

Appendixes

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Appendix - 1. Participatory rural appraisal tools that may be useful in an institutional analysis

Participatory Rural Appraisal (PRA) is a research/planning methodology in which a local community (with or without the assistance of outsiders) studies an issue that concerns the population, prioritizes problems, evaluates options for solving the problem(s) and comes up with a Community Action Plan to address the concerns that have been raised.

PRA is particularly concerned that the multiple perspectives that exist in any community are represented in the analysis and that the community itself takes the lead in evaluating its situation and finding solutions. Outsiders may participate as facilitators or in providing technical information but they should not 'take charge' of the process.

In PRA, a number of different tools are used to gather and analyse information. These tools encourage participation, make it easier for people to express their views and help to organize information in a way that makes it more useful and more accessible to the group that is trying to analyse a given situation. In this appendix, a number of tools are presented that might be useful in a PRA studying the institutional aspects of a community forestry activity. These are by no means the only tools that would be useful in such a study and those which are proposed here would have to be adapted to any particular situation. They are intended to give a sense of what information can be obtained by using different tools and how diverse issues can be looked at from multiple angles. In no case are these tools ends in themselves. Rather they will help to provoke discussion and bring up issues that can then be followed up in interviews (which will often take place around the diagram that has been produced) focusing on relevant institutional issues. The key, in other words, is not just to make a Venn (or some other) diagram but to use the diagram to probe further and ask questions about how decisions are made, -what happens in different conflictual situations, etc.

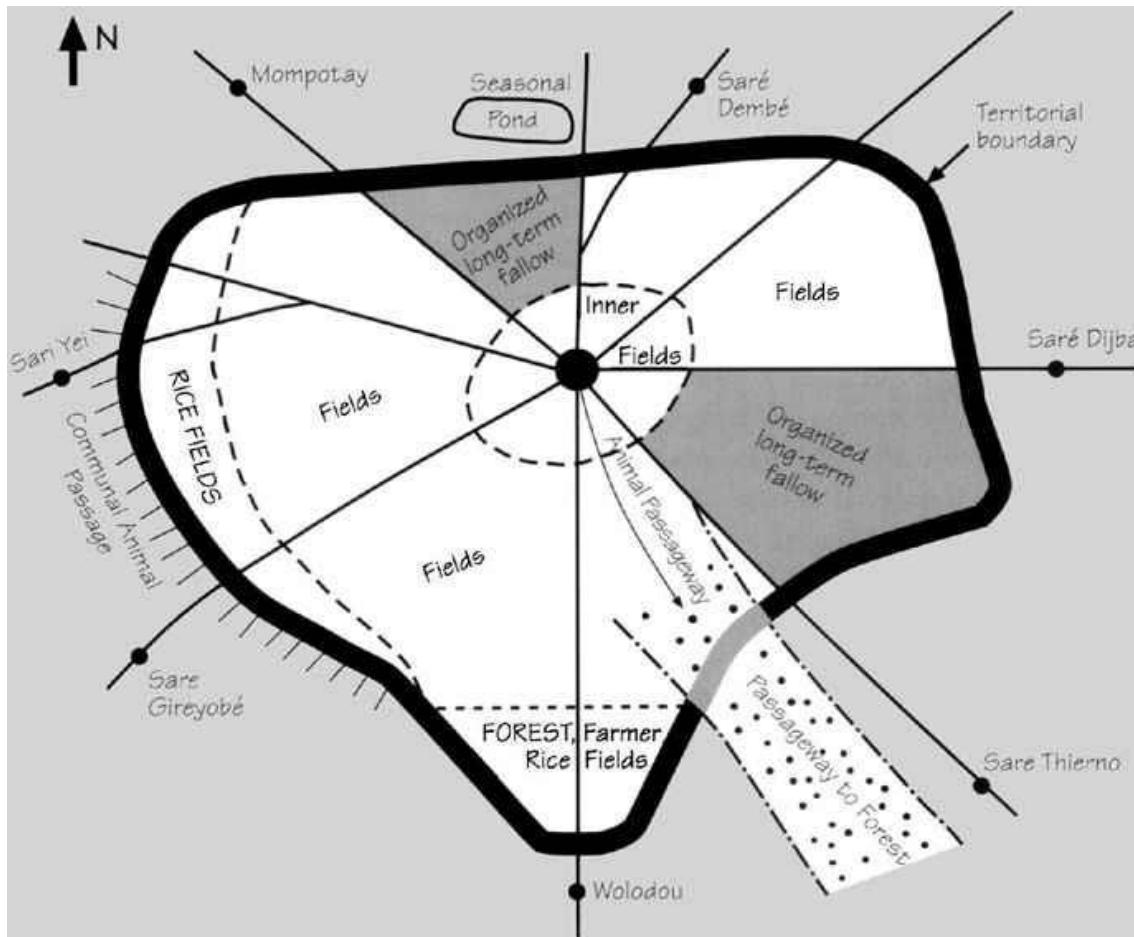
It is hoped that the presentation of these tools will help stimulate the facilitator's ideas about how to gather the kinds of information recommended by this manual and will help people who are already familiar with PRA to get an idea of how the participatory toolkit might be applied to these institutional issues. Readers who do not yet have experience with PRA but who are interested in applying it to an institutional analysis are encouraged to contact an experienced practitioner or consult the literature for more extensive information on the correct use of the methodology.

I. Participatory Mapping

In participatory mapping, community members sketch maps to elicit information and provoke discussion on spatial issues. The maps are not intended to provide accurate cartographic information but rather to generate approximate information that can be used to generate further discussion. Ideally the maps should be drawn on the ground in a large open area so that there is plenty of room to expand the scale of the drawing as

the activity progresses. Various markers (leaves, stones, shells, etc.) can be used to indicate landmarks on the map. Maps are most useful when a group of people participates so that everyone contributes to the activity and information can be cross-checked by several sources. It is sometimes useful to do resource maps with different groups of people (one with men, one with women or others with different occupational groups such as farmers or pastoralists) to see how their perceptions of resource issues differ.

Figure 2: Example of a participatory map



When maps are used to gather information for an institutional analysis it will be especially useful to identify where critical resources and the principal user groups are located, who uses the various resources the sources of pressure on the resources resource sites that are subject to conflict, any physical barriers to resource use (such as fences) etc.

II. Transect Walk

A transect walk is a mobile interview in which the research team walks from the centre of the village to the outer limit of the territory accompanied by several local informants who are especially knowledgeable about natural resource issues. Together the team members and the informants observe what happens in different micro-ecological niches and discuss issues of mutual interest. The walk need not follow a straight line; it may be more interesting to purposefully orient the walk to take in places of particular interest such as a sacred grove or private orchard. And the team members need not all follow the same path; it will probably be more useful to divide the team into smaller

groups so that two to three people can go off in one direction while another group takes a different route. This permits the team to cover more ground and gather more perspectives. It is useful to look for signs that resources are being used (cut branches, children or adults collecting fruits) or that there are controls on resources (e.g. fences, thorn pickets around trees, amulets hung on resources). The key is to take the opportunity to ask questions about resources and how they are used while actually observing the situation in question. Later the information can be organized into a table such as the one on page 123. Transects can be helpful in focusing on such issues as where resources are located, how and by whom they are used, how much pressure exists on various resources, what the rules of access are and whether there are conflicts.

Table 4: Example of information gathered in a transect walk

TRANSECT					
ZONE	FOREST	FAR FIELDS	NEAR FIELDS	INHABITED VILLAGE	RIVER/BANKS
OCCUPATION OF SPACE	Trees, charcoal kilns, sacred grove in part of forest, animal passageway to ponds	Men's fields, pasture during dry season	Women's fields, granaries, mil let pounding areas Fields are well manured and fenced	Houses, stables, wells, infrastructure (school shop, and health facility)	Fishing, washing, laundry
TREES	Dense trees, more than 50 species	Sparse trees, dominated by 5 species, some trees fenced	Many trees, mostly fruit trees	Many trees, mostly fruit and shade trees	Mangroves
TENURE OBSERVATIONS	Strict rules concerning sacred forest, rest of forest is open access for harvesting tree products No trees may be cut without permission of forestry agent (charcoal makers are supposed to have permit)	Fields are privately held during rainy season and access to all resources is controlled Becomes open access to village residents during dry sea son, others must ask permission All fenced trees require owner's	Rules of access and use are very strict in near fields Women have permanent rights to these fields that are transmitted from mother to daughter Access to all trees is forbidden without permission of holder	Village has recently been 'squared off' by the authorities and many conflicts have resulted since people lost trees that they had planted before the new parcels were allocated	Fishing rights are carefully controlled; catch limits are imposed by committee of fishermen. Other uses of river and banks are open access to residents and non-residents. Degeneration of mangrove swamp due to excessive cutting for fires for fish drying.

		permission to harvest			
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III. Historical Profile

