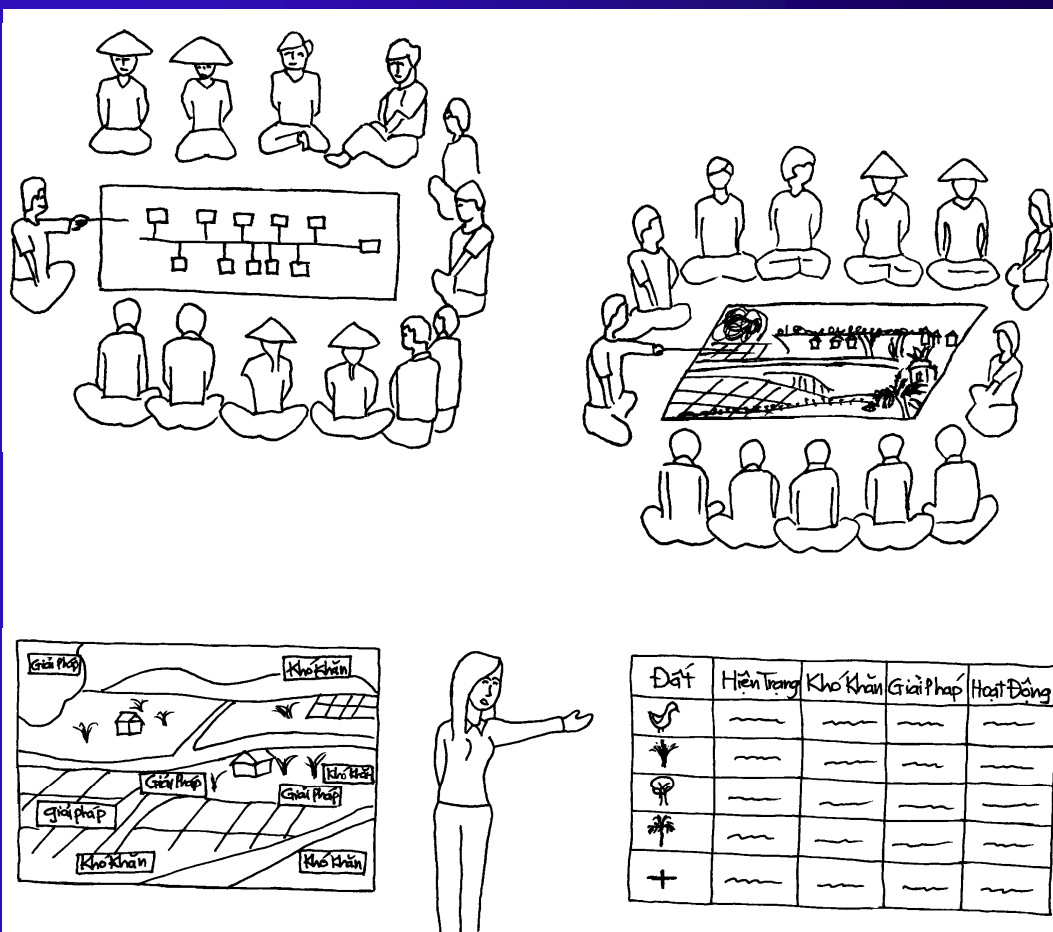


Socio-Economic Planning Process



Participatory Rural Appraisal Manual

The Commune/Ward/Town Socio-Economic Planning Process (SEPP) in Quang Ngai Province merges household and community needs with available Programs, Projects and funding sources. This Participatory Rural Appraisal Manual is used by Commune People's Committees, District People's Committees and Facilitators. This Manual outlines the basic Participatory Rural Appraisal (PRA) tools applied in SEPP and facilitation techniques when conducting PRA Field Exercises with households.

FOREWORD

The Commune/Ward/Town Socio-Economic Planning Process (SEPP) aims to improve planning in Quang Ngai Province through merging community needs with available projects, programs and funding resources. SEPP Guidelines were developed and approved by the Provincial People's Committee on 06 July 2007 (PPC Decision No. 1514/QĐ-UBND). SEPP will be conducted in all Communes, Wards and Town in the 12 mainland Districts, Ly Son Island and Quang Ngai City in Quang Ngai Province in 2007. Eight Steps are conducted under SEPP:

- **Step 1:** Collection of Commune basic information and PRA Field Exercises
- **Step 2:** District and Commune Orientation Plan Workshops to outline available projects, programs and funding sources for Communes for the following year
- **Step 3:** Reports on the implementation of estimates of the Socio-Economic Plan of the current year and projections for the next year
- **Step 4:** Village/Household Group Planning Meetings (Village Meetings) held to identify priority household and community problems and activities
- **Step 5:** The Commune People's Committee finalises the Commune Socio-Economic Plan at a Commune Plan Preparation Meeting and submits the Plan to the District People's Committee. The Commune People's Committee also prepares a list of priority projects that have not been funded yet
- **Step 6:** The Commune Plan is submitted to the District People's Committee via the District Planning and Finance Division for consideration and assignments of the Socio-Economic Plans to the Communes/Wards/Towns
- **Step 7:** Implementation of the Commune Plans
- **Step 8:** Monitoring, evaluating and reporting of the Commune Plan by the Commune People's Committee

This Participatory Rural Appraisal Manual was prepared for conducting Participatory Rural Appraisal (PRA) Field Exercises conducted under SEPP. Guidance is given on PRA Field Exercises, PRA tools, facilitation skills and the analysis of PRA results. PRA results are presented to households at Village Planning Meetings and form a foundation for the preparation of the Commune Socio-Economic Plan.

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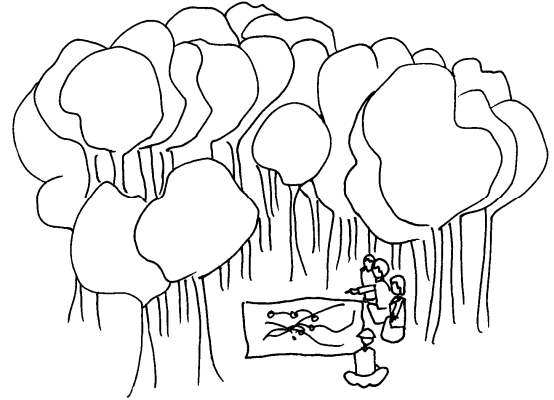
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TABLE OF CONTENTS

| Table of Contents | |
|--|-----------|
| Introduction to PRA | 4 |
| What is PRA? | 5 |
| PRA Facilitators | 6 |
| Preparation for PRA Field Exercises | 7 |
| PRA Tools and PRA Field Exercise Review | 9 |
| PRA Tools and Purpose | 10 |
| Historical Timelines | 11 |
| Village Resource Mapping | 13 |
| Transect Walks | 15 |
| Wealth Ranking | 17 |
| Seasonal Calendars | 19 |
| Linkage Diagrams | 21 |
| Matrix Scoring and Ranking | 23 |
| Problem-Cause-Effect-Solution Trees | 25 |
| Reviewing and Concluding the Results of PRA Field Exercises | 27 |
| PRA Field Exercise Review Meeting | 29 |



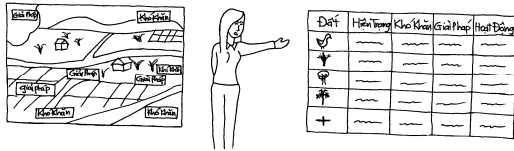
Introduction to PRA



What is PRA?

