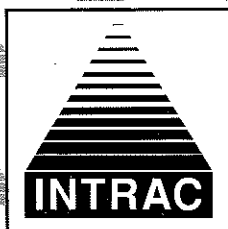# PRA in Central Asia: Coping with Change

a source-book for practitioners in Central Asia based on a training workshop conducted in Osh, Kyrgystan for INTRAC

Compiled by: Carolyn Jones

INTRAC

IDS Institute of Development Studies Sussex

PRA in Central Asia: Coping with Change

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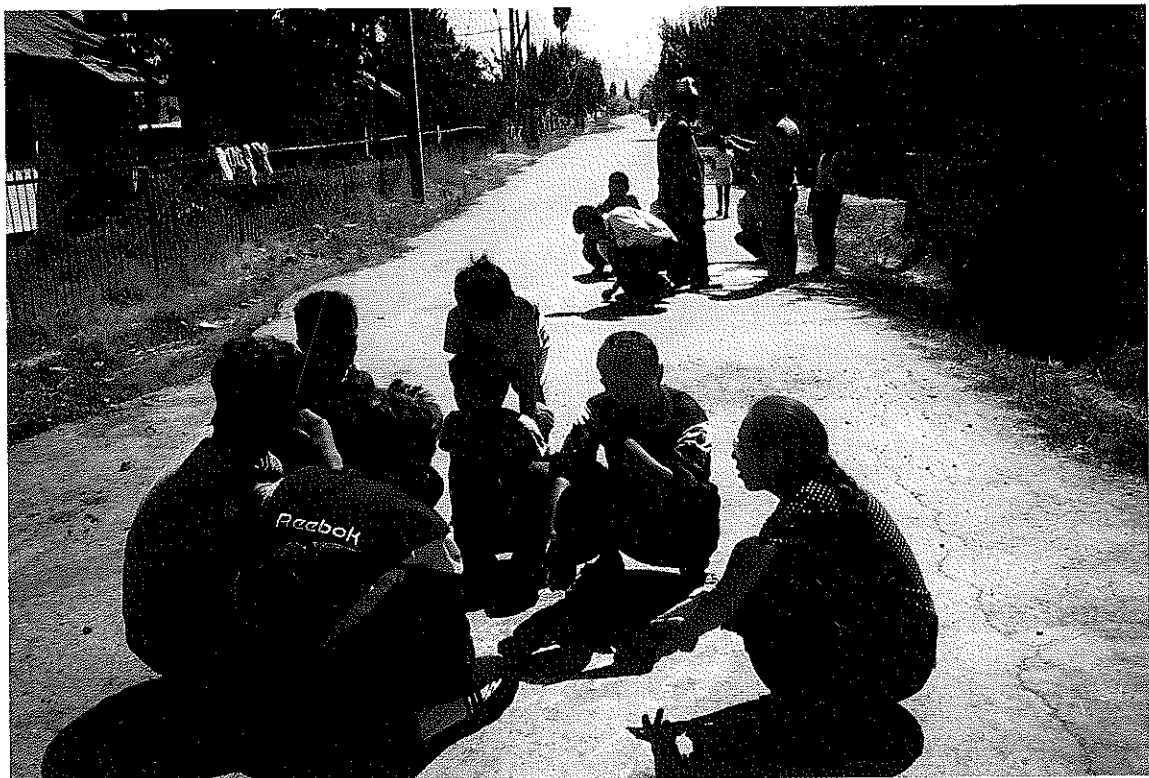compiled by: Carolyn Jones

INTRAC

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Institute of Development Studies
Sussex

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Background

This source book is intended as an introduction to participatory rural appraisal (PRA), with specific reference to Central Asia. It is one of the outputs from a training course held in August 1996 in Osh, Southern Kyrgystan.

It should therefore act as an aide memoire for participants, since much of it is based around the theoretical and practical sessions which took place during the course. Many of the illustrations used here are those discussed during the workshop. Examples and case studies are drawn from participants practical experiences during the field visits.

This source-book will be of use to other Central Asian NGOs and their staff who were not present at the training. It is intended to give an introduction to use of PRA for NGO practitioners. This should assist them in the adoption of new approaches to working with communities which place the local people at the centre of development initiatives.

In addition, it is hoped that this approach will be of interest to government, policy makers and donors. World-wide, PRA is increasingly being used not only within the NGO sector but also by governments and government agencies. It is hoped that this book will therefore find a wider audience within Central Asia.

The PRA training course

This training course was organised by INTRAC[1] as part of their support programme for Central Asian NGOs. INTRAC has been working in the region for over two years as part of an NGO capacity building programme. Much of the work has been carried out in collaboration with emerging NGO support organisations, in particular Centre InterBilim in Kyrgyzstan and CASDIN in Kazakstan. With these support organisations, a series of training workshops have been conducted with local NGOs aimed at increasing both their internal organisational capacity and their external capacity to influence the institutional environment (see INTRAC publication on NGO support organisation workshop in Central Asia, 1996).

The PRA training was developed in order to introduce local Central Asian NGOs to an approach which is of use when working with local communities. This process is widely used in over 100 countries to discuss local peoples real needs and to promote local actions. Drawing on the experiences of several trainers (see annex one) who have worked in a number of countries, this workshop developed ideas on PRA in order to start adapt these approaches for use in the Central Asian context.

There were 33 participants who attended the course, from a number of different Central Asian NGOs (see annex one). These participants came from a variety of backgrounds, although the emphasis was on environmental work, from Kyrgystan, Kazakstan, Uzbeckistan and Tadjikistan.

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[1] The International NGO Training and Research Centre

The course ran over 16 days, and included a mix of workshop sessions and practical visits to villages (see annex two). The workshop was based in Osh in order to enable access to the four selected field sites. Each village was visited three times over the course of the workshop, so that the learning experience was both iterative and experiential. The villages were selected by the local UNV[2] staff, and the work carried out will tie directly into their ongoing work programmes.

Workshop aims and objectives
Aim
To introduce PRA approaches, methods and behaviours to NGOs, policy makers and donors in Central Asia so that the needs and realities of poor people are better integrated into development programmes.

Objectives
By the end of the workshop:

- NGO staff will have the necessary knowledge, attitudes and skills to use PRA tools to listen and respond to the needs of their client groups

- There will be an increased awareness amongst policy makers, donors and international NGOs, of the potential of PRA in promoting sustainable community development

- NGOs and policy makers will have a greater understanding of the problems of poor rural communities in Southern Kyrgyzstan

- There will be the basis for the development of four community-based pilot projects as part of a national poverty alleviation programme in Kyrgyzstan

- NGOs will have made a commitment to conducting further PRA activities in their own countries

- NGOs will have access to information and translated materials about PRA

- There will be a system in place for ensuring the sharing of information and ideas on PRA between NGOs within the region

Structure of this source-book

This source-book contains a mixture of theoretical introductions to the concepts of PRA and examples of experiences which took place during the work in the villages. It is divided into five sections.

Section one - PRA - the principles and the process
This section introduces some of the underlying principles of PRA, and sets the context for the development of PRA and its introduction to Central Asia. It looks at some of

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[2] United Nations Volunteer Programme

the underlying trends in rural development which have led to the reversals of thinking inherent in PRA. It draws on the materials produced during the workshop in Osh, and documents the key points that came from many of the discussions held there.

Section two - PRA - our behaviour and attitudes
In this section the behaviour and attitude of the facilitator, one of the key aspects of PRA, is examined. The focus is on the way in which we interact with local people. This is discussed on both an individual basis, examining practical aspects of the way in which we behave with communities, and at a professional and institutional level.

Section three - PRA in Kyrgystan - the villages visited
This section illustrates the overall structure that was followed during the visits to the villages, outlining the general process followed. It provides some background to the four villages where fieldwork was carried out, and sets the local context for the examples illustrated in the following section.

Section four - PRA in Kyrgystan - the methods used
The fourth section deals with a range of different PRA methods. After covering some general principles, there is a short introduction to each method. This is followed by examples from the field visits, which detail the range of participants experiences and what they learnt while using these methods.

Section five - PRA in Central Asia - what happens next?
The training course, the video and this source-book are simply the first stages, and what happens next is crucial. This final section looks at some of the commitments made to follow-up during the workshop, and ways in which individuals, NGOs and the NGO community can take the process forward. It points to experiences elsewhere, and indicates what supporting resources and materials are available.

Section one - PRA - the principles and the process

This section introduces some of the underlying principles of PRA, and sets the context for the development of PRA and its introduction to Central Asia. It looks at some of the underlying trends in rural development which have led to the reversals of thinking inherent in PRA. It draws on the materials produced during the workshop in Osh, and documents the key points that came from many of the discussions held there.

"Traditional" thinking in rural development

PRA had its origins in an increasing dissatisfaction with the rural development processes of the late 1980's. In general terms, rural development was project driven, with orientation and design generally decided by outside "experts" during short visits to villages or rural areas. Development thinking was led by the assumption that "we" as outsiders had knowledge, and that "they" as insiders did not.

One of the most fundamental shifts in thinking that took place during the late 1980's was the realisation that local people have a great amount of detailed knowledge and understanding of their own environment. During the 1980's and 1990's, the idea that outsiders as development experts knew all the issues and held the key to all the potential solutions was replaced by the recognition of the depth of local skills.

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┌─────────────────────────────────────────────────────────────────┐
│                  Shifts in development thinking                   │
│                                                                   │
│                            1970's                                 │
│         WE KNOW                    THEY DON'T KNOW                 │
│                                                                   │
│   THEY ARE THE PROBLEM          │        WE ARE THE SOLUTION      │
│                                 │                                 │
│                                 ▼                                 │
│                                                                   │
│                            1990"s                                 │
│           THEY KNOW                WE DON'T KNOW                   │
│                                                                   │
│     WE ARE THE PROBLEM                  THEY ARE THE SOLUTION      │
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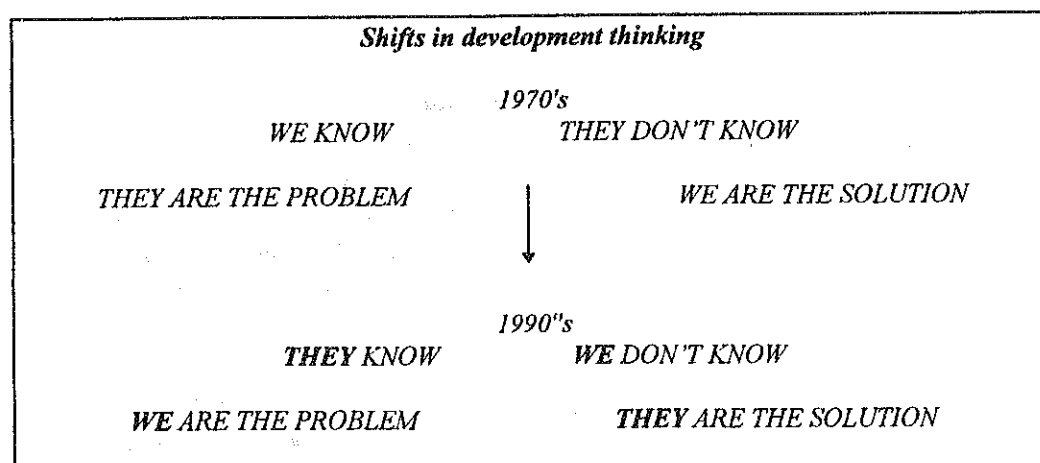
Box 1

Hand in hand with this fundamental shift has come a reassessment of our professional views. Box 2 illustrates this, depicting the situation where "we know and they don't know" which was both assumed and acceptable in the past, and indicating indicates how current thinking has altered to recognise the detailed and intimate knowledge that local people have of their own conditions.

Whose knowledge counts?

we know   we don't know

they know | 2= | 4

acceptability to us in the past

they don't know | 1 | 2=

1 - most acceptable
4 - least acceptable

Shifts

from ⟶ to

we know   we don't know   we know   we don't know

they know

they don't know

they know

they don't know
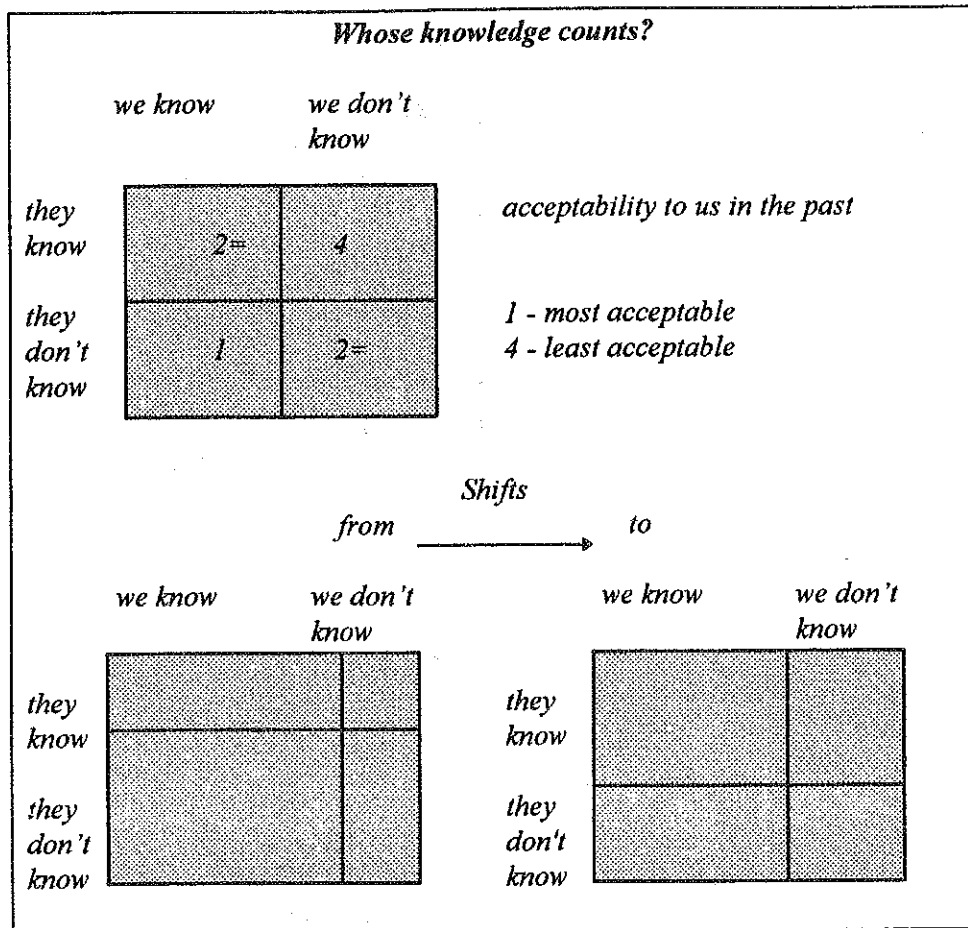
Box 2

Participation in development processes
Within this traditional structure of rural development there was little scope for participation by local people. Decisions were made and resources allocated externally. Local people were rarely asked for their ideas, and even less frequently had any input into decision making. In terms of poverty alleviation, these top down processes rarely achieved practical results which improved local problems.

Up until the 1980's there were a number of methods of collecting information from local communities which was then fed in to project planning. These can be considered in terms of the "consultation" end of the scale of participation reproduced in box 3. This type of consultation did not involve local people in either joint or independent assessment and planning.

"Participation"

action "for" local people | local people give information
- limited consultation
- external decision making

action "with" local people | local people provide labour or inputs
- consultation, local information
- external control, local action

action "by" local people | local analysis and action
- discussion, joint planning
- external input through facilitation

Box 3

However, it during the 1980's it was increasingly recognised that it was necessary look to the poor for appropriate solutions to their own problems. They have the clearest understanding of their own situation, and need to be actively involved if development is to be sustained.

As rural development thinking shifted further towards action "with" and "by" local people, other mechanisms for ensuring fuller participation were developed. This included moving from methods of gathering more accurate information (for effective consultation) to approaches for joint analysis and planning (for ensuring meaningful participation).

Participation in Central Asia
This change in Western development theory and approaches has some parallels with the traditional situation in Central Asia. The old state systems placed a greater emphasis on developments of scale, whether for infrastructure, industry or collective agriculture. Although human resources were considered of crucial importance in socialist ideology, decisions were made by a small group of people. This centralised, hierarchical system of planning did not involve the participation of local people.

During the transitional period there has, so far, been a similar lack of involvement of local people in the planning process. With changes in economic structure of the countries of Central Asia, many of the lessons from Western development thinking are becoming relevant. The issue of poverty is new, and both locally and nationally increasing in significance. Lessons from other regions which deal with poverty alleviation strategies are important. This includes emphasising the role of local people in making decisions over issues about which they currently have no control.

Rural development tourism and questionnaires
Many of the ideas of PRA developed in response to a number of fundamental flaws inherent in the processes used to collect information from communities. In particular, there were the anti poverty biases inherent in rural development tourism and the problems of scale and accuracy of questionnaires (box 4). In Central Asia, little use has been made of many of these methods for collecting information. However, it is

important to recognise that these problems exist in order that local NGOs do not succumb to the same biases when they start to involve local people in development.

Rural Development Tourism

A process by which development "experts" or outsiders would pay a short visit to a rural area, in the same way that a tourist would, and base project decisions on this visit. This visit would be biased by a number of aspects, including:

- time of day - usually only around midday, on day trips from a city base
- time of year - rarely in the rainy season when access us difficult or uncomfortable
- roadside - generally arriving in cars and seeing areas only close to the roads
- income - visits would be made only to the wealthier households, not poorer ones
- gender - usually only men, often the leaders, would be met

Questionnaires

A process which generally involves asking local people large numbers of preset questions. These are then statistically analysed and average values or answers determined. Although there can be a role for sensitively designed questionnaires, it is generally accepted that these are also potentially subject to biases:

- enumerator bias, commitment and interest
- phrasing of questions, restrictions on answers accepted
- creating averages, hiding diversity, statistical analysis
- time-consuming and costly, in administration and analysis

Box 4

Rapid Rural Appraisal

In response to the these biases, the idea of rapid rural appraisal, or RRA, developed. RRA can be thought of as a "basket of methods" which can be drawn upon in order to obtain information about local conditions. The emphasis is on the use of a range of methods for use in collecting accurate information, generally from rural local people. With accurate information, planning can more effectively target the needs of local populations. As its name suggests, this process was rapid, and less costly, with improved quality and reliability of information gathered.

However, RRA was still predominantly an extractive process used to generate information which was then analysed away from the field and which does not necessarily lead to action and planning at a local level.

Participatory Rural Appraisal

PRA (box 5) builds on the experiences of RRA, but with a much greater emphasis on the process, and the approach taken by the outsider It is much more that simply a tool that can be used by outsiders in order to learn more about the realities of local peoples lives. It is also a process which enables local people to conduct their own analysis, in a way which is meaningful to them, and thereby moves further along the scale of participation shown in box 3.

Although generally facilitated by outsiders, the emphasis which has developed through the 1990's is on a process of sharing and developing ideas within a community. When used as a means of gathering information, or as a research tool, it is important to be

clear about this objective, and to differentiate this from a process which leads to local analysis, planning, action and ultimately participatory monitoring and evaluation.

What is PRA?

Participatory rural appraisal or PRA can be described as:

"a growing family of approaches and methods used to enable people to analyse and share their knowledge of life and local conditions. Through PRA, both rural and urban groups are able to identify their own priorities and make their own decisions about the future."

What has PRA drawn upon?

Rural development tourism   Questionnaires

"_"

Rapid Rural Appraisal

Participatory Appraisal
(planning, monitoring, evaluating)

Participant observation   Farming systems research

"+"

Ethnographic research   Agroecosystem analysis

Box 5

PRA has also drawn on the strengths of other participatory processes. These include applied social research (including participant observation), farming systems research (recognising diversity and risk), agroecosystem analysis (making use of diagramming) and participatory action research (where peoples own analysis is important).

PRA enables the expression of the depth of local knowledge discussed in boxes 1 and 2. It recognises the importance of local peoples realities (see box 6). Local perceptions may be very different from ours as outsiders, with our associated preconceptions and external biases. This has been shown on many occasions where decisions have been based on external judgements of needs (for example for a increased access to fertiliser), but later discussions have shown that local priorities were very different (for example labour constraints or markets). Through PRA, actions taken at a local level will be determined by "their" realities, not by outsiders perceptions.

The case study from Scotland on the following page provides one example of a "PRA process" which led to local analysis and potential local planning and action.