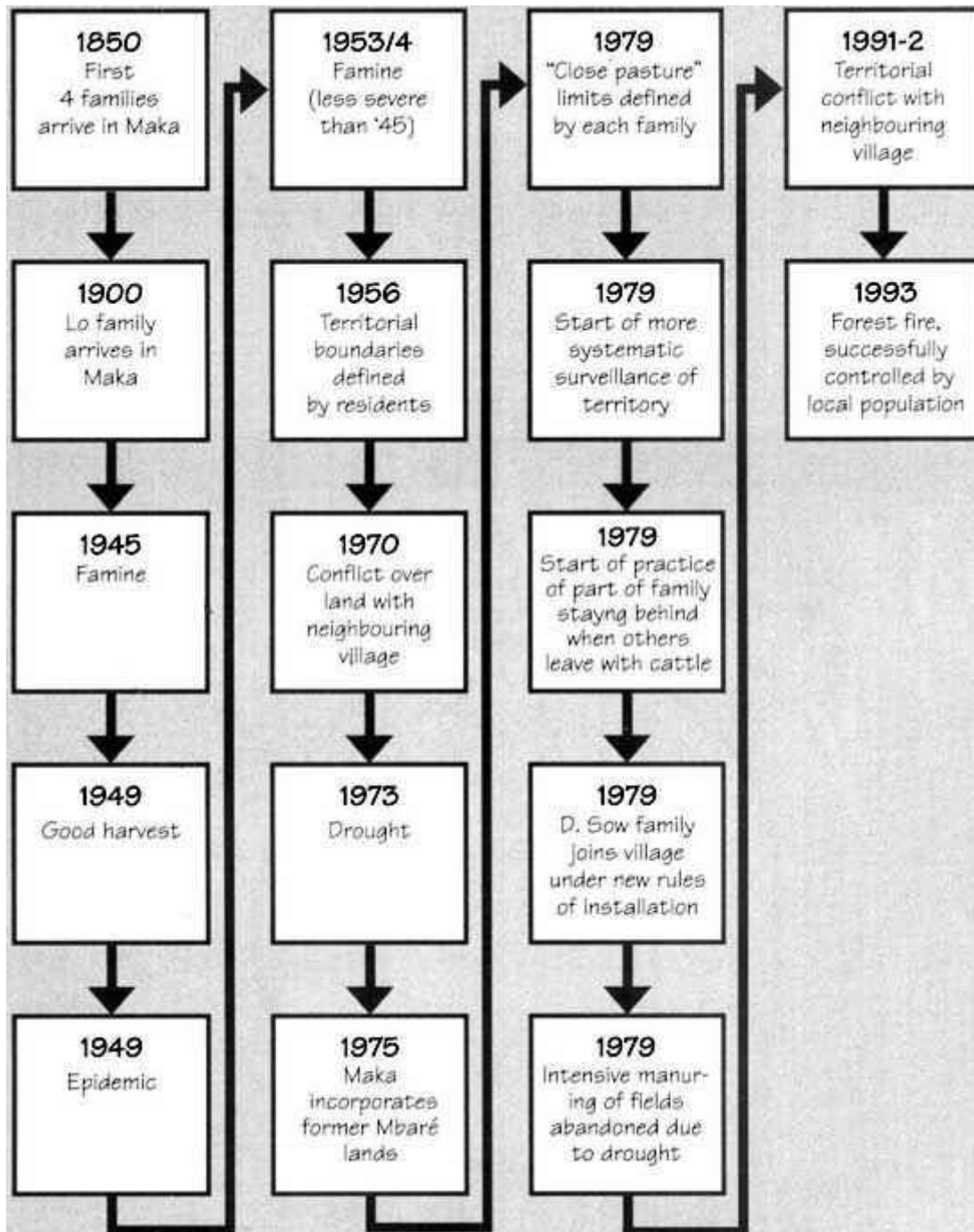
A historical profile is an interview with several of the people in the village who are most knowledgeable about its history. Because historical information can often be confusing to the outsider, and even at times to local people who are less versed in the details than the elderly village historians, it helps to organize the information on cards or bits of paper as it is presented. As each event is mentioned it can be noted on the card with at least an approximate date or time period (e.g. late nineteenth century, 1940s). The card is then put down on the ground. When another event is cited the interviewer asks (if it is not obvious) whether it was before or after the previous event and attempts to get an approximate date or time period. In this way each event is represented by a card that is put in its approximate chronological order.

The historical profile is most useful when it focuses on issues about resource governance such as the settlement history of the community (who came when), periods of abundance and scarcity, landmark events such as the building of roads and bridges and notable conflicts in village history (especially those related to resource use).

IV. Venn Diagram

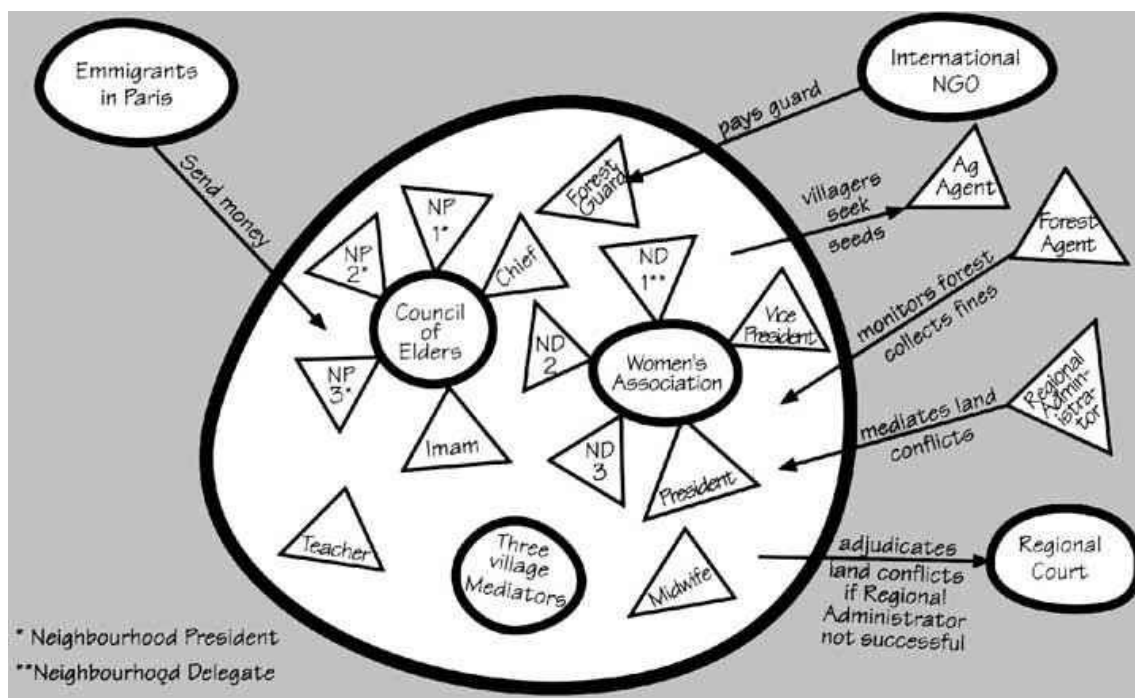
The Venn diagram, also known as a Chapati diagram, is a map of a community's social structure. A Venn diagram can be done on a large sheet of paper or a chalkboard. It is helpful to have pieces of paper (of different colours, if possible) that are cut into different shapes to represent the various organizations and individuals in a community. These are then taped to the diagram. If coloured paper is not available the groups and individuals can be drawn on the paper with a marker. The activity can also be done on the ground using stones of different sizes to represent various groups.

Figure 3: Example of a historical profile



To begin, a large circle is drawn on the paper to represent the village where the institutional analysis is taking place. Everything inside the circle will be a committee or person in the village; all markers placed outside represent external organizations or individuals who have an impact on resource governance or the villagers' use of resources. Begin by asking the group to think about all the organizations, committees, groups, societies, etc., in the village. List each one on a piece of paper (a circle, perhaps) and affix it to the large paper inside the circle representing the village. Continue with individual villagers who play a particular role in the community, especially those who have any particular function in resource governance or conflict resolution. These individuals can be represented by triangles.

Figure 4: Example of a Venn diagram



When all the village organizations and individuals have been put on the diagram, continue by asking about organizations and individuals outside the village who have some impact on resource governance or use. This might include government officials, development workers, commercial firms, etc. Place a shape for each individual (triangle) or group (circle) on the diagram, outside the circle that represents the village.

Once the diagram is complete, take the opportunity to explore institutional issues in greater depth by finding out who makes what decisions, how decisions are made, how leaders gain their authority, how conflicts are resolved, etc.

V. Wealth Ranking

Wealth ranking is a tool that helps to better understand socio-economic differences within a community. It can be used to explore differences in how various populations use resources and their role in governance. The key to wealth ranking is that it does not ask about any individual's wealth, but rather assigns families (anonymously) to different groups in the village that are then ranked according to their relative wealth. It is then possible to ask about how these groups use resources, participate in governance, etc.

There are several different ways to do wealth ranking. The simplest may be a 'bean ranking'. The facilitator begins by discussing the concept of 'wealth' with the group that will be doing the wealth ranking. The idea is to get an understanding of how people define the term locally. Then the facilitator takes a pile of beans or pebbles and explains that the pile represents the population of the village, asking the group to divide the pile into subgroups whereby each pile of stones represents a group of families having approximately the same level of wealth. It is up to the informant to decide how many piles are appropriate for this particular village: three piles for richer/average/poorer? Four piles for richer/average/poorer/very poor? The size of the pile should indicate, proportionally, how many families are found in that group. If there

are many families there will be many beans in the subgroup; if there are few families there will be just a few beans in the pile.

Once the piles have been divided, the facilitator asks the group to discuss each pile in turn. What does the 'wealthiest' group have that the others do not have? What about the second group? The third? And so on. Once the piles and their characteristics are clear, the facilitator may take the opportunity to conduct an interview about institutional issues that are related to socio-economic differences. Do the decision-makers in the village all come from a certain wealth strata? Do all groups have an equal weight in decision-making? Do they all have the same access to resources? Do they use the resources in the same way? And so on.

While the wealth ranking should avoid discussing personal wealth or individual families in the community, it is useful to follow up a wealth ranking with interviews and discussions with people in different wealth classes to understand the different issues they face. Having done the wealth ranking and thought about issues of wealth and resource use the community may decide that it wants to explore these issues further. In this case it will have to decide on a culturally appropriate mechanism for selecting families to be interviewed further. Alternatively it may choose to use the matrix suggested below to explore these issues more systematically.

VI. Matrices

A matrix is a double entry grid that can be used to analyze two sets of variables. There are many ways that matrices can be used to explore institutional issues. Three examples will be given below in order to give an idea of a matrix's flexibility. Each study team will want to devise its own matrices to explore the issues that are most important in a particular site.

1. Resource Use Matrix

A resource use matrix relying again on beans to indicate rankings can be used to identify the principal users/stakeholders of various resources and to explore how these groups use the resources and their importance. The various resource exploiters in the community are placed along the vertical axis. Different factors that might affect resource use are grouped along the horizontal axis (e.g. gender wealth insider/outsider). The activity begins by comparing the resource use patterns of the users in the first column (men vs. women). Starting with the first resource (cropland in this example), compare whether men or women use the resource more. The groups will put from 1 to 10 beans in each box to indicate the relative importance of the resource to each group. Continue with the next resource until the entire gender column has been completed. Then continue with the wealth column, comparing the use of resources by richer average and poorer people and so on.

It is important to follow up the matrix with an interview that goes into greater depth about why use patterns differ how access rules affect different populations what conflicts arise among various groups, etc. One must also be careful in defining the term 'use' so that all agree on a common meaning: is it the person who actually harvests the resource, or is it the end user?