Participatory Rural Appraisal (PRA) is a set of tools and techniques used with households to gather and analyse information on community resources, problems, potential and needs.

Why is PRA Used?



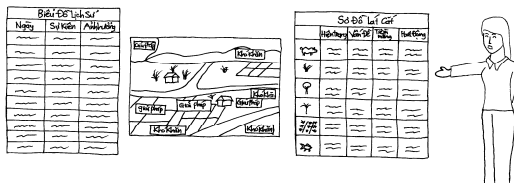
- Analyse the current situation and potential in a Village or Commune
- Analyse problems and their causes
- Support households to identify activities that respond to difficulties and opportunities

How is PRA Conducted?



- PRA is conducted with a group of households from a Village or Hamlet that work with 'Facilitators'
- Facilitators work with groups of households
- PRA is not teaching or lecturing:
 - Households and Facilitators learn together
 - Facilitators work with and listen to households

What are PRA Tools?



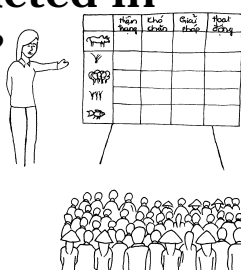
- PRA is many different exercises—these are called 'PRA tools':
 - Each exercise is conducted differently and has a different purpose and outcome
- Facilitators work with the household/community groups to conduct the PRA Tools

What is a PRA Field Exercise?



- A PRA Field Exercise is conducted with households in a Village or Hamlet
- The households and Facilitators conduct some of the PRA Tools in groups at the PRA Field Exercise
- The results of the PRA Tools are reviewed at the PRA Field Exercise and present to households at the Village Planning Meetings

Why is PRA Conducted in SEPP?



- Understand the current situation, problems and opportunities according to households
- Analyse causes of particular issues or problems
- As a tool to identify and design implementation activities with households and groups of households
- PRA builds facilitation and community development skills

PRA Facilitators

What are the Responsibilities of Facilitators?



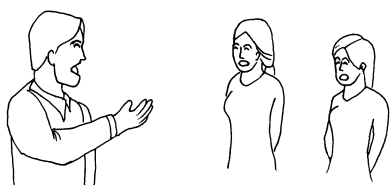
- Facilitators are people that guide discussion between households during PRA exercises
- Facilitators are not teachers—they guide household discussion

Who are Facilitators for PRA?



- District People's Committee Officers
- Commune People's Committee Officers
- Commune Mass Movement Representatives
- Village and Hamlet Leaders
- Households

What are Characteristics of a Good Facilitator?



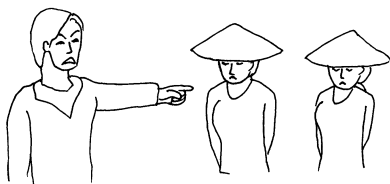
- Encourage the participation of households
- An effective communicator
- Someone people like and respect
- Some background knowledge of the people and the Commune
- Understand and respect the community culture
- A good listener and is willing to learn

What are Behaviours of a Good Facilitator?



- Enthusiastic
- Respect ideas raised by households
- Encourage women and the poor to voice their ideas
- Manage time effectively
- Create a warm atmosphere
- Have a sense of humour—PRA is enjoyable!

What Should Facilitators Avoid?



- Prejudicing or possessing a negative attitude towards people
- Using complex terms with households
- Projecting one's own ideas all the time
- Lecturing or teach households

Preparation for PRA Field Exercises

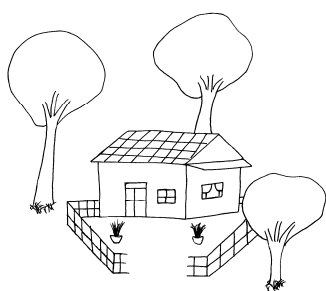
Preparation is required before conducting PRA Field Exercises. Good preparation will help make the PRA Field Exercises run well.

Facilitators



- You cannot conduct the PRA field exercises without Facilitators—make sure that you arrange Facilitators to attend!
- Inform Facilitators a few days before the PRA Field Exercises so that they arrange time to come

Location of the PRA Field Exercises



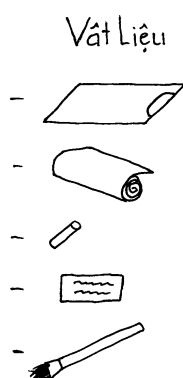
- PRA Field Exercises should be conducted in the Village in a location near where the households live
- There is no need to conduct PRA Field Exercises in a Classroom or Meeting Room—you can conduct the Field Exercises at someone's house
- Try to choose a location or house that has a lot of room outside and is shady—most exercises are conducted outside and there are sometimes many groups

How many Households and How Many Facilitators?



- It is best when one Facilitator works with between 4–8 people—however situations may vary
 - Some Facilitators might be good and can work with large groups of households
 - Some Facilitators might be not be familiar with some of the PRA Tools and should work with smaller group of households
- It is generally best not to invite more than 25 households to participate in PRA Field Exercises—if you have 25 households then you would need a maximum of 5 Facilitators

Materials and Equipment

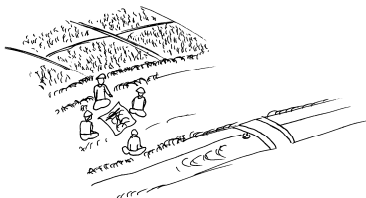


- PRA Field Exercises don't require much equipment or materials
 - Small pieces of coloured paper ('cards') are useful—pictures can be drawn on them or they can be labeled to represent things
 - Some A0 Paper and pens—these are used to record the results of exercises
 - A4 folders, A4 paper and coloured pens are needed for Facilitators to record the results
 - Chalk can also be useful for making drawings on the ground

Preparation for PRA Field Exercises

You now will have chosen your PRA Field Exercise location, arranged Facilitators and households and prepared some of the equipment and materials needed. You now should prepare a small outline with Facilitators for the Field Exercises.