Case Study of a location - PRA in a Scottish village

Where? - Croy - a small ex-mining village in the Central Belt of Scotland, in the UK

When? - Two days in April 1996

Why? - A group of local activists had asked to learn more about the PRA process, to help them understand the priorities of the majority of the villagers, not only the ones active in committees. For local planning to take place they felt that it was important that the range of local opinions was brought together, and discussed openly.

The objectives of the PRA were considered as:
- To begin to assist the community collect information about their 'situation',
- To start to assist local people in analysing this information,
- To encourage communication between different groups within the community,
- To support local people in generating ideas for future developments,
- To make sure that everybody involved had an enjoyable time.

Who? - a team of 12 facilitators from a range of different organisations were brought together by the University of Edinburgh, as part of a training course.

What happened? - The 12 participants worked in 3 groups, and were able to meet with a large number of local residents. The team slept in the village hall - to maximise the time spent with local people. A number of meetings with different groups had been set up. This included:
- Bowling club, Leaders, Miners club, Youth leaders, Brass Band, Young people

The rest of the time was spent talking to people in the local shops, pubs and in the streets of both the old and new housing schemes. The team had individual discussions with the priest, the local social worker and some local elders.

With each of the groups, and many of the individuals, the team used diagrams to structure discussions about the past, present and future of the village, including:
- Mapping (different aspects of village life such as services and resources)
- Timelines (local histories), Transect walks (observation and discussion)
- Brainstorming (generate initial ideas for discussion)
- Venn diagrams (relationships between local groups and associations)
- Matrixes and 'proportional piles' (identify preferences and planning priorities)

On the last evening there was an open meeting where all these diagrams created during the small group and individual discussions were displayed. Around 30 people came to this, and spent some time looking around the display, adding to and commenting on other groups ideas. After this general discussion everybody was divided into six groups. Each of these then used other PA methods to explore potential plans for the future of the village in greater depth. These ideas were then shared, and people identified who could action on the various issues identified.

> **Whose reality counts?**
>
> *Whose knowledge counts?*
> *Whose criteria, whose values?*
> *Whose priorities*
> *Whose appraisal?*
> *Whose analysis?*
> *Whose action?*
> *Whose monitoring and evaluation?*
>
> **Ours?**   **Theirs?**
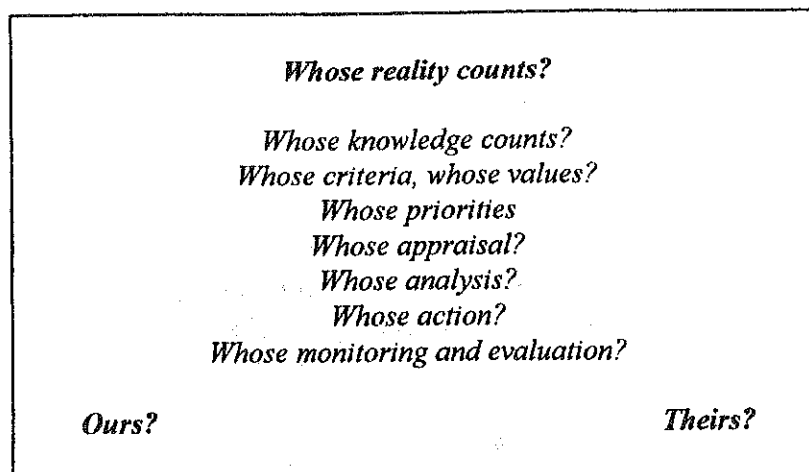
Box 6

Principles of PRA

PRA has involved several reversals, not only in our professional behaviour but also in the way in which we work directly with local people. In general terms these reversals include:

from

■ *dominance*	*to*	■ *facilitation*
■ *closed approach*	*to*	■ *open approach*
■ *tedium*	*to*	■ *fun*

The specific methods used also involve changes in the way in which rural development practitioners have traditionally worked. This involves a process that involves shifts:

from

■ *individual interviews*	*to*	■ *group discussions*
■ *verbal communication*	*to*	■ *use of visuals, diagrams*
■ *measuring, absolutes*	*to*	■ *comparing, relatives*
■ *creating averages*	*to*	■ *seeking diversity*

As a process, the predominantly visual group work of PRA not only leads to information analysis but also actively involves and engages people, building local self confidence in peoples own ability to analyse their own situation. This process can be considered as ongoing, where one stage feeds directly into the next. Traditional hierarchical decision making structures in both rural development and Central Asian state economies were dependant on a "top down" filtering of ideas. With PRA, this becomes a dynamic process, with continual feedback of ideas from each stage (box 7).

PRA and action cycles
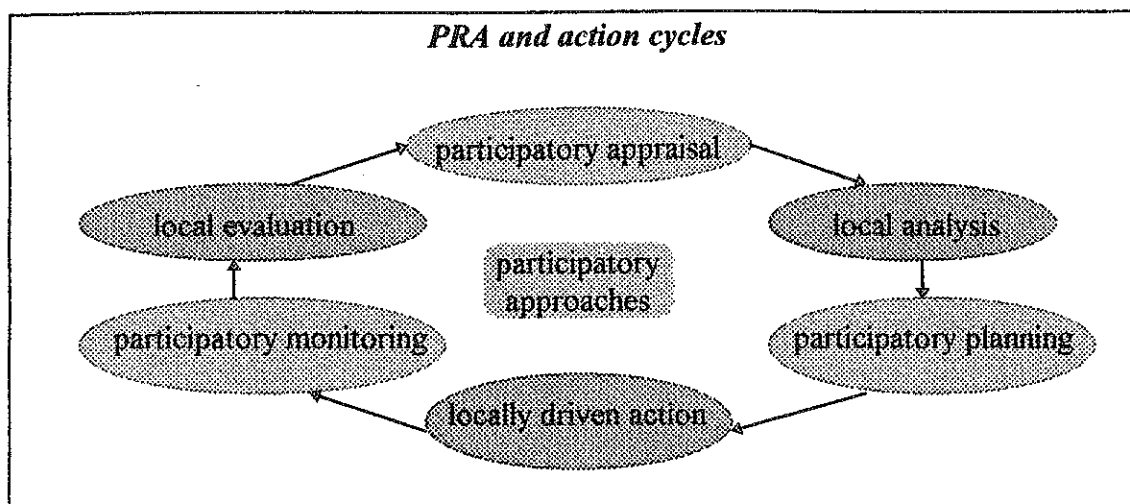
Box 7

PRA is a flexible process, there is no blueprint or set "order of activities" to be followed. What it offers is a range of different visual tools which enable group analysis and communication. These can be used, and adapted, as necessary, and are set in a context which emphasises the process and the approach adopted. This can be expressed as the "three pillars of PRA" (box 8).

1   Behaviour and attitudes
The first of these is the behaviour and attitude of the facilitator, both our professional attitudes and out individual approach to local people. This will be discussed in greater detail in section two.

2   Sharing
The second pillar is the idea of sharing. It is important not only that information flows from the local people to the outsider (the "traditional" extraction of information) but also that this is a two way flow (sharing of ideas). However, if PRA is to fulfil its goal of enabling local analysis, it is crucial that there is also sharing between individuals and groups of local people. Sharing and support is also important between practitioners.

3   Methods
The specific "methods" used to promote this communication and sharing between insiders, and between insiders and outsiders, form the third pillar of PRA. These are visual methods which encourage groups of local people to become involved in the creation of diagrams reflecting specific aspects of their lives. Examples of these can be found in section three.

Box 8 also indicates some of the innovations that have occurred in the last few years. PRA is not a static process, new ideas and developments are continually taking place, in the general approach and also in the specific methods used.

The three pillars of PRA

We:

hand over the stick
they can do it
use your own best judgement
sit down, listen, learn
unlearn
relax
embrace error

facilitate
don't rush
ask them
have fun
be nice to people

"Feb '91"

"March '96"

Behaviour
Attitudes

methods ⟷ *sharing*

They:

interview	observe	they share their knowledge
map	list	and analysis with each other
model	sort	and with us
rank	compare	
score	estimate	organisations, trainers share
analyse	act	their experiences with others -
diagram	monitor	NGOs, government, donors,
present	evaluate	universities
plan		
		all share experiences

"Feb '91" "March '96"

Box 8

Innovation and application
Although PRA had its origins in South Asia, it is now being widely applied in many areas, on a world-wide basis (see box 9). The range of contexts in which PRA is being used is expanding with a broad range of different types of organisations adopting PRA.

The case study from Mongolia on the following page is an example of how PRA is continuing to spread geographically, and being used in a range of situations.

Case Study of a Country - PRA in Mongolia

Where? -throughout Mongolia

When? - since April 1995

Why? - to compliment government efforts on poverty alleviation, working through the Centre for Social Development. PRA is used to identify the poor, and at all stages through the project cycle.

Who? -government and non-government agencies, for example the local poverty alleviation councils, ministry officials, children's organisations, researchers and grassroot level workers.

What happened? - after the initial training, and field practice, some of the participants went on to become trainers for other organisations. There is now an enlarging network of PRA users in Mongolia, and there are many training workshops taking place.

There are many practical examples of the use of PRA in Mongolia, for example:

- Restocking programmes: well-being ranking has been used in the redistribution of livestock. Members of the local communities have identified the poorest households, using their own criteria, and these households have been prioritised in the restocking programme.

- Pre-school projects: used in the evaluation of a project which had been running for two years. PRA was used to discuss the project and see how successful it had been. Well-being ranking was also used to identify the poorest households and help their children attend the school.

- In all the programmes, using well-being ranking instead of or in addition to government statistics means that a large number of precise criteria can be discussed. Important coping strategies have been analysed because of this, including things like depndancy on relatives sending money or lending food.

Some of the strengths of PRA in Mongolia:
- PRA is a philosophy and an approach to work.
- The range and flexibility of the methods is also very helpful.
- The information is not taken from the community but owned by them.
- PRA can find out what people themselves are capable of, and what resources they have, so that they are not made to be dependant on aid and handouts.
- Although some people that are trained in PRA treat it as a game at first, very soon they are telling us how useful PRA can be, and how much they are using it.

The spread of PRA

- *late 1980's*
- *evolving in a few places*
- *South Asia, East Africa*
  - *rural communities*
  - *appraisal and analysis*
  - *predominantly NGOs*

- *mid 1990's*
- *being used in over 100 countries world-wide*
- *Asia, Africa, North & South America, East & West Europe, Australasia*
  - *rural and urban areas*
  - *appraisal, planning, monitoring and evaluation*
- *NGOs, local and national governments, universities, independent agencies*

Box 9

The situations in which PRA is being applied are diverse, and also continually increasing (box 10). This has lead to the development of a number of national and regional networks and local resource centres which act as means of communication between institutions and individuals for sharing ideas and experiences, as well as providing support for practitioners and trainers.

Applications of PRA

- *natural resource management*
- *agriculture, livestock, forestry, irrigation, drainage, soil and water conservation*
  - *poverty programmes*
  - *health and well-being*
  - *urban development*
  - *adult literacy*
- *emergencies, early warning, refugees*
  - *gender analysis*
  - *institutional assessments*
    etc. etc. etc.

Box 10

However, this rapid spread has also led to potential dangers, due to the rush of demand for PRA by donors, often outpacing the supply of trained practitioners, and the adoption of the rhetoric of PRA without the practice (box 11).

> ### Dangers
>
> - Spread too rapid
> - top down imposition of "PRA"
>   - donor demand
>   - poor quality training
>   - lack of appropriate trainers
>   - routine application
>   - rushed application
> - neglect of behaviour and attitudes

Box 11

Section one - questions for discussion

"They were so interested in what they were doing that they just looked at Robert (who was climbing a tree nearby to take a photo) and carried on with what they were doing - ignoring him" (a participant commenting on one of the PRA field exercises)

◆ what have been the main shifts in development thinking since the 1980's ?

◆ what parallels can be drawn with the Central Asian context?

◆ what are the biases associated with rural development tourism and questionnaires?

◆ what sources and methods led to the development of RRA and PRA?

◆ what reversals in our thinking are associated with good PRA?

◆ what are the three "pillars" of PRA?

◆ where and for what is PRA now being used?

◆ what dangers are associated with the rapid expansion of PRA?

Video

During the first section of the video, there is a short introduction to some of the main principles of PRA (00:30) and the Central Asian context (01:03).

Section two - PRA - our behaviour and attitudes

In this section the behaviour and attitude of the facilitator, one of the key aspects of PRA, is examined. The focus is on the way in which we interact with local people. This is discussed on both an individual basis, examining practical aspects of the way in which we behave with communities, and at a professional and institutional level.

Facilitator behaviour and attitudes

The way in which outsiders behave when working with local people affects the quality the interactions between facilitators and local people. There are a number of key points to be aware in terms of physical behaviour and mental attitudes, including the setting in which the interaction is occurring.

- handing over the stick or the pen - enabling local people to "do it"
- importance of reducing physical barriers
- being at the same level
- comfortable and relaxed setting
- importance of reducing mental barriers
- showing respect
- appropriate clothing or dress
- importance of participation and involvement, including gender and age balance
- numbers of outsiders vs. insiders - domination
- making notetaking unobtrusive
- enjoyment and interest

"self critical awareness"

Throughout the process the facilitator should remain aware of all aspects of their behaviour and attitudes, and frequently attempt to analyse and improve this.

"embracing error"

If outsiders are continually aware of and assessing their performance and the PRA process, then there is the opportunity to learn from all that is taking place. This includes both positive and problematic experiences. This recognition of our mistakes, and their use as part of a process of continual learning is a fundamental part of our behaviour and attitudes. It is important to recognise when things have gone wrong, for example if the setting for a mapping exercise was inappropriate or if facilitators failed to hand over the stick, to analyse the problems, and to attempt to improve on this the next time.

"on-the-spot and contextual analyses"

As well as thinking about our behaviour and attitudes, it is important to be continually analysing the context of the interactions between the local people and the ousiders. There are many different things that can affect what is happening. The way in which we are behaving as outsiders is one of these. How the local people are reacting to each other and working as a group can also affect the ideas that are being put forward and the content of the discussion. Being aware of these dynamics is also important, and is called contextual analysis.

On-the-spot analysis means that all the ideas that are being put forward are discussed and analysed during the field work, not only afterwards by the facilitators alone. This means that any contradictions or problems can be discussed immediately and that there is potential for local people to be involved, preferably as the primary analysts.

"sabotage"
The idea of a saboteur, or someone who disrupts the PRA process, is an important one since it affects the degree of participation from local people[3], and influences the context of any discussion. When thinking about ideas of sabotage it should be recognised that saboteurs can either be community members (insiders) or facilitators (outsiders).

Local saboteurs may have a lot to contribute, but may attempt to do this in such a way that they are preventing other local people from fully participating. Since sabotage is often not deliberate, care should be taken not to alienate people altogether. The most effective way of dealing with sabotage is through involvement. Examples of this can be found in the activity reports in section three, where it was found that extracting a saboteur from the groups discussion, but engaging them in an alternative activity, was helpful. Ideas raised during the workshop are illustrated in box 12.

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how to "sabotage"

> interrupt   ask distracting questions   being rude
> gesticulations   showing your real feelings   dancing
> singing   speaking more loudly   being rude
> moving around calling to the telephone keeping silent
> talking about other things   creating a physical barrier   bribery

how to "sabotage the saboteur"

> don't pay any attention   try to be patient turn your back
> satisfy their curiosity   be nice and polite
> change your sitting place   facial gestures   compliment them
> attract him or her   extend the discussion   involve them

Box 12

Since sabotage can also come from within the facilitation team, there needs to be continual outsider self-assessment, which can encourage recognition of this type of behaviour. Again, this is often not intentional.

"domination"
One effective method of sabotage is to dominate a discussion in such a way that effectively excludes participation from others. One person may prevent others from being able to express their ideas easily or comfortable. Again, this process of

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[3] There are a range of training exercises which can be used to raise many of the issues discussed in this manual. Some of these were pulled together by participants, and photocopies are available on request from INTRAC, Centre InterBilim or CASDIN.

domination is often unconscious, and local dominators can be dealt with in a similar way. Facilitators should take care not to dominate local people and allow them to express their opinions fully. Workshop ideas on domination are seen in box 13.

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characteristics of a dominator

once a dominator, always a dominator
domination can depend on peoples culture and education
people allow dominators to take control
confidence in domination depends on experience and competency
confidence depends on the dominators level
domination is flexible dependant on the situation
domination is dependant on the changes in the participants opinions
domination is negative

Box 13

"listening and observing"

Listening and observing are crucial aspects of facilitator behaviour. Non-verbal communication is important during interactions between facilitators and local people and will affect the quality of the discussion. Some of the ideas from the workshop are reflected in box 14.

---

the importance of listening

it is difficult to speak to someone who is obviously not listening
it is also hard to pay attention if your body language is turned away from the speaker

how to "not listen"

focus on your own problems	show no interest in their conversation
don't ask questions	physical movement and external actions
scatter your attention	keep totally silent
look all around you	pay attention to something else

Box 14

Institutional and professional behaviour

Also important is the broader issue of professional and institutional changes. Personal change needs to be supported by organisational changes if change is to be meaningful, and maintained. The linkages between these are illustrated in the diagram reproduced in box 15.

Linkages of change

Personal change

Behaviour and attitudes

methods   sharing

Professional change   Institutional change
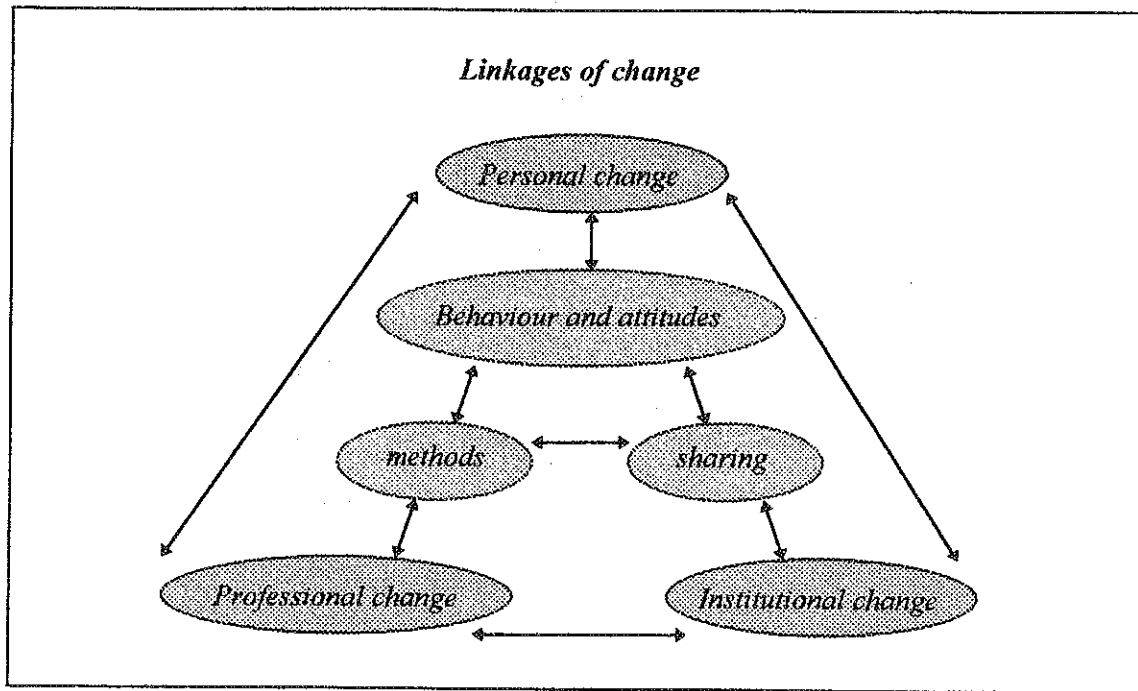
Box 15

Currently, institutions often operate through structures of dominance and hierarchy. This is common throughout society, and some examples of common relationships in which dominant and submissive roles are entrenched are given in box 16.

