. When did people begin growing vegetable gardens in your community? Are there some years that were better for vegetable production than other years? Why/why not? What are the changes and explanations for changes in production? What were some of the solutions to poor production? How well did these work? How can this be improved?
7. When in the past 40 years was fishing a "good season"? A "poor season"? Why? What did you do when there was not enough fish? How do you think fishing can be improved?
8. Are there types of fish that were caught in the past that you cannot catch now? What kinds? Why can't you catch them now?

Animal Health:
1. Was there a time when many animals died? When and why did this happen? What did your community do in this event? How well did it work? How can such deaths be prevented in the future?
2. Were there outbreaks of diseases in certain animals? When? What kinds of diseases were theses and which animals were affected? Could such deaths be prevented? Is your community prepared to prevent these diseases if they can be prevented?
3. Is there a time when animal health was particularly good? When? Why do you think it was good?
4. Was there a time when you did not have enough food to feed your animals? When was that? How did you solve this problem? Do you think it can be prevented? How? Is there a plan to prevent this from happening in the future?
5. How has the availability of domestic animals changed over the years? What were the reasons for the changes?
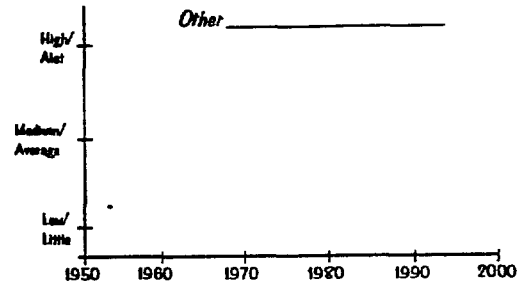
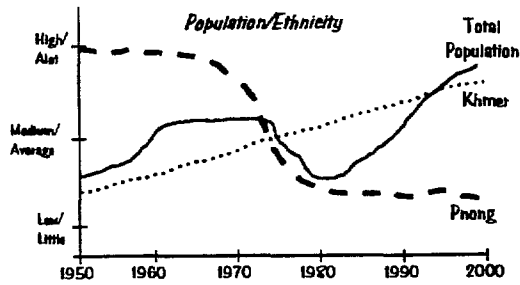### Natural Resources:
1. Was there a time when production/collection of forest products was particularly good or bad? When? Why was it a good or bad year?
2. Are there some items from the forest that are easier or harder to collect now than in the past? What are they? Why?
3. What do people do if they cannot find items that they used to collect from the forest? How can the situation be improved?

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Trendlines for Pong Mwan Village

Group 1:

General Health

Education

Population/Ethnicity

Other _____

Group 2:

Food Production (rice, fish, gardens)

Animal Health

Forest Resources

Other _____
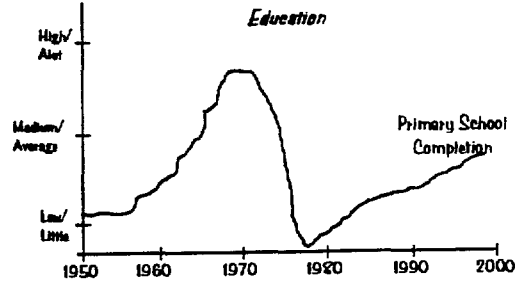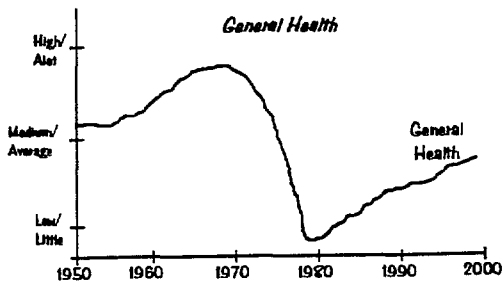
Activity 7A: Focus Group on Health

PART I: Overview

What: Women and formal and non-formal health workers are asked to discuss in detail health, hygiene and nutrition issues.

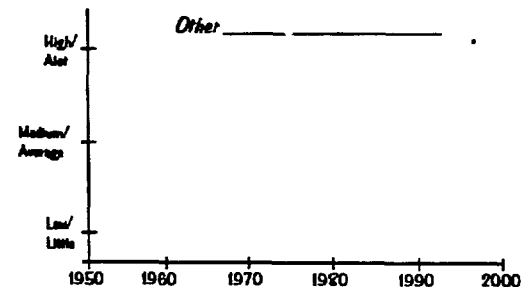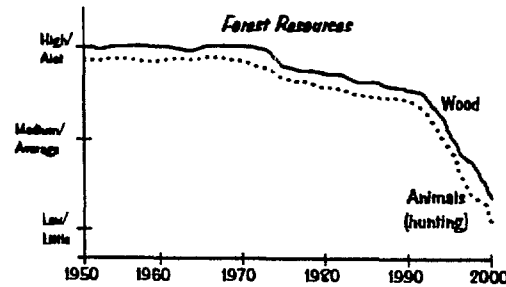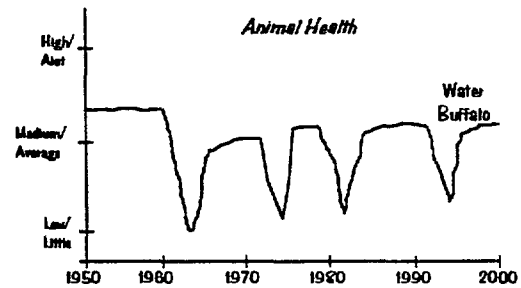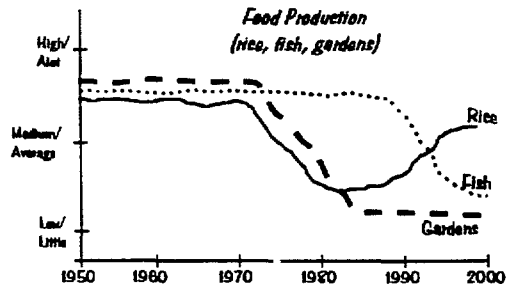**Why:** For community members to share their ideas on areas of concern to them, and for the PRA team to better understand local problems, knowledge, and beliefs related to these areas. These discussions are also important for developing the Problem Analysis Chart.