How Long Should the PRA Field Exercises Take?



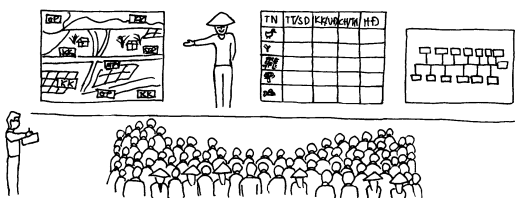
- PRA Field Exercises should only take a half day if you prepare well and watch the time

Preparing an Agenda for the PRA Field Exercises

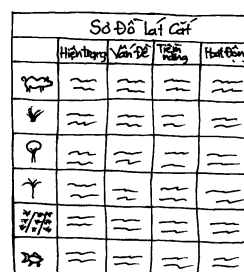
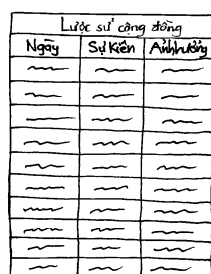
| Lịch Trình | |
|-------------------|------------------------------|
| Giới Thiệu : | 7:30 |
| - Anh Đức | |
| Các Công cụ PRA | 8:30 |
| Nhóm 1: Cả An | Nhóm 2: Anh Hải |
| - Bản đồ thôn | - Lịch thời vụ |
| - Biểu đồ lãi cắt | - Bảng Chẩn đoán và xếp hạng |
| Nhóm 3: Anh Thái | Nhóm 4: Chị Thu |
| - Phân loại hộ | - Bảng Chẩn đoán và xếp hạng |
| - Sơ đồ liên kết | - Cây Vấn Đề |
| Tổng Kết: | 10:00 |
| Anh Hữu | |
| Bế mạc: | 11:00 |
| Anh Đức | |

- A small agenda should be prepared with the Facilitators before you start the PRA Field Exercises
 - The time activities will be conducted and completed
 - Which Facilitators will conduct different PRA Tools
- The agenda should make time for the following:
 - Welcome to people, introduction to SEPP and PRA Field Exercises—10 minutes
 - Introduce the activities that will be conducted, the Facilitators and the household groups—10 minutes
 - PRA Field Exercises in groups with Facilitators—2-3 hours
 - Presentation and discussion of results with all participants—up to 1 hour

Do we have to use all PRA Tools at each PRA Field Exercise?



- If you only have a small number of Facilitators or small number of households, you should choose some Tools rather than conduct all Tools
- Some Tools don't need to be conducted in every Village—for example, it is often not necessary to conduct Historical Timelines in each Village
- Each group should conduct no more than 2 PRA Tools in a morning's PRA Field Exercises—remember to focus on quality rather than quantity

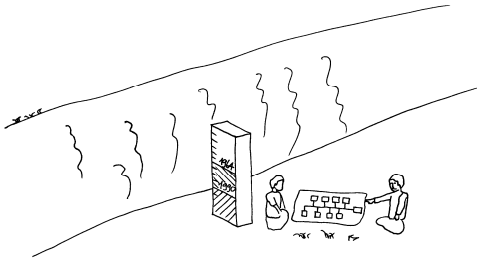


Participatory Rural Appraisal: *Tools*

| PRA TOOLS | PURPOSE |
|-------------------------------------|---|
| Historical Timelines | <ul style="list-style-type: none"> • Understand the history of the Village and Commune • Identify key events and trends throughout history of the Commune or Village—either positive or negative • Discuss the effect (<i>influences</i>) of key events in history |
| Village Resource Mapping | <ul style="list-style-type: none"> • Visual map to represent the Village, different resource types and how these are used • Identify resources that are scarce or abundant and propose opportunities to develop |
| Transect Walks | <ul style="list-style-type: none"> • Facilitates discussion on the status, problems and potential of different land types • Discuss problems and the causes of problems associated with land use |
| Wealth Ranking | <ul style="list-style-type: none"> • Identify household perceptions of wealth classes in a Village or Hamlet • Identify the resources and characteristics of each wealth class • Wealth class of individual households in a Village |
| Seasonal Calendars | <ul style="list-style-type: none"> • Exercise to identify and discuss seasonal events and activities (cropping, livestock, migration, income/expenditure) |
| Linkage Diagrams | <ul style="list-style-type: none"> • Identify and analyse household farming systems, resources and their uses • Identify options and activities to improve household farming systems, resource productivity and income |
| Matrix Scoring and Ranking | <ul style="list-style-type: none"> • Analyse preferences of households of different income generating activities and reasons for preferences • Analyse common problems or issues and score or rank these in order of importance (e.g. health or social problems) |
| Problem-Cause-Effect-Solution Trees | <ul style="list-style-type: none"> • Highlights the compounding causes and effects of a specific problems faced by households in a Village • Propose activities to overcome some of the causes and effects of problem faced by households in a Village |

1: Historical Timelines

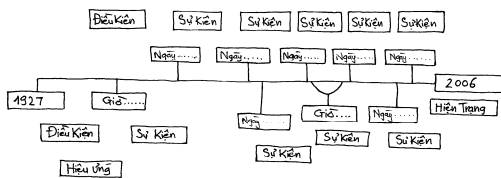
What are Historical Timelines?



Historical Timelines facilitate discussion on:

- Key positive and negative events and trends in history in the Village or Commune
- Influences and affects of key positive and negative events and trends

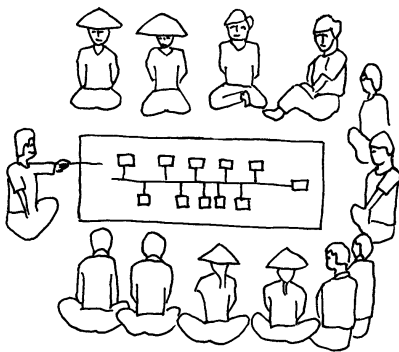
How can you use Historical Timelines?



Historical Timelines can be used to:

- Provide orientation to development plans
- Learn lessons on events that have happened in the past and their effects
- Identify issues associated with livestock/crop production and their affects
- Identify community vulnerability to events (e.g. natural disasters, etc) and their frequency

When can Historical Timelines be used?