"uppers and lowers"

dominant	*submissive*
parents	children
husband	wife
chief	subordinate
government	people
teacher	pupils
village administration	villagers
doctor	patient
donors	NGO
main office	volunteers
officer	soldier

Box 16

Once these dominant roles are established within an organisation, it can be very hard to alter them. This can be likened to the idea of a chain of magnets. In this chain, there is a strong north and south orientation. With these strong magnetic fields, this chain can be hard to break (see box 17). If reorganisation does take place, the magnets are free to spin, and change can be dramatic. However, the magnetic "pull" back to N-S realignment can be hard to resist.

professional magnetism

N-S chain   loosening   free to spin
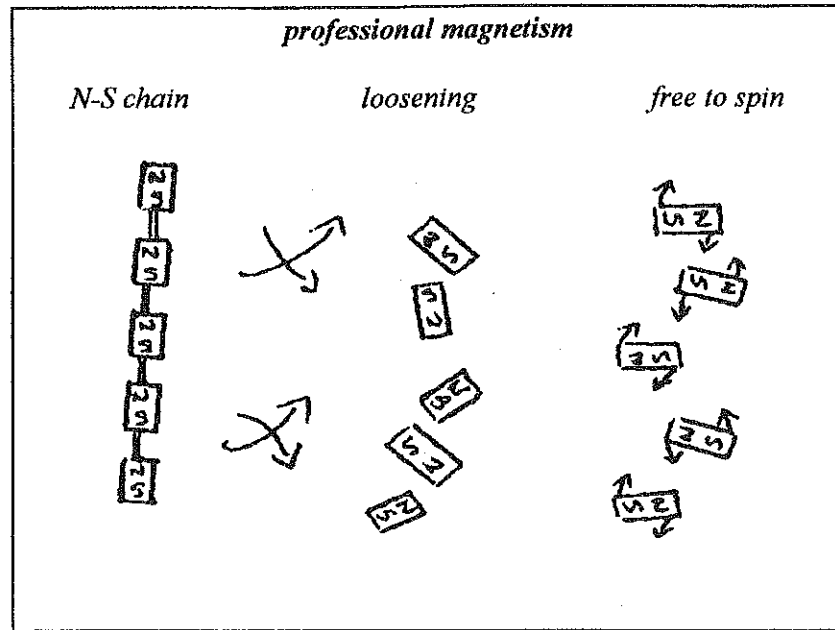
Box 17

If only one person in an organisation is reoriented, for example through a PRA training, it will be even more difficult for them as an individual to maintain this when they return to their organisation (see box 18). This emphasises the need for continued, often external, support for this individual if these changes in personal behaviour and attitude are to be maintained. In the long term, this needs to be supported by meaningful institutional reorientation.

magnetism and training

normal   demagnetised   return   demagnetised
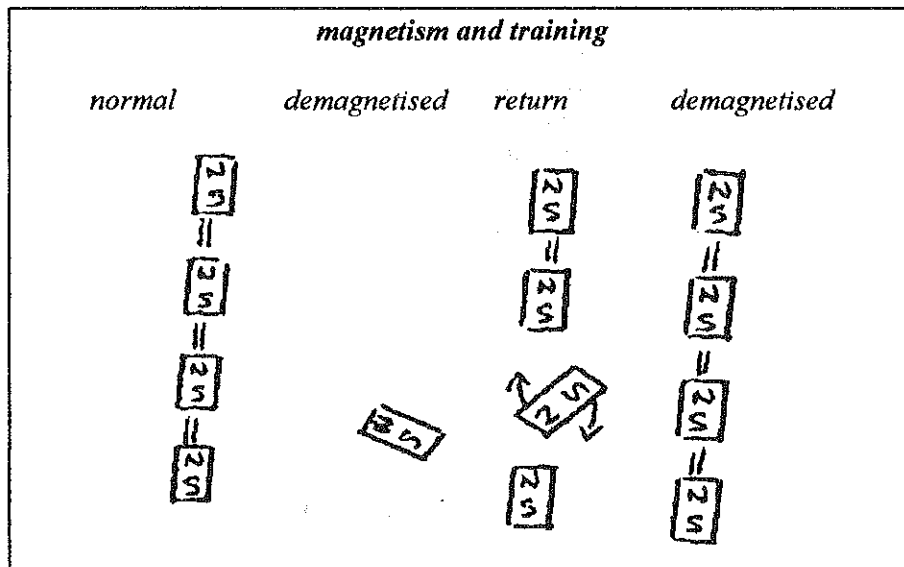
Box 18

This type of continuing back up can come from other external institutions, such as non-governmental support organisations. The potential for follow up and further training in Central Asia is discussed in section five. In order to prevent demagnetisation there is

also the need for local support organisations to assist individuals and organisations in building their own capacities. Networking, strengthening links between those involved in using similar approaches, is important, as is building up resource centres with a range of materials available.

Section two - questions for discussion

"They were sitting and drawing. They forgot about us altogether because they were so interested in what they were doing"

◆ what aspects of our behaviour and attitudes affect how we interact with people?

◆ what is "self critical awareness" and why is it crucial to "embrace error"?

◆ what are "sabotage" and "domination"?

◆ why are listening and observing important?

◆ why are personal change, professional development and institutional re-orientation all important, and how are they linked?

◆ what support will one person from an organisation who has been on a training course need to follow these ideas further?

Video

Robert Chambers provides an introduction to PRA (02.05) in which he emphasises the importance of handing over the "stick" or "pen" (02.15) both literally and metaphorically. The significance of our behaviour and attitudes as facilitators is stressed, including both domination and sabotage (03.00). It is important to move away from purely verbal discussions (03.56) which can potentially be facilitator dominated. However, domination by participants should also be recognised (04.45) and it may be important to separate groups, for example men and women (05.30). He concludes by stressing the importance of using our own best judgement at all times (05.50), remaining relaxed and flexible, allowing insiders to take control of the process (06.30) and embracing error - being open to learn from our mistakes (06.50).

Section Three - PRA in Kyrgystan - the villages visited

This third section illustrates the overall structure that was followed during the visits to the villages, outlining the general process followed. It provides some background to the four villages where fieldwork was carried out, and sets the local context for the examples which were given in section three.

The programme
The work carried out in the villages is to be part of an ongoing UNV/UNDP programme (see annex four). The village visits were set up by the local UNVs, who attended the workshop and are committed to following the process further. The "results" of the PRA workshop will be fed back into this programme and the UNVs working in these villages will continue to build on the experiences of the training course and use these approaches and methods in the future.

The sequence of activities

5.8.96
first visit to villages

general introduction to the area and local people
aquaintaince with village administration
use of mapping process with different groups
use of time lines with local elders

7.8.96
first stage in appraisal process

use of a range of diagrams
matrix, seasonal analysis, livelihood analysis, historical matrix
working with a number of different groups
planning for the overnight visit

9-10.8.96
second stage in the appraisal process

use of more extended range of diagrams
transects, linkage diagrams, daily time use, well-being ranking
overnight stay in villages

first stage in the planning process
feedback and discussion of earlier appraisal with local people
analysis of local strengths and weaknesses
looking at prospective village activities

For each of the four villages a similar, iterative process was carried out, where each stage built on the previous one, and the time spent back in Osh in between field visit introduced new ideas that could be adapted during the next visit to the villages. It was

important that the participants stayed overnight in the villages to maximise contact that that they had with the local people, to be able to speak to people when they weren't working and to gain greater understanding of village life..

The objectives
* To give participants practical experience in the "PRA process"
* To initiate a dialogue with local communities which will lead to the development of pilot projects as part of the UNDP/UNV poverty alleviation programme in Kyrgyzstan
* To start to gather information about the nature of rural poverty in Kyrgyzstan which can be fed back to policy makers to influence national policy on poverty alleviation.

The fieldwork teams
The workshop participants were divided into four teams, taking gender, nationality, language and professional interests into consideration. These large teams then subdivided themselves into different groups in order that a greater amount of work could be done in more "manageable" sized teams. The breakdown of the teams is found in annex five.

The four villages
The villages were located between 20 minutes and 2 1/2 hours drive away from Osh, and have varied resources and populations:

Alai Raion Sapi Kurgan village
Location: Sapi Kurgan is about 40km south of Gylcha, the raion capital, which is 85 from Osh. This is a remote, mountainous region of the Osh Oblast.
Population: approximately 7000 people
Nationality: Kyrgyz
Employment: primarily a pastoral community - sheep and horse breeding, little arable
NGOs: the UNVs are working through the womens committee, also Ata Jhurt which produces Kyrgys national handicrafts and is raising ducks.

Bazaar Kurgan Raion, Beshik Jon village
Location: Beshik Jon village is about 10 km south east of Bazaar Kurgan, which is 80km north of Osh. This is the only one of the four villages in Jalal Abad Oblast.
Population: approximately 9000 people
Nationality: Kyrgyz
Employment: Cereal, wheat and cotton growing agricultural community, where almost every family owns some land after the Kolkhoz and Sovkhoz were dismantled
NGOs: the UNVs are working through a group of school teachers, one of whose objectives is to reopen the kindergarten, and improve standards of living in the area.

Kara Soo Raion, Madi village
Location: 20km east of Osh, within Osh Oblast
Population: approximately 5000, in around 990 households
Nationality: mixed Kyrgyz and Uzbek
Employment: little agricultural potential as the land is not irrigated, many unemployed, around a third making a living by informal trade/ street vending in Osh bazaar, selling produce and bozo (beer), bread and milk

NGOs: the UNVs are working with a local NGO who was keen that the PRA took place in their village.

Nookat Raion, Gylistan village

Location: Gylistan is about 5km west of Nookat, which is 45km southwest of Osh, within a fairly mountainous part of the Osh Oblast

Population: approximately 6000 people

Nationality: primarily Uzbek with a significant Kyryz minority

Employment: Significant livestock production, but is mainly agricultural based on potatoes, tobacco, cotton and wheat

NGOs: the UNVs are working through the local branch of the Chernobyl association as well as a medical NGO which is supporting a group of potato farmers.

Section three - questions for discussion

"They took the diagram with them because they were so interested in the ideas shown on it"

◆ why is it important that the field work was part of an ongoing programme?

◆ why were three different visits made to each village?

◆ why is it important for outsiders to stay overnight in the villages?

◆ why is there a need for clearly defined objectives?

◆ what are the differences and similarities in the backgrounds of the villages?

Section four - PRA in Kyrgystan - the methods used

This fourth section deals with a range of different PRA methods. After covering some general principles, there is a short introduction to each method. This is followed by examples from the field visits, which detail the breadth of participants experiences and what they learnt while using these methods.

Visual methods and diagramming
The third pillar of PRA is the methods used. These are primarily visual tools which can be used as a basis for discussion. There are several advantages to the use of visual techniques including:

* the focus for the discussion is taken away from the facilitator
* participants talk through the diagram
* eye contact, and therefore conflict, between the participants is reduced
* the diagram provides a structure for the discussion
* there are greater opportunities for participation and wider involvement.

The "basket of methods" that can be drawn on is continually expanding, and open to experimentation and innovation. The methods discussed in this section include:

mapping,
transect walks,
ranking, scoring, matrices,
historical matrices, time lines, daily schedules, seasonal calendars,
livelihood analysis, pie diagrams, well-being ranking,
institutional analysis,
linkage diagrams.
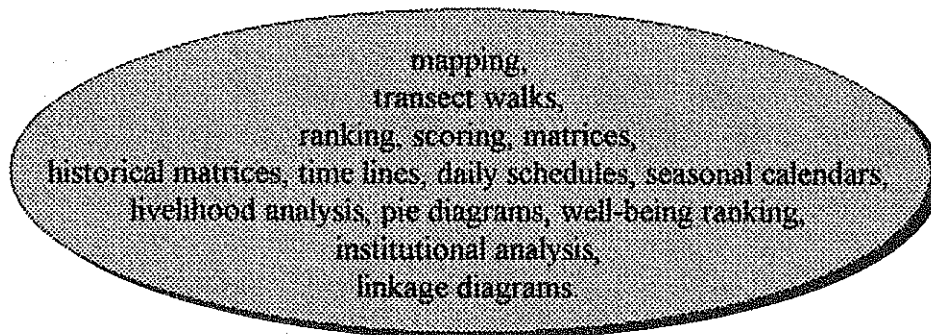
Triangulation
Triangulation, or cross-checking of information is important for verifying ideas. For example, when conducting census mapping in Southern India, different methods for analysing a village population were used with different groups. However, the final census was identical. Rigorous triangulation should always be carried out.

There are three aspects of triangulation which are all important:

using a range of methods to explore the same issue　　　*using similar methods with a range of different groups*

working with a number of facilitators from different disciplinary backgrounds
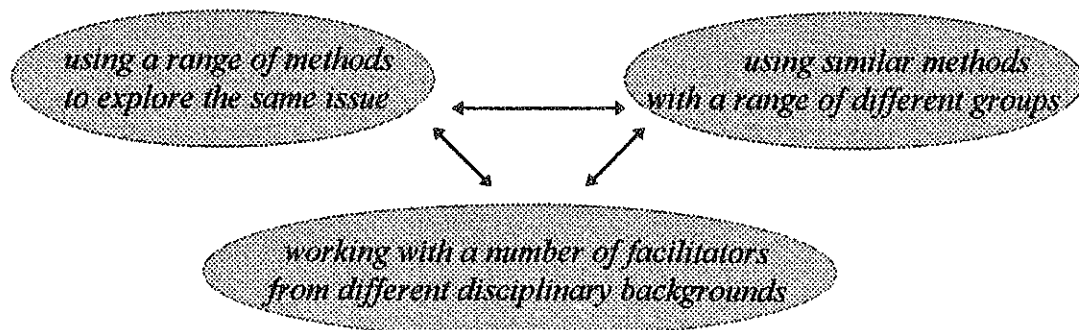
Individuals or groups?

When using visual methods, it is useful to work with groups. This in itself can be part of the process of triangulation as groups discuss, alter and correct themselves. Groups have an overlapping spread of knowledge which covers a wider field, and often build up a collective interest and enthusiasm for mapping or other diagramming.

There are four different scenarios:
* individual discussions
* key informant discussions (with specific, identified individuals)
* mixed groups (formed at random)
* focus groups (with specific common interests).

There may be situations when working with an individual is important. This may be when specific knowledge is sought, such as when discussing historical changes with a local elder, or sensitive issues explored, for example examining household level income and expenditure with one or two people. Contrary to common belief, however, sometimes sensitive subjects are more freely discussed in groups, when individuals would not wish to discuss them alone with a stranger (particularly when comparisons are being made, not specific values insisted upon).

In general, much can be gained from the discussion that results from group work. Dependant on the situation, this may be a mixed group or it may be a group with a specific focus. Mixed groups enable a range of ideas and opinions to be aired and discussed. Working with focus groups, whether divided along gender or age lines, or by interest or occupation allows for comparison of the findings from these groups.

Ground or paper?

One of the key strengths of most PRA diagrams is that they can be created using a wide variety of local materials, and are not dependant on pens and paper. Often, if other materials are used, a lasting copy is made onto paper. There are many advantages to using other materials, whether this is for comfort or for flexibility (see box 19). Both ground and paper were used in the examples later in this section.

advantages of ground or paper	
ground	*paper*
comfortable	permanent
greater participation	easily copied
size not limited	compact
less inhibiting	preferred by some people
easy to alter	sharp
comfortable	use of coloured pens
fun and creative	can be referred to later
can be three dimensional	does not need to be copied
wide range of materials	
easily available materials	
economical	
flexible	

Box 19

Semi-structured discussions
Semi-structured discussions are not treated as here as a separate method, since good technique, including behaviour and attitudes, for carrying out a semi-structured discussion is fundamental to the use of all PRA methods. Although a semi-structured discussion can be carried out in isolation from visual methods, for example when developing a case study, it is also the building block for the use of all other methods.

Exact questions are not predetermined, although a checklist of main topics to be covered is developed beforehand. This allows for a relaxed atmosphere, and flexibility to pursue issues of importance to local people. When carrying out this type of semistructured discussion, it is important that careful probing (enhanced by the use of visual tools) takes place to ensure that the real "heart" of the issue is reached. Probing can be backed up be careful observation and judgement over whether statements are factual, whether they are peoples opinions, or whether they are simply rumours. The way in which questions are phrased is important in determining the response (box 20):

Semi-structured discussions	
avoid	*use*
closed questions (yes/no answers)	open questions (encourage discussion)
accepting first responses	who, what, when, why, how, where???
leading questions	open questions (don't give answers)
ambiguous questions	clear questions
value judgements	relevant questions

Box 20

Ideas on "do's and don'ts" (box 21), apply to all PRA discussions:

Semistructured discussions - do's and don'ts	
do	*don't*
introduce yourselves	be official
show respect	arrive late
establish rapport	make false promises
find a good location	laugh at answers
sit at the same level	criticise or contradict
listen	waste peoples time
be flexible	rush
develop roles within the team	lecture or interrupt
have clear objectives	ignore peoples ideas
be friendly	misrepresent your purpose
enjoy	force a discussion onto someone
thank participants	reject hospitality!

Box 21

In the following pages a short introduction to each method is given, and this is followed by "activity reports" - case studies which draw on practical examples from field experiences in Southern Kyrgystan.

Mapping

Participatory mapping is one of the most adaptable and useful methods. They are often used at the start of a participatory appraisal, as they are easily understood, and can generate many ideas for later follow up. Maps can be drawn of many aspects of local life and although there is no clear distinction between different types of maps these can be considered as social maps or resource maps.

Social maps - indicate services, infrastructure and housing, for example. If houses are indicated then the number of people living in each household can be shown as well as aspects of their health or well-being.

Resource maps - illustrate land and natural resources, including agriculture, crops, tenure, water and other natural features.

However, in practice, there is a lot of overlap, and may other types of map can be invented. There is no limit to what can be shown on a map, and there are many innovations, which include for example acting as a local census, indicating local movements of people and produce, examining historical changes or raising potential future plans.

Maps are easy to create and can illustrate a great deal of complex detail, focusing on what local people feel is important. Alternatively, they can also be very simple, acting primarily as a focus for discussion. They have the potential to involve a large number of people in their creation and in the subsequent discussion. Ideas arising from mapping can be returned to later in the PRA process.

Transect walks

These often follow on from mapping, which can identify suitable areas for a transect walk. A transect involves walking through a number of specific areas, preferably with a group of local people as guides. Observation and discussion are essential. This can also be important for triangulation of ideas expressed on a map or other diagram. Facilitators have a chance to visit further areas of the village and forest or agricultural lands, and to discuss natural features "in situ". It may also be an opportunity to meet other local people

Although the important part is walking and observing, this can be drawn up as a "chart", which will provide a record of some the key points of the discussions. This is often done by the outsiders but can also be done with the assistance of the local people who accompanied you where appropriate. This chart takes the form of a cross-section of the area across the top. This is divided into different "zones" which are then analysed. Down the side, a number of different categories are drawn in. These may include natural features, such as soil type or vegetation, aspects of land use or ownership, and social issues such as housing, services, local activities and strengths or problems associated with specific areas. This range of categories can be adapted to what is locally suitable and important.

Activity Report 1: Mapping

Activity	*Village map of Sopu-Korgon*	**Date**	09.08.96

Village   Osh oblast, Alay rayon, village Sopu-Korgon
Location   In the building of local administration.
Analysts   Shamarbek Boronbayev, Baktybek Abdurazakov, and other villagers
Facilitator Ibragim Domuladjanov, Anastacia Bardasheva
Materials   Big sheets of paper, different coloured markers

Process
We had a number of conversations and diagrammed time schedules with local people in the office of the village administration. Different people came and went all the time, mostly women, but there were usually about ten people present. About 6.30 p.m. all the women went home to cook dinner.

Only 2 men and a girl remained. We asked the men to draw a cross-section of the village. One of them started to draw, with the second one helping by pointing to the paper and showing him where various things were located. However, instead of a cross-section, they started to draw a village map. We did not stop them because it was very interesting. They showed buildings, roads, mountains, rivers and marked both good and bad quality agriculture land. They talked about historical changes over the last 15 years, pointing to different areas on the map to emphasise these.

Findings
- the inhabitants grow only potato and grass for hay
- much of the land is infertile and not suitable for cultivation
- water is collected from 2 rivers, by cars when available, or carry it by hand
- there is no sewage system
- there have been many changes in agricultural organisation since independence, and many changes in the kolkhoz.

Learnings/tips
- let people work without outside help,
- make sure that everybody has a clear understanding of the objective,
- make sure that everybody can understand the language they are working in,

- the facilitator should not dominate,
- the facilitator should be in the same position as people are,
- the facilitator should be patient,

- be flexible about the type of diagram,
- use a range of different kinds of materials.

See illustration one.

Activity Report 2: Mapping

Activity	*location map in a zone of a village*	**Date**	10.08.96
Village	Kyzylsai, Nookat rayon	**Location**	kitchen garden
Analysts	Mumin Abdulaev		
Facilitator	Ella Ryazanova, Boris Nikolaev, Robert Chambers		
Materials	an iron stick, ground		

Process
While carrying out a transect walk we went through the fields at the edge of the village and met the farmer Mumin who invited us to his kitchen garden. We sat and talked about his garden, and then asked Mumin to draw a location plan of the zone of the village. We explained him that we had seen several zones and now wanted to understand more about this one. He started to draw it on the ground.