Who: Team: One facilitator, one note-taker.
Community: At least 10 women of child-bearing age, traditional birth attendants, traditional healers and medicine sellers.

How: Prior to this exercise, the facilitator and note-taker should study the questions below carefully. They should also prepare the meeting site, including preparing it so that participants can sit in a circle, and the facilitator and note-taker can sit opposite each other.

Step 1: Introduce yourself and the note-taker and explain the purpose of the focus group discussion (see "Why" above).

Step 2: Begin discussions by asking questions like those below in Part II.

IMPORTANT REMINDER:
- *The facilitator* must not read the questions, but be familiar enough with them to ensure that all of the issues raised by these questions are addressed during group discussions;
- *The facilitator* must ensure that everyone participates actively, and that some members do not dominate discussions;
- *The note-taker* must listen carefully and ensure that all issues are covered, and remind the facilitator if they are not.
- *The note-taker* must record all identified problems, causes and solutions— especially noting unique practices or beliefs.

Step 3: Once all issues and areas are covered, thank the group for their ideas and remind them when the next PRA session will be. IMPORTANT: If there was not enough time to cover all areas, arrange with some group members to continue discussions later.

Time: 2 hours.

Materials: None (or can use big paper marked with columns— "problems, causes, solutions"— to record discussions).

PART II: Focus Group Questions — Health, Hygiene and Nutrition:

General Health:

1. What are the most common illnesses for women? Pregnant women? Children? Men? What kind of symptoms does each illness have?
2. What are causes of the most common illnesses? (malaria, diarrhea, fever, respiratory problems, etc.)
3. What do people do to protect themselves against diseases? Do people give their children vaccinations? Where? How? Who helps them?
4. Which diseases can be treated in the village? How are they treated? Who treats?
5. How many traditional healers and birth attendants live and work here? How did they learn their skills? How were they chosen to be a healer? Do they treat everyone or just some people? Do people from other villages come here to be treated?
6. For each major disease, what does it cost to be healed? What happens if someone is too poor to pay?
7. How do the cures work? Are there other ways to treat them?
8. Which diseases cannot be treated in the village? How are they treated? Where and how far do patients go for treatment?
9. Where and how far is the nearest government health facility? Do they use it? Why/why not?

Maternal Health:

1. Do women see a health person for prenatal care? Why/why not? What kinds of services do they seek for prenatal care?
2. Who assists women when they give birth?
3. Have women been vaccinated with tetanus toxoid? Why/why not?
4. How many women have died after giving birth in the past few years? Why? Can this be prevented? How?
5. How many women have had miscarriages in the past year? Why? Can this be prevented? How?
6. How many women have had babies die within ten days after birth? How many women have died within ten days after giving birth? Why?
7. How many babies were born in the last year?
8. Who do women talk to about their health, their baby's health or their children's health? Are there problems related to this? What are they? What happened in the past? When do fathers get involved? Why?

Water Use and Hygiene:

1. Do people boil all sources of drinking water? Some sources? Which ones? Why do you boil some and not others?
2. What methods do people use for improving the quality of their drinking water? Do these work well? Why/why not?
3. Which source of water in your village is good for drinking? For cooking? For bathing? Why?
4. What does religion say about cleanliness?
5. How often do people bathe during the rainy season? the dry season?

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6. When do people wash their hands? Do they use soap? Why/not?
7. Do parents teach their children about health and hygiene? Do most children remember these messages? Do they practice them?
8. How do people store meats and vegetables? Does this work well? Do they ever get sick from eating food that tastes bad? Why?

Sanitation:
1. Where do people dispose of human waste? Are there families with latrines? What kind of latrines? Where are they located?
2. Why doesn't everyone use/construct latrines? Do they think this is important? Why/Why not? What kinds of problems/opportunities do they have in that area?
3. What rules or standard practices about defecation? Are there restricted areas? For women? Men? Children? Why?
4. Where do people keep domestic animals? How many keep them penned in and why?
5. What do people do with domestic waste? Why?

Nutrition:
1. What do people feed themselves and their children to stay healthy? What is important to eat? What is not good to eat? Why?
2. What kinds of food are eaten at each meal? What differences are there in the type of food that men, women, children and infants eat?
3. How many times do children eat during the day? What about adults?
4. What would people like to see happen to improve the quality and quantity of food available? How can this be done?
5. What special foods do women eat during pregnancy? During lactation? What foods do they avoid? Why?
6. Do women breastfeed their babies? When? For how long? Why?
7. Do women begin breastfeeding immediately after birth? (Do they give their newborns colostrum?)
8. At what age are infants started on foods other than breastmilk? What foods do caretakers give infants during this time? Which kinds of foods do they avoid? Why?
9. What does religion say about types of food to eat or not eat?
10. If a child becomes ill, do caretakers stop feeding or continue to feed the child? Does he/she give more or less food? Why?

Birth Spacing:
1. How many children do most families have? Is this a good number? Is it better to have more or fewer than that? Why?
2. What do women do to stop or postpone having babies if they want? Where do they learn about it? Is it important? Why or why not? Are men interested in limiting family size or birth spacing? Why/Why not?

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Health, Hygiene and Nutrition in Pong Mwan Village

General Health Issues and Problems:

Participants identified malaria as the main health problem. Diarrhea was listed as second, and respiratory problems as third.

People knew that mosquitoes were a cause of malaria, but also thought water was. People also thought that diarrhea was caused by "bad water", but defined "bad water" as only being unclear. They thought the clear water in the local hand-dug well in the rainy season was safe to drink.

The nearest health facility is 20km away in Krobaye Krom village, and the average family goes there only once every two years.

Maternal and Child Health Issues and Problems:

There is one TBA in the village, and she manages almost all local births. This TBA also said that there are many problems that she cannot respond to, but that because the nearest health facility is far and not well-equipped, she and two traditional healers do most of the health-related work.

Though they were not beneficiaries of vaccination campaigns before due to security reasons, they did receive polio and tetanus during last year's Immunization Day, and have heard the program will be expanded this year. All families now have vaccination cards.

Hygiene Issues and Problems:

When first asked if there are latrines, all participants said yes. But when asked what kind of latrines they have, they said they go "in the forest."