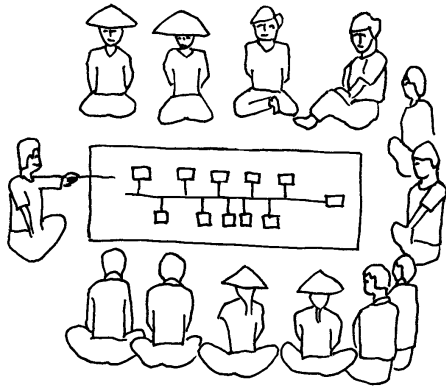
You can use Historical Timelines when:

- Initiating planning activities with households in a Commune
- Looking at natural disasters and their influences in order to develop coping strategies
- Analysing the causes of some problems that have occurred in the past that have affected livelihoods

What else should I know about Historical Timelines?

- Historical Timelines are very interesting as we can collect a lot of information on Village or Commune history
- Show your interest when you are facilitating!

1: Historical Timelines



Let's look at an example of Historical Timelines!

Step 1: Draw a line on the ground or use A0 paper

- One end of the line will be 'now'
- Explain to the households that this is a 'Timeline' or 'History Line'

Step 2: Ask the households to discuss the current situation in the Commune (now)

- Record this information on a card or visually using symbols

Step 3: Ask the households to think of the earliest known date or event that they remember

- What were conditions like at this time?
- What were some of the effects on people's livelihoods?

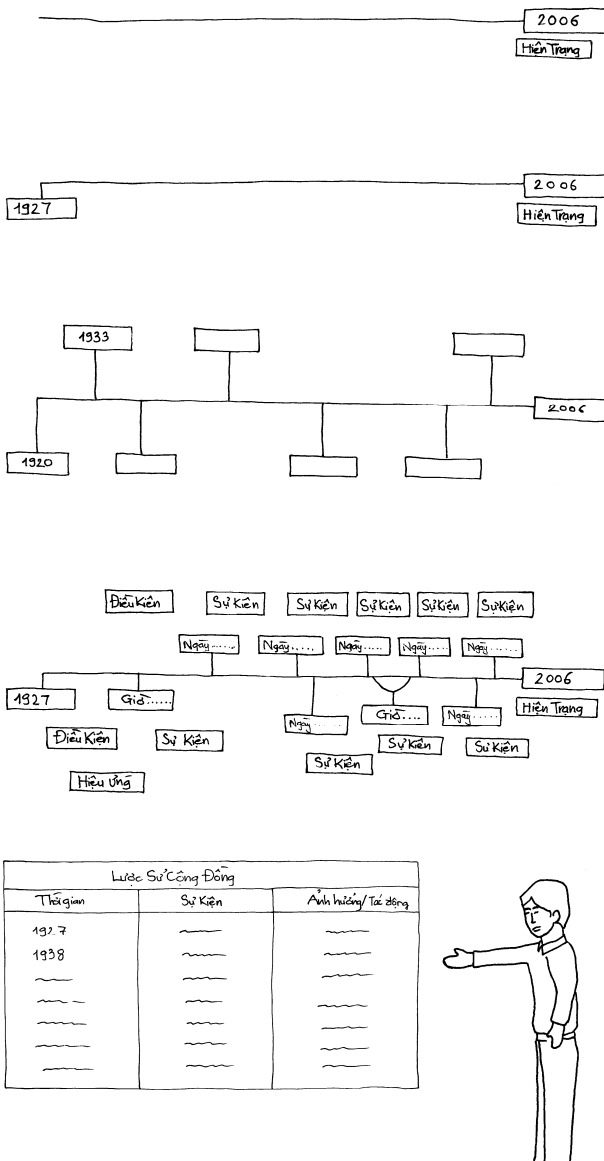
Step 4: Ask the households to recall key events (positive and negative) throughout history (from the earliest to now) and the year they occurred

- Place the events and the corresponding dates on the timeline
- Discuss with the households about the influences or effects of these events (positive and negative)

Step 5: Facilitate discussion between the households on the Historical Timeline to ensure all relevant information is placed on the timeline

- Discuss with households about future vulnerability to the events listed on the timeline?
- Are households still vulnerable to some events?
- What could be done to mitigate or prevent such events happening in the future?

Ensure that one person records the results when the exercise is fully completed



Try This!

- You can discuss with the households and learn lessons from the past that provide future orientation on different topics (e.g. economics, political, cultural, social, education, etc.)

The map shows a village layout with the following labels: "Trường Tiểu Học" (Primary School), "Bưu Điện" (Post Office), "Cửa Hàng" (Shop), "Trạm Buses" (Bus Station), "Cầu" (Bridge), "Sông" (River), and "Đường Phố" (Main Road). The table below lists these locations in Vietnamese and their corresponding symbols.

| Điểm | Hà Nội | Thị trấn | Khu vực | Đường | Sông | Đường |
|-----------------|--------|----------|---------|-------|------|-------|
| Trường Tiểu Học | | | | | | |
| Bưu Điện | | | | | | |
| Cửa Hàng | | | | | | |
| Trạm Buses | | | | | | |
| Cầu | | | | | | |
| Sông | | | | | | |
| Đường Phố | | | | | | |

A hand-drawn map of a village. A central road runs horizontally across the middle. Above the road, from left to right, are a house labeled 'Khan Khan', a small structure labeled 'Chuan Pump', a small house, and another house labeled 'Khan Khan'. Below the road, from left to right, are a large house labeled 'Khan Khan', a small house labeled 'Khan Khan', and a small house labeled 'Khan Khan'. In the bottom right corner, there is a large house with a palm tree next to it, also labeled 'Khan Khan'. The map is drawn with simple lines and includes some decorative elements like a small hill on the left and a small body of water on the right.

- Village Resource Mapping is best conducted with Transect Walks—you will learn about these next
- Having a beautiful map is not the most important result of Village Resource Mapping
- Households should be making the Village Resource Map—you are just asking questions and guiding discussion as a Facilitator
- Try to always make the map on the ground first using local materials (rocks, sticks, grass, etc.) - you can use chalk to draw some items

2. Village Resource Mapping



Let's look at an example of Village Resource Mapping!

Step 1: Start the exercise on the ground using local products

- Ask the households to identify key locations in the Village that people are familiar with (e.g. roads, houses, fields, mountains, etc.)