Findings
- this zone consists of:
    the old settlement, formed in 1955
    the new one, created on former fields for young families
    former kolkhoz fields, now unofficially used as kitchen gardens
    and wet lands, still with former kolkhoz drainage channels.

Learnings/tips
- Mumin started to draw on the ground easily and quickly. He understood the idea of mapping and did it confidently.
- The ground is natural medium to use to express information.
- It was valuable for him to be able to erase things and then redraw them.

See illustration two

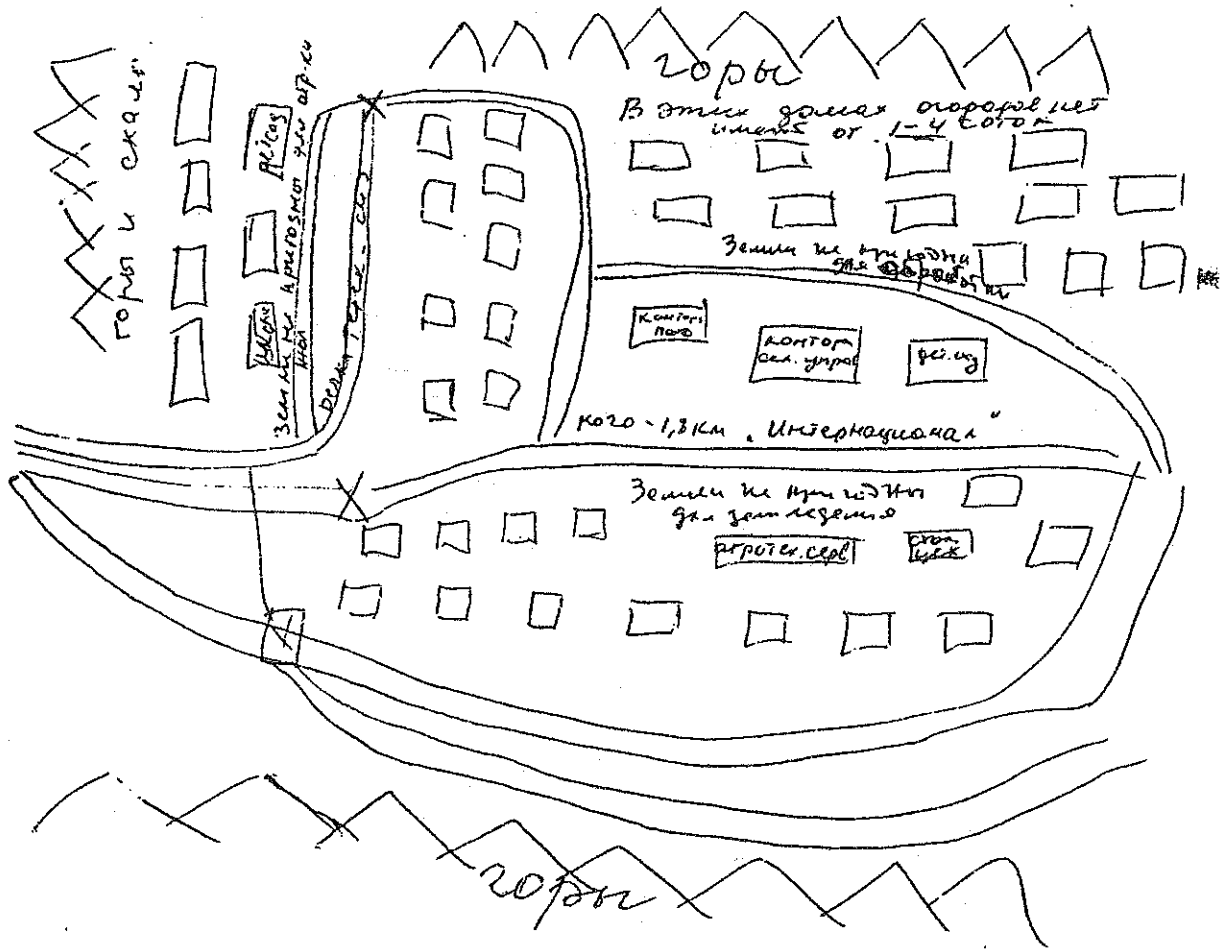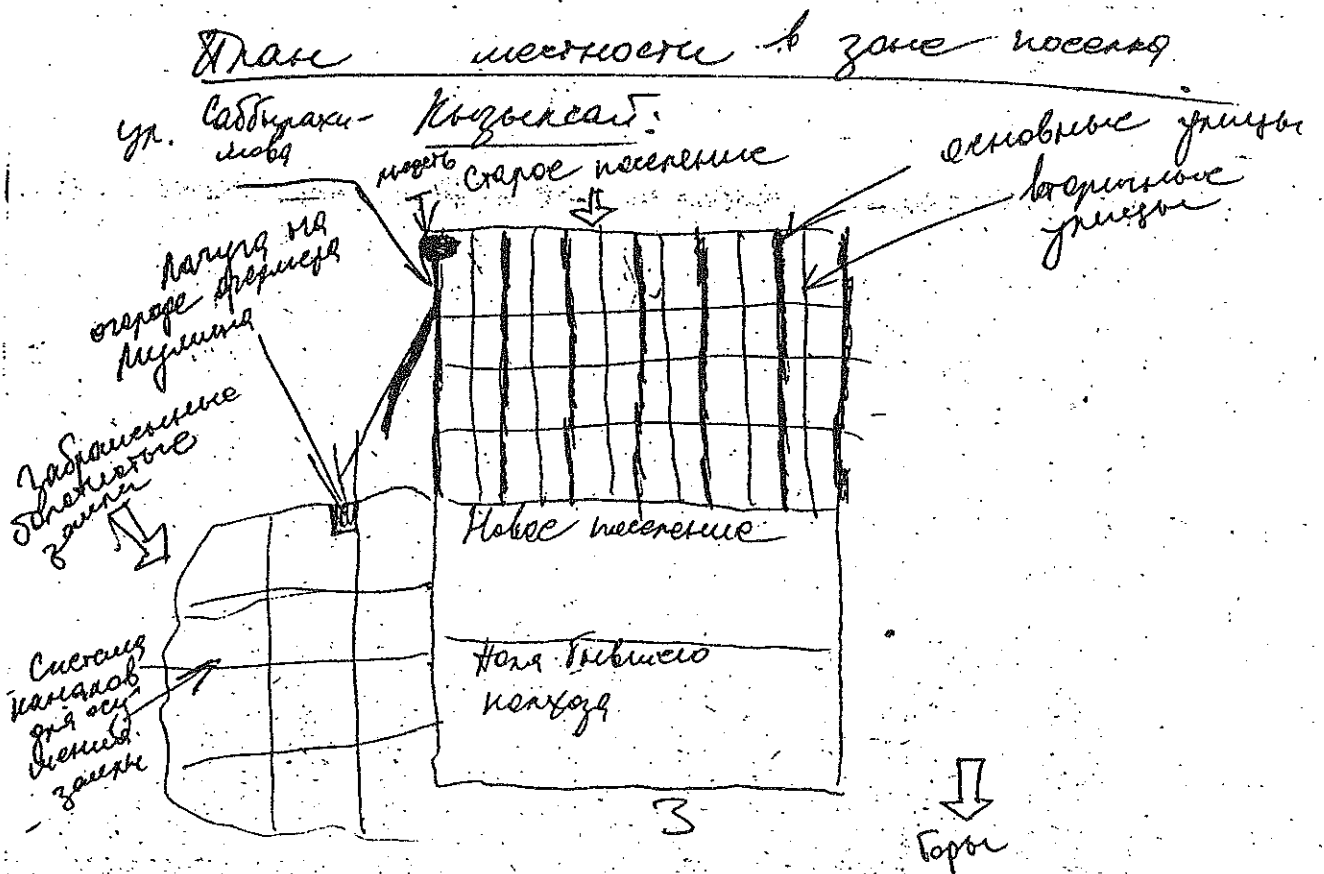**Illustration one - village map of Sopu Kurgan**

Illustration two - location map of a zone of a village

Activity Report 3: Mapping

Activity	*map and linkage diagram of farms and activities* Date 10.08.96
Village	Osh oblast, Alay rayon, village Sopu-Korgon
Location	In the house of a local inhabitant
Analysts	Toktogul Mashayev, head of the collective farm
Facilitator	Marat Turemuratov, Gulya Djamanova, Carolyn Jones.
Materials	pen, colour paper, markers, flipchart, glue, scissors.

Process

We went to the home of the head of the collective farm. We asked him to draw a map of his farm plot on the small paper, but her found this difficult. We suggested the flipchart paper. He then said that he would like to draw a map of all the farm areas in the collective, not only his farm. He drew in fields, pasture, buildings and the collective sawmill. After this we gave him small pieces of coloured paper and he wrote the different activities involved in each area on small blue cards, one activity on each. He placed these around each area he had identified. Then he wrote the inputs required for each area on red coloured cards and the outputs on green cards. From these, he showed existing inputs and outputs by red arrows and potential or planned flows with blue arrows.

His wife and daughter came in and started watching this process. He asked them to start cutting up more cards and to glue pieces down. Gradually they became drawn into the process and joined in the discussion. We then asked them to glue down the activities (on blue cards) which were still use. They discussed these further and added new ones as they glued them down. They then discussed who did each activity and wrote this onto the cards as well. The output was a complex analysis of the resources of the collective, based on the initial map, which looked at future needs and potentials as well as the current situation.

Findings

There are 24 families in the collective farm, they have 15 ha of land, sheep building, processing yard (joiner department, smith department, frame-saw), pasture with 30 yaks, 3 cars, 24 cows, 24 calves, 110 sheep, 5 horses, 15 goats. They grow hay, potatoes, barley, and wheat on different areas of land. They need a tractor. The yaks give meat, wool, milk, butter, skin. They produce furniture in the processing yard, doors, windows, floor wood, wall wood, horse equipment, horse shoes, sickles, scythes, spades, etc. The work would be easier if they had nails, paints, roof iron, glue, glass, coal, iron, cement, oxygen.

Learnings/tips

- It is good to recognise initiatives and strengths as well as just "needs and problems"
- Give the people all the materials - they will invent ways of showing things!
- Using the big papers is better even with a small group
- Using small cards of different colours is useful for creating more discussion
- There was a lot of detailed analysis.

See illustrations three and four

Illustration three - the farmer and his wife creating the map

Illustration four - the family displaying their map
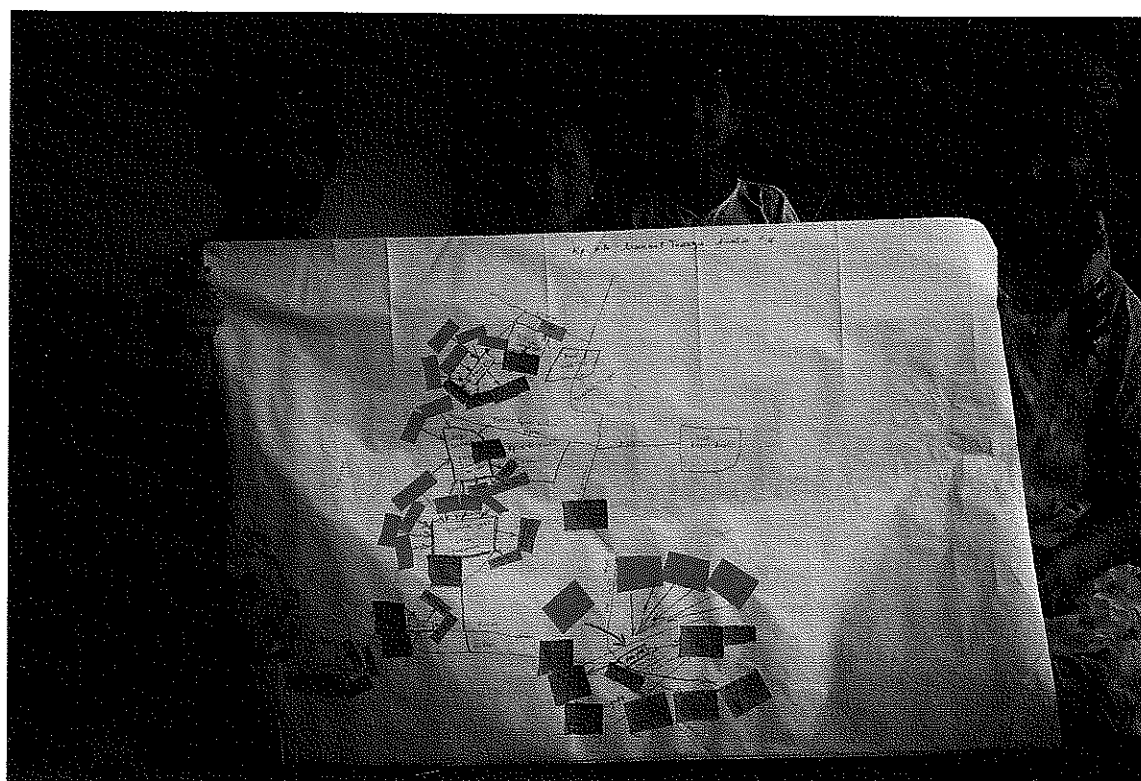
Activity Report 4: Transect Walk

Activity	*Transect walk and farm visit*	**Date**	10.08.96
Village	Naukat		
Location	near the centre of the settlement towards the river and the hills		
Analysts	local woman farmer		
Facilitator	Ella, Abdullahi, Boris, Robert		

Process

The transect walk only began at about 1100 since the team had slept late, with an agreement to meet for lunch at 1300. We walked from near the centre of the settlement out into the fields, and identified four social/agroecological zones. We observed and asked people questions. Abdullahi, as a local resident, acted as guide and informant. We walked between the monocultures of the former kolkhoz, and the mixed cultivation of private enterprise farmers. Just outside the last houses, a farmer asked us to visit his farm and have tea. We sat outside the house he had built, and Ella facilitated a flow diagram analysis of his farming system. Robert observed what was on his and his neighbours' farms. As we were leaving, he gave us a message in case we saw the President or the Vice President in Bishkek. "stop taxing crops, which leads to all sorts of hassles and problems, and tell them to tax land instead".

There was no time to continue the transect, so we planned to complete it by vehicle after the pre-planned lunch. This would also have shown the other team members who had not left the village, the surrounding countryside. However, the large and generous lunch took so long that there was no more time, so that the transect remained unfinished and many team members did not see the surrounding farmland.

Findings

- Areas around the older settlements: two distinct social/agroecological zones, with different crops, vegetables and trees. Kitchen gardens showing great diversity.
- Newly settled zone: more uniformity, with larger areas under monocultures - The successor organisation to the kolkhoz manages the lighter and better drained soils where tractor cultivation is feasible.
- Neighbouring swampy ground, unsuitable for tractor cultivation, has been colonised by enterprising farmers. In contrast with the kolkhoz monocultures, they are growing a mixture of crops and have been planting poplar and willow trees. They have dug new drainage ditches by hand, and their farms are like large home gardens.
- Hidden in the monoculture of tobacco was a patch of onions.
- Taxation of crops is strongly resented.

Learnings/tips

- Plan the rough route of a transect in advance, using a participatory resource map for example, to have an idea of route finding and timing.
- Allow plenty of time for a transect. Avoid a fixed time for meeting other team members. If it is hot, start early while it is cooler.
- Avoid any lunch commitments as they destroy continuity, break off discussions and make it difficult to share our food with local people. It takes time and makes us sleepy. to having lunch somewhere. Anticipate and politely decline generous hospitality. Either do not eat lunch, or take it with you and share it with others. If courteous behaviour requires accepting hospitality, divide the team so that some have the meal, leaving others free to continue and complete their work
- When in doubt, accept invitations to visit farms or see things on the way. Those who ask us usually have a lot of information to share or things to show, are willing to share and show things, and are good analysts.

Matrices

Matrix scoring - matrices can be used to indicate local people's priorities. They can be used to examine peoples preferences for existing situations, such as fuel sources, tree species or crop varieties. It can also be used to look at potential demand, for example for new projects or activities. A comprehensive visual picture of priorities can be built.

The items to be compared are listed along the top of a matrix, and the criteria by which they are considered are listed down the side. Both the items and the criteria are selected by local people. In matrix ranking, the items are simply ranked in order of preference from one to end for each criteria. However, this gives us very little idea of the relative priorities. These can be illustrated if the items are scored instead of ranked. Scoring is often carried out using beans, seeds or similar counters. With fixed scoring, each box can contain seeds up to a predetermined number, for example each item is scored for each criteria from 0 to 5 or 0 to 8. With free scoring, there is no limit to the score that can be awarded to each box.

Care should be taken that all those involved understand the method of scoring being used, and that all the criteria are either negative or positive in order to avoid confusion. It is generally not meaningful to add up the rows or columns due to the different weighting of the criteria.

Other uses of matrices - there are many other ways in which a matrix format can be used. This includes examining decision making, control or access (where the items are listed down one side and the various decision makers, for example in a household, are listed along the other). Virtually any subject that has two dimensions to be compared can be examined in matrix format.

Pair-wise ranking - this is another approach used to examine peoples priorities. The same items are placed along both sides of the matrix, and direct comparisons made between each pair of items. The relative importance of each item can be determined by the frequency of its occurrence, and triangulated through further discussion of these "results". The relative importance of the different criteria used in a matrix scoring exercise can also be analysed using pairwise ranking.

Historical matrices - another use of matrices is to examine historical changes. Periods of time are identified along one side, and the resources or items which are being discussed are listed along the other. By using counters, relative variation can be indicated and a comprehensive picture of change drawn up. This can be used to compare how different elements have changed over time, for example different crop production, populations or services.

Activity Report 5: Matrix scoring

Activity   *Matrices to compare different potential activities*   **Date**   07.08.96
Village   Sopu Korgon, Alay rayon, Osh oblast
Location   outside the village administration offices
Analysts   Asanbek Kengashbaev (46 years old), Bakim Ergashev (52), Ainisa Bedalova (34), and others from 12 to 25 persons (coming and going out).
Facilitator   Ibragim Domuladjanov, Gulmira Djamanova, Anastacia Bardashova.
Materials   pen, markers, paper, beans

Process   The facilitators started a discussion about potential projects the villagers, and then list these activities. Initially they suggested 7 activities, but after some discussion they added 4 more to make 11. They were then asked how they would judge potential projects, and there was a lot of discussion which led to them to choose 7 criteria. The facilitators started to draw the matrix, but the villagers took over the process. Together the villagers put beans into the squares depending on how important they felt that criteria was for that activity. This was done scoring up to 5 beans in each box. There was a lot of discussion as the beans were put down.

We then asked them to list the conditions that would have to be fulfilled in order for these activities to occur. Another set of criteria were generated, which were analysed in the same way, for the same activities. Again, a matrix was drawn up by the villagers and they scored the new criteria using a 5 point system. They discussed how many seeds to put into a square. After, they went back and discussed the final results.

Findings
- The analysis was clear.
- The villagers chose several distinct and realistic activities.
- The criteria chosen meant that the activities could be compared clearly and easily.
- Activities which can be developed quickly are very important.
- The comparison between the two matrices was very interesting.

Learnings/tips
- we learnt to actively to involve people in discussions.
- let them do everything themselves.
- do not interrupting the process of discussion.
- listen to the discussion.
- explain precisely and clearly the PRA method at the start.

See illustrations five and six.
The projects analysed are:
- sewing production, - making national carpets and hats (kolpaks), - goat breeding, - cow herding, - sheep keeping, - bird keeping, - horse breeding, - joinery, - gathering and selling mumie (local medicine from the mountain mouse), - potato growing, - duck and fish breeding.

Illustration five: matrix to compare different potential activities:

The criteria are: - receipt of credit, - availability of bank loans, - the terms of these loans, - loan per cents (low rate), - loan per cents (high rate), - profit, - financial contributions required

Illustration six: matrix to compare different potential activities:

The criteria are: - time of implementation (long term), - time of implementation (short term), - human resources required, - technical resources needed, - location available, - potential income, - number of people who will benefit, - financial contributions required

Activity Report 6: Historical Matrix

Activity	*historical matrix for crops*	**Date**	07.08.96
Village	Eski Nurkat	**Location**	villagers home
Analysts	Kuzivat Temirov		
Facilitator	Lola Abdusalyamova		
Materials	paper, pencil		

Process
Kuzivai-aka was asked about what kinds of agricultural crops are grown now (tobacco and wheat). He was then asked about other kinds of crops that it is possible to grow in the area, and which were grown in the past. Kuzivai-aka remembered that in the kolkhoz they grown corn and clover. He mentioned when the richest harvests of some crops took place and when they stopped growing these crops. The facilitator drew a matrix structure and explained that the years mentioned by Kuzuvai aka could be written above and the crops in the left of the matrix. Kuzuvai aka filled in these years and the crops, and then drew circles in the squares. The number of the circles illustrated crop capacity. He put 10 circles in those squares which had been good years for the crops, down to 1 circle in squares where there were poor harvests.