When asked about sources of drinking water, no one mentioned the spring which is only 1 kilometer from the village. When asked why this is not used, they mentioned bad spirits which live in that area.

Nutrition:

Participants said that they would like to improve the variety of food available through home gardening, but they lack the seeds and knowledge to begin.

Birth Spacing:

All group members expressed concern about the size of their families, and felt that this was a major reason for food shortages and other problems. None of the participants knew where or how to get information or advice for birth spacing.

Activity 7B: Focus Group on Agriculture

PART I: Overview

What: Community members are asked to discuss in detail agricultural, family gardening and livestock/animal health issues.

Why: For villagers to share their ideas on areas of special concern to them, and for the PRA team to better understand local problems, knowledge, and beliefs related to these areas. These discussions are very important for developing the Problem Analysis Chart.

Who: Team: One facilitator, one note-taker.
Community: Group of at least 10 women and men equally divided.

How: Prior to this exercise, the facilitator and note-taker should study the questions below carefully. They should also prepare the meeting site so that people can sit in a circle, and the facilitator and note-taker can sit opposite each other.

Step 1: Introduce yourself and the note-taker and explain the purpose of the focus group discussion (see "Why" above).

Step 2: Begin discussions by asking questions like those below.

IMPORTANT REMINDER:
- *The facilitator* must not read the questions, but be familiar enough with them to ensure that all of the issues raised by these questions are addressed during group discussions;
- *The facilitator* must ensure that everyone participates actively, and that some members do not dominate discussions;
- *The note-taker* must listen carefully and ensure that all questions are covered, and remind the facilitator if they are not;
- *The note-taker* must record all identified problems, causes and solutions— especially noting unique practices or beliefs.

Step 3: Once all issues and areas are covered, thank the group for their ideas and remind them when the next PRA session will be. IMPORTANT: If there was not enough time to cover all areas, arrange with some group members to continue discussions later.

Time: 2 hours.

Materials: None (or can use big paper marked with columns— "problems, causes, solutions"— to record discussions).

PART II: Focus Group Questions for Agriculture, Gardens and Livestock:

General Agriculture:

1. How many total hectares are in rice cultivation in this village (estimate)? What is the most one family or group has? The least? What is the average number of hectares per family?
2. Who owns the land that people farm on? They do? The government? The village chief?
3. Do people here grow paddy rice, hand-planted rice, dry season rice? If not now, did they in the past?
4. Is there any irrigation done in the community? Was there any irrigation during Sihanouk or Pol Pot regimes? Do any of these systems still exist or continue to function? What problems are there, if any?
5. Are there any plans for irrigation projects in the future? Do people talk about irrigation and what effect it would have on rice production? On the village economy or food security?
6. What other crops are cultivated in the area (Cassava, beans, corn, watermelons, mangoes, papaya, etc.) ?
7. Where do people get water for their crops? How do they transport the water to the field?
8. Have people tried new types of rice seed? Bean seeds? Other types?
9. Where do people get seeds? Have they tried to save and share seeds?
10. Do people use fertilizer? What kind? Is it sold at the market or home-made? How is it applied and how much is used?
11. Do people use pesticide? What kind? Is it sold at the market or home-made? How is it applied and how much is used?
12. Do they save manure or compost to put on the fields?
13. How much of the agricultural production is for home use? How much is sold? Where is it sold? Do people make money or lose money when they sell their produce?
14. Are more people growing crops than before or have some/many people changed to other types of work like cutting wood?
15. What are the biggest problems faced by farmers? Have they talked about how to solve the problems within the community? Do people think they need outside assistance? If so, who are they waiting for?

Family Gardens:

1. Do many families grow vegetables and/or fruit crops at their homes? Do any families grow vegetables when they go to work in the fields?
2. Who does most of the work in the family gardens? Who helps?
3. What times of year do people grow gardens?
4. What kinds of things do they grow in their gardens? What percentage do they keep and what percentage do they sell? For how much?
5. Where do people buy seeds for gardens? Does anyone grow their own seeds? Do people sell or exchange seeds that they produce?
6. What are the hardest problems about growing vegetables at home? In the field? Have people talked about how to solve these problems?

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7. Do people use fertilizer? What kind? Is it sold at the market or home-made? How is it applied and how much is used?
8. Do people use pesticide? What kind? Is it sold at the market or home-made? How is it applied and how much is used?
9. Do individuals or families own the big, old, fruit trees in the village or can anyone take fruit? Does anyone know about grafting fruit trees?
10. Are people interested in growing different types of fruits and vegetables? Which ones? Would people be interested in learning how to prepare/cook different kinds of food or vegetables?
11. Do people have any special equipment for gardening (pump sprayers, watering cans, water pumps, etc.)?

Livestock/Animal Health:

1. What kinds of animals do people in the village raise? What are they used for— food, work, to sell the animals or their eggs?
2. Are there any groups or agencies from outside the village presently working in the community on animal health problems?
3. Is there a village veterinarian or someone who knows much about animal health? Have they been specially trained? By whom?
4. Have there been problems with animal diseases in the past? How about last year and this year?
5. Are the problems mostly with the big animals (like cows and buffalo) or with small animals or all the animals?
6. Do people vaccinate their animals every year? Some years? Never? Does anyone from outside the village help with animal vaccinations? Does anyone from inside the village help with vaccinations?
7. Do people have to pay for the injections? How much? Are they willing to pay? Can everyone afford them?
8. What happens if the animals used for plowing the fields die. Do the people plant less rice and other crops? How does this effect their livlihood? Do people share or rent animals to plow?
9. What do people usually do with animals when they die? Throw in the river, burn, bury, or leave them where they are. How do these things affect the health of the people and the other animals?
10. Do most people have pigs? Where do they keep them, under the house, in a pen, anywhere the pigs want to go?
11. Do animals running around have any affect on people's health? If so, are there better ways they could take care of the animals?
12. Do some people save the animal manure for their gardens or fields?
13. Has an animal bank (i.e. cow, pig, buffalo or other type of animal) been tried in this village before? In neighboring villages that the people know about? If so, what were the results?
14. What do people think are the biggest problems with their animals? What can they do about these problems? Did they do things in the past that they don't do now? If so, why don't they do them now?
15. Who do the people think should solve these problems, the people in the village? The Ministry of Agriculture? Someone else?