Step 2: Use local products to identify the different resource and land types

- Agree on which local materials represent each resource or location

Step 3: Discuss the current use of the resource and land types:

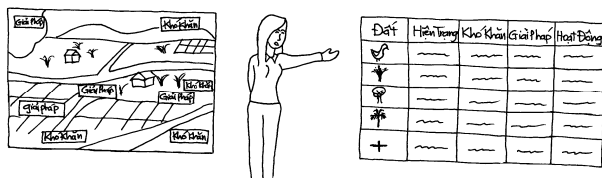
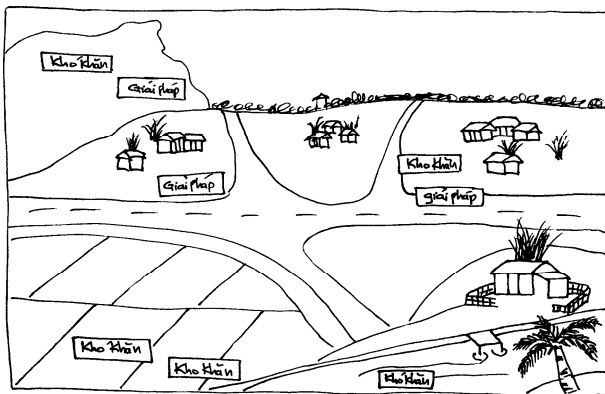
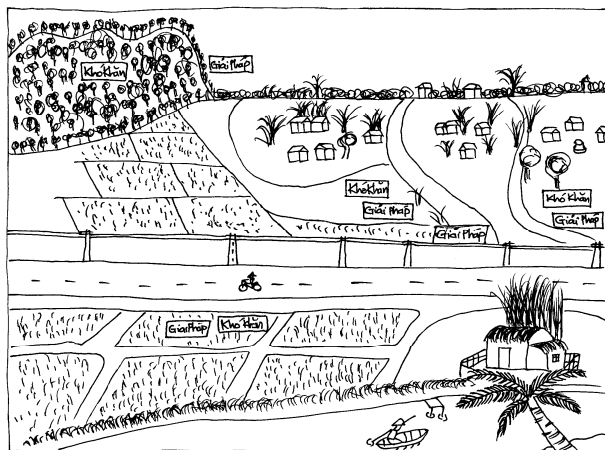
- Are resources abundant or scarce?
- Does everyone have access to land
- What are current problems associated with each land type or resource
- What are some activities that could be conducted to improve?

Step 4: When the household have prepared the map on the ground—copy the map onto A0 paper with different coloured pens

- Stick some of the items onto the map to visually represent some of the land/crop types
- You can write some of the problems or issues that people discussed on the A0 paper

Step 5: Continue to facilitate discussion between households when finalizing the map on the A0 paper—households can sometimes lose interest

Step 6: The results of the Village Resource Mapping status, problems, potential and solutions can recorded on A4 paper when the exercise is completed



Try This!

- You can compile the results of the Village Resource Mapping and Transect Walk into a Matrix—this highlights the Land/Resource Type, Current Status, Problems, Potential and Activities

3: Transect Walks

What are Transect Walks?



How can you use Transect Walks?

| Sơ Đồ Lái Cát | | | | |
|---------------|--------------|--------------|------------------|-----------|
| Tại Nguồn | Từ Trung tâm | Khu vực/Vườn | Có thể/Tiềm năng | Hiện đang |
| Y | | | | |
| Y | | | | |
| Y | | | | |
| Y | | | | |
| Y | | | | |

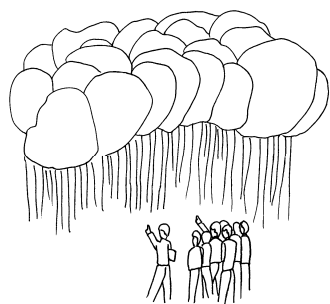
Transect Walks are often conducted with Village Resource Mapping and is an exercise to:

- View, discuss and analyse different resource types
- Facilitate discussion on the status, problems and potential of different land types in the Village

Transect Walks can be used to:

- Contribute to the status, issues and potential outlined in the Village Resource Mapping exercise
- Identify and view issues associated with local resources and land types
- Discuss and visualize practical solutions and opportunities to improve land use management
- Develop simple land use management plans

When can Transect Walks be used?



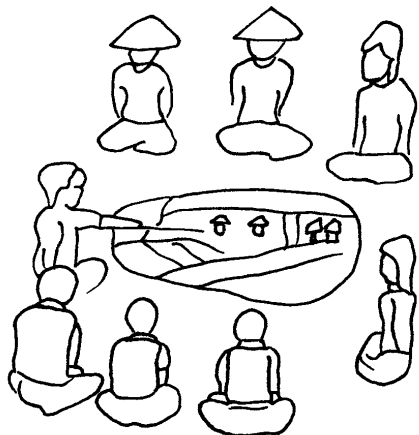
You can use Transect Walks when:

- Planning farming systems or agricultural activities with households
- Assessing different land types, their uses and opportunities
- Planning activities in a Village (e.g. roads, irrigation, community forestry, etc.)

What else should I know about Transect Walks?

- Transect Walks are best conducted after Village Resource Mapping
- As you walk through the Village, take some small samples of leaves of crops—you can place these on your Village Resource Map
- Remember that PRA Field Exercises and Transect Walks are a process by which the households and the Facilitator learn together—ask questions about why households do/don't do certain crops and land use management practices

3: Transect Walks



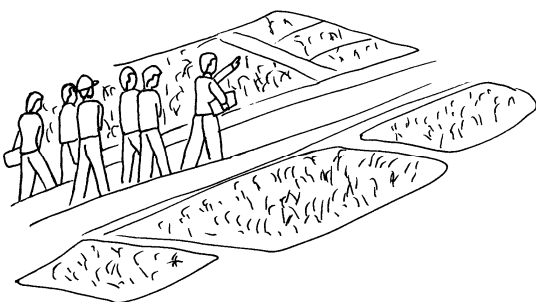
Let's look at an example of Transect Walks!

Step 1: Introduce the Transect Walk exercise that you are about to conduct

- Review the Village Resource Map and allow the households to choose a transect route that crosses the majority of land types and resources
- Nominate one person to act as the 'Tour Leader'!

Step 2: Before you leave, prepare a folder with some A4 paper to record information

- Prepare a simple Matrix on one of the A4 pieces of paper
- In the first column, write all the different land types/resources that you will visit (e.g. rice, forest, crop, roads, etc),
- In the top row, write the topics that you will discuss (e.g. uses, status, issues, problems, opportunities and activities) - these will guide discussion on the Transect Walk



Step 3: Stop when you reach a land type/resource—ask questions with the households and begin to fill in the Matrix

- Ask questions about land and resource potential (e.g. why they don't try other crops, etc)

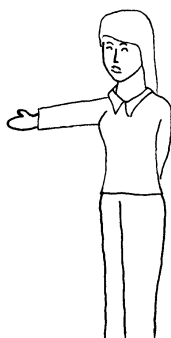
Step 4: You have finished the Transect Walk once you have viewed and discussed each of the land type/resources

Step 5: Review the results of the Transect Walk and the Village Resource Map with the households

- Transfer the Transect Walk results (A4 Matrix) onto A0 paper for all households to discuss

Step 6: The results of the Transect Walk and current use, status, problems, potential and solutions can be recorded

| Sơ Đồ Lái Cầu | | | | |
|---------------|----------|----------|----------|----------|
| Huyện | Thị trấn | Thị trấn | Thị trấn | Thị trấn |
| 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 |

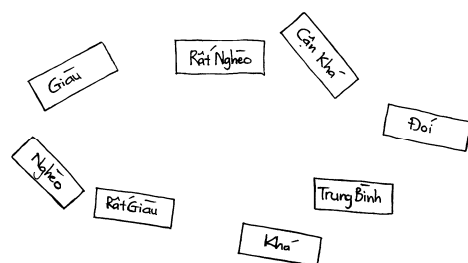


Try This!