2. Conflict Matrix

A conflict matrix permits the exploration of issues related to conflicts and how they are dealt with in a community. One way to set up a conflict matrix is to put the resources

that might cause conflicts on the vertical axis. On the horizontal axis place the different groups that might be involved in conflicts. Decide at this point whether the matrix will show the frequency of conflicts or whether the number of beans will reflect the severity of the conflicts. Be sure that everybody understands what is being ranked before the counters are placed in each square. In this matrix it makes more sense to complete the analysis horizontally; that is, ask first about all the conflicts concerning trees in the village. Are there many or few conflicts concerning trees within the family? What about among villagers? With neighbouring villages? and so on. As the beans are placed in each square ask what the nature of the conflicts are. When the first row is completed, move to the second row and ask the same question about pasture land. When the entire matrix has been completed seize the occasion to ask more questions about conflicts and institutional issues. How are various types of conflicts resolved? What are the procedures? When do the various conflicts take place and what causes them? and so on.

Table 5: Example of a resource use matrix

RESOURCE USE MATRIX								
	GENDER		WEALTH			PROVENANCE OF USER		
	Men	Women	Richer	Average	Poorer	Villager	Neighbouring village	Stranger
Cropland	12	2	10	8	5	10		
Kitchen Garden Land	3	10	10	10	10	10		
Tree Wood	6	6	5	6	10	6	4	5
Tree Leaves	3	13	6	3	10	5	3	
Medicinal Plants	6	8	2	3	8	5	3	12
Grasses	10	4	9	5	2	6	4	

Table 6: Example of a conflict matrix.

	CONFLICT MATRIX				
	Within the household	Within the village	With neighbouring villages	With strangers	With the state
Trees					
Pastures					
Cropland					
Water					

3. Historical Matrix

In a historical matrix, the horizontal axis is time, usually covering the period from when the oldest residents of the village were young (about 50-60 years ago) until the present. It is best to choose three or four time periods that will be illustrative of how things have changed in the community. Each time period should be represented by a landmark date that people can use to focus their memories on the period.

The vertical axis should include variables that are relevant to the institutional analysis. It may include such variables as how much land is in production, how dense the trees were in the community forest and how many species of trees were found in the territory. It may also attempt to examine issues such as the number of conflicts over resources. The idea is to look at major trends and then, in the interview that follows, to try to understand the causes and consequences of changes that have occurred over time.

People seem to find it easiest to complete the historical matrices vertically, that is, beginning with the earliest time period. One can ask the group to 'take a picture' of what things were like in the village at that time and then to place beans in the column to indicate whether the population was relatively large (more beans) or small (fewer beans). Then go on to the land under cultivation: were large areas of land cultivated (more beans) or was only a small part of the territory under cultivation (fewer beans)? When the first column is completed advance to the second column, working through each variable by comparing it to the number of beans put down in the first column. "At the time of independence was the population more or less than it was 60 years ago?" Ask the group to place beans to show whether the population grew or diminished and then continue working down the column in the same fashion.

Table 7: Example of a historical matrix

	HISTORICAL MATRIX			
	When the elders were children (circa 1935)	Year of independence (1960)	Year the school was built (1975)	Present
Population of the village				
Amount of territory under cultivation				
Size of trees in community forest				
Density of trees in community forest				
Biological diversity of trees in community forest				
Frequency of conflicts over national resources				
Intensity of state intervention on community resource issues				

6. PRA Tool Box

[6.1. Brief Introduction to PRA.](#)

[6.2. Modified PRA Tools](#)

[6.3. Documentation Sheets for the Modified PRA tools](#)

ANNEX B:

of the Joint Back to Office Report Technical Backstopping to the Preparatory Phase of GCP/ETH/056/BEL

Officers: Sally Sontheimer, Gender and Natural Resource Management Officer, SDWW
Karel Callens, Food and Nutrition Division, ESN
Bernd Seiffert, Participatory Approaches and Methods Officer, SDAR

Country: Ethiopia

Travel Dates Karel Callens and Bernd Seiffert: 7-22 October 1999
Sally Sontheimer: 9-20 October 1999

6.1. Brief Introduction to PRA.

During the Training a modified version of the PRA Manual developed by the National Team Leader Mr. A. Mekonnen was used and distributed to the trainees. The below section serves here as a very brief introduction to PRA/RRA.

Rapid Rural Appraisal (RRA) and PRA (Participatory Rural/Relaxed Appraisal)

RRA is an extractive research methodology consisting of systematic, semi-structured activities conducted on-site by a multi-disciplinary team with the aim of quickly and efficiently acquiring new information about rural life and rural resources.

(Compare Schoenhut/Kievelitz 1994)

PRA is a growing combination of approaches and methods that enable rural people to share, enhance and analyse their knowledge of life and conditions, to plan and act and to monitor and evaluate. The role of the outsider is that of a catalyst, a facilitator of processes within a community which is prepared to alter their situation.

(Compare Chambers 1995 and 1997)

Rapid Rural Appraisal

RRA is a social science approach that emerged in the late 1970s. The basic idea of RRA is to rather quickly collect, analyse and evaluate information on rural conditions and local knowledge. This information is generated in close co-operation with the local population in rural areas. Therefore, the research methods had to be adjusted to local conditions, i.e. they had to meet the communication needs of illiterate people or people who are not used to communicating in scientific terms.

Tools like mapping, diagramming and ranking were developed or improved in order to gather information for decision-makers in development agencies. One of the key principles of RRA is the visualisation of questions and results by using locally comprehensible symbols. A main reason for developing RRA was to find shortcuts in the search for relevant information on rural development issues in order to avoid costly and time consuming research procedures.

In most of the cases RRA is carried out by a small team of researchers or trained professional in one to three days in a kind of workshop. The role of the local population in RRA is to provide relevant local knowledge for research purposes and development planning. The RRA team manages the process and maintains the power to decide on how to utilise this information.

Participatory Rural/Relaxed Appraisal

During the 1980s, PRA was firstly developed in India and Kenya, mainly supported by NGOs operating at grass-roots level. Until today PRA evolved so fast in terms of the methodology, the creation of new tools and specifically in the different ways it is applied.

Compared to RRA which mainly aims at extracting information, PRA places emphasis on empowering local people to assume an active role in analysing their own living conditions, problems and potentials in order to seek for a change of their situation. This changes are supposed to be achieved by collective action and the local communities are invited to assume responsibilities for implementing respective activities. The members of the PRA team act as facilitators. Here it is no longer the external experts but rather the local people themselves who “own” the results of a PRA Workshop. Consequently an important principle of PRA is to share the results of the analysis between the PRA team and the community members by visualisation, public presentations and discussions during meetings.

Most PRA workshops last from 3 to 5 days and the planning of the workshop and the facilitation of tools is done in a multidisciplinary team of insiders and outsiders which is gender balanced.

Some Principles that are shared by PRA and RRA:

- **Offsetting biases** through different: perspectives, methods and tools, sources of information, people from different background and places, background of team members (spatial, person, gender, age groups, interest groups, key informants, wealth groups, seasonal, professionals, disciplines)
- **Rapid and Progressive Learning:** (flexible, interactive)
- **Be Gender sensitive** at all times
- **Reversal of roles** (Learning from, with and by local people, eliciting and using their symbols, criteria, categories and indicators; and finding, understanding and appreciating local people's knowledge)
- **Focussed Learning:** (not finding out more that is needed and not measuring when comparing is enough. We are often trained to make absolute measurements and to give exact numbers, but often relative proportions, trends, scores or ranking are all that is needed for decision making and planning of activities)
- **Seeking for diversity and differences:** People often have different perceptions of the same situation!
- **Attitude:** In order to make the PRA or RRA workshops an success it is most important build a positive relationship with local women and men. Outsiders must have

an attitude of respect, humility and patience, and a willingness to learn from the local people.

Role Descriptions of PRA Team Members:

Role description of

PRA-Facilitator

The PRA facilitator is the man or women who facilitates a focus group, the drawing of a map or any other PRA tool.

Activities:

- Introduces the PRA tool to the group
- Facilitates the event
- Moderates the process
- Acts as a catalyst between the individuals of the group
- Finds ways of integrating dominant and quiet people and makes sure that all group members are able to express their opinions
- Makes sure that the group keeps to the topic but is also flexible in handling additional important information
- Repeats in own words what people say in order to confirm that there is a good understanding of the discussion
- Takes care of time management
- Supports the note-taker in gathering all relevant information and assists him in filling the documentation sheet after the group work has finished
- Is responsible to the team leader

Attitudes:

- Has flexibility, patience and a sense of humour
- avoids to use complicated terms and words
- He/she talks the local language
- Encourages people and motivates them
- “Hands over the stick” to the community group as much as possible
- Keeps a low profile during the event
- Listens carefully to any group member and does not teach,
- involves quiet and marginalised people

Role description of

Note-taker

When drawing a map, developing a seasonal calendar or applying any other PRA tool, one person from the PRA team is the note-taker who writes down all important information and relevant observations.

Activities:

- Brings along material for copying what is drawn on the ground during an event: - white A4 paper to attach a copy to the documentation sheet
- Brings along the necessary material
- Observes the event from the background
- Writes down all important information. It would be helpful to have a checklist showing relevant topics!
- Notes who is talking. Is there an equal participation of all or do some people dominate the process? Do women talk?
- Assists the facilitator in an indirect way by giving signs, e.g. shoulder tapping .
- Supports the facilitator directly by asking questions, if the situation requires it.
- Takes care that participants copies any visualised subject (map, diagram etc.) on a sheet of paper immediately after the event.
- Observes and facilitates the copying, ensures that the copy resembles the original, has a legend, a date, place and names of drawers
- Sits together with the facilitator and discusses the notes while filling the documentation sheet after the end of the event.

Attitudes:

- good observer
- The role of the note-taker during the event is more of a passive one. Nevertheless he/she has the main responsibility for transforming the notes into useful results and for visualising them to the whole team
- familiar with the language used
- is able to visualise and present results to the PRA team briefly and precisely

Role description of:

PRA Team-leader

Every PRA team has one person who serves as the team leader during the PRA field workshop.