Findings
- detailed discussion of the different potential crops for that area.
- during the kolkhoz there were many horses and cows, but now there are few, as the capacity to produce enough fodder has declined.

Learnings/tips
- we did not use natural materials, for example, seeds, stones, which would have been useful. However, he drew the circles with great interest.
- we should have thought about and prepared materials beforehand.
- Kuzuvat aka analysed the reasons behind the changes, for example why they no longer grew corn and clover and whether it would be possible to grow it again.
- we chose the table as convenient place to work as Kuzivat aka has sore legs (he is 68 years old) and he was not able to sit on the ground.

Illustration seven: historical matrix for crops
The changes illustrated are: - wheat - corn - tobacco - clover

года / виды	1953	1964	1990	1996
Пшеница	OOOO OOOO OO	OOOO OOOOO	OOOOO OOOO	OOOOO OOOOO
Кукуруза	OOOO OO	O	O	—
Табак	OOO	OOOO OOOO	OOOO OOOOO	OOOO OO
Клевер	OOOO	OOO	—	—

Time Lines

A time line is another very simple PRA technique which is often used near the start of a PRA sequence, which analyses changes over time. In its simplest format, it lists events in chronological order along a line. It may include dates, or the spacing may indicate relative time between events. This time line may be used to discuss significant incidences which affected a community, or may focus on a specific theme. Personal histories and case studies have also been explored in this way.

Different types of events may be illustrated on either side of the time-line, using a variety of colours or symbols. The cause and effect of various activities can be added.

There is also the potential to extend time lines into the future, to enable a discussion of different proposals or visions.

Daily schedules

These diagrams examine time on a daily basis. They are used to identify daily labour patterns and other activities, discussing work type and distribution of workloads throughout the day. It is possible to compare different individuals or groups activities.

These can be similar to a time line, listing activities in chronological order. Alternatively, relative times can be estimated for the whole day, which is easier than trying to work out exact times. Again, flexible counters such as seeds, stones or beans can be used to compare how long different tasks take. Where more than one activity is carried out simultaneously, a matrix format can be developed to indicate this overlap.

Knowing local time schedules can help when arranging meetings, to ensure they are at a time convenient to different groups. They are also useful if new activities are being proposed, to discuss who has the time and resources to carry out planned initiatives.

Seasonal calendars

Any change that occurs on a yearly basis can be shown on a seasonal calendar. A wide variety of subjects can be discussed, including seasonal variations in:
- different aspects of climate, such rainfall, temperature, wind, drought *etc.*,
- agricultural patterns, for example different crop yields, time of inputs, and marketing,
- human activities, including the range of paid and unpaid tasks needed over the year,
- fuel use and supply,
- changes in income and expenditure,
- health, education, services, etc.

These variations can be analysed on a monthly or seasonal basis. The most common form is to list the months across the top of a matrix (starting with the most appropriate month for that subject). The items being examined are then listed down the side. Relative increases or decreases in work load, rainfall, income and so on can then be represented. Again, flexible counters enable group discussion and alteration.

Other ways of depicting seasonal change can also be developed, and there have been many innovations, showing the year as a circle for example, and marking changes or symbolising activities.

Activity Report 7: Time Line

Activity	*creation of a village time line*	**Date**	05.08.96
Village	Eski Nurkat, set: Kara-Toprak	**Location**	local home
Analysts	Poziljan, Kuzivat, Nasretdin		
Facilitator	Shavkat		
Materials	flip chart, markers, paper, pencils		

Process   The discussion started with the facilitator asking the villagers about the area and its history. Then they asked them to focus on the main events that had taken place. They mentioned historic dates such as when the mosque was built, disintegration of kolkhoz and so on. The older people remembered the dates of kolkhoz forming. After that the participants started their own discussion of these events and the sequence in which they occurred. One of the locals wrote it down.

Findings, learnings/tips
- making time scale let us follow the development of the village.
- during this process we involved the villagers of different ages, so that we could include a lot of detail about a range of time periods
- it was useful and necessary to involve people of different ages
- older people can remember more events then younger
- the participants not only remembered the dates of events but also compared different lifestyles and conditions during different periods
- the time line acted as a structure for this discussion.
- it is important to explain the goal of making time line.

Illustration eight: creation of a village time line

Time scale (main stages of village Nookat, Kyzyl-Sai).

1930	*Formation of Kolkhoz "Kyzyl-Sai (tobacco and wheat crop.*
1965	*School building.*
1967	*Renaming of kolkhoz after Frunze.*
1970	*Building of kinder garden.*
1984	*Giving land for new types of houses.*
1984	*Rejecting of the idea because of wet land (ground water).*
1990	*Beginning of potato growing.*
1991	*Collapse of the USSR and rejecting of tobacco sowing.*
1992	*Closing the kinder garden.*
1994	*Building the mosque.*
1994	*Division of the kolkhoz land to families.*
1994	*Renaming the kolkhoz to "Kyzyl-Sai".*
1996	*Renewing tobacco sowing with consequences for women and children.*

Activity Report 8: Daily schedule

Activity	*Daily time use for children*	Date	08.08.96
Village	Nurkat village, set Kara-Toprak	Location	in the street
Analysts	several children		
Facilitator	Tanya Sedova		
Materials	paper, ground, stones, pens, leaves, chalk		

Process
We started by talking about what they were doing at school and what class they were in. They were from different classes so I asked them to draw a scheme to help me to understand it better. They drew the class numbers on the ground and then put leaves to mark how many of them were in each class.

Then we started to talk about what they were doing when they were not at school. The girls answered that they would sweep the yard, early in the morning, but the boys said that they were not doing this. So we made a different matrix for boys and girls. They put the types of activities are on the left and how much time they spent on the right. One girl was showing time by shading it on the ground using the chalk. It was difficult at first for them to draw different sizes of segments representing different times, but after a while they started to relate to the diagram, and in the end they all worked together. When the boys marked a time for games, I asked them to show me what they played. Both boys and girls play the same games with small stones.

Learnings/tips
- it was easy for the older children to think of numbers and times
- the younger children found it easier to work with symbols
- be patient - by the end of the discussion they were working together
- by doing what they were doing (i.e. playing their games) we learn from local people and become closer.

Illustration nine: daily time use for children

Daily time usage (girls, Kara-Toprak).

Activity	*Time spent*
Sweep yard	**
Making breakfast	******
Putting in order at house	******
Tobacco processing	****************
Making lunch	*********
Sleep	***
Help in the field	************
Game	******
Making dinner	*****
Game	******
11.00 Sleep	

Activity Report 9: Seasonal calendar

Activity	*seasonal calendar of employment*	**Date**	07.08.96

Village   village Beshik-Jan, Bazar-Kurgan rayon, Djalal-Abad oblast
Location   the yard of village administration
Analysts   Saltanat Ashirova, Memekan Chorobayeva, Ububu Sharymkulova
Facilitator   Elmira Temirbekova
Materials   paper, markers, seeds, the ground, apples

Process

A small group of women (3 people) were engaged in a discussion of employment changes throughout the year. Then it was suggested that they could make an analyses of the employment of women, men, and children throughout the year. To start with, the months of the year were marked by the facilitator along a horizontal line. Along the vertical line the women marked the different types of activities that men, women, and children undertake. They discussed these main types of activities for about 15 minutes. Then they moved this matrix onto the ground, in order to fill it in. They used seeds of haricot beans to represent women, other beans to show men and apples for children. They put more of these where different groups did more work. They used the different seeds to show the activities according to months.

Findings

- The main activities involve growing tobacco, cotton, wheat, corn.
- The women are busy mainly with tobacco and cotton, and do less work with wheat.
- The tobacco and cotton keep the women most busy from March till November.
- Children help to gather tobacco and cotton, mainly in March and December.
- Men are busy with the water mill, wheat and corn growing.

Learnings/tips

- by using the matrix it was easy to define different levels of activities of men, women and children.
- this technique let women made corrections during the discussion, since the seeds were not fixed and could be changed.

See illustration ten.

Illustration ten: seasonal calendar of employment

Activity Report 10: Seasonal calendar/ daily schedule

Activity   *Daily and seasonal analysis of activities*   Date   10.06.96
Village   Sopu Korgon   Location   village house
Analysts   Karoshka and family
Facilitator   Carolyn Jones, Marat Teremuratov, Gulmira Djamanbayeva
Materials   pen, colour paper, markers, flipchart, glue

Process
We originally asked the women to tell us about different types of activities she carried out in the home and make a diagram on the small piece of paper. She was neither interested and nor able to draw the diagram. So we tried another way to do this. First of all we cut small pieces of coloured card and gave them to her. We suggested that she write down the types of activities at home, one on each card. She began to do this and became interested. The eldest daughter, who refused to participate before, started to dissuade her mother from writing anything. To distract her, Gulmira asked the daughter to show her the yard.

Then we asked the woman to write down all the member of the household on another colour of card - again one on each card. We laid these names out and asked her to sort the activity cards and put them by person who did the work. While she was doing this she started to write out more activity cards as well. After she had done this we asked questions to make sure that she was happy with the way these cards were distributed and to see if some things were done by more than one person.

Next we wrote a card for each month, and asked the woman to rearrange the activity cards according to the months. She found this easy, and added a few more activities. Some of the activities took place all year, so she separated these cards, and made them into a different pile. During this work she was excited, interested, really started to think. Afterwards, we glued the cards onto a flipchart.

Findings
- we learnt about the different types of activities that have to be done around the home,
- we saw how some of these were concentrated during different months,
- we found out who does the different activities, and who has the greatest work load,
- women carry the greatest wo ´ load at home.

Learnings/tips
- working in this way she created both a seasonal calendar and a daily picture of each persons activities, which was more than we had expected.
- she was initially reluctant to do this straight onto the paper.
- the coloured cards technique involved the analyst in process of thinking and creation.
- do not be afraid to change ideas during the process.
- using cards which can be moved around worked well.
- let them write themselves, fill in cards, and move them around - not us.

See illustrations eleven and twelve.

Illustration eleven: the analyst discusses the seasonal distribution of activities

Illustration twelve: allocation of activities between different household members
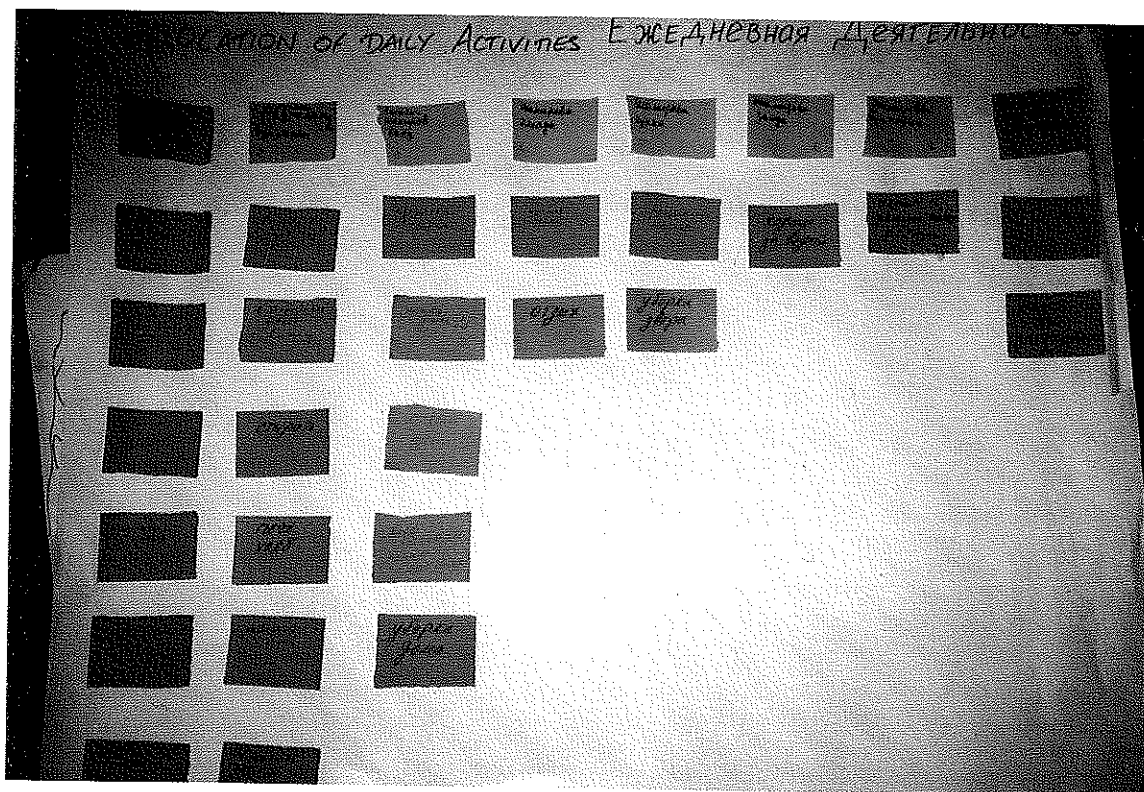
Livelihood analysis
Seasonal calendars - one way of examining annual changes in income and expenditure. They can also be used to show changes in employment, and unpaid labour activities which affect livelihoods. Health factors may vary seasonally, and influence well-being.

"Cards and counters" - another approach is to identify sources of income or expenditure and mark these on different cards, one on each. These can then be clustered together into similar categories. A pile of counters can then be distributed between the cards, with the relative number of counters indicating the relative income or expenditure. In this way, absolute numbers are not demanded, making the process both easier to understand and less threatening.

A similar process can be carried out for different types of employment, other activities, health factors or household assets. Each are identified on a card and then counters distributed to reflect relative proportions. Different colours or types of counter can represent different groups of people, such as men and women or by age group. The difference between full and part time employment, for example, can also be indicated. Alternatively, different counters can be used to indicate historical changes.

Pie diagrams - again various aspects of livelihoods can be shown by breaking down a number of beans, here represented as a "pie" or circle, into different proportions. One pie can be taken to represent the total income of a household, and the slices of the pie show the relative importance of different income sources. The same process can be carried out for expenditure. The size of the segments once again illustrates proportions without having to deal with specific figures.

Pie diagrams
Pie charts can also be used to explore many other issues. They are a very simple, potentially useful tool for showing proportions of any subject. For example, land under different crops can be indicated, with a series of pie charts either illustrating historical changes, or comparing different areas of land. Again, using flexible materials, for example dividing the circles initially using sticks which can be moved, enables greater accuracy and depth of discussion.

Well-being ranking
Card sorting is a powerful method, which involves sorting cards into related groups. Any issue can be explored, but each card should only have one item written on it.

Card sorting is frequently used during PRA to sort households according to well-being. Each household in a defined area is written onto a piece of card, and local people sort them according to their own criteria. In this way a profile can be built up of the village, individual households can be identified according to their well-being, and criteria of importance to local people in defining well-being can be developed.

This may be done with one or more groups. When carried out with a number of groups, comparisons can be made between these. Households may have been placed in different well-being categories by different groups. This should lead to a discussion over the reasons for this variation, and an analysis of the developed by the groups.

Activity Report 11: Livelihood analysis - seasonal calendar

Activity   *Seasonal calendar of expenses*   **Date**   07.08.96
Village   Beshik-Jan, Bazar-Korgon rayon, Djalal-Abad oblast
Location   in the yard of the village administration
Analysts   Zamira Toktomusheva, Saura Nurbaeva, Jamilla Rackhmanalieva, Uulbu Shaymkulova.
Facilitator   Elmira Temirbekova
Materials   chalk, sticks, ground, paper, colour cards, scissors, glue, markers

Process
At first there was a lot of discussion while the participants defined their main expenses: food, clothes, machinery, water, water for drink, medicines, coal, land tax. Then we suggested that the women should work on the ground to make the season calendar of expenses. The children were very active, they gathered sticks of different sizes and laid them out according to length. During this time some of the women drew 12 columns on the ground - one for each month. Others were discussing the distribution of expense's throughout the year. They joined together to put down sticks reflecting their expenses, with length reflecting the relative amount of money spent.

Then they transferred the diagram onto paper. It was not difficult because they already had it laid out on the ground. The women cut strips from coloured papers using red ones for food expenses, green ones for the machinery, blue for the drinking water. Clothes' expenses were dark green, medicine ones were yellow, coal ones were brown and land taxes were in dark blue. Then they glued the strips onto flipchart paper. This led to further discussion over the ground version.

A man arrived, and looked through the calendar made by women. He agreed with most of it, but added machinery expense in March and November. Later, the most active participants told other women and men who appeared about the diagram.

Findings
- December is a very hard month with many expenses
- electricity and medicine are important expenses
- payment of allowances, pensions and salaries is irregular so people have no money
- many families are not able to buy coal - they use electricity for heating and cooking.
- cold houses in the winter months are thought to be the main cause of flu diseases, bronchitis, tuberculosis
- the women and children work in the field with tobacco and cotton.
- winter and autumn are expensive as children have to go to school
- a lot of money goes to national traditions: weddings, funerals, and other customs.

Learnings/tips
- the inhabitants came to the conclusion that this would to help plan family budget
- working with a large group was useful as they were involved in a range of employment and home activities, and had different types of assets
- it was good to work first on the ground and then easy to transfer onto paper

See illustration thirteen

Illustration thirteen: seasonal calendar of expenses

Расходы в течении года с-в "Бешик-Жон" 7.08.96г.

Январь · Февраль · Март · Апрель · Май · Июнь · Июль · Август · Сентябрь · Октябрь · Ноябрь · Декабрь

— питание

— Одежда

— Вода полевая

— Электричество

— Техника

— Вода питьевая

— уголь

— медикаменто
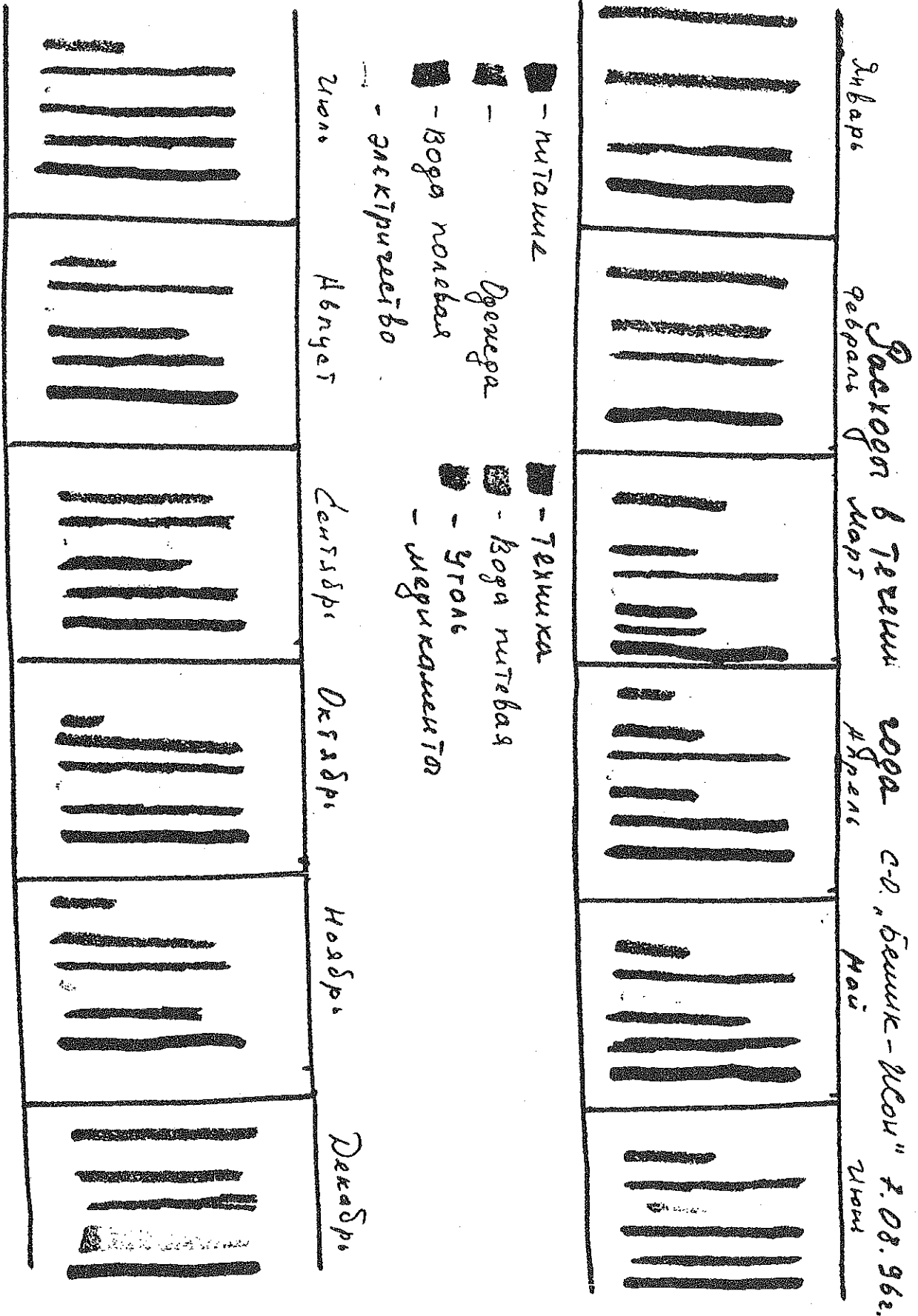
Activity Report 12: Pie Diagram

Activity	*Pie diagram for livelihood analysis*	**Date** 07.08.96
Village	Nurkat, set Kara - Tuprak	
Location	inside and outside local houses	
Analysts	Halit Uldashev, Mahrapkhon Uldasheva, Yarmahamad Satarbaev	
Facilitator	Janna Rysakova, Ulugbek Allahunov, and Pulat Saidov	
Materials	seeds, papers, markers	

Process   We went into two households, and started to ask about their families. We talked about her children - she has six. Then we put the seeds on the table and made them into a circle. We asked the women - Mahraphon - 50 years old, to divide them in relation to her sources of income. At the beginning, she found it difficult. So then we asked her to make a list of sources of income: pension payment, kitchen garden, tobacco. Once she had this list and was using it to divide the seeds she found it easier and started to remember lots of other things. She told us lots of stories, including: her pension payment (200 soms per month but it is not paid regularly); where they can get tobacco or wheat for each working family member; what debts they have (over 1,000 soms); and what potential incomes comes from the kitchen garden (around 1,500 soms).