- You can use Transect Walks to design infrastructure projects—this can be very effective if you encourage a designer to meet with households—remember that households know more about local conditions than a designer (e.g. flood levels, water flow, etc.)!

4: Wealth Ranking

What is Wealth Ranking?



How can you use Wealth Ranking?

| | Nhóm 1 | Nhóm 2 | Nhóm 3 | Nhóm 4 |
|--|--------|--------|--------|--------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

When can Wealth Ranking be used?

| Nhóm 1 | Nhóm 2 | Nhóm 3 | Nhóm 4 |
|---------|---------|------------|---------|
| Tên họ: | Tên họ: | Tên họ:... | Tên họ: |
| ~~~~~ | ~~~~~ | ~~~~~ | ~~~~~ |
| ~~~~~ | ~~~~~ | ~~~~~ | ~~~~~ |
| ~~~~~ | ~~~~~ | ~~~~~ | ~~~~~ |
| ~~~~~ | ~~~~~ | ~~~~~ | ~~~~~ |
| ~~~~~ | ~~~~~ | ~~~~~ | ~~~~~ |
| ~~~~~ | ~~~~~ | ~~~~~ | ~~~~~ |

What else should I know about Wealth Ranking?

Wealth Ranking facilitates discussion on:

- Household perceptions of wealth classes in a Village or Hamlet
- Resources and characteristics of different wealth classes in a Village or Hamlet
- Wealth class of individual households in a Village or Hamlet

Wealth Ranking can be used to identify:

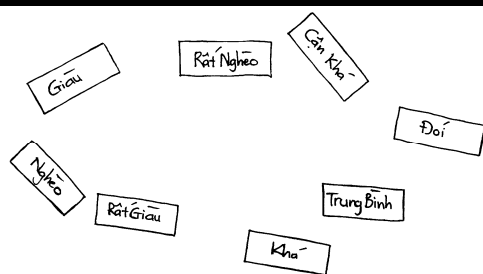
- Characteristics and resource constraints of different wealth classes in a Village or Hamlet
- Characteristics of poor households and household perceptions of poverty
- Compare wealth classes and resource constraints of households between Villages and Hamlets

You can use Wealth Ranking when:

- Targeting poor households for assistance
- Designing suitable activities for different wealth classes based on their available resources (especially the poor)
- Monitoring and evaluating of development assistance over time to observe changes in asset ownership

- You need to prepare the names of each household in the Village or Hamlet before conducting Wealth Ranking—these names need to be written on small cards
- Wealth Ranking is an essential tool to perform if you want to target poor households—the results will help you and households to identify poor households and design appropriate activities within their resource constraints

4: Wealth Ranking



| | Nhóm 1 | Nhóm 2 | Nhóm 3 | Nhóm 4 |
|--|--------|--------|--------|--------|
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| | Nhóm 1 | Nhóm 2 | Nhóm 3 | Nhóm 4 |
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| | ~~~~~ | ~~~~~ | ~~~~~ | ~~~~~ |
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| | Nhóm 1 | Nhóm 2 | Nhóm 3 | Nhóm 4 |
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| Nhóm 1 | Nhóm 2 | Nhóm 3 | Nhóm 4 |
|---------|---------|-------------|---------|
| Tên hộ: | Tên hộ: | Tên hộ: ... | Tên hộ: |
| ~~~~~ | ~~~~~ | ~~~~~ | ~~~~~ |
| ~~~~~ | ~~~~~ | ~~~~~ | ~~~~~ |
| ~~~~~ | ~~~~~ | ~~~~~ | ~~~~~ |
| ~~~~~ | ~~~~~ | ~~~~~ | ~~~~~ |
| ~~~~~ | ~~~~~ | ~~~~~ | ~~~~~ |
| ~~~~~ | ~~~~~ | ~~~~~ | ~~~~~ |

Now let's look at one method to do Wealth Ranking!

Step 1: Begin by asking households about the number of classes of wealth in the Village or Hamlet

- Write these classes down on a large sheet of A0 paper in the top row—sometimes there maybe a lot of different classes
- Give each of these classes of wealth a name (e.g. poor, rich, etc.) and a number

Step 2: Now ask the households to discuss the differences between each of the classes of wealth

- Try to break these into different criteria (e.g. housing, income, productive assets, etc)
- You should now have a small Matrix—the different wealth classes in the top row and different criteria in the first column
- Facilitate discussion between the households to fill in characteristics of each wealth class for each criteria

Step 3: You should have the names of the household heads in the Village or Hamlet on small pieces of paper ('cards')

- Split the cards (with the names on them) between the households
- Each household in the Wealth Ranking exercise will take turns to read the name of the household
- The households discuss the wealth class the household on each card belongs to and places the card on the A0 paper on the corresponding wealth class

Step 4: Once the households have finished allocating all households to a wealth class, review the characteristics of the different wealth classes once again for each of the criteria.

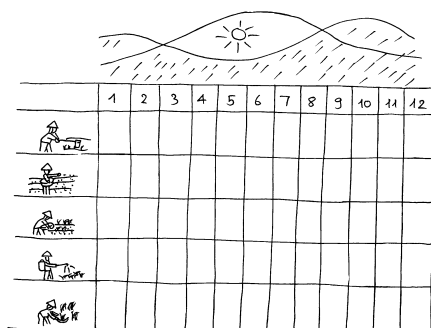
Step 5: Once completed, transfer the results on A4 paper outlining the wealth class of each household in the Village

Try This!

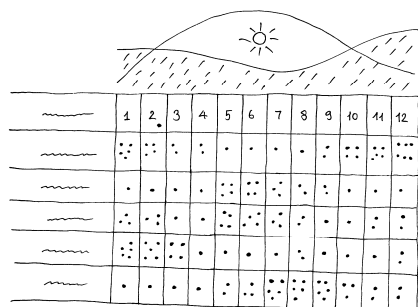
- You can combine Wealth Ranking with Linkage Diagrams which you will learn later—you can map household resources for some of the wealth classes and do income analysis.