Activities:

- Is responsible for the PRA team.
- Is responsible for all organisational and logistical matters concerning the PRA workshop in the Kuset.
- Moderates the PRA workshop and evaluation meetings during the evening
- Introduces the PRA-team to the community (or organises it)
- Takes care that the events can start in time
- Assists the sub-teams if they have any problems
- Co-ordinates the village workshop events and facilitates the group presentation
- Facilitates the summarising and documentation process of the smaller teams, that have used a PRA tool
- Stays in close contact with link persons and the opinion leaders during the whole workshop (e.g. in order to know who participates in the different events)

Attitudes:

- well organised
- kind and patient at all the time, keeps a cool head if things go wrong
- Sense of humour
- keeps low profile
- listens, observes, consults

6.2. Modified PRA Tools

[6.2.1. Resource Map](#)

[6.2.2. Social Map](#)

[6.2.3. Wealth Ranking Objectives:](#)

[6.2.4. Local Perceptions of Malnutrition Mapping Objectives:](#)

[6.2.5. Venn Diagram on Institutions](#)

[6.2.6. Resource Cards](#)

[6.2.7. Seasonal Calendar](#)

[6.2.8. Income and Expenditure Matrix](#)

[6.2.9. Daily Activity Clocks](#)

[6.2.10. Focus group discussion: Constraints and Opportunities to achieving Nutrition and Household Food Security](#)

[6.2.11. Semi Structured Interview: Household Case Study](#)

[6.2.12. Community Workshop](#)

[6.2.13. Daily Evaluation and Planning Meeting](#)

6.2.1. Resource Map

PRA Tool: Resource Map

Description: The Village Resource Map is a tool that helps us to learn about a community and its resource base. The primary concern is not to develop an accurate map but to get useful information about local perceptions of resources. The participants should develop the content of the map according to what is important to them.

Objectives: To learn the villagers' perception of what natural resources are found in the community and how they are used.

With whom: Female and male focus groups

Time 2 hours

needed:

Key Questions:

1. What resources are abundant?
2. What resources are scarce?
3. Does everyone have equal access to land?
4. Do women have access to land?
5. Do the poor have access to land?
6. Who makes decision on land allocation?
7. Where do people go to collect water?
8. Who collects water?
9. Where do people go to collect firewood?
10. Who collects firewood?
11. Where do people go graze livestock?
12. What kind of development activities do you carry out as a whole community? Where?
13. Which resource do you have the most problem with?

How to facilitate:

The Village Resource Map is a good tool to begin with. It is easy and fun for the villagers to do. It helps initiate discussion among the community and with the PRA team. All team members should observe the mapping exercise because it provides an overall orientation to the features of the community and its resources.

In our PRA, we would like to do this map with separate groups of men and women in the village. This is because women and men may use different resources. The women will map the resources they think are important (like water sources, firewood sources, etc). The men will map the resources they think are important (like grazing land, infrastructure, etc). Maps may include: infrastructure (roads, houses, buildings, bridges, etc); water sites and sources; agricultural lands (crop varieties and locations); soils, slopes, elevations; forest lands; grazing areas; shops, markets; health clinics, schools, churches; special places (sacred sites, cemeteries, bus stops, shrines, etc)

1. Find a large open place to work.
2. Start by placing a rock or leaf to represent a central and important landmark.
3. Ask the participants to draw the boundaries of the kushet.
4. Ask the participants to draw other things on the map that are important. Don't interrupt the participants unless they stop drawing.

5. Once they stop, you can ask whether there is anything else of importance that should be added.

6. When the map is completed, facilitators should ask the participants to describe it. Ask questions about anything that is unclear.

Use the key questions to guide a discussion about resources in the village. One or more facilitators should ask the questions, another should take notes on what is said.

Be sure to draw a picture of the map on a piece of paper. Be sure that the final map includes direction indicators (North, South, East, West).

Materials: Sticks, pebbles, leaves, sawdust, flour, dung or any other local material.

6.2.2. Social Map

Description:

A social map of the kushet is a map that is drawn by the residents and which shows the social structures and institutions found in an area. It also helps us to learn about social and economic differences between the households.

Objectives:

- To learn about the social structures in the Kushet and the differences among the households by ethnicity, religion and wealth.
- To learn about who is living where.
- To learn about the social institutions and the different views local people might have regarding those institutions.

Key Questions:

1. What are the approximate boundaries of the kushet with regard to social interaction and social services?
2. How many households are found in the Kushet and where are they located?
3. Is the number of households growing or shrinking?
4. What are the social structures and institutions found in the Kushet?
5. What religious groups are found in the kushet? Where in the Kushet are the different religious groups living?
6. What ethnic groups are found in the kushet? Where in the Kushet are the different ethnic groups living?
7. Which are the female Headed Households and where are they are located?

How to facilitate:

1. Ask the participants to draw a map of the Kuset, showing all households. For orientation it will be helpful to draw roads and significant spots of the Kuset into the map.
2. Discuss whether the total number of households has increased or shrunk during recent years. If there were any changes ask why the number has changed and whether this has caused any problem for certain families or for the community at large.
3. Ask the group to also show institutions, buildings and places that offer some kind of social service or which are popular spots to meet and discuss. Example: schools, churches, health service, traditional healers, community administration, community leaders, local shop, kindergarten, places where people frequently meet, water point etc.)
4. Encourage the group to discuss and show on the map which different ethnic groups are living in their Kuset. Using a common symbol, mark those households in which the minority ethnic groups live.
5. Encourage the group to discuss and show on the map which different religious groups are living in their Kuset. Using a common symbol, mark those households in which the minority religious groups live.
6. Ask the group to indicate with a symbol on the map all households that are female-headed. Make sure that everybody has the same understanding of what the characteristics of a female headed household are!
7. If time and the situation allows you should integrate the **wealth ranking** tool at this point which is described on a separate tool sheet!
8. Make sure that your copy of the map has a key explaining the different items and symbols used on the map.

Material needed: Documentation Sheet, this tool sheet, white paper for copying the map

- 1) If drawing on the ground: soft ground, sticks and local material for symbols, or
2) if drawing on a paper: BIG sheet of paper, pencils, markers

Time: 1,5-2 hours

Hints:

- If people find it difficult to understand this tool, it will be helpful to draw a simple example for them.
- During the whole process, take care that once somebody has given a statement, you ask the others whether they agree, disagree or want to add something.
- The notetaker must ensure that all important points of the discussion and also other information is documented.

- The purpose of the social map must be very clear to all participants, make sure that the participants do not have wrong expectations. For example they might think that the poor households will get food donations, which is completely wrong.
- Unlike resource mapping, social maps need good and well prepared facilitation. Be aware that some of the issues that might be discussed could be sensitive issues for the group.
- Make sure that the objective of having all households shown on the map will be achieved.

6.2.3. Wealth Ranking Objectives:

1. To investigate perceptions of wealth differences and inequalities in a community
2. To identify and understand local indicators and criteria of wealth and well-being
3. To map the relative position of households in a community

Methods:

1. Ranking
2. Mapping

Selecting Key Informants:

Carry out the exercise with a few key informants who know the community well.

Facilitator:

Two PRA-team members

Key Questions:

1. What are local perceptions of wealth, well-being and inequality?
2. What socio-economic groupings are there in the community and who belongs in what group?

Steps:

1. A numbered list is made of all the households in the community (see social map) and the name each household head and the household number is written on a separate card.
2. A number of key informants who know the village and its inhabitants very well are asked to sort the cards in as many piles as there are wealth categories in the community, using their own criteria.
3. After sorting, ask the informants for the wealth criteria for each pile and differences between the piles. Assure the informants of confidentiality and do not discuss the ranks of individual families, so as not to cause bad feelings within the community.
4. List local criteria and indicators derived from the ranking discussion.

6.2.4. Local Perceptions of Malnutrition Mapping Objectives:

4. To identify various forms of malnutrition prevalent in the community.
5. To understand the local perceptions of malnutrition.
6. To map nutritionally vulnerable households

Methods:

3. Key informant interview
4. Mapping
5. Ranking
6. Matrix

Selecting Key Informants:

Carry out the interview with one or more key informants. Below, possible key informants are listed and ranked (1 to 4) according to priority.

1. Community Health Worker (1)
2. Traditional Birth Attendant (3)
3. Home Agent (2)
4. Traditional Healer (3)
5. Teacher (4)

Facilitator:

One PRA-team member

Key Questions:

3. What are the commonly seen health problems in this community? List by children, adults and women.
4. For each group (children, adults and women) can you rank these health problems according to their importance? Give ten marks to the most important problem and one mark to the last important problem. Give a mark between 1 and 10 to the remaining problems.
5. Can you explain why you have given more importance to one problem than to another? (*i.e. higher incidence, more severe, etc.*)
6. Can you identify those problems that are important for nutrition (*i.e. marasmus, kwashiorkor, night blindness, diarrhea, anemia, etc.*)?
7. For each of the nutrition-related problems, what do local people see as the causes? (*Draw a matrix with the problems, causes, treatment*)
8. What do local people in general do to treat these problems?
9. Can you identify on the village map those households that have frequently such nutrition-related problems?
10. For each of the households that you have marked, can you explain what the nutrition-related problems are?
11. For each of the households that you have marked, what are in your opinion the reasons why these households are having the nutrition-related problems that you mentioned?

6.2.5. Venn Diagram on Institutions

Description:

The Venn Diagram on Institutions shows institutions, organisations, groups and important individuals found in the village (Kushet), as well as the villagers view of their importance in the community. Additionally the Diagram explains who participates in these groups in terms of gender and wealth. The Institutional Relationship Diagram also indicates how close the contact and cooperation between those organisations and groups is.

Objectives:

- To identify external and internal organisations/groups/important persons active in the community
- To identify who participates in local organisations/institutions by gender and wealth
- To find out how the different organisations and groups relate to each other in terms of contact, co-operation, flow of information and provision of services

Key Questions:

- Which organisations/institutions/groups are working in or with the community?
- Which institutions/groups do the villagers regard as most important, and why?
- Which groups are addressing household food security and nutrition issues?
- Which organisations work together?
- Are there groups which are meant for women or men only?
- Are some particular groups or kind of people excluded from being members of or receiving services from certain institutions?

How to facilitate the process?

1) If time allows it will be good to form separate focus groups for women and men. Make sure that also the poorest and most disadvantaged join the group.

2) Make sure that you have all material that is needed. You can a) either draw and write with a stick on a soft ground or b) you might use a BIG sheet of paper, pencil and markers. If you decide to use paper, people should first use a pencil to be able to still change the size of the circles that the participants will draw.

3) Explain to the participants the three objectives (see above) of the Venn Diagram on institutions.