She did not need to worry about the actual figures when she was dividing the seeds, only proportions. Some things she remembered as she was working, such as the debts, so she rearranged the seeds. When her husband came from bazaar, he started to help her and they divided the seeds together. The facilitators copied it onto paper.

Then we went to another house and sat on the grass in the yard to talk with Yarmahamod Satarbae. Again we started to discuss expenses and income appraisal. We worked with seeds from the start, and he copied the pie onto the paper himself.

Findings
- the main items of expenditure for these households were clear, for example food, coal and clothes.
- the old villagers often had debts, while apparently the young people try to avoid it.

Learnings/tips
- the diagrams made people start to think in a clear way about sources of income.
- it seemed to work well when the use of figures was combined with seeds.

See illustration fourteen.

Illustration fourteen: pie diagram for livelihood analysis

INCOMES — KITCHEN GARDEN, PENSION, DEBTS, TOBACCO

HALIT ULDASHEV

EXPENSES — COAL, CLOTHES, ELECTRIC, FOOD

MAIN INCOMES — APPLES, TOBACCO, VEGETABLES

YARMAHAMOD SATARBAE

EXPENSES — FOOD, PUBLIC SERVICES, CLOTHES, COAL
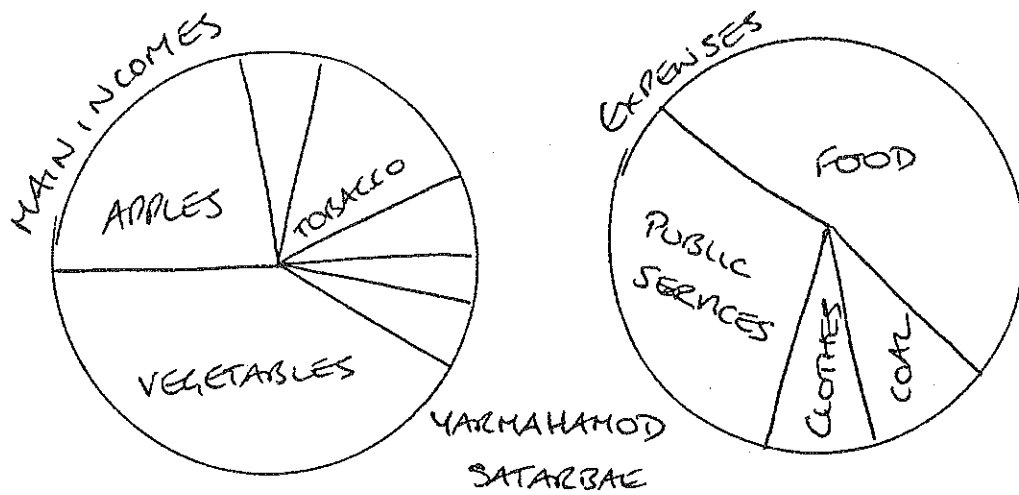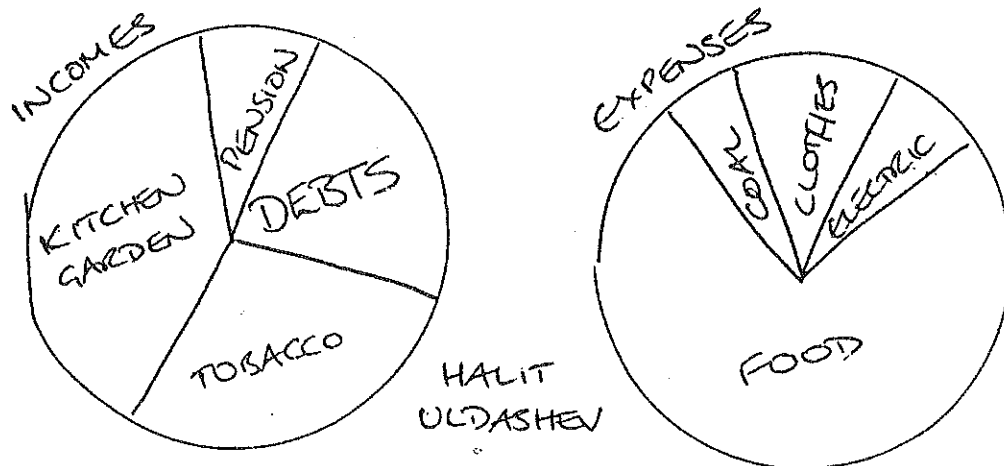
Activity Report 13: Well-being ranking

Activity	*Well-being ranking*	**Date**	10.08.96
Village	Alay rayon, village Sopu-Korgon		
Location	administration office		
Analysts	23 inhabitants of the village		
Facilitator	Anastasiya Bardasheva, Ibrahim, Anagul		
Materials	Cards with family names of all the inhabitants		

Process   Beforehand, we prepared 460 card with one name on each card for all households of Sopu-Korgon (lists were taken from the local administration office and we had discussions with other local women). When there were 8 women present at the meeting, we asked them to sort all these cards depending on the level of family welfare. One of the women took the pile of cards. For each card, she announced the family name, then all the women discussed which well-being group this household belonged in. At the start, they pointed out three groups: poor, middle and rich. Later on they added one more - very poor - and developed different criteria for deciding.

One of the women was dominating the others. She was a local activist who was a "saboteur" because she was always was insisting on her opinion. As a result the women were all swearing loudly. The team tried to distract her, but the woman didn't want to leave the room. So another team member came in from elsewhere, took her to a different room and asked her to draw a diagram of expenses and incomes. The discussion proceeded more easily after this. All the time more women were arriving and becoming involved, and during the process the number of participants increased to 23. After they had sorted all the cards, we asked them to check it again.

Then we asked them again why they had sorted some families into the poorer groups, others to richer groups. They mentioned the different criteria again and we wrote them down. After they left we calculated the number of the cards in each group.

Findings
- The inhabitants of the village are divided into 4 different welfare groups.
- During the discussion only 17 families were not known to them.
- The women identified the criteria as the process developed.
- The criteria were:

most poor - (147) no cattle and sheep, no kitchen-garden, no employment, no allowance, many children,

poor - (228) no cattle and sheep, no salaries, small kitchen garden, many children,

middle - (51) no cattle and sheep or land, not so big salaries or allowance,

rich - (17) cattle and sheep, kitchen garden, permanent salary, own business.
- Out of these criteria one of the most important was ownership of cattle and sheep.

Learnings/ advice
- if one of the participants is dominant, try to distract this "saboteur",
- listen carefully as the different criteria are discussed during the process.
- use an interpreter if you need one to understand, but do not interrupt the discussion.
- the number of participants should not exceed 20-25 individuals, or there will be too much noise and argument.

- it would be better to make appraisals in smaller groups and then compare the results.
- it important to involve villagers in the appraisal of the inhabitants' well-being, not only to use official statistics.
- do not interfere with the discussion - listen and be patient!

Illustration fifteen: well being ranking
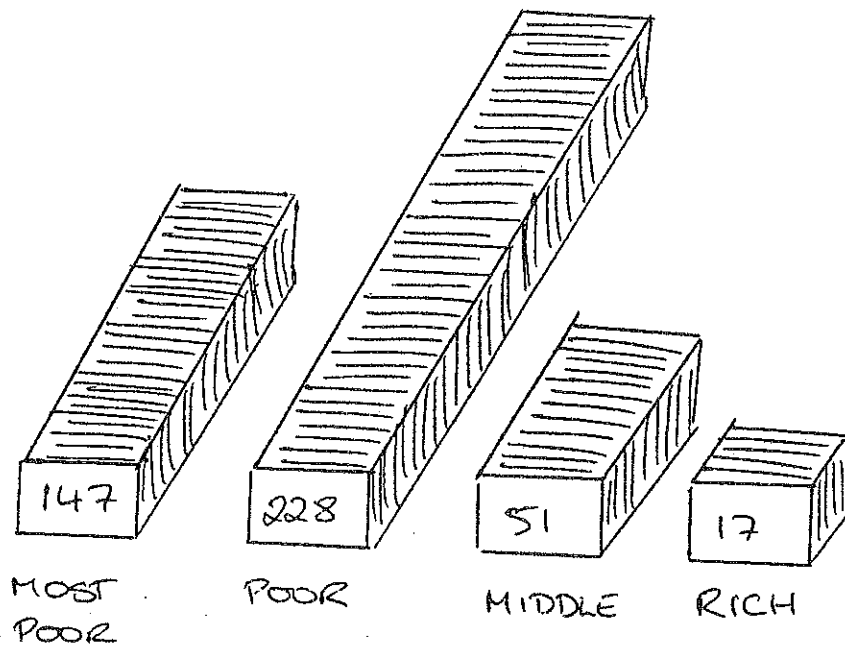
Venn Diagrams/ institutional analysis
These institutional diagrams can represent various different aspects of organisations, institutional or individuals relationship with a community or group. The local people identify the organisations that are relevant, either generally or for a specific issue.

These organisations are represented on cards. It is possible to show different types of institution by using different colours, for example governmental and non-governmental organisations, internal community bodies and external ones etc..

· The size of the card is determined by how "important" the local people feel that organisation is to them. Cards can be cut or torn to size. They are then placed on the paper or the floor in relation to the community. The group conducting the analysis is generally drawn at the centre, and the institutional cards placed around them. Distance from the centre is the amount of contact that the group has with that organisation.

Using cards instead of drawing symbols directly onto the paper leads to greater discussion and the potential to move organisations around as consensus is reached on their importance and the amount of contact.

In this way, different dimensions of the groups relationship with an institution can be developed. A large card placed at the edge of the paper would indicate an important organisation with which the local people had little contact, while a small card next to the group would be a less important organisation, but one with which they had frequent contact.

Linkage diagrams - networks, flows, cause and effect
Network diagrams - these can be built from Venn diagrams, or created separately. They indicate the different linkages that occur between the organisations or individuals identified. Lines between these organisations indicate relationships, for example channels of communication or support.

Network diagrams are not restricted to organisations, and a range of other issues can be explored, such as water supplies, household assets etc. By using different coloured lines of varying thickness a range of relationships can be represented.

Flow diagrams - these indicate the movement of resources. This may be within a household or farm, or cover a broader area. Marketing flows or movements of people can also be illustrated, for example. These may become complex diagrams, building up a picture of different types of resource flows, using different symbols, and indicating different volumes as well as the direction of the flow.

Cause and effect diagrams - these illustrate causal linkages and have been widely used to analyse a range of subjects. This includes the effects of childbirth, the death of livestock and historical changes as well as examining the potential impact of new activities or different projects. They have also been used in programme evaluation.

Activity Report 14: Venn diagram

Activity	*Analysis of village institutions*	**Date** 08.09.96
Village	Beshik-Jon, Bazar-Korgo rayon, Jalal-Abad oblast	
Analysts	many inhabitants of the village - men, women, youth, middle ages	
Facilitator	Sergei, Soodat, Kenje	
Materials	chalk, ground, sticks, leaves, stones, seeds	

Process

We had several meetings and conversations with local inhabitants and we visited some local institutions. Then we asked people to list the main organisations in the village. After that, we suggested that they make a diagram of these, to look at their importance.

They have used colour paper to show different types of institution. They marked the names on the cards, then they cut then to different sizes depending on the number of people that that institution affected. Then they put the cards on a big piece of paper with themselves located in the centre, and the cards were placed around them depending on how remote they were to the people. Lines were drawn on - a dotted one showed weak relations, a solid one indicated good relations, while the lack of a line meant that the organisation does not work.

Findings
- we defined the most important types of organisation
- this led to a discussion of which activities were important
- we could then start to look at peoples needs
- there are weak relations between village administration and people
- the closing of the kindergarten was important to people
- farm activities are poorly developed
- there is a shortage of medicine.

Learnings/ tips
- using cards means that they can be moved according to the discussion.
- later the cards are glued and the lines connecting organisation and people are made.

See diagram sixteen.

Illustration sixteen: analysis of village institutions
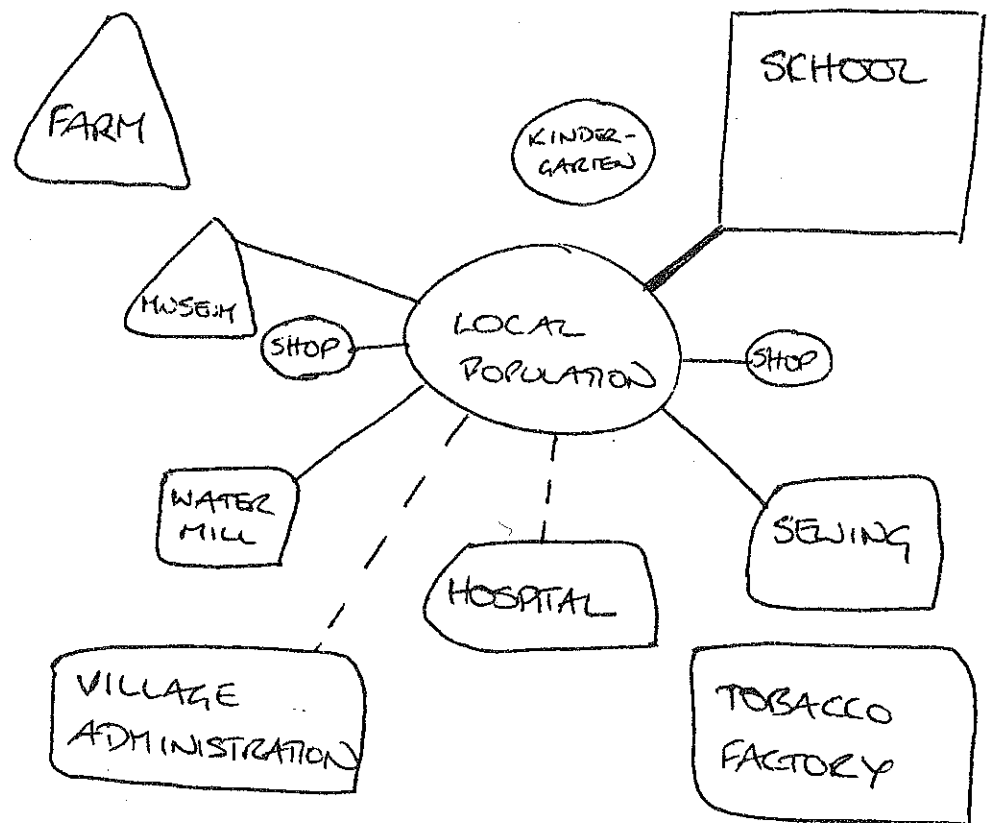
Activity Report 15: Cause/ effect diagram

Activity	*Linkage diagram on causes of poverty*	**Date** 07.08.96
Village	Eski-Nookat, set Kara-Toprak	
Location	in the analysts yard	

Analysts Sharapat Isakova, Paimakhan Tashpulatova, Kanahan Imarova, Islom Kolmurazayev

Facilitator Ella Ryazanova, Abduwalli

Materials paper and pens

Process
They started a discussion about their most important problems, and the one that came out strongest was that "life is getting worse that it was". In order to break this down and analyse it, we wrote this in the middle of a piece of paper, and then discussed what things were changing, such as money, medicines, clothes, food, jobs, schooling. Then we started to try and establish the cause - effect relations between these things. There was a lot of animated discussion for a long time. For example they started to make links between disease leading to a bad life and anger, and then to more crime. We followed these chains of ideas for other subjects.

Findings
- they have defined their main problems
- they established relationships of cause and effect of poverty
- they followed the problems through, examining intermediate criteria to complete the picture and make it more meaningful

Learnings/ tips
- the task of the facilitator is to promote a process:
  to ask questions at appropriate times, with short, interested remarks.
- questions should be clear and easily understood.
- the process is easy because the participants do it themselves.
- it is important to keep a balance and not to spend too long on one specific issue.
- the diagram and the number of categories can increase without end
- the categories are dependant on the group
- doing the same work with several groups could obtain a more objective picture through a number of comparisons.

See illustrations seventeen and eighteen for examples of cause effect diagrams.