5: Seasonal Calendars

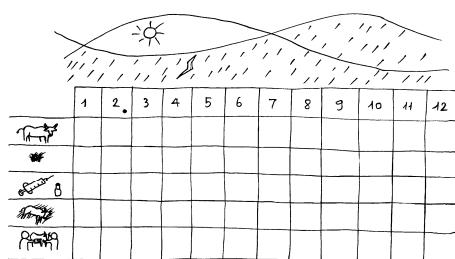
What are Seasonal Calendars?



How can you use Seasonal Calendars?



When can Seasonal Calendars be used?



What else should I know about Seasonal Calendars?

Seasonal Calendars facilitate discussion on:

- Seasonal activities and events related to production, cultivation, social activities and consumption
- Planning activities with households and identifying appropriate times for implementing activities
- Identify seasonal problems and trends of specific activities

Seasonal Calendars can be used to identify:

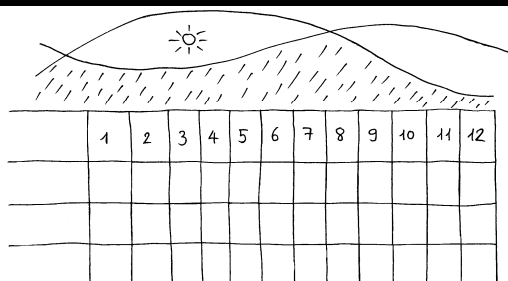
- Timing and duration of different activities
- Seasonal problems and issues
- Appropriate times to plan activities
- Identify activities to solve potential problems or issues

You can use Seasonal Calendars when investigating and planning seasonal events and activities with households related to:

- Cropping
- Livestock
- Income/Expenditure
- Household consumption
- Social or community activities

- Seasonal Calendars are often only used for cropping and livestock—Seasonal Calendars can be modified to cover other topics of interest (e.g. income/expenditure, social events, migration, etc.)
- Use local materials and pictures when conducting Seasonal Calendars—it makes it easier for households to conduct the exercise and visualize

5: Seasonal Calendars



Let's look at an example of Seasonal Calendars!

Step 1: Draw 12 columns on a table and explain that these are the months of the year

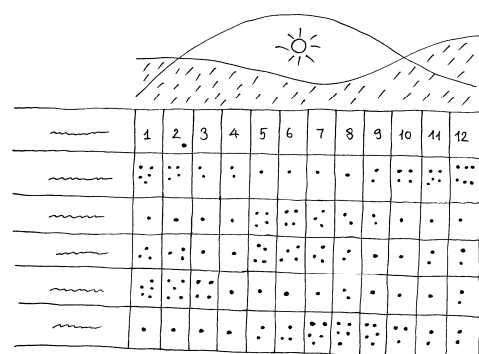
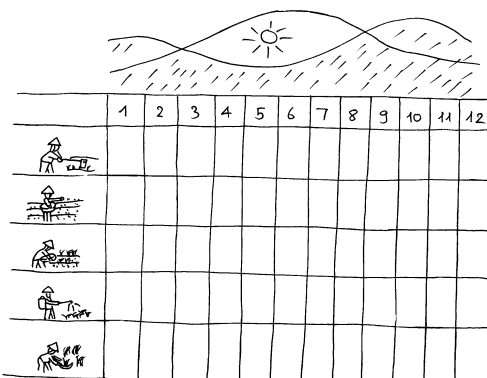
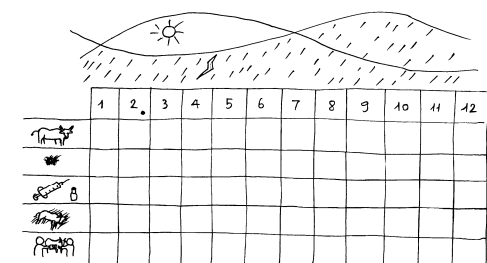
- Place the lunar calendar and Gregorian calendar at the top

Step 2: Place weather and key dates at the top of the calendar (e.g. rain, temperature, Tet, etc.)

- Use boxes or lines to demonstrate intensity (e.g. the higher the box or line the higher the amount of rain)

Step 3: Choose a topic of the Seasonal Calendar and ask probing questions to investigate all seasonal activities and events related to the topic:

- Livestock (feed availability, diseases, vaccinations, buying, selling, etc.)
- Crops (sowing, harvesting, pest/diseases, buying, selling, fertilizer/pesticides, etc)
- Income and expenditure (labour, income sources and timing, expenditure, etc.)
- Household consumption (food varieties, availability, food price, consumption, etc.)



Step 4: You now will look at the occurrence and/or intensity of each of the activities

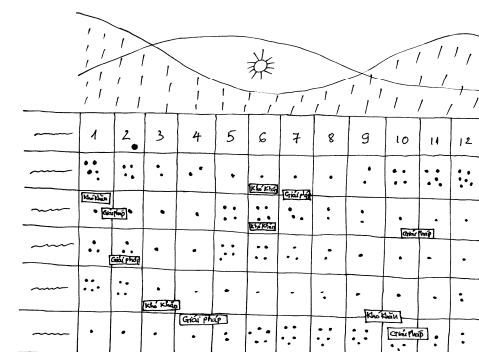
- Use sticks or rocks to identify intensity
- Write intensity or activities on the A0 paper using marker pens

Step 5: Discuss problems identified in the Seasonal Calendar

- Highlight the problems and be specific
- Identify solutions or activities to solve these problems

These problems and solutions can be recorded on the seasonal calendar using coloured cards or on a separate sheet of A0 paper

Step 6: Once completed, write the results on the A0 paper (to replace the local materials and coloured cards) and transfer the results to A4 paper.

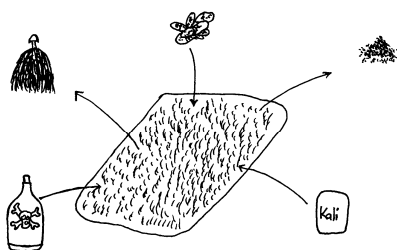


Try This!

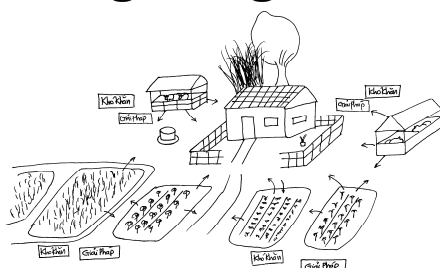
- You can combine the Seasonal Calendar exercise with Matrix Scoring and Ranking—the results of both exercises support each other and are very useful.