4) Ask the participants which organisations/institutions/groups are found in the village (Kushet) and which other ones from elsewhere are working with them. Make sure that they also think of the small not formal groups like e.g. neighbourhood committees. These questions will be useful to ask:

What kind of ways of assisting each other do exist among people? Which local groups are organised along environmental issues (water, grazing, arable land), economic issues (saving, credit, agriculture, livestock), social issues (health, literacy, religion, tradition, education, sport). Are their political groups? Who makes important decisions in the Kushet?

5) Ask one of the villagers to write down all the institutions that are mentioned and to give each organisation a symbol which everybody can understand.

6) Ask the participants to draw a big circle in the centre of the paper or on the ground that represents themselves.

7) Ask them to discuss for each organisation how important it is for them. The most important ones are then drawn as a big circle and the less important ones as smaller circles. Ask the participants to compare the sizes of the circles and to adjust them so that the sizes of the circles represent the importance of the institution, organisation or group.

8) Every organisation/group should be marked with the name or symbol.

9) Ask them to discuss in which way they benefit from the different organisations.

10) The facilitator and notetaker have to listen very carefully and the notetaker writes down, why the different organisations are considered important or less important!

11) Ask them to show the degree of contact/co-operation between themselves and those institutions by distance between the circles. Institutions which they do not have much contact with should be far away from their own big circle. Institutions that are in close contact with the participants and which whom they co-operate most, should be inside their own circle. The contact between all other institutions should also be shown by the distance between the circles on the map:

largely distanced circles: no or little contact or co-operation

circles close to each other: only loose contacts exist

touching circles: some co-operation

overlapping circles: close co-operation

12) Ask them which institutions are only accepting women or men as members. Are there any institutions or groups that do provide services either only for men or only for women? Show the answers by marking the circles with a common symbol for men or women.

13) Ask them to discuss in which organisations poor people do not participate and why. Ask if there are any services of certain organisations from which the poorer people are usually excluded. Mark these institutions on the map by using a symbol for poor. You might also ask if there are other groups of people that usually are excluded from some of these institutions or services.

14) Ask the participants which institutions/groups are addressing household food security and nutrition issues. Ask them to discuss in which way they address these issues? Mark the mentioned institutions with a common symbol.

15) Only if time and the motivation of the participants allows, ask the group to discuss and document the strength and weaknesses of those institutions which were reported as most important.

Material needed: The notetaker will need the Documentation Sheet for the Venn Diagram, this tool sheet, white paper for copying the map

1) If drawing on the ground: soft ground, sticks and local material for symbols, or
2) if drawing on a paper: BIG sheet of paper, pencils, markers

Time: 1,5 - 2 hours

Hints: If people find it difficult to understand this tool, it will be helpful to draw a simple example for them.

6.2.6. Resource Cards

Description: Resource Picture Cards are useful for facilitating a discussion about who uses and controls resources in a fun and non-threatening way. They show very clearly the resource base of both men and women. This can lead to discussions about differences between men's and women's priorities and their need for resources.

Objective: To learn about differences between men and women in use and control over resources.

With whom: Mixed group of men and women, preferably from the same groups that prepared the resource map.

Time needed: 1.5 hours

Key Questions:

1. What are the resources that women use?
2. What are the resources that men use?
3. What resource do both use?
4. Who controls the use of these resources?
5. Who makes decisions about how resources are used?

How to facilitate:

You can use either pre-prepared cards with pictures or use local material to create symbols for this exercise.

1. Explain to the group that you want to learn about resource use and control.
2. Place three large drawings, one of a man, one of a woman, and one of both, on the ground in a row with adequate space in between them.
3. Ask the participants to think about the resources they named while doing the resource map and any others they have, use and/or think are important.
4. If you want to use local materials, then ask the participants to develop symbols for these resources (leaves or twigs could represent forest and firewood, cow dung or horns can represent cattle, etc). Or you can use the pre-made Resource Cards.
5. If using the Resource Cards, ask them to draw pictures on cards to represent resources not on the cards.
6. Ask the participants to place the symbols or pictures under the symbol of the man, woman or both, depending on who uses the resource.
7. Ask the participants to explain why they made the choices they did.
8. Make another row of the three large drawings, the man, the woman, and both, on the ground underneath the other picture.

9. Repeat the exercise, but this time focus on who has **control, ownership or decision-making power** over each resource.

10. Ask the participants to compare the way they have arranged the symbols or picture cards in both of the drawings.

Hints:

1. There will be a lot of discussion about where to place the symbols, under the drawing of the man, the woman or both. Explain that only the resources used/controlled half by men and half by women should be placed under the “both” column. They should place the symbols or pictures under either the woman or man to indicate who uses/controls them most.

2. Be sure to have blank cards ready to draw in resources that you have not made pictures for.

Materials: Two sets of Resource Picture Cards, including the figures. Or sticks, pebbles, leaves, sawdust, flour, dung or any other local material.

6.2.7. Seasonal Calendar

Type of group: mixed group for women and men

Description:

A seasonal calendar is a participatory tool to explore seasonal changes (e.g. gender-specific workload, diseases, income, expenditure etc.)

Objectives:

· To learn about changes in livelihoods over the year and to show the seasonality of agricultural and non agricultural workload, food availability, human diseases, gender-specific income and expenditure, water, forage, credit and holidays.

Key Questions:

1. What are the busiest months of the year?
2. At what time of the year is food scarce?
3. How does income vary over the year for men and women?
4. How does expenditure vary over the year for men and women?
5. How does rainfall vary over the year?
6. How does water availability for human consumption vary over the year?
7. How does livestock forage availability vary over the year?
8. How does credit availability vary over the year?
9. When are holidays and how many days in which month?
10. When are most agricultural work carried out by women?
11. When are most agricultural work carried out by men?
12. When is most non-agricultural work carried out by women?
13. When is most non-agricultural work carried out by men?
14. Which could be the most appropriate season for additional activities for men and women? What time constraints do exist and for what reason?

How to facilitate:

1. Find a large open space for the group. The calendar can be drawn on the ground or on very big sheets of paper.

2. Ask the participants to draw a matrix, indicating each month along one axis by a symbol.

3. It is usually easiest to start the calendar by asking about rainfall patterns. Choose a symbol for rain and put/draw it next to the column which participants will now use to illustrate the rainfall. Ask the group to put stones under each month of the calendar to represent relative amounts of rainfall (more stones meaning more rainfall).

4. Move to the next topic and ask people during which month the food is usually scarce. Discuss the reasons why it is scarce and make sure that the different kinds of food donations that people receive are discussed and that this information is shown in the map.

5. Go on like this, meaning topic by topic. After finishing all the columns your matrix should have covered the following 14 topics:

(1) Rainfall

(2) Food scarcity (*many stones means less food available, indicate during which time people receive food donations (e.g. food for work)*)

(3) Income (cash and kind) for women

(4) Income (cash and kind) for men

(5) Expenditure for men

(6) Expenditure for women?

(7) water availability for human consumption

(8) livestock forage availability

(9) credit availability

(10) number of holiday days

(11) agricultural work load for women

(12) agricultural work load for men

(13) non-agricultural work load for women

(14) non-agricultural work load for men

6. After the calendar is finished ask the group which linkages they see among the different topics of the calendar. Encourage the group to discuss what they see on the calendar.

7. Make sure that your copy of the seasonal calendar - has a key explaining the different items and symbols used on the map.

Material needed: Documentation Sheet, this tool sheet, white paper for copying the seasonal calendar.

1) If drawing on the ground: soft ground, stones, sticks and other available material to produce symbols, or

2) if drawing on a paper: BIG sheet of paper, pencils, markers

Time: 2 hours

Hints:

- Additional issues for the Seasonal Calendar may be added according to the needs and interests of the participants.

6.2.8. [Income and Expenditure Matrix](#)

Description: The Income and Expenditure Matrix is a tool that helps us to identify and quantify the relative importance of different sources of income and expenditures. The tool also helps us to understand how secure or how vulnerable certain groups of people incomes are. In the Expenditures matrix, we can see if all, most or only some of people's total income is spent to meet basic needs - food, water, clothing, shelter, health care, education. We can also ask whether people have any money left over to save or to invest in tools, fertilizer, or other important items that could help them in their work.

Objective: To learn about sources of income (cash and kind) and how income is proportionality spent by gender and wealth.

With whom: Two mixed focus groups (men and women), one looking at gender differences, the other at wealth differences.

Time needed: 2 hours

Key questions:

Income matrix:

1. What are the most important sources of income in the community, both cash and in kind?
2. Who has only a few sources of income?
3. Who has many sources of income?
4. How do poor peoples sources of income compare to rich people's?
5. How do women's sources of income compare to men's?

Expenditure matrix:

6. How are expenditures spread out over the year?

7. Which expenditures are common to almost every one?

8. For each social group, what proportion of income is spent on basic needs like food, clothing, housing, health care and education?

9. Who can save?

10. Who can buy equipment, tools, agricultural inputs, or other things that help improve their work?

11. How do women's expenditures compare to men's?

How to facilitate:

For the group looking at wealth differences:

1. Explain to the group that you want to learn about where their income comes from and how they spend it. Reassure them that you don't want to know how much they make but are only interested in learning about where their money comes from.

1. Ask the group to list their sources of income. Be sure to prompt them to include both cash sources and payments in kind or by barter.

2. Start drawing the matrix on the ground or a large piece of paper.

3. Put the sources of income in the horizontal axis. The group may want to use symbols to represent the various sources.

4. Collect 50 small stones (ask the children for help). Explain that these stones represent the total income for the whole community for the year.

5. Ask the participants to divide the 50 stones between 3 groups - poor, middle and rich.

6. Ask the group to select a representative for each of the 3 wealth groups, and give these representatives the portion of the stones the group decided they should have.

7. Ask the representative to stand along the vertical axis with his/her stones.

8. Ask the representative to take turns placing their stones in the matrix to indicate their sources of income. Carry this out until all the stones are divided.

9. Record the matrix, counting all the stones for each source of income for each socio-economic group.

10. Repeat the same process for expenditures. Create a new matrix, using local symbols if desired, asking the group to list all of their expenditures, including savings.

11. Ask the representatives to collect back their stones and to redistribute them according to how they spend their money.

For the gender group

1. The process is almost the same. Put two columns on the horizontal matrix - men, women. Again let the group list their sources of income.

2. Again collect 50 stones. Divide them equally among the men and the women (25 each). Select a representative and start the distribution.