Activity 7C: Focus Group on Education

PART I: Overview

What: Community members are asked to discuss in detail primary, adult literacy, and non-formal education.

Why: For villagers to share their ideas on areas of special concern to them, and for the PRA team to better understand local problems, knowledge, and beliefs related to these areas. These discussions are very important for developing the Problem Analysis Chart.

Who: PRA Team: One facilitator, one note-taker.
Community: Group of at least 10 women and men equally divided.

How: Prior to this exercise, the facilitator and note-taker should study the questions below carefully. They should also prepare the meeting site, including preparing it so that participants can sit in a circle, and the facilitator and note-taker can sit opposite each other.

Step 1: Introduce yourself and the note-taker and explain the purpose of the focus group discussion (see "Why" above).

Step 2: Begin discussions by asking questions like those below.

IMPORTANT REMINDER:
- *The facilitator* must not read the questions, but be familiar enough with them to ensure that all of the issues raised by these questions are addressed during group discussions;
- *The facilitator* must ensure that everyone participates actively, and that some members do not dominate discussions;
- *The note-taker* must listen carefully and ensure that all issues are covered, and remind the facilitator if they are not.
- *The note-taker* must record all identified problems, causes and solutions— especially noting unique practices or beliefs.

Step 3: Once all issues and areas are covered, thank the group for their ideas and remind them when the next PRA session will be. IMPORTANT: If there was not enough time to cover all areas, arrange with some group members to continue discussions later.

Time: 2 hours.

Materials: None (or can use big paper marked with columns— "problems, causes, solutions"— to record discussions).

PART II: Focus Group Questions

Primary Education:

1. Is primary education available to the children in this community? Where is the school located? What grades are taught at the school? Can they get to school in the rainy season?
2. Is there a school building? Is it in good condition? If not, are there plans to fix it? How many classrooms are there? Are there enough for all the students?
3. How many students are there? Girls? Boys?
4. Do most of the school age children attend school regularly? If not, Why not?
5. How many teachers are there? Do they come to teach every day? How many of the teachers live in the village (at least during the school year)? About how many days a month is the school open?
6. If there is a problem with teachers not coming to teach when they should, have the people in the village talked about it? Have they talked about what they can do about the problem? What solutions do they want to try?
7. Is the school year schedule appropriate for the seasonal activities of the village? Do children miss school during the rice planting or harvesting season?
8. If the nearest school only provides classes through the first few grades, where do they go after that? How long does it take to get there? How do they get there?
9. How many children finish primary school? Secondary? High school/college?
10. Do the students think the teachers are helpful? Do the parents think the teachers are well trained, dedicated?
11. Does the community do anything to help the teachers like give them rice or grow some rice for them? Loan them animals to plow a field? Find or build a house for the teachers? Get water or wood for them? Would any of these ideas help the teachers to do a better job? If so, why?
12. Do most people in the community think formal (school) education is important for girls and boys? Why or why not?

Adult Education:

1. Can some or most of the adults in the village sign their names? How many adult women read and write? Adult men? What do they use these skills for? Would more adults like to learn to read and write?
2. Is there some kind of class available in the community for adults who want to learn? If so, does it cost money to attend? Can children who cannot go to school during the day go to these classes?
3. Do the people in this community know about Village Volunteer Teachers (VVT)? Do the primary school teachers or monks ever teach adults to read and write?

4. Are any agencies from outside the village helping with education activities in the village? If so, could they help adults that want to learn to read and write?

Non-Formal Education:

1. How do people learn new things in this village? Do they share information with each other when they can? How is this done?
2. Are there any outside groups who come to the community to help people learn new things? If so, what kind of things do they help with?
3. Would many people in the village be interested in learning new things by working together in groups with someone from outside the village. Learn by doing things instead of just listening to someone just talk?
4. What kind of things would women be interested in learning? How about the men? Are there some things men and women should learn together? What are some of those things?
5. Do people realize that this PRA is a kind of non-formal education and a chance for the community to decide what other things they would learn and how to organize a request for training?
6. What do people think is the best way to learn new things? When is the best time to do this? Rainy or dry season? Daytime or evening? Different times for different subjects?

What: The village institutions diagram is a simple way of recording all of the key organizations which exist inside the village, as well as outside organizations which periodically work in the community.

Why: This exercise allows the community and PRA team to understand what local, national and international institutions are important to the community; to identify past and current sources of assistance and their impacts; and the community's ways for dealing with them.

Who: PRA Team: One facilitator and one note-taker.
Community: Group of 10-15 long-time residents (men and women).

How: **Step 1:** Draw one large circle on big paper and explain that this represents the community. Using questions such as those listed in the following section, engage participants in a discussion about organizations or groups which exist in the village. Ask participants to describe the work of each— its composition, and its importance to the community. For each organization or group, draw one circle within the larger "community circle".

Note: Show groups considered more important by making their circle a larger size. If some groups work together, these can be shown to overlap. The facilitator can use other techniques to show other differences among these groups (i.e. a dotted line to show a group that doesn't function, a box to indicate a private enterprise, or a double line to indicate a governmental agency).

Step 2: Also using the questions below, ask participants to list organizations or groups from outside the village which periodically work in or near the community. Such groups include government agencies, NGOs, or private sector entities (i.e. logging companies). Ask participants to briefly describe the work of these groups, with whom they work in the community, and their degree of importance. Represent each outside organization or group by drawing a circle outside the larger "community circle". Show ones considered more important by making them a larger size. If some groups work together, these can also be shown to overlap.

Time: One hour.

Materials: Big paper and several different colored markers.