6: Linkage Diagrams

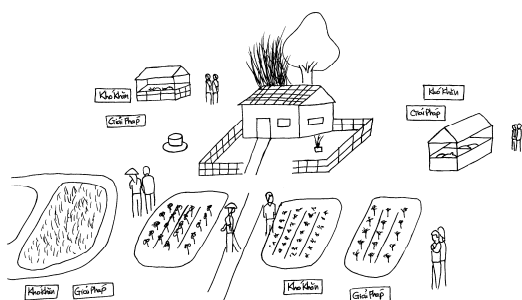
What are Linkage Diagrams?



How can you use Linkage Diagrams?



When can Linkage Diagrams be used?



What else should I know about Linkage Diagrams?

Linkage Diagrams are used to facilitate discussion on:

- Household farming system resources, their uses and resource flows
- Farming system and resource analysis at the household level
- Gender roles and responsibilities within the household farming system

Linkage Diagrams can be used to identify:

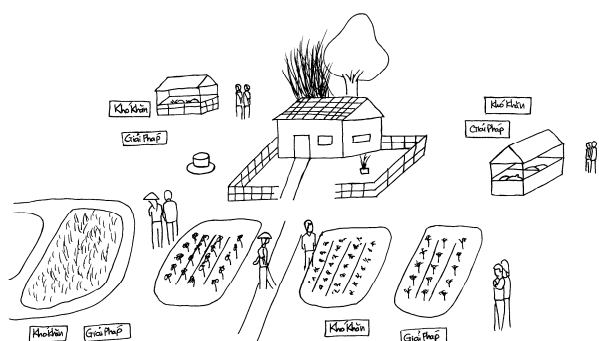
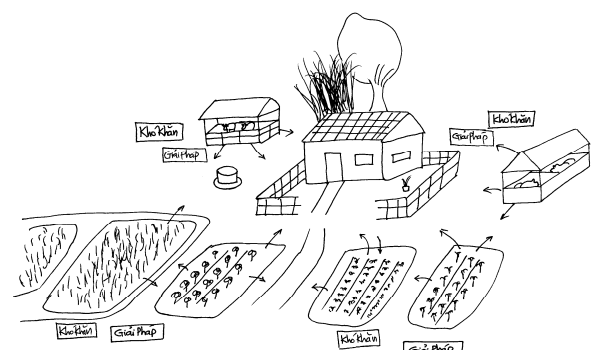
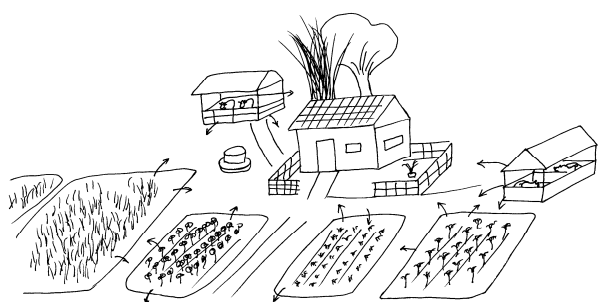
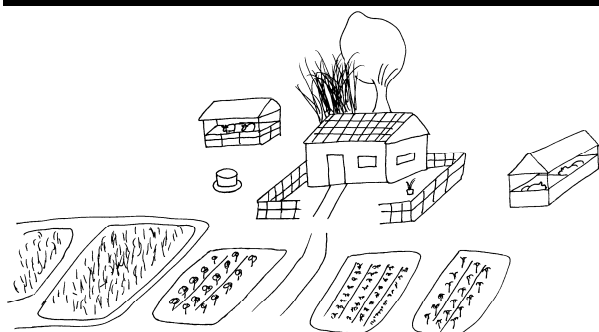
- Farming systems and the flow of resources in the local area
- Labour divisions and labour flows
- Input and output markets and products
- Resource constraints and opportunities to utilize existing resources

You can use Linkage Diagrams when:

- Analysing farming systems
- Analysing labour and gender roles in household farming system activities
- Identifying resource constraints, problems and opportunities
- Economic analysis of a household farming systems (e.g. input and output market costs to analyse household income)
- Comparing and analyzing household resources of different wealth classes (combined with Wealth Ranking)

- Use local materials and pictures when conducting Linkage Diagrams—it makes it more enjoyable for households to conduct the exercise and visualize
- An economic analysis can be conducted using a Linkage Diagram (for a single household as an example) by looking at input costs and income from the sale of products – this can estimate annual income

6: Linkage Diagrams



Let's look at an example of Linkage Diagrams!

Step 1: Ask the participants to start by drawing or making a simple house

- Use local materials (e.g. sticks and stones)

Step 2: Ask questions about different household resources and make little diagrams to represent these (e.g. livestock, rice, crops, forest products, markets, food, etc.)

- Discuss flows of the different products and the use of by-products
- Inputs – what they are, quantity and where they come from?
- Outputs – what they are, quantity and whether they are sold or used?
- Use of by-products – what they are and what they are used for?

Step 3: Use coloured chalk lines demonstrate resource flows

Step 4: Identify the roles of men and women in conducting each activity

- Which activities are men or women responsible for?

Step 5: Identify some constraints or problems associated with different products (e.g. quantity, quality, sale price and locations, etc.)

Step 6: Discuss opportunities:

- Resources available but not use not used
- Activities to overcome specific problems or issues

Step 7: These problems and solutions can be recorded on the Linkage Diagram using coloured cards or on a separate sheet of A0 paper

Step 8: Once completed, write the results on the A0 paper (to replace the local materials and coloured cards) and transfer the results to an A4 sheet.

Try This!

- Look at the Wealth Ranking results and the characteristics of poor households—compare the Linkage Diagram results with a poor household—you can identify resource constraints and opportunities specifically for poor households!

7: Matrix Scoring and Ranking

What Matrix Scoring and Ranking?

| | Tiêu Chí | | | | | | | |
|-------|----------|-------|-------|-------|-------|-----------|-----------|---------|
| | Đế... | Đế... | Đế... | Tổ... | Đế... | Lợi Nhuận | Chức Năng | Vệ Sinh |
| Đế... | | | | | | | | |
| Đế... | | | | | | | | |
| Đế... | | | | | | | | |
| Đế... | | | | | | | | |
| Đế... | | | | | | | | |

Matrix Scoring and Ranking facilitates discussion on:

- Preferences of households of different activities, resources or items and reasons for preferences
- Preferences of households for particular activities or varieties and reasons for these preferences
- Household-perceived importance and rank of community issues or problems (e.g. health or social problems)

How can you use Matrix Scoring and Ranking?

| | Tiêu Chí | | | | | | | |
|-------|----------|-------|-------|-------|-------|-----------|-----------|---------|
| | Đế... | Đế