Hints:

Discussing incomes and expenditures can be highly sensitive. People are reluctant to talk about these issues in public. Be sure to reassure the participants that you do not want to know about amounts, but will only be talking about relative proportions for each group. There will be a sensitive moment when you ask the group to agree on how to divide the stones among the rich, middle and poor groups. Be sure that you limit the total number of stones for the community as a whole. We suggest 50 stones.

Materials: Local material to create symbols and stones.

6.2.9. Daily Activity Clocks

Description: Daily Activity Clocks illustrate all of the different kinds of activities carried out in one day. They are particularly useful for looking at relative work-loads between different groups in the community. Comparisons between clocks show who works the longest hours, who concentrates on a few activities and who does a number of tasks in a day, and who has the most leisure time and sleep.

Objectives: To learn what different people do during one day and how heavy their workloads are.

With whom: Female and male focus groups; you can also do this with focus groups of boys and girls, if there is time.

Time needed: 1 hour

Key Questions:

1. For each person, how is his or her time divided?
2. What is the difference between the women's and the men's clocks?
3. Who has the heaviest workload?
4. Who has time for rest and leisure?
5. How much time per day do women or girls spend collecting water and fuelwood?

How to facilitate:

1. Organize separate focus groups of men and women. Make sure that each group includes people from different socio-economic groups.
2. Explain that you would like to learn about what they do on a typical day.
3. Ask the groups of men and women to prepare their clocks. You can start by asking them what they did yesterday and how they generally pass their day this time of the year. It's easy to start the clocks by asking them what time they usually get up.
4. Build up a picture of all the activities they carried out the day before, and how long they took. Plot each activity on a circle which represents a clock. Activities that are carried out at the same time (such as child care and cooking) can be noted in the same spaces.
5. When the clocks are done, ask questions about the activities shown.
6. Note the present season (for example raining season, dry season).

7. If there is time, ask the participants to produce new clocks to represent a typical day in the other season.

8. Compare the clocks.

9. Use the key questions above to guide a discussion about people's activities and workloads.

Be sure to draw a picture of the clocks on paper. Be sure that the name of the group/person is noted on the clocks and also the season of the year.

Materials: Flip chart paper, coloured markers and a ruler.

Hints: You can start by drawing a picture of how you spent your day yesterday. Draw a big circle on paper and indicate when you wake up, what time you go to bed and all the activities in-between. No need to go into great detail, but be sure to show that all kinds of activities are included such as work, housework, child

6.2.10. Focus group discussion: Constraints and Opportunities to achieving Nutrition and Household Food Security

Objectives:

1. Understand local perceptions of nutrition and household food security.
2. Identify and understand constraints in the household and community to achieving nutrition and household food security.
3. Identify and understand mechanisms in the household and the community to cope with nutrition and household food insecurity.
4. Identify what community, household and individual resources are required to obtain nutrition and household food security.

Methods:

1. Semi-structured group interview
2. Ranking
3. Matrix

Selecting Focus Groups:

Plan separate meetings for men and women so as to be able to capture gender-based differences in perceptions.

Facilitator:

Two PRA-team members

Key Questions:

Nutrition

1. What are the major health problems that members of the community have faced during the past year? Rank these problems in order of importance by giving ten marks

to the most important problem, one mark to the least important problem and a mark between one and ten to the remaining problems, *(also find out who was affected by what illness) (indicate those problems that are nutrition related) (if some of the nutrition-related health problems identified during the nutrition-mapping exercise are not mentioned, ask about those problems)*

2. In your view, what are the reasons for these problems and what is commonly done to resolve the problems? *(Draw a matrix with the problems, the causes, the actions taken by the community and households) (Ask this question for each of the nutrition-related health problems) (Probe deep enough into the reason for problem in order to understand the underlying causes) (probe deep enough into how the family addressed the problem and its causes)*

3. How are decisions being made in the household with regard to health or responding to health problems? Who makes specific decisions? How are household resources allocated in case of ill health and malnutrition?

4. What resources are needed by the community, households and individuals to become more successful at preventing health and nutrition problems from recurring?

Household food security

5. What are the foods commonly eaten in the community during this *(dry)* season? *(When listing the foods do not restrict the list)*

6. Can you rank these foods according to their frequency of consumption? *(Give 10 marks to the most frequently consumed food and 1 mark to the last frequently consumed food. Mark the remaining foods on a scale between 1 and 10)*

7. How does the diet change during the other *(rainy)* season and why? *(Add or subtract foods from the list. Rank the foods again)*

8. What do you consider to be a good quality diet? *(Rank the foods listed before according to importance)*

9. During the last year, what have been the problems in the community, households and individuals to obtain such an adequate diet *(to be food secure)*? *(focus on the three levels: community, household and individual so as to reveal issues of food distribution within the community and within household) (Draw a matrix with the problems, the causes, the actions taken by the community and households)*

10. In your view, what were the reasons for these problems? What did the community and households do to resolve these problems? *(Probe deep enough into the reason for the problem in order to understand the underlying causes) (Probe deep enough into how the community addressed the problem and its causes)*

11. How are decisions being made within the household with regard to achieving food security or responding to problems of attaining food security? Who makes specific decisions? How are resources allocated to achieving food security? How are resources reallocated in case of food insecurity?

12. What measures are taken by the community and households to prevent food security problems from recurring?

13. What resources are needed by the community, households and individuals to become more successful at preventing food security problems from recurring?

6.2.11. Semi Structured Interview: Household Case Study

Objectives:

5. Understand why members of a household (that was mapped as being affected by malnutrition) have nutrition-related health problems and why other households are not affected.

6. Identify constraints and opportunities in the household and community for household members to achieve nutrition security.

Methods:

4. Semi-structured interview

5. Ranking

6. Observation

Selecting Households:

1. Sort and pile the households in the community by those that were mapped as having nutrition-related health problems and those that have no such problems.

2. With each pile, sort and pile households that were ranked as wealthy and those that were ranked as poor. (*You should now have four piles*)

3. Within each pile, sort and pile households that are male headed and those that are female headed. (*You should now have eight piles*)

4. Randomly select one household from each pile. A household case study will be carried out in each household.

5. The facilitators will carry out the interview at the house.

Facilitator:

Two PRA-team members

Key Questions:

14. Who lives in this household? (*father, mother, children, permanent dependants like grandparents, temporary dependants*) (*for the children, find out how old they are*)

15. What are the major health problems that some of your family members have faced during the past year? (*find out who was affected by what illness*) (*indicate those problems that are nutrition related*) (*if some of the nutrition-related health problems identified during the nutrition-mapping exercise are not mentioned, ask about those problems*)

16. In your view, what were the reasons for these problems and what did you do to solve the problems? (*Ask this question for each of the nutrition-related health problems*) (*Probe deep enough into the reason for problem in order to understand the*

underlying causes) (probe deep enough into how the family addressed the problem and its causes)

17. What measures have you taken to prevent such problems from recurring?

18. What resources would you need to become more successful at preventing such problems of recurring?

19. What are the foods commonly eaten in the household during this *(dry)* season? *(When listing the foods do not restrict the list)*

20. Can you rank these foods according to their frequency of consumption? *(Give 10 marks to the most frequently consumed food and 1 mark to the last frequently consumed food. Mark the remaining foods on a scale between 1 and 10)*

21. How does the households diet change during the other *(rainy)* season and why? *(Add or subtract foods from the list. Rank the foods again)*

22. During the last year, what have been your problems to be able to feed your family well?

23. In your view, what were the reasons for these problems and what did you do to resolve these problems? How did you feed your family during these periods? *(Probe deep enough into the reason for problem in order to understand the underlying causes) (probe deep enough into how the family addressed the problem and its causes)*

24. What measures have you taken to prevent such problems from recurring?

25. What resources would you need to become more successful at preventing such problems of recurring?

6.2.12. Community Workshop

Objectives:

7. To present the main findings and conclusions of the appraisal to the community at large.

8. To provide an opportunity to the community for discussion of the main findings of the appraisal.

9. To reach a consensus on the way forward and the roles and responsibilities of the community, the community support staff and the project.

Methods:

7. Presentation

8. Group Discussion

Target groups:

Organize a meeting with the community at large, ensuring that men and women are equally represented, as well as people from different socio-economic groups and ages.

Facilitators:

All PRA-team members

Key Questions:

12. What are views of the community on the main findings of the appraisal.
13. In anticipation of project approval and implementation, what actions can the community and the community support staff already initiate, using locally available resources, to start address some of the problems raised during the appraisal.

Procedure:

1. The PRA-field team Leader presents an overview of the activities of the last four days.
2. Each PRA-team member presents the main findings of the PRA exercise facilitated by him or her. Main findings and conclusions should be presented using the Evaluation Matrix, giving: key questions, main findings, strengths within the community, weaknesses within the community, opportunities outside the community, threats outside the community, and conclusions.
3. Following the presentation of all findings, the gathering should be split up in five groups:

Community Leaders, Adult Men, Adult Women, Young People, and Community Support Staff.
4. Each groups should discuss among themselves the findings and conclusions of the PRA and identify what actions could be undertaken by themselves (young, old, men, women, leaders, support staff) to address some of the identified problems within limits of the local resource base (human, financial, natural, social, institutional, etc.). PRA team members may facilitate this exercise, allowing maximum participation from the group members, and using the various elements of the SWOT analyses as entry points. For example, what are the weaknesses in the community that the community needs to address and what are the strengths that need emphasizing? How can opportunities coming from outside be utilized and threats reduced and what is the role of the community support staff in that?
5. Each group presents its findings and conclusions to the plenary meeting.
6. The PRA field team leader explains what the steps prior to the actual implementation of the project will be: causal analysis at regional level, project planning and formulation, review and approval of the project proposal by a tri-partite review meeting (BSF, FAO, Government of Ethiopia)
7. The PRA field team leader expresses the commitment of the project to follow-up on the process initiated through the PRA. Namely, the first step following the approval of the project proposal would be the initiation of a "Community Action Planning" process, building on the findings of the appraisal, and resulting in the implementation of various community based micro-projects.
8. Vote of thanks by the various stakeholders.

Materials:

1. Flip charts with the “Main Questions and Findings, SWOT and Conclusions” of the various exercises prepared prior to the meeting.
2. Flip charts for documenting the group discussions.