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*PART II. Village Institutions Questions:*

Village Groups:
1. What groups or organizations exist in the village for each of the following areas?
   - Civil administration (i.e. village chief, commune chief)
   - Religion (i.e. a wat)
   - General village development (i.e. Village Develop. Committee)
   - Agriculture (i.e. a water users group for irrigation)
   - Women affairs (i.e. women's cooperation or association)
   - Cultural activities (i.e. dance or theatrical troupe)
   - Education (i.e. parent-teacher association, adult literacy group)
   - Other (i.e. village security team)
2. How long has each group been in existence?
3. Who belongs to each group? How many women and men? Can anyone join? If not, why?
4. If there are ethnic minority groups in the village, how are they represented in each of the above groups?
5. What does each group do? How often do they meet?
6. How well does each group function?
7. Do these groups ever work together? Why or why not?
8. Which group is the most important? Why? Which is the next most important? Why?
9. What other groups of importance to the community existed in the past? Why do they no longer exist?
10. If the village wants to undertake a development project (i.e. repair of the school, rehabilitation of a dike, etc.), who organizes this work?
11. If there is a conflict over land ownership or land use, how is it resolved and who is involved?

Outside Organizations:
1. What governmental agencies regularly work in the community? Now? In the past? What did they do, or what are they currently doing?
2. What non-governmental or international organizations work or have worked with the community? What did or have they done?
3. What other outside groups work in the village? Now? In the past? What did they do, or what are they currently doing?
4. Did the outside groups work with groups or people in the village? Which ones? Why or why not?
5. Do you know of any plans that the above or other agencies have to work in the community? What do they plan to do? With whom?

Institutions of Pong Mwan Village
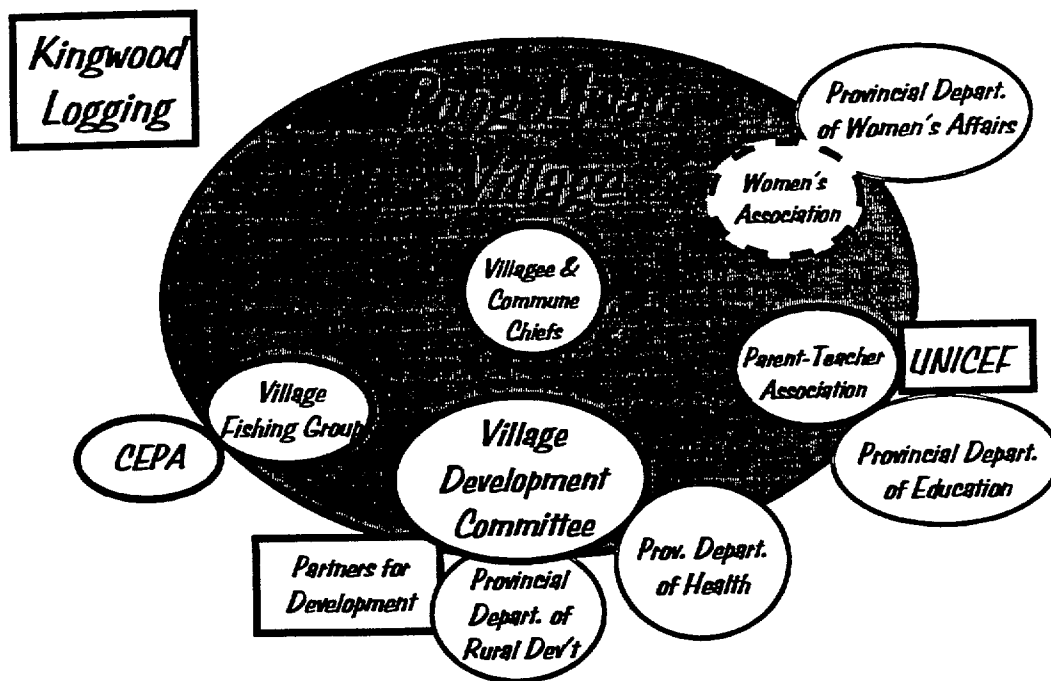
NOTES:

- All governmental organizations are shown with double lines
- Civil Administration: The village chief of Pong Mwan is Mr. Kim Poeun. He was selected by the district chief in 1992. The commune chief, Mr. Duk Sam, also lives in Sandan.
- General Development: Pong Mwan village has had a VDC since 1995, and considers this to be the most important group because it has attracted assistance from PFD and the PDRD for water supply and school construction projects; The VDC has seven members— 4 men and three women. A woman, Chan Sothi, is the president.
- Education: The community also has a PTA which did not function for several years, but has since been reactivated by the POE with assistance from UNICEF;
- Women's Affairs: There has been a women's association in the village for many years, but it has not been active for a long time, and no one knows who the current members are.
- Health: The Provincial Department of Health also works with the VDC— especially for the organization of local vaccination campaigns.
- Environment: CEPA, a local NGO based in Phnom Penh, has also just started to work with villagers involved in fishing— and who are concerned about decreasing fish populations.
- Environment: Another new organization, Kingwood logging company, has begun to work closer to the village. Because Kingwood does not work with any local group, it is not shown as having any relationship with the community.

Activity 9: Community Problem Analysis

PART I: Overview

What: The completed Problem Analysis Chart is presented and discussed in detail during a general meeting of all community members.

Why: This activity is key to community motivation because it is at this point when many people are gathered and see for the first time how the information collected from them has been organized.

Who: PRA Team: All team members, including facilitator and note-taker. Village PRA Committee: All committee members. Community: At least 50 villagers from all social groups, including key leaders (i.e. monks village and commune chiefs).

How: **Step 1:** Before this activity, the PRA Team and Village PRA Committee prepare the Problem Analysis Chart as discussed in Section III of this manual. This chart and all other tables, maps and graphics done on big paper are put up around the meeting area.

Step 2: Explain that based on all of the previous discussions and activities, the PRA Team and Committee have organized the data collected on the Problem Analysis Chart. This chart shows the major problems, causes and solutions for each key technical area. As discussed above, these technical areas may vary depending on results of data collection, but generally include: health; agriculture; water supply; environment; culture and religion; and infrastructure.

Step 3: For each technical area, the PRA Team member responsible for that area presents the key problems, causes and solutions identified. In this presentation, it is important to:

- Make the presentation slowly and clearly. This may be the first time many have seen all of this information;

- Make the link between the Problem Analysis Chart and the data collected during all of the previous activities;

- Encourage community members to add other problems, causes or possible solutions. Try to have the community reach a consensus that those presented are appropriate.

Time: 2.5 hours

Materials: Problem Analysis Chart and all maps, tables and other graphics developed earlier.