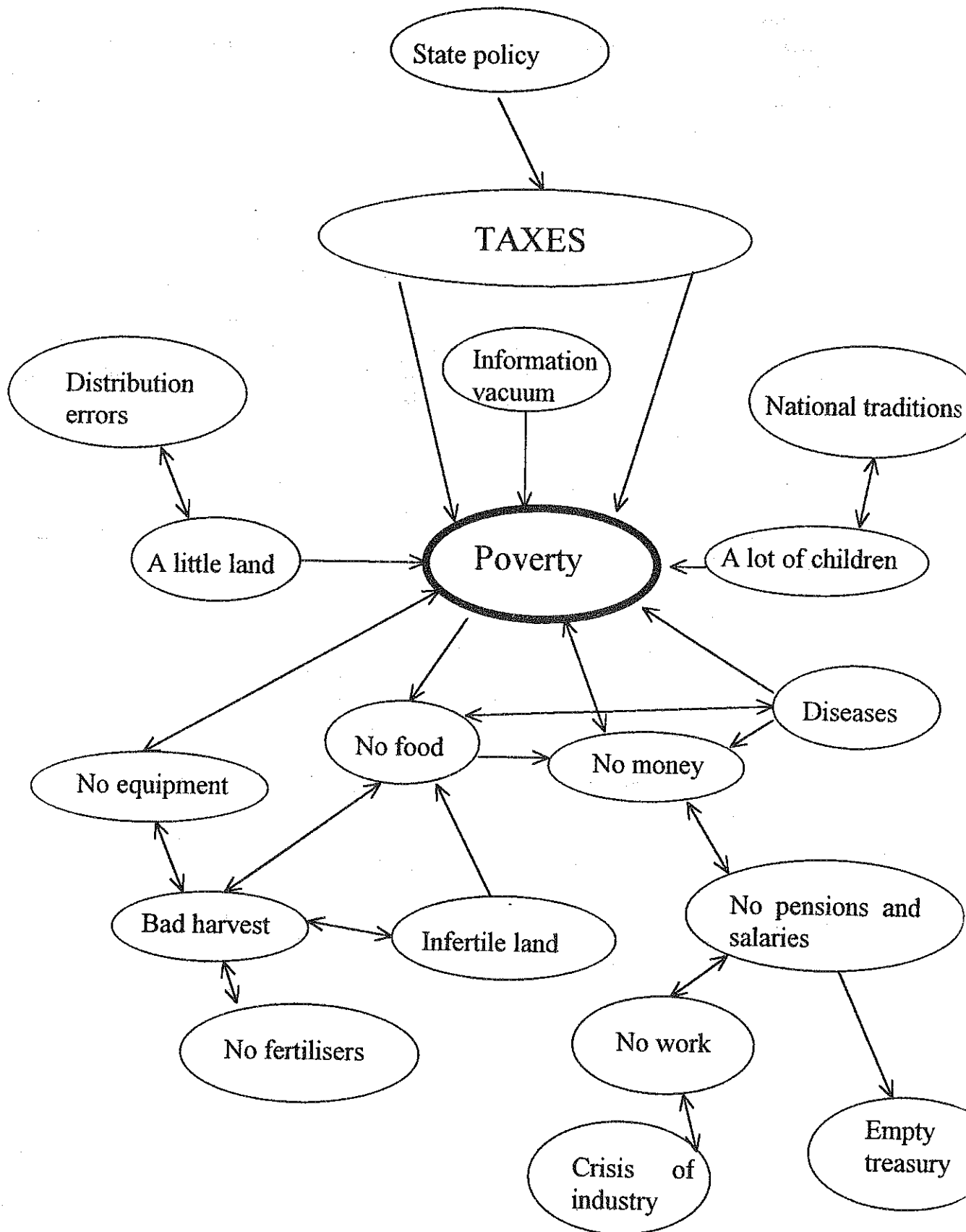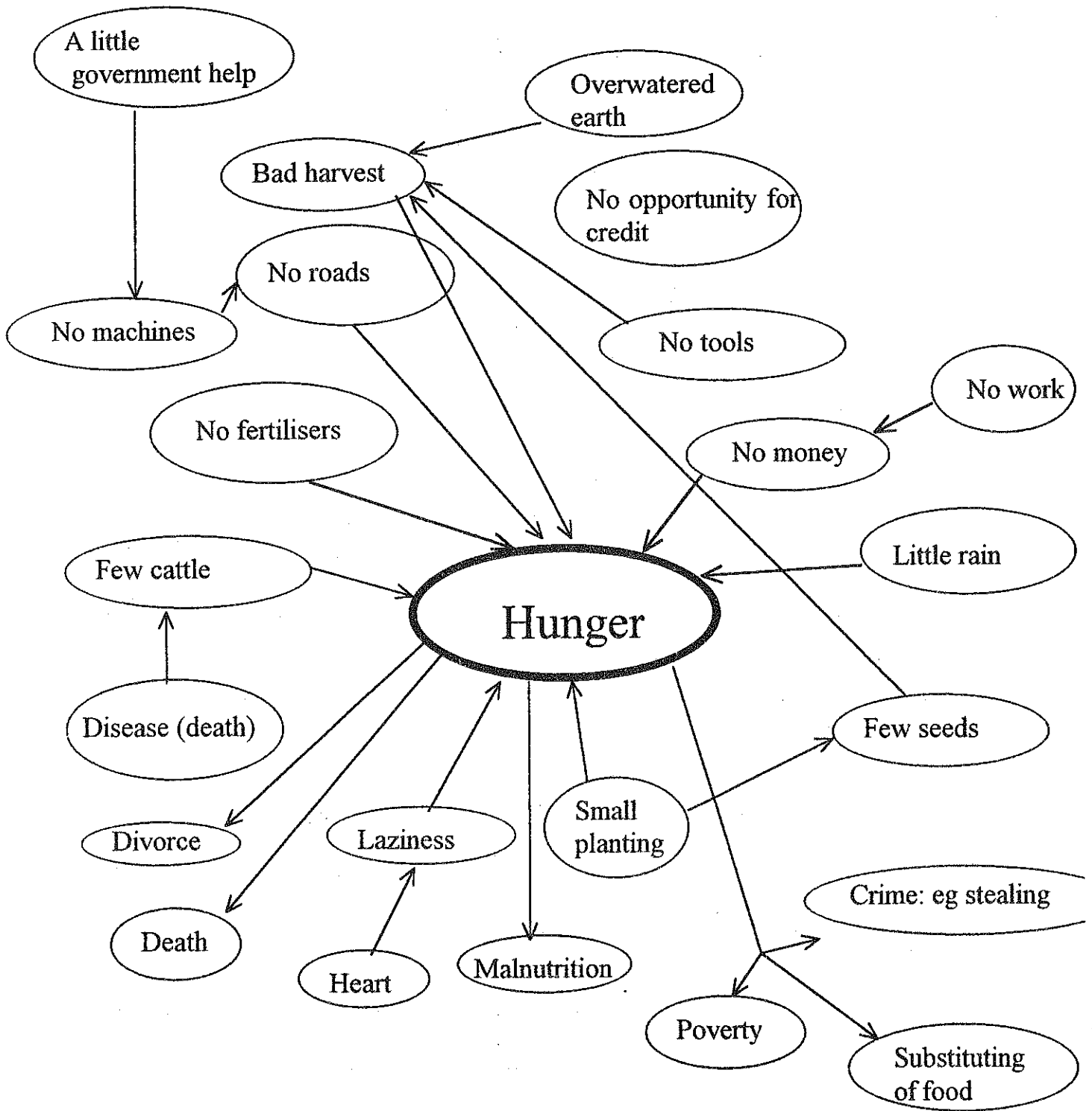**Illustration seventeen: example of a cause effect diagram**

Illustration eighteen: example of a cause effect diagram:

Section four - questions for discussion

"People were moved by this, and they activated themselves. It wasn't us that did this, it was the approach of PRA and the methods that encouraged them."

◆ what are the advantages to the use of visual tools to structure a discussion?

◆ what is triangulation, and why is it important?

◆ what are the advantages to working with groups, either mixed or focus groups?

◆ what different materials is it possible to work with?

◆ what different ways are there of asking questions in a semi-structured discussion?

◆ what specific methods were used in the villages?

◆ what was learnt about poverty during the PRA?

Video

Semi-structured discussions are introduced as a basic PRA building block (07.20) both in the workshop setting (07.30) and in the field (07.40). Mapping is also considered as one of the key tools (08.10) and again participants are shown practising in the workshop before using mapping during village visits (08.35). The range of materials used, including both ground and paper, can be seen. A map drawn by local people during village visit is presented back to participants during the workshop (08.55). In addition to maps, the importance of walking through the area, observing and discussing, while conducting a transect walk is stressed (09.30). Participants can be seen both walking through villages (10.13) and drawing this up with local people in diagrammatic form (10.30).

Local preferences can be illustrated in matrix format (10.58), where priorities can be ranked or scored according to locally decided criteria. This is shown for a natural resources matrix, using beans to score, in Suphie Kurgan (11.25). Matrices can also be used to show historical changes (11.53), and discussions with older villagers can lead to other historical analysis such as the creation of time lines (12.28). Seasonal changes (12.52) can also be illustrated using a range of different seasonal calendars (13.28). A village analysis of potato crops is shown (13.50), as is the workshop feedback on a complex seasonal analysis of agricultural activities (14.20). The importance of discussing peoples daily schedules is also mentioned (15.08).

Local perceptions on institutions can be illustrated using a Venn diagram (15.45) which can depict different types of institution, their importance and the amount of contact that they have with local people. A group of women in one of the villages discuss their local organisations (16.20), and this is translated for the facilitators benefit (16.57). Again, a diagram created during one of the village visits is shared with other workshop participants (17.05).

Video (continued)

Pie diagrams can be used to illustrate a variety of subjects, such as allocation of field space to different crops (17.52), again using a variety of materials, preferably ones that can be altered as the discussion progresses (17.50). This process is seen in the field (18.15), where seeds are divided and discussed, before the diagram is transferred onto paper (19.15). Linkage diagrams, such as flow diagrams, network diagrams or cause and effect diagrams are mentioned (19.25) with flows of resources within a farm being related to farm profiles. Finally, livelihood analysis can be conducted in a number of different ways, for example using pie charts (20.25), or proportional piles of beans placed on different cards (20.40) which illustrate income, expenditure, employment and other activities. Different counters can illustrate historical or gender differences. Card sorting can lead to well-being ranking (21.20), and this was conducted in one village where 20 women compared over 400 households and sorted them into 5 categories). Seasonal changes in livelihood can also be illustrated (21.40). Some of the pie diagrams created in the villages are fed back to other participants (22.23) - it is worth noting that the black segment on the top circle indicates debt.

Section five - PRA in Central Asia - what happens next?

The training course, the video and this source-book are simply the first stages, and what happens next is crucial. This final section looks at some of the commitments made to follow-up during the workshop, and ways in which individuals, NGOs and the NGO community can take the process forward. It points to experiences elsewhere, and indicates what supporting resources and materials are available.

The first steps . . .
This training is only the first stage in developing participatory processes within the NGO community in Central Asia, and in involving local people in planning processes from which they have traditionally been excluded (see page 6). Throughout the workshop, the importance of follow-up in the villages was continually emphasised. Equally important is follow-up and reinforcement for the participants, and the need for further support to allow them to put what they have learnt into practice, and start to work in a way which involves local people in planning initiatives (see page 8).

What each individual can do . .
Personal action plans - During the workshop each participant developed individual action plans which indicated their own personal commitments to following up what was learnt during the training course. These are shown in annex six. The majority of these focus on sharing the ideas from the workshop with colleagues and others, for example through newsletters, discussions and informal training sessions. This sharing is essential in order that individual participants are not "re-magnetised" (see section two) into their previous ways of working both with local groups and within their organisations.

Practical experience - It is also essential that the participants gain further *practical* experience if they want to effectively build upon the training workshop. This is crucial when relating to their organisations client groups - local people - and should become part of, and strengthen, every interaction which the participants are conducting with these groups. Listening to clients needs is important, and through this approach these communication links between NGO staff and local people should become a priority.

Sharing of ideas - In addition, ongoing practical experience is an essential part of the iterative learning process which was stressed throughout the workshop. This is also a prerequisite for further dissemination throughout participants organisations, since without continued learning and experience it is hard to express these ideas to others. Further experimentation with this process and specific methods is required by participants who wish to develop their use of "PRA" further, as well as adaptation both to individuals own work situations and the Central Asian context. It is essential that the contact made between participants during the workshop is retained in order that there is open sharing of outcomes from this practical work.

Behaviour and attitude - As part of this process, workshop participants need to continue to assess their own behaviour and attitudes, not only using the PRA "methods" but embracing error and being open to self criticism and continual improvement in the way in which they are working (see section two).

What each NGO can do . . .
Support for individuals - In section two, the importance of institutional / professional behaviour and change was discussed. Boxes 16 and 17 showed the need for organisational support for individuals, to prevent them being pulled back into previous ways of working. These two boxes compared this to a N=S magnetic attraction. Many of the NGOs were represented during the training by one or two individuals, and the NGOs will find it necessary to support these individuals in their work if they are to adopt the principles and process of PRA. Unless the ideas developed throughout the workshop can be shared more widely, then it will be difficult for individual participants to adopt a participatory and open approach to their work with local groups.

Sharing of ideas - In order that the workshop ideas can be integrated fully into the work of the NGO, there will need to be understanding and adoption of PRA processes by other members of staff. There is the potential for informal training to occur as a follow up from the workshop. This could be backed up both by this source book and through extensive use of the video produced. Other materials available in Russian, such as handouts during the training and anything else subsequently translated could be disseminated. However, there is no substitute for regular discussion and sharing of experiences.

Programme re-orientation - Discussion and sharing requires that there is ongoing practical experience with villages or other client groups, adopting and adapting the process to each organisations circumstances. This is also important if NGOs are to be responsive to the needs of the local people in Central Asia with whom they are working. If programmes are to reflect and fully incorporate local needs, potentially developing locally driven action plans, organisations need to support and learn from those who attended the training.

Institutional re-orientation - It is up to each NGO to provide support for the individual workshop participants in order that their staff can make full use of the experiences gained, both during the workshop and through their own personal follow-up. It may not be easy to institutionalise changes in behaviour and attitudes, and adopt them as part of the norms and values of the organisation, but it is crucial. Each NGO will face different blocks to this process, and it is important that they are thought through at all levels of the organisation.

In other areas, participants on similar workshops have used of PRA within an institutional context for organisational assessment in order to give other staff an understanding of the process, within a context which is familiar to them. This is not a substitute for developing participatory approaches to working with client groups, but may be a way of introducing some of the ideas to other staff members.

What the national and regional NGO communities can do . . .
At all levels, follow up support and training is crucial, and this can take place at both the national and the regional level.

National - action plans - Each country group produced a national action plan during the workshop, which are reproduced in annex seven. These national plans include prioritised actions, in terms of now, soon and later, as well as pointing to what can be

done by the groups involved, and what will need outside assistance or support. This includes both work that individuals participants and their NGOs can do to assist in the development of PRA in these countries.

- *support organisations* - It is likely that the NGO support organisations such as Centre InterBilim in Kyrgystan and CASDIN in Kazakstan will play a key role in this process, as will the NGO fora and co-ordination bodies. Commitment to supporting individuals and organisations is important, as is ensuring that there is open communication between organisations involved.

- *resource centres* - Both Centre InterBilim and CASDIN have agreed to act as national resource centres. The role of resource centres has been shown to be crucial in other areas, in acting as a holding centre for materials in order that these are available locally, and that national and regional capacity is developed. The role that the Counterpart Consortium can potentially play in assisting with further translation of materials is crucial in order that more material is accessible in Russian.

- *sharing of experiences* - The resource centres can also act as a dissemination point for sharing of local experiences, and it is important that as many new experiences as possible are documented, and distributed widely. This sharing has been mentioned on an organisational level, but is also crucial at national and regional scales. There is also potential for these centres to act as international contact points.

- *policy implications* - In addition to sharing between NGOs and organisations adopting these participatory approaches to their work, it is essential that both the process and the outputs are fed back to local and national governments. During the workshop much of the practical work was geared towards discussing issues relating to poverty and the two flow diagrams and the well being ranking, as examples, reproduced in section four illustrate this.

There is much to be gained by disseminating these "results" to government. The process of local participation and listening to local opinions is essential. The policy implications of this are great, and require feedback of these local ideas to policy makers. NGOs can play a unique role in presenting local problems and priorities to governments.

Equally, NGOs can play a crucial role in linking donors to real, local needs, and in ensuring that donor funded programmes are both realistic and targeted effectively.

Regional - networking - In addition to national resource centres, there is the potential for setting up a regional network. Networks have developed in many regions world wide, and play a role in disseminating new ideas and sharing of experiences. As at a national level, this can be key in acting as a focal point for sharing of local developments, providing support for individuals and organisations, and disseminating information about new materials, for example. In practical terms, networks not only act as a support structure, and as a means of sharing, but can also help to avoid duplications of activities, in particular translation of materials.

They can also as a contact point with other practitioners, and with new thinking from elsewhere. The global links between PRA networks is continually developing, with international sharing of experiences.

- policy implications - As at national level, there are amazing opportunities both to develop the process of local participation, and to strengthen networks which can feed local ideas "upwards" to government and donors.

International - The importance of international links have been touched upon. These are important for the dissemination of new ideas, and provide support for organisations at a national and regional level. In time this should also develop as a two way exchange of ideas which will be of equal benefit to others elsewhere.

A list of "sources and contacts" world-wide is found in annex eight, and indicates the range of countries and regions within which PRA is being adopted. It also touches upon some of the materials available, for example PLA notes published quarterly by IIED (the International Institute for Environment and Development).

IDS currently acts as a focal point for encouraging contact between different groups internationally, and has a wide range of materials which is can distribute. These include packs on specific topics such as agriculture, fisheries, gender or livestock as well as introductory articles on methodology, behaviour and attitudes. There is a comprehensive annotated bibliography which can also be accessed over the internet. IDS aims to be able to support regional networks, both with a limited amount of materials and by encouraging contact and support between different groups.

INTRAC's role in supporting follow up activities
INTRAC will continue to provide capacity building support to NGOs in the region. In collaboration with local partners INTRAC has developed a three year programme of support. The focus will be on building indigenous capacities through a combination working with NGO support organisations and fora, and human resource development of NGO leaders.

INTRAC will support PRA follow up activities in a number of ways:

*   Lobby donors to provide funding for follow-up activities
*   Support NGOSOs in becoming PRA resource centres and information clearing houses
*   Help NGO fora to develop linkages with government and disseminate the insights and lessons generated through PRA approaches
*   Support NGO networking, at the national, regional and international levels
*   Facilitate follow-up meetings and reunions at the national and regional level.
*   Support PRA training of trainers workshops.
*   Develop and translate resource materials, and field test existing materials such as the PRA source book and video.
*   Support community-based action research
*   Publish and help disseminate research findings

Section five - questions for discussion

"Our main achievement was that we helped people to identify their own capacity"

◆ what individual follow-up is possible by participants after the workshop?

◆ why is it so important that there is further practical experience for participants?

◆ what potential support can NGOs offer to individual participants?

◆ what blocks might they face in doing this?

◆ how can NGOs play a crucial role in influencing policy makers and donors?

◆ what are the advantages of national and regional support organisations, resource centres and networks?

Video

The reflections of the workshop participants includes a comparison with Mongolia (23.27), the importance of people finding their own solutions (24.13), developing their own initiatives (24.36), and increasing outsiders understanding of the real needs of, in this case rural, people (24.47) through a process which is comfortable for local people (25.55). This includes the use of local materials. The potential policy implications are also recognised (26.23).

However, this is only the first step and the importance of follow-up is crucial (26.52). The development of the NGO sector in Central Asia is relatively recent (27.08), and Jonathan Goodhand of INTRAC points to the importance of ongoing support for these organisations - including materials, networks and contacts both from the UK (27.36) and for the NGO support organisations such as Centre InterBilim and Casdin (27.55).

Annex one - list of resource people and participants

RESOURCE PEOPLE

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Annex two - workshop timeline (participants)

OSH:

4/8:	Introductions/orientation
	Philosophy and principles of PRA
	Behaviour and attitudes
	Case Studies from Scotland and Mongolia
5/8:	Mapping and materials
	Planning and team contracts
	Village visit (1) - orientation and mapping
6/8:	Analysis of village visit
	Feedback on the village visits
	Matrices, seasonal calendars and institutional analysis
	Well-being ranking
	Planning for the second village visit
7/8:	Village visit (2) - local appraisal
	Use of a greater range of methods
	Wider understanding of local issues
8/8:	Analysis of village visit
	Feedback on the village visits
	Transects, farm profiles, action planning diagrams
	Planning for next field exercise
9/8:	Village visit (3)
	Further use of a range of methods
	Overnight stay in villages
10/8:	Village visit (3)
	Developing plans/ analysing action
11/8:	Free morning
	Analysis of village visits
	Preparation of reports
12/8:	Feedback on the village visits
	Review of expectations
	Poverty analysis
	Preparation for Bishkek presentation

BISHKEK

13/8:	Travel to Bishkek
	Preparation for Bishkek presentation
14/8:	Workshop for local NGOs on PRA and lessons learned from Osh
	- introduction, PRA talk, display of photos, video, village presentations
	Presentation to government officials and donors
	- introduction, speeches, PRA talk, village presentations, video,
	- issues around poverty, policy recommendations, poverty assessments
15/8:	Preparation of materials for source-book
	Writing reports
	Discussion of training materials
	Watching videos
16/8	Consolidation
	Country planning for follow-up
	Individual action plans and commitments
	Evaluation
	Party

Annex three - Background to INTRAC in Central Asia

INTRAC's activities in Central Asia

February 1994 - August 1996

Kyrghyzstan, February 1994:
INTRAC field visit by Brian Pratt and Mark Sinclair at the invitation of UNV and UNDP to conduct:

- NGO mapping exercise
- Training workshop on NGOs and poverty alleviation
- Design of programme

May, 1995
Initiation of:

- UNV/UNDP poverty alleviation programme
- TACIS-funded NGO capacity building programme

Appointment of INTRAC Central Asia Programme Manager

Kyrghyzstan/Kazakstan, June, 1995
Programme start up field visit by Jonathan Goodhand and Mark Sinclair

Kyrghyzstan/Kazakstan, August-September, 1995
Phase 1 Training Workshop:
Building NGOs in Central Asia: Introductory Workshop
Topic: NGO principles, NGO capacity assessment, developing organisational
                  capacity
Venue: Almaty and Bishkek
Conducted by: Alan Fowler and Jonathan Goodhand, with Counterpart Consortium

- Needs assessment visit to Osh as part of the UNV/UNDP poverty alleviation programme

Kyrghyzstan/Kazakstan, November, 1995
Phase 2a Training Workshop:
Strategic planning
Dealing with donors
Working with communities
Venue: Bishkek
Conducted by: John Hailey and Jonathan Goodhand, with Counterpart Consortium

- Strategic planning exercise with Centre InterBilim
- Follow-up exercise to Phase 1 training, Bishkek
- Orientation of two UNVs
- UNV/UNDP poverty alleviation NGO training workshop in Osh

Kyrghyzstan/Kazakstan/Uzbekistan, February, 1996

Phase 2b Training Workshop
Strategic planning
Dealing with donors
Working with communities

Venue: Almaty
Conducted by: Chris Wardle and Jonathan Goodhand, with Counterpart Consortium

- Strategic planning exercise with CASDIN
- Phase 1, Almaty Training Follow-up
- Follow-up to strategic planning exercises with CASDIN and Centre InterBilim
- Field visit to Osh as part of the UNV/UNDP programme
- Field visit to NGOs in Aralsk, Kyzle Orda and Kazalinsk (Aral Sea region of Kazakstan).
- Preliminary visit to meet NGOs in Uzbekistan

Kyrghyzstan/Kazakstan, April-May, 1996

Phase 3 Training Workshop
The Role of NGO Support Organisations (NGOSOs) in Central Asia

Venue: Kashgar Su, Bishkek
Topics: The role and activities of NGOSOs; opportunities and constraints for
                NGOSOs in Central Asia; the functions of NGO co-ordination bodies

Conducted by: Jonathan Goodhand, Mark Sinclair (INTRAC), Binoy Acharya (PRIA, India),
                Andre Verbitskiy (Soprichastnost (Russia)

- Field visit to UNV/UNDP programme in Osh
- UNV/UNDP programme review
- Follow-up strategic planning exercise with Centre InterBilim
- Field visit to Karragandar, Kazakstan

Kyrghyzstan, July, 1996

Training Workshop
UNV/UNDP Small Enterprise Development and NGO Capacity Building

Venue   Osh and Bishkek, Kyrghyzstan.
Conducted by: John Hailey and Jonathan Goodhand

Kyrghystan, Kazakstan, Uzbekistan, Tajikistan, August, 1996

Training Workshop
Regional PRA Training

Venue   Osh and Bishkek, Kyrghyzstan.
Conducted by: Robert Chambers, Carolyn Jones, Ovuunbileg Rentsendorj, Mandal Urtnasan, Jonathan Goodhand.