6.2.13. Daily Evaluation and Planning Meeting

Description:

Every afternoon the PRA team comes together to reflect the process of day, to present the results gathered, to evaluate the results and to plan for the next day.

Objectives:

- To present the results of the day.
- To summarise and structure the results according to the key questions and according to related *Strength* and *Weaknesses* inside the community and according to *Opportunities* and *Threats* identified outside the community.
- To compare the results of the different groups and to identify differences and correspondences.
- To enable the PRA team to elaborate new relevant key questions and a programme for the next day.

How to facilitate the Process:

Before starting the Evaluation and Planning Meeting:

1. The PRA team-leader prepares the matrix on a **big** sheet of paper. Fill in the fields: Type of group, Tool, Team and key questions. The PRA team-leader is also responsible to moderate the team meeting.

2. Every team (PRA Facilitator and Note-taker) that facilitated one group fills in a short and summarised version of the results gathered during the event. This information is written in the field:

Main Findings and should contain answers to the key questions.

3. Other information that relates to the key questions is structured according to Strength and

Weaknesses inside the community and according to Opportunities and Threats identified outside the community.

Strength inside the Community could be: positive characteristics and advantages of a situation or issue, locally available potentials, capacities, resources, experience, knowledge, related successes

Weaknesses inside the Community could be: negative characteristics and disadvantages of a situation or issue, constraints, difficulties, problems, shortcomings

Opportunities outside the Community could be: Factors, situations that can benefit, enhance or improve the situation or issue.

Threats outside the Community could be: Factors, situations that can hinder the issue or situation.

4. All important additionally gathered information is written in the last row: "Additional information" Are all key questions answered sufficiently? Which information is still missing?

During the Meeting:

5. Every team that facilitated one event presents their findings using the respective row of the Evaluation matrix that they had filled in.

6. After all teams have presented their work of the day, the whole PRA team discusses the results and identifies the "Open Questions of the day" which still need to be answered.

Questions to guide the discussion could be:

Are all key questions answered sufficiently? Which information is still missing?

Are there new questions which have to be answered during the following days?

Are some results of the different groups contradicting? What has still to be clarified?

Are some results reflecting a different perception or interest of certain groups (e.g. women, men, rich, poor, religious groups etc.)?

7. Based on the discussion and newly developed questions plan the next day.

8. You might also want to talk about how people experienced the whole day. It will always be good to take enough time so that everybody can express what he or she liked or did not like about the day and the process.

Material needed:

BIG Sheets of paper to draw the evaluation matrix before the event, markers, the filled in documentation sheets of all activities (PRA tools) of the Day.

Type of group: men/women/mixed				Open Questions from the day	Follow up of the questions When, how & who?
Name of Tool: Team Members					
Key Questions:					
Main findings					
Strength in the community					
Weaknesses in the community					

Opportunities outside the community					
Threats outside the community					
Additional information					

Evaluation Matrix

6.3. Documentation Sheets for the Modified PRA tools

[6.3.1 Documentation Sheet Resource Map](#)

[6.3.2. Documentation Sheet Social Map](#)

[6.3.3. Documentation Sheet Wealth Ranking](#)

[6.3.4. Documentation Sheet Local Perceptions of Malnutrition Mapping](#)

[6.3.5 Documentation Sheet Venn Diagram on Institutions](#)

[6.3.6. Documentation Sheet Resource Cards](#)

[6.3.7. Documentation Sheet Seasonal Calendar](#)

[6.3.8. Documentation Sheet Income and Expenditure Matrix](#)

[6.3.9. Documentation Sheet Daily Activity Clocks](#)

[6.3.10. Documentation Sheet Focus Group Discussion on Constraints and Opportunities to achieving Nutrition and Household Food Security](#)

[6.3.11. Documentation Sheet for Household Case Study - Semi Structured Interviews](#)

[6.3.12. Documentation Sheet Community Workshop](#)

6.3.1 Documentation Sheet Resource Map

Name of location: Kabele & Kushet		Date:	
Name of note-taker:		Total number of participants:	
Name of facilitator/s:		Number of men:	
Method used:	Resource Map	Number of women:	

What was good?

What was difficult?

Additional Information or special things you noticed or want to point out:

PRA Workshop in _____, Date: _____
Name of note-taker _____

Results: Answer given to the key questions:

What resources are abundant?

What resources are scarce?

Does everyone have equal access to land.?

Do women have access to land?

Do the poor have access to land?

Who makes decision on land allocation?

Where do people go to collect water?

Who collects water?

Where do people go to collect firewood?

Who collects firewood?

Where is the livestock grazing?

What kind of development activities do you carry out as a whole community? Where?

Which resource do you have the most problem with?

What else did you observe or notice?

How do you assess the situation, what are **your** conclusions:

Please, do not forget to **attach a Copy of the Resource Map!!**

6.3.2. Documentation Sheet Social Map

Name of location: Kabele & Kushet		Date:	
Name of note-taker:		Total number of participants:	
Name of facilitator/s:		Number of men:	
Method used:	Social Map	Number of women:	

What was good?

What was difficult?

Additional Information or special things you noticed or want to point out:

PRA Workshop in _____, Date: _____

Name of note-taker _____

Results: Answer given to the key questions:

How many households are found in the Kushet?

Is the number of households growing or shrinking? Explain.

What are the social structures and institutions found in the Kushet? Explain.

What religious groups are found in the Kushet? Do people of the same religion tend to stay in the same neighbourhood? Other important findings related to religion?

What ethnic groups are found in the Kushet? Do people of the same ethnic group tend to stay in the same neighbourhood? Other important findings related to ethnic groupings?

How many female households are found in the area? What relevant information has been given when discussing about female headed households?

What else did you observe or notice?

How do you assess the situation, what are **your conclusions:**

Please, do not forget to **attach a Copy of the Social Map!!**

6.3.3. Documentation Sheet Wealth Ranking

Name of location: Kabele & Kushet		Date:	
Name of note-taker:		Total number of participants:	
Name of facilitator/s:		Number of men:	
Method used:	Wealth Ranking in Small Group of Key Informants	Number of women:	

What was good?
What was difficult?
Additional Information or special things you noticed or want to point out:

PRA Workshop in _____, Date: _____
 Name of note-taker _____

Results: Answer given to the key questions:		
What are local perceptions of wealth differences and inequalities in the community and what is the relative position of a household in this grouping?		
Socio-economic groups	Local Indicators for this group	Household Numbers in this group
1.	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>
What else did you observe or notice?		
How do you assess the situation, what are your conclusions:		

Please, do not forget to **attach a copy of the Numbered List of Households and the Social Map, indicating the household numbers!!**

6.3.4. Documentation Sheet Local Perceptions of Malnutrition Mapping

Name of location: Kabele & Kushet		Date:	
Name of note-taker:		Key Informants:	

Name of facilitator/s:		Number of men:	
Method used:	Key informant interview, Mapping, Ranking, Matrix	Number of women:	

What was good?

What was difficult?

Additional Information or special things you noticed or want to point out:

PRA Workshop in _____, Date: _____
 Name of note-taker _____

Results: Answer given to the key questions:			
What are the commonly seen health problems in this community? List by children, adults and women. Also give local names in addition to scientific name.			
For each group (children, adults and women) can you rank these health problems according to their importance? Give ten marks to the most important problem and one mark to the last important problem. Give a mark between 1 and 10 to the remaining problems.			
Can you explain why you have given more importance to one problem than to another? (i.e. higher incidence, more severe, etc.)			
Health Problems	Children	Adults Tick and Rank (1-10)	Women
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can you identify those problems that are important for nutrition (i.e. marasmus, kwashiorkor, night blindness, diarrhea, anemia, etc.) and indicate their local name?			

Problem	Local name
1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
6	<input type="checkbox"/>
7	<input type="checkbox"/>
8	<input type="checkbox"/>
Other	<input type="checkbox"/>

For each of the nutrition-related problems what do local people see as the causes?
(Draw a matrix with the problems, causes, treatment)

What do local people in general do to treat these problems?

Problem	Causes	Treatment
1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>

Identify on the village map those households that have frequently such nutrition-related problems?

For each of the households that you have marked can you explain what the nutrition-related problems are?

For each of the households that you have marked what are in your opinion the reasons why these households are having the nutrition-related problems that you mentioned?

Household	Problems	Underlying reasons
1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>

6	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>

How do you assess the situation, what are **your** conclusions:

Please, do not forget to **attach a Copy of the Nutrition Map!!**

6.3.5 Documentation Sheet Venn Diagram on Institutions

Name of location: Kabele & Kushet		Date:	
Name of note-taker:		Total number of participants:	
Name of facilitator/s:		Number of men:	
Method used:	Venn Diagram on Institutions	Number of women:	

What was good?

What was difficult?

Additional Information or special things you noticed or want to point out:

PRA Workshop in _____, Date: _____
 Name of note-taker _____

Results: Answer given to the key questions:

- Which organisations/institutions/groups/individuals are working in or with the community?
- Which institutions/groups do the villagers regard as most important?

List of all institutions according to importance: (the most important one is listed first)

Name of organisation:	Type of Organisation:	Main Activities
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		

· In which way do people benefit from the most important organisations? Explain separately for the most important organisations:

· Which groups are addressing *household food security* and *nutrition* issues? Explain in which way the different organisations do so.

· Which organisations work together?

· Which groups are meant for women or men only? Which Organisations only provide service to men or women?

Men only:

Women only:

- Which particular groups or kind of people are excluded from certain groups or organisations or their services? (poor, disadvantaged groups, religion, ethnic groups...)

How do you assess the situation, what are **your** conclusions:

Please, do not forget to **attach a Copy of the Venn Diagram** on Institutions!!

6.3.6. Documentation Sheet Resource Cards

Name of location: Kabele & Kushet		Date:	
Name of note-taker:		Total number of participants:	
Name of facilitator/s:		Number of men:	
Method used:	Resource Cards	Number of women:	

What was good?

What was difficult?

Additional Information or special things you noticed or want to point out:

PRA Workshop in _____, Date: _____
Name of note-taker _____

Results: Answer given to the key questions:

What are the resources that women use?

What are the resources that men use?

What resources do both use?

Who controls the use of these resources? Why?

Who makes decisions about how resources are used?

What else did you notice or see that you thought was important?