PART II: Example of a Presentation

"In doing the community map, you told us that the gardens here lose lots of soil every year to erosion and floods. In the Trend Line, you told us that this erosion has increased rapidly in the last five years. So, we put 'Soil Erosion in Gardens' on the list of problems. Then, you told us this could be slowed if you placed mulch from banana trees in between the rows in the gardens. So, we put 'Banana tree mulch trunks between rows' on the list of solutions."

PART III: Example of Completed Chart

Problem Analysis Chart for Pong Mwan Village

Problems	Causes	Possible Solutions
Lack of community planning	No community organization Lack project management experience No link with outside agencies	Establish a Village Development Committee
Malaria	Lots of mosquitoes No protection	Drain swampy areas/Clean other breeding areas Health education Start mosquito net program
Diarrheal disease	Unsafe water Poor sanitation/hygiene	Construct fences/drainage for old hand-dug wells Develop new wells Hygiene education Improve garbage/trash areas Construct family latrines
Large family size	Lack of family planning, birth spacing. No knowledge of methods of contraception	Contact health agents for information

Problems	Causes	Possible Solutions
Low education	Lack of school Lack of teachers Many adults not interested No opportunity for adults to learn	Begin fund for school construction Discuss teacher availability with district authorities Establish parent-teacher association Initiate adult literacy program
Poor animal health	Animals not vaccinated Lack of veterinary services Poor feeding/nutrition practices	Contact agricultural extension agents for advice and assistance
Poor water control: • frequent flooding • lack of irrigation	Dikes in disrepair Water control systems poorly designed Water users are unorganized	Establish group of concerned farmers to review Repair dikes as best as possible using local labor and materials Contact extension agents for advice
Loss of forest resources (trees, special plants, animals for hunting)	Unsustainable logging practices	Community forestry Discussion with authorities
Loss of fish resource	Unsustainable fishing practices • use of grenades • over-fishing • fishing by large companies	Organize group of fisherman to discuss problem Begin family fish pond program
Food shortages	Less land/families too large Poor land quality Insufficient time for cultivation	Increase area of land cultivated Improve land management practices Improve irrigation
Poor access to village	Bad roads and bridges	Fill in holes on road/Develop ox cart trail next to road Discuss the problem of bridge repair with neighboring community

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Activity 10: Community Problem Ranking

What: The community is asked, during a large group discussion, to prioritize, or rank, the problems identified so far during the PRA.

Why: For community and PRA team to understand what the community perceives as its development priorities. This exercise also provides the basis for development of the Community Action Plan.

Who: PRA Team: One facilitator and one note-taker;
Community: Community leaders and at least 30 other participants.

How: **Step 1:** Prior to this exercise, the team meets with the PRA Committee to list the major problems identified by the community, and again discusses them during the Problem Analysis session. Based on these discussions, prepare the Problem Ranking Chart by listing the major problems twice— once in the left-hand column and once on the top row (see example below).

Step 2: Explain why this exercise is being done (see above), how the chart was developed, and how it will be completed. Ask participants if they agree with the problems listed— or if they think some should be deleted or others added.

Step 3: Read out the first problem listed in the left column and the first listed on the top row. Ask participants which problem is more important to solve first and why. Write this problem in the space provided (Note: Majority rules if everyone does not agree). Continue this procedure for each problem listed on the chart.

Step 4: Once all of the spaces have been filled, ask participants to count the number of times each problem listed in the left column appears in the table. Write this number in the "Count" column, and repeat this procedure for each problem listed.

Step 5: Once the "Count" has been established for each problem, complete the "Rank" column by writing "1" for the problem with the highest count, "2" for the problem with the next highest count, etc. Note: It is possible that some problems will have the same count and, consequently the same rank. Also, if a problem has a count of "0", it is still a priority— just lower than other problems.

Time: 1 hour

Materials: Big paper and several colored markers.

Community Problem Ranking: Pong Mwan Village

Problems	Animal Disease	Diarrhea	Poor Access	Malaria	Food Production	Education	Count	Rank
Animal Disease		Animal Disease	Animal Disease	Malaria	Food Prod.	Education	2	3
Diarrhea			Diarrhea	Malaria	Diarrhea	Diarrhea	3	2
Poor Access				Malaria	Food Prod.	Education	0	4
Malaria					Malaria	Malaria	5	1
Food Product.						Education	2	3
Education							3	2

Level of Priority 1:   Malaria

Level of Priority 2:   Diarrhea and Education

Level of Priority 3:   Animal Health and Food Production

Level of Priority 4:   Access

Activity 11: Community Action Plan

PART I: Overview

What: During a large group discussion, community members are asked to develop a Community Action Plan (CAP) to help them, as well as outside agencies, address the problems they have identified.

Why: The CAP is a key output of the entire PRA exercise. It is a record of local development priorities— and is used by the community and outside agencies for designing and monitoring a wide range of local development activities.

Who: Team: All team members; including two note-takers.
Community: Community leaders and at least other participants.

How: Prior to this session, PRA team members prepare a CAP chart (see example below) which lists the problems, causes and solutions identified by the community during previous exercises. The columns marked "Who will do what" and "When" are left blank.

**Step 1:** Read out each problem, its' causes and solutions, and ask community members if these are accurate.

**Step 2:** Ask participants to rank the solutions in order of what the community would like to work on first, second, etc. Note the rank of each solution by adding a number to the left.

**Step 3:** Beginning with the first solution, ask participants who in the community will be responsible for its implementation. Then ask if they feel outside assistance is needed to implement that solution (i.e. from the government or an NGO/IO). Note each of their responses in the appropriate "Who will do what" column.

**Step 4:** For each solution, ask participants to discuss and agree on a time for its implementation. Note this in the "When" column.

**Step 5:** Continue in a similar manner for each identified solution.

**Step 6:** Upon completion of the above, ask participants to confirm their agreement with this final "Community Action Plan", especially as concerns activities which do not require outside assistance.

Time: 3 hours.

Materials: Big paper and 3-4 colored markers (or chalk and a board).