INTRAC'S ACHIEVEMENTS IN CENTRAL ASIA

A. Creating an enabling environment for NGOs through:

Activities:

- Developing and supporting NGO networks and co-ordination bodies
- Presentations to donors and policy makers on the capacity building needs and problems of the NGO community in Central Asia
- Publications and media

Outputs:

- Emergent NGO co-ordination bodies which are beginning to address common issues facing the NGO community in Central Asia, such as the legal framework, tax laws and NGO registration
- Development of NGO networks which have increased their access to information both within and outside the region
- Donors and policy makers with an enhanced awareness and understanding of the organisational development needs of NGOs
- Increased government understanding of the role and function of NGOs

B. Development of OD skills and capacities within the NGO sector through:

Activities:

- Providing ongoing OD consultancy for NGO support organisations (NGOSOs)
- Conducting a Central Asian NGOSO workshop
- Conducting a series of OA and OD trainings for NGOs in collaboration with NGOSOs

Outputs: NGOSOs with:

- an enhanced understanding of their role and function as support organisations
- strategic plans
- improved structures and organisational systems
-

Improved performance of NGOSOs who now have the capacity to provide services to emergent NGOs in Kazakstan and Kyrghyzstan. These include the provision of training, information, resource materials and linkages to other NGOs and donors

⊛   enhanced profile and visibility of NGOSOs and consequently greater leverage in relation to government and donors e.g. CASDIN and Centre InterBilim have taken a lead role in supporting the NGO co-ordination bodies in their respective countries

C. Improve the organisational capacity and performance of NGOs through:

Activities:

- ⊛   conducting 7 NGO training workshops in Kryghyzstan and Kazakstan
- ⊛   conducting training follow-up seminars
- ⊛   providing individual consultancy and advice to NGOs on field visits
- ⊛   developing training materials and resources

Outputs: The 40 NGOs who have attended the INTRAC trainings have enhanced skills and capacities in the following areas:

- ⊛   understanding of their identity and role within civil society
- ⊛   ability to develop strategic plans
- ⊛   the assessment of their current organisational capacity
- ⊛   the development of OD plans
- ⊛   development of organisational structures and systems

D. Improve the responsiveness of NGOs to community needs through:

Activities: initiating community-based pilot projects and disseminating lessons learned to
    NGOs   and government officials at the oblast and national levels

- ⊛   conducting training which focuses on participatory methodologies and approaches
- ⊛   providing ongoing strategic direction and support to United Nation Volunteers working in the Kyrghyzstan poverty alleviation programme
- ⊛   regional PRA training

Outputs:

- ⊛   the successful initiation of two community based pilot projects which will provide an ongoing source of learning on the implementation of sustainable solutions to poverty in the region
- ⊛   a growing awareness amongst NGOs of the need to build meaningful links with communities in rural areas
- ⊛   an enhanced awareness and understanding of participatory approaches and their application in the Central Asian context
- ⊛   PRA training video and source book.

Annex four - The UNV/UNDP Poverty Alleviation Programme

Programme Goal

To reduce poverty in Krghyzstan through the promotion of sustainable community-based development with the support of local NGOs.

Specific Objectives

➤ To develop the capacity of local NGOs in Krghyzstan to support community level development work, through a programme of organisational development.

➤ To initiate an action research programme designed to introduce community-based poverty reduction approaches into Krghyzstan through the use of small scale community development programmes.

Why is the programme necessary?

The transition period in Krghyzstan has been characterised by increased levels of poverty, particularly in rural communities. To counteract the economic and social dislocation in rural areas there is an urgent need for rural, community-based development and support to small enterprise. NGOs have the potential to play an important role in supplementing official programmes, particularly with vulnerable groups at a community level. However two factors limit their ability to take on this role:

1 - NGOs currently lack the organisational capacity to support longer-term sustainable development programmes. There is a need for a programme of support for Krghyz NGOs which provides them with the capacities and skills to meet the long-term needs of rural communities.

2 - There is a lack of experience of grass roots participatory approaches. Role models and examples of successful adaptation of community-based approaches are at present almost non-existent

The UNDP programme aims to address these two factors to promote community based development programmes which will alleviate poverty in Krghyzstan.

Who is involved?

The programme was jointly identified by UNDP and the Krghyz government. UNDP will provide ongoing support for the programme. United Nation Volunteers are providing the two volunteers who will be based in Krghyzstan for two years. The International NGO Training and Research Centre (INTRAC) will provide ongoing technical support for the programme.

Together these agencies will provide the necessary support to Krghyz NGOs and rural communities to achieve the programme objectives.

Annex five - the fieldwork teams

For the visits to the villages, the participants were divided into four groups, as follows:

**Safi Kugan,
Alai Rayon**

- Gulmira Dzhamanova
- Ainagul Bekmyrzaeva
- Anastasiya Bardasheva
- Elizabeth Nemethne
- Ibragimzhon
- Andrey Fesenko
- Murat Turemuratov

**Madi,
Kara Soo Rayon**

- Timur Abdrayimov
- Iskander Aliyev
- Samat Dosov
- Sahibahon Irgasheva
- Fazilat Masaidova
- Gulnara Djamankulova
- Asiya Tureniazova
- Ganiya Gukaeva

**Gylistan,
Nookat Rayon**

- Shavkat Sadykbayev
- Abdulvali Khudaiberdiev
- Krishna Battnagar
- Jumabai Mamataliev
- Ella Ryanzonova
- Janna Rysakova
- Tanya Sedova
- Lola Abdusaliamova

**Beshik Jon, Bhazar
Kurgan Rayon**

- Sirojiddin Nasriddinov
- Saparbay Abjamilo
- Sergey Shafarenko
- Elmira Temirbekova
- Tolekan Ismailova
- Saodat Camalova
- Barno Gaibullaeva
- Tehmina Akhtar
- Kenjigyl Tologanova
- Alfia Mirasova

Annex six - personal action plans and commitments to follow up

PERSONAL ACTION PLANS FOR PRA WORKSHOP RESOURCE PEOPLE AND PARTICIPANTS

The following commitments were made by resource people and participants at the end of the PRA workshop:

RESOURCE PEOPLE

Robert Chambers
- Ensure that IDS sends out materials requested by participants.
- Start a box for Russian materials in room 264 (the PRA room at the Institute of Development Studies, University of Sussex).
- Seek publication for an article on well-being ranking from Safi Kurgan.

Carolyn Jones
- Spend the first days of my holiday editing the video.
- Collect all the training and resource materials together.
- Sort these out and to ensure everything is translated.
- Edit the source book as soon as I can.
- Any other follow up/ ideas/ information requested by INTRAC, IDS, Center InterBilim or Casdin.

Jonathan Goodhand
- Go to the mountains to recover.
- Write report for donors.
- Send e-mails to all the participants with information on follow up.
- Identify resource materials for CASDIN and Centre InterBilim.
- Disseminate information about the workshop in Europe.
- Publish an article in ONTRAC.
- Explore possibilities for follow -up training and identify funding sources.
- Provide support and information for Aimee and Badu.

KYRGYZSTAN

Alfia Mirasova
- Tell my staff about the PRA seminar.
- Present the materials on the PRA to SCF.
- Discuss the possibility of continuing the research in 2 villages in the Osh and Jalal-Abad oblast.
- Prepare additional materials about 2 villages for developing projects.
- Discuss the opportunity of funding projects.
- Ask the Institute of Development Studies for information on PRA and Children.

Elmira Termibekova, Centre InterBilim
- Go on vacation to Issyk-Kul.
- Work on the new issue of the InterBilim newsletter, including information about the PRA.
- Collect information about the PRA for Centre InterBilim's resource Center.

Jumabai Mamataliev, Centre InterBilim, Osh
* Provide information to NGOs about PRA.
* Establish close contacts with the 4 pilot project villages.
* Provide information about the villages to donors.
* Provide the workshop participants with information about villages, on request.
* Distribute Centre InterBilim newsletters about PRA.
* Cooperative work with Amiee and Badu.

Janna Rysakova, Counterpart Consortium
* Get enough sleep.
* Give information about PRA to the Counterpart Consortium office.
* Systemize the seminar materials and to prepare a rough draft for training.
* Prepare a press release about the PRA and the seminar for the mass media.
* Keep contacting Kara-Tuprak (information).

Kedar Badu and Amee Ansari, UNV
* Get some rest.
* Analyze the reports form Osh oblast villages.
* Visit 4 villages and meet the people who were recommended.
* Continue the PRA process (Who will do? What will they do?)
* Help rural people to implement their plans and to find resources.
* Exchange information with other UNVs in Kyrgyzstan.
* Write reports on follow up activities and send them to the participants.

Saparbay Abjamilo, Tabiyat, Osh
* Create a structure for distributing materials on PRA.
* Establish close contacts with the 4 pilot project villages.
* Give the participants of the seminar information about the villages.
* Provide information about villages for donors.

Ainagul Bekmyrzaeva, Women NGO "Kurman djan Dtaka"
* Give NGOs information on PRA.
* Contact other participants of the seminar for discussing future plans.
* Work in cooperation with Badu and Amy, to search for donors
* Provide information for donors.

Kenjegul Tologonova, NGO of rural women, Alga
* Review plans for using PRA methods in collaboration with InterBilim and the Women NGOs Forum.

Gulnara Djamankulova, Women's NGO Forum
* Prepare a report about the INTRAC seminar.
* Publish articles about PRA in the digest.
* Start collecting materials about PRA.
* Develop a system for delivering information to NGOs.
* Discuss the preparation of PRA trainings.

KAZAKSTAN

Tantiyana Sedova, Counterpart Consortium
- Get enough sleep.
- Prepare a report for Counterpart Consortium about the PRA training.
- Prepare a press release for the mass media.
- Go on vacation.
- Help develop a training of trainers course for PRA

Andrey Fesenko, Eco Centre
- Analyze the seminar.
- Discuss the seminar with the Eco Centre team.
- Prepare material for publication in the local press.

Sergey Shafarenko, "Orion"
- Prepare an article about PRA.
- Develop and adapt PRA for ecological purposes.
- Translate videos into Russian.
- Show on TV a series of video films about the PRA.

Ganiya Gukaeva, Association of Child Invalids
- Tell the parents about the seminar (to invite AGRO).
- Publish information about the PRA in the local press.
- Get more information about the PRA and think about how it can help in working with children and parents.
- Take part in a follow up Training of Trainers.
- Use the PRA in collaboration with AGRA in evaluating the needs of rural people in the Taldykorgan oblast.
- Constantly contact the participants of the seminar from Kazakhstan and to exchange experience.
- Contact Badu and Amiee about the results of the pilot projects.

Gulmira Djamanova, CASDIN
- Request for materials on PRA for the Resource Center.
- Send information and materials to the workshop participants.
- Prepare articles for Sustainable Development and other mass media with other participants.
- Participate in forming a team of PRA trainers
- Contact other Resource Centers.
- Conduct a "follow up" for Kazak participants in October (at the same time as the Kazak NGO Congress.
- Translate some PRA materials.

Elisabeth Nemethne, UNV
- Survey the possibility of supplying drinking water for the town.
- Participate in follow up to the PRA training.

Krishna Bhatanagar, UNV
- PRA orientation to local NGOs, networking.
- Selection of participants, trainers and materials for PRA training.
- Field practice in PRA.
- Enlist donors support and resources, three phase PRA training.
- Integrate PRA into NGO project proposals, submission of projects to the government.

UZBEKISTAN

Lola Abdusalymova, Counterpart Consortium
- Prepare a report on the INTRAC seminar.
- Think of a system for giving NGOs information about PRA.
- Contact Robert and the IIED about receiving materials on PRA.
- Discuss the problem of preparing and conducting a training on PRA with Counterpart.
- Contact other participants of the seminar to discuss their future plans.

Sahibahon Irgasheva, Kokund Business Women's Association, Uzbekistan
- Review carefully all the materials collected during the seminar once again.
- Prepare an announcement for the local NGOs and members of the Business Women's Association.
- Think with the team about how we can use the new method.
- Conduct monitoring, to develop a research objective and to work with the local authorities and the community.
- Coordinate my activities with the Counterpart Consortium trainers.

Asiya Tureniazova, Aral SOS
- Prepare an article about the seminar for the central newspaper in the RK.
- Design a PRA section in the office.
- Include the PRA methods in already existing rural projects.
- Collect PRA materials.
- Provide advice to experts, donors, and UNVs about PRA.
- Support the idea of the creation a PRA resource center.

Timur Abdusalyamova, NGO Unity for the defence of the Aral and Amudariya
- Analyze the seminar.
- Discuss with my team.
- Compile a program after analyzing and discussing.
- Prepare a program to be submitted to the Counterpart Consortium Resource Center.

Ibragim Domuldjanov, Association for an ecologically pure Fergana
- Review and systemize all the available materials on my arrival back to Fergana.
- Prepare a report for the members of the Association on the results of the seminar.
- Prepare a program and topics for a seminar for Fergana oblast NGOs.
- Inform the City and Oblast Administrations about the PRA methods.
- Prepare an article on the advantages and disadvantages of the PRA.
- Ask Robert and Jonathan for materials on the PRA.

TAJIKISTAN

Saodat Camalova, Admaiyat Association of Invalids

- Use the PRA methods in a group - elderly and lone invalids - for finding out about their needs, finding the most needy people.
- To try to get assistance from the World Bank.
- Give information for the Lingva Center newsletter.
- Inform the employees of my Center "Odaniyat" about the PRA method and the role of this method in promoting sustainable development.

Anastasiya Bardasheva, Juvenile Eko Centre

- Write articles about the seminar and the PRA methods and to publish them in the Information Center newsletter and the Tabiat magazine of the Youth Center.
- Develop and adopt materials on PRA and ecological education.
- Present the PRA method on the ecological education seminar in September.
- Help in establishing a Resource Center and to distribute materials on PRA.

Barno Gaibullaeva, Counterpart Consortium

- Prepare a report on the seminar for the Counterpart Consortium Training manager in Tadjikistan Mr. Charlie Smithson.
- Prepare materials on PRA for the Republican radio and TV.
- Participate in preparing and conducting a PRA seminar in Tadjikistan.
- Send Mr. Robert Chambers a request for books, brochures, and other materials on PRA for the Counterpart Consortium Resource Center in Dushanbe.
- Inform the participants of a 5-day seminar about PRA methods.

Fazilat Masaidova, SCF (UK)

- Prepare a report on PRA methods for Mrs. Mitchell.
- Prepare information for my colleagues.
- Inform the leaders of groups about PRA.
- Receive PRA materials.

Ella Ryasanova, Educational Consultative Centre "Lingua"

- Discuss my experience of PRA within my organization.
- Write an article about the PRA for newspapers and newsletters.
- Prepare a report for the seminar on education in a transition period with a summary of our previous experience by the method of participation and ways to use it considering the experience gained at this seminar.
- Send a request for materials to Centre InterBilim.
- Get pleasure and satisfaction from using PRA (not only for work).

Sirojidin Nasridinov, Counterpart Consortium

- Write a report on the 16-day seminar on PRA.
- Use the new methods while conducting trainings.
- Answer any questions concerning the PRA.
- Tell the leaders and other NGO representatives about the seminar and the PRA goals.

Annex seven - Country action plans and follow-up commitments

Kazakhstan

Activity	Now Aug 8 months	Soon 9-10 months	Later 11-12 months	We can do it	We need some help	We need a lot of help	Notes
To make a request re information	Aug			*			Information: Forest via Internet etc. KASDIN
Distribute for participants	*			*			KASDIN, Counterpart C
Publish in mass media information about PRA and training	*			*			Everybody
To create trainers team for PRA			*			INTRAC and IDS	KASDIN, Counterpart
To develop and adjust programmes: a) PRA and children; b) PRA and environment; c) PRA and politics			*			*	a) Taldy-Kourgan (Galia); b) Elisa, Marat Sergei, Andrew c) KASDIN, C-C

Kyrgyzstan

Activity	Now	Soon	Later	Can do it by ourselves	Need some help	Need a lot of help	Responsible person or NGO	Notes
1. Publish bulletin re PRA and the seminar				*			Inter-Bilim	
2. Prepare information for Republic's mass media re PRA's methods and the seminar					*		Ms. Ismailova	Forum NGOs
3. To prepare a documentary film (15-20 minutes) for Republic's TV		*		*			Aisuulu Haizulina from TV	
4. To start collection of information re PRA at the Resource Centre					*		Elmira from Inter-Bilim	
5. To create PRA's Resource Centre in Bishkek	*				*		Inter-Bilim & C-C	
6. To develop and organise training for NGOs re PRA			*		*		Janna, Tolekan	
7. To organise follow up in rural areas.							Emmi, Badu, Jumabai, Alfia, Sapar	

Uzbekistan

Activity	Now	Soon	Later	I can do it by myself	I need some help	I need a lot of help	Notes
1. To open Resource Centre		*			*		With approval of managers of Counterpart Consortium (C-C)
2. To obtain more information about PRA		*			*		To contact with IDS and IIED and translate inf. Into Russian
3. Development of adjusted materials about PRA			*	*			Trainers of C-C and participants of the present seminar
4. To organise training activities			*		*		Trainers team (participants of the present seminar) should find donors
5. Permanent collection, analysis and circulation of inf.			*	*			Trainers team
6. To open some new branch of acting NGOs in oblasts			*	*			Relevant Government's and donor's organisations
7. To establish contacts with Resource Centres in other countries			*	*			Trainers team

Tadjikistan

Activity	Now	Soon	Later	I can do it by myself	I need some help	I need a lot of help	Notes
Some information should be prepared for mass media re PRA's seminar in Bishkek, its goal, tasks and opportunities to adjust this for Tadjikistan	*			*			<Vechernyi courier> Special issue for NGOs <Consensus>
Some information should be prepared re PRA's methodology for local NGOs bulletin	*			*			Bulletin of FPGI, Ecological Centre and <Lingva Centre>
Information on Counterpart Concorsium's seminars		27 Aug		*			Trainers (S. Nasredikov)
Information re PRA, PRA's teaching methods for staff of the NGO <Save the Children> in Bektar	*	Sept		*			Massaidova Field Worker
Presentation of PRA's methods which are used in Tadjikistan on the International Seminar		Sept		*	*		<Lingva> Centre, Ecological Centre for Youth
<Education in transition period>							
Using PRA for Surviving Programs in Dushanbe (self-help, mutual help and support for old disabled persons)	*			*	*		Humanitarian Rehabilitation Centre <Odamiat> Ms. Kamalova and Ms. Ashurova
Providing all other information from the Institute for Development Studies after this seminar (books, video etc.) for creating database on PRA		*			*		Robert and Jon
Creation of a Resources Centre			*			*	<Lingva> Centre, Ecological Centre
Training with the World Bank			*		*		