How do you assess the situation, what are **your** conclusions:

Please, do not forget to **attach a Copy of the Resource Card pictures for both use and control!!**

6.3.7. Documentation Sheet Seasonal Calendar

Name of location: Kabele & Kushet		Date:	
Name of note-taker:		Total number of participants:	
Name of facilitator/s:		Number of men:	
Method used:	Seasonal Calendar	Number of women:	

What was good?

What was difficult?

Additional Information or special things you noticed or want to point out:

PRA Workshop in _____, Date: _____
Name of note-taker _____

Results: Answer given to the key questions:

At what time of the year is food scarce? When do people usually receive food aid?

How does income vary over the year for men and women?

How does expenditure vary over the year for men and women?

How does rainfall vary over the year?

How does water availability for human consumption vary over the year?

How does livestock forage availability vary over the year?

How does credit availability vary over the year?

When are holidays and how many days in which month? What do people usually do during those holidays? Are there certain activities which people are not allowed to do during those days? Which ones and why?

When is most agricultural work carried out by women? What kind of agricultural work?

When is most agricultural work carried out by men? What kind of agricultural work?

When is most non-agricultural work carried out by women? Which kind of work?

When is most non-agricultural work carried out by men? Which kind of work?

What are the busiest months of the year?

Which could be the most appropriate season for additional activities for men and women? What time constraints do exist and for what reason?

Is there anything else that has been discussed or that you noticed or observed?

How do you assess the situation, what are **your conclusions:**

--

Please, do not forget to **attach a Copy of the Seasonal Calendar!!**

6.3.8. Documentation Sheet Income and Expenditure Matrix

Name of location: Kabele & Kushet		Date:	
Name of note-taker:		Total number of participants:	
Name of facilitator/s:		Number of men:	
Method used:	Proportional piling	Number of women:	

What was good?
What was difficult?
Additional Information or special things you noticed or want to point out:

PRA Workshop in _____, Date: _____
Name of note-taker _____

Results: Answer given to the key questions:
What are the most important sources of income in the community, both cash and in kind?
Who has only a few sources of income? Explain.
Who has many sources of income? Explain.

How do poor peoples sources of income compare to rich people's?

How do women's sources of income compare to men's?

How are expenditures spread out over the year?

Which expenditures are common to almost every one?

For each social group, what proportion of income is spent on basic needs like food, clothing, housing, health care and education?

Who can save?

Who can buy equipment, tools, agricultural inputs, or other things that help improve their work?

How do women's expenditures compare to men's?

What else did you notice or see that you thought was important?

How do you assess the situation, what are **your** conclusions:

Please, do not forget to **attach a Copy of the Income and Expenditure Matrixes!!**

6.3.9. Documentation Sheet Daily Activity Clocks

Name of location: Kabele & Kushet		Date:	
Name of note-taker:		Total number of participants:	
Name of facilitator/s:		Number of men:	
Method used:	Daily Activity Clocks	Number of women:	

What was good?

What was difficult?

Additional Information or special things you noticed or want to point out:

PRA Workshop in _____, Date: _____
Name of note-taker _____

Results: Answer given to the key questions:

For each person, how is his or her time divided?

What is the difference between the women's and the men's clocks?

Who has the heaviest workload? Why?

Who has time for rest and leisure? Why?

How much time per day do women or girls spend collecting water and fuelwood?

What else did you notice or see that you thought was important?

How do you assess the situation, what are **your conclusions:**

Please, do not forget to **attach a Copy of the Clocks!!**

6.3.10. Documentation Sheet Focus Group Discussion on Constraints and Opportunities to achieving Nutrition and Household Food Security

Name of location: Kabele & Kushet		Date:	
Name of note-taker:		Total number of participants:	
Name of facilitator/s:		Number of men:	
Method used:	Semi-structured Group Interview, Ranking, Matrix	Number of women:	

What was good?

What was difficult?

Additional Information or special things you noticed or want to point out:

PRA Workshop in _____, Date: _____
 Name of note-taker _____

Results: Answer given to the key questions:

What are the major health problems that members of the community have faced during the past year? Rank these problems in order of importance by giving ten marks to the most important problem, one mark to the least important problem and a mark between one and ten to the remaining problems.

Health problem	Ranking	Who was affected	Local name	Relation to nutrition
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In your view, what are the reasons for these problems and what is commonly done to resolve the problems?

Problems	Immediate Causes	Underlying causes	Actions
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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How are decisions being made in the household with regard to health or responding to health problems? Who makes specific decisions? How are household resources allocated in case of ill health and malnutrition?

What resources are needed by the community, households and individuals to become more successful at preventing health and nutrition problems from recurring?

What are the foods commonly eaten in the community during this (*dry*) season? (*When listing the foods do not restrict the list*)

Can you rank these foods according to their frequency of consumption? (*Give 10 marks to the most frequently consumed food and 1 mark to the last frequently consumed food. Mark the remaining foods on a scale between 1 and 10*)

How does the diet change during the other (*rainy*) season and why? (*Add or subtract foods from the list. Rank the foods again*)

What do you consider to be a good quality diet? (*Rank the foods listed before according to importance*)

Foods	Rank eaten now	Rank those eaten other season	Rank good diet
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During the last year, what have been the problems in the community, households and individuals to obtain such an adequate diet (*to be food secure*)?

In your view, what were the reasons for these problems? What did the community and households do to resolve these problems

Problems	Immediate Causes	Underlying causes	Actions
----------	------------------	-------------------	---------

1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How are decisions being made within the household with regard to achieving food security or responding to problems of attaining food security? Who makes specific decisions? How are resources allocated to achieving food security? How are resources reallocated in case of food insecurity?

What measures are taken by the community and households to prevent food security problems from recurring?

What resources are needed by the community, households and individuals to become more successful at preventing food security problems from recurring?

How do you assess the situation, what are **your** conclusions:

Please, do not forget to **attach a Copy of the Problems, Causes, Actions (Coping Mechanisms) Matrices!**

6.3.11. Documentation Sheet for Household Case Study - Semi Structured Interviews

Name of location: Kabele & Kushet		Date:	
Name of note-taker:		Total number of participants:	
Name of facilitator/s:		Number of men:	

Method used:	Semi-structured household interview	Number of women:	
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What was good?

What was difficult?

Additional Information or special things you noticed or want to point out:

PRA Workshop in _____, Date: _____
 Name of note-taker _____

Results: Answer given to the key questions:

Who lives in this household? (*father, mother, children, permanent dependants like grandparents, temporary dependants*) (*for the children, find out how old they are*)

What are the major health problems that some of your family members have faced during the past year? (*find out who was affected by what illness*) (*indicate those problems that are nutrition related*) (*if some of the nutrition-related health problems identified during the nutrition-mapping exercise are not mentioned, ask about those problems*)

In your view, what were the reasons for these problems and what did you do to solve the problems? (*Ask this question for each of the nutrition-related health problems*) (*Probe deep enough into the reason for problem in order to understand the underlying causes*) (*probe deep enough into how the family addressed the problem and its causes*)

What measures have you taken to prevent such problems from recurring? What resources would you need to become more successful at preventing such problems of recurring?

Problems	Causes	Actions	Resources needed
1.			
2.			

3.			
4.			
5.			

What are the foods commonly eaten in the household during this (*dry*) season? (*When listing the foods do not restrict the list*)

Can you rank these foods according to their frequency of consumption? (*Give 10 marks to the most frequently consumed food and 1 mark to the last frequently consumed food. Mark the remaining foods on a scale between 1 and 10*)

How does the households diet change during the other (*rainy*) season and why? (*Add or subtract foods from the list. Rank the foods again*)

Foods	Rank those eaten now	Rank other season
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Other		

During the last year, what have been your problems to be able to feed your family well?

In your view, what were the reasons for these problems and what did you do to resolve these problems? How did you feed your family during these periods? (*Probe deep enough into the reason for problem in order to understand the underlying causes*) (*probe deep enough into how the family addressed the problem and its causes*)

What measures have you taken to prevent such problems from recurring?

What resources would you need to become more successfull at preventing such problems of recurring?

Problems	Causes	Actions	Resources needed
----------	--------	---------	------------------

1.			
2.			
3.			
4.			
5.			
6.			

What else did you observe or notice?

How do you assess the situation, what are **your** conclusions:

6.3.12. Documentation Sheet Community Workshop

Name of location: Kabele & Kushet		Date:	
Name of note-taker:		Total number of participants:	
Name of facilitator/s:		Number of men:	
Method used:	Presentation, Group Discussions	Number of women:	

What was good?

What was difficult?
Additional Information or special things you noticed or want to point out:

PRA Workshop in _____, Date: _____
 Name of note-taker _____

Results: Answer given to the key questions:
Community Leaders:
Comments on the main findings and conclusions of the PRA
What actions could Community Leaders undertake to address some of the identified problems within limits of the local resource base (human, financial, natural, social, institutional, etc.)
Emphasizing strengths in the community:
Addressing weaknesses in the community:
Maximizing utilization of opportunities for development offered from outside the community:
Reducing threats to development from outside the community:

Adult men:

Comments on the main findings and conclusions of the PRA

What actions could adult men undertake to address some of the identified problems within limits of the local resource base (human, financial, natural, social, institutional, etc.)

Emphasizing strengths in the community:

Addressing weaknesses in the community:

Maximizing utilization of opportunities for development offered from outside the community:

Reducing threats to development from outside the community:

Adult women:

Comments on the main findings and conclusions of the PRA

What actions could adult women undertake to address some of the identified problems within limits of the local resource base (human, financial, natural, social, institutional, etc.)

Emphasizing strengths in the community:

Addressing weaknesses in the community:

Maximizing utilization of opportunities for development offered from outside the community:

Reducing threats to development from outside the community:

Youth:

Comments on the main findings and conclusions of the PRA

What actions could the youth undertake to address some of the identified problems within limits of the local resource base (human, financial, natural, social, institutional, etc.)

Emphasizing strengths in the community:

Addressing weaknesses in the community:

Maximizing utilization of opportunities for development offered from outside the community:

Reducing threats to development from outside the community:

Community Support Staff:

Comments on the main findings and conclusions of the PRA

What actions could Community Support Staff undertake to address some of the identified problems within limits of the local resource base (human, financial, natural, social, institutional, etc.)

Emphasizing strengths in the community:

Addressing weaknesses in the community:

Maximizing utilization of opportunities for development offered from outside the community:

Reducing threats to development from outside the community:

What else did you observe or notice?

How do you assess the situation, what are **your conclusions:**