Pong Mwan Village— Community Action Plan

Problem	Cause	Solution	Who will do What				When
			Community	Government	NGO	Other	
1.Diarrheal Disease	Poor hygiene	Boil water (1)	• Each family boiling drinking water				• Begin Immediately
	Lack of knowledge	Hygiene education (2)	• Mothers and fathers attend classes/practice good hygiene	• provide education materials (Min. of Education)	• provide instruction (NCCDP)		• To be arranged (t.b.a.)
	Inadequate water supply						
	Lack of latrines	Construct latrines (4)	• Some families provide labor	• provide materials (MRD)	• provide technical assistance (t.a.) (NCCDP)		• March 1997
		Install handpumps (3)	• VDC organizes for sand, gravel, other		• provide t.a.		• April 1997
2.Soil Erosion	• flooding	repair dike (1)	• VDC organizes labor, materials, maintenance	• materials, t.a., (MAFF, MRD)	• tech. assistance		• May 1997
	• lack of plant cover on slopes	plant cover crops on slopes (3)			• tech. assistance		
	• plant perpendicular to river	make contoured rows (2)	• Kru Khmer helps with knowledge of local plants				• June 1997

Activity 12: PRA Evaluation

PART I: Overview

What: A brief meeting with community members to evaluate the PRA.

Why: To provide the community with an opportunity to comment on the usefulness of the PRA, and improve PRA's in other communities.

Who: PRA Team: All members (with one facilitator and one note-taker)
Village PRA Committee: All members
Community: As many community members as possible.

How: **Step 1:** Explain that as the final activity, the PRA Team would like to have the community's suggestions on how to improve the PRA process. As a part of this activity, the facilitator may wish to re-state the objectives of the PRA (see Activity No. 1, Introduction):
- to gather information on the village;
- to organize this knowledge;
- to identify and prioritize local development needs; and
- to develop a Community Action Plan which responds to these needs.

Step 2: The following questions may help guide the discussion:

- Do people feel PRA objectives were met? Why/why not?

- Was there enough time for community members to both participate in the PRA as well as do their regular chores?

- Was there enough time to do all the activities properly?

- Does the Community Action Plan adequately address all the main problems or were some omitted?

- Did everyone feel as though they could contribute freely and equally?

- Was the PRA schedule clearly presented?

- Were meeting sites well prepared?

Step 3: Thank community members for their participation.

Time: 30 minutes.

Materials: None.

Annex 2

The PRA Report Form

Northeast Cambodia Community Development Program

Participatory Rural Appraisal (PRA) Report Form

Basic Data:

Village: _____ Dates of PRA: _____

Village No.: _____ GPS Coord.: _____

Commune: _____ District: _____ Province: _____

Demographics:

Total Population: _____ Ethnic Groups:
1. _____ (____%)
2. _____ (____%)

No. of Families: _____
3. _____ (____%)

PRA Team Members and Observers:

1. _____ 7. _____

2. _____ 8. _____

3. _____ 9. _____

4. _____ 10. _____

5. _____ 11. _____

6. _____ 12. _____

Village PRA Committee Members:

1. _____ 5. _____

2. _____ 6. _____

3. _____ 7. _____

4. _____ 8. _____

Report Preparation Supervised By: _____ **Date:** _____

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Map of Community

Draw a simple map based on the community maps developed by both the women's and men groups during the community mapping exercise. At a minimum the map should show:

- the boundaries of community, slope of the land;
- water sources (rivers, streams, springs, ponds, dams, wells, hand-pumps);
- land use (forested areas, soils, rice paddy, gardens, fruit trees, cash crops)
- housing (if possible indicating different roofing materials);
- roads, bridges, ports, paths;
- community infrastructure (schools, pagodas, health centers, etc.); and
- other detail of importance to the community.

Village History

Show the "Village History" which was developed during during discussions with community elders, long-time residents, teachers, and other community members. The timeline should show local, national and international events which were of importance to their history. Such information may include: the year the village was settled; periods of in- and out-migration; time of war or other conflicts; natural disasters; periods of drought; periods of disease outbreak (human and animal); etc.

DATE	EVENTS OF SIGNIFICANCE TO THE COMMUNITY

Seasonal/Daily Calendar— Women

This should show yearly patterns of women's work, health, food availability and the daily schedule over this period. Use pictures or text to block out periods of heavy activity in the above areas; use graph lines (high/good, medium/normal, low/bad) for women's labor, food and health discussions. Include activities that are year-round, such as collecting water or cooking meals. On bottom, use an hourly schedule to show the daily calendar.

	April	May	June	July	Aug	Sep.	Oct.	Nov	Dec	Jan	Feb	Mar
Work to Do												
Labor: High / Norm. / Low												
Food Avail. : High / Norm. / Low												
Health: High / Norm. / Low												
Daily Calendar: 04:00 05:00 06:00 07:00 08:00 09:00 10:00 11:00 12:00 13:00 14:00 15:00 16:00 17:00 18:00 19:00 20:00 21:00 22:00												

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Seasonal/Daily Calendar— Men

This should show yearly patterns of men's work, health, food availability and the daily schedule over this period. Use pictures or text to block out periods of heavy activity in the above areas; use graph lines (high/good, medium/normal, low/bad) for men's labor, food and health discussions. On bottom, use an hourly schedule to show the daily calendar.

	April	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec	Jan	Feb	Mar
Work to Do												
Labor: High Norm. Low												
Food Avail. : High Norm. Low												
Health: High Norm. Low												
Daily Calendar: 04:00 05:00 06:00 07:00 08:00 09:00 10:00 11:00 12:00 13:00 14:00 15:00 16:00 17:00 18:00 19:00 20:00 21:00 22:00												

b4

Transect Walk

Show results of the "Transect Walk" with community members, including specific ecological zones, slope of the land, land use, areas of flooding, range of wealth as demonstrated by housing differences, places with interesting variations, areas with particular problems, possible opportunities, etc.

Picture of Area, Slope, Uses, Etc.	
Zone	
Land Use	
Type/Quality of Land and Soil	
Water Use/ Status	
Agricultural Use/ Status	
Animal Husbandry	
Problems	
Possible Solutions and Opportunities	

Key Results of the Focus Group on _____

Provide a summary of the key items raised by participants as important problems or issues regarding the focus group topic.

Key Problems Raised	Causes	Solutions

Trendlines

Provide a brief summary of the following Trendlines developed during small group discussions.

General Health

Education

Population/Ethnicity

Other: _____

Food Production (rice, fish, gardens)

Animal Health

Forest Resources

Other: _____

Village Institutions

Provide the Village Institutions Diagram, as well as any other important information regarding the work of organizations in the community, as well as those from the outside.
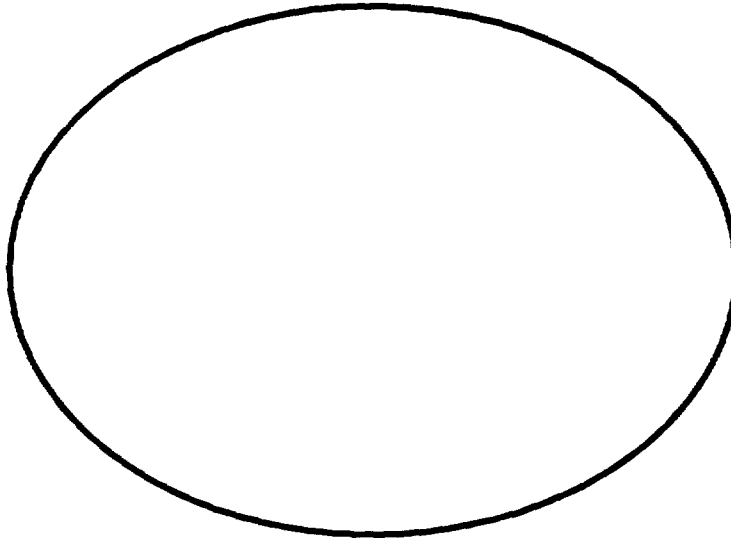
Problem Analysis Chart

Provide a summary of the Problem Analysis Chart developed by PRA Team Members. The chart should show the key problems raised by the community, their causes, and possible solutions (the community's previous solutions, new ideas, and team member suggestions).

Problems	Causes	Solutions

(Continue on the back of this page if necessary)

Problem Ranking

Show the key problems identified by the community, and the priority which they attach to having these problems resolved.

Problems											Count	Rank

(Use another page or format, if necessary)

Community Action Plan

Provide a summary of the Community Action Plan developed towards the end of the PRA . This plan should indicate the key problems identified by the community in the order of priority, their causes, the solutions the community wishes to pursue to resolve these problems, the specific person or agency who will be responsible for contributing to each solution, and an initial schedule for beginning to resolve these problems.

Problem	Cause	Solution	Who will do What			Schedule
			Community	Government	NGO/IO	

Evaluation of the PRA

Provide a brief evaluation of the PRA, including what villagers thought of the PRA, if there was enough time, problems encountered, etc.

Proposed or Required Follow-Up

Provide a list of follow-up actions required of PRA Team Members. This list should include: the finalization and distribution of reports, return monitoring visits, information which was promised to the community, etc.

Report Distribution List

Provide a list of all individuals and agencies which should receive a copy of this report (i.e. NCCDP, PDRD, PDRC, etc.). At least one copy must be provided to the community.

XEROX COPIER AUDITRON SYSTEM

OCTOBER 1998

PROGRAM	ACCOUNT	COPIES	AMOUNT
SEEP (Admin.)	099	182	12.74
SEEP	052	0	0
SEEP	064	9511	665.77
SEEP	065	0	0
SEEP	066	9056	633.92
Vietnam (Dao)	087	162	11.34
Publications			
Gen. Mgmnt	101	210	0
Distribution	102	48658	0
Production	103	0	0
Gen. Marketing	104	0	0
WALK-IN CLIENTS	105	0	0
NATIONAL COALITION GOV'T UNION OF BURMA	120	3567	249.69
JANE ADDAMS (6th fl.)	118	198	13.86
WOMEN'S INTERNATIONAL LEAGUE (Pamela Schaeffer, 6th fl.)	200	96	6.72
AMNESTY INTERNATIONAL (6th fl.)	160	0	0
UNITED METHODIST (11th fl.)	108	3307	231.49
UNITED METHODIST (11th fl.)	747	136	9.52
UNITED METHODIST (11th fl.)	268	551	38.57
INT'L PEACE ACADEMY (Beth Ruck, 4th fl.)	117	0	0
UNITARIANS (Will Baker, Concourse)	121	1241	86.87
IARF (Will Baker, Concourse)	122	0	0
WORLD FEDERALIST MOVEMENT — INT'L GLOBAL POLICY (Concourse)	129	445	31.15
IWTC (Mary, 3rd fl.)	140	0	cr.8.80
CHRISTIAN PEACE CONFERENCE (Philip Oke, Lobby Rm 1)	150	392	27.44
GLOBAL INFO. NETWORK (B. Harrison, Lower Concourse)	170	0	0
NAT'L COUNCIL OF NEGRO WOMEN (Mail)	115	0	0
UNIVERSALA ESPERANTO-ASOCIO (R. Grossman, Lobby Rm. 1)	300	27	1.89
WORLD CONFERENCE ON RELIGION AND PEACE (M. Chase, 9th fl.)	928	7652	535.64
SAMUEL RUBIN FOUNDATION (Cora Weiss, 10th fl.)	502	0	0
NATIONAL COUNCIL OF WOMEN, USA (Vera Rivera, 7th fl.)	034	240	16.80
COMMITTEE ON THE STATUS OF WOMEN (Eleanor Brown, Mail)	201	0	0
WOMEN'S CAUCUS FOR GENDER JUSTICE (12th fl, Library)	327	0	0
INTERNATIONAL COMMISSION OF JURISTS (Jessica Kong, 9th fl.)	463	2558	179.06
WCRP/USA (Amir Al-Islam, 9th fl.)	012	0	0
WORLD COUNCIL OF CHURCHES (Rebekah Webb, 9D)	978	50	3.50
GLOBAL POLICY FORUM (James A. Paul, 7G)	789	681	47.67
INFO HABITAT	397	0	0
CONGO (Sudha Acharaya, 8th floor)	329	89	6.23
CONGO (Rebecca)	689	9634	674.38
TOTAL		**98,643**	**$3484.25**

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METER C 5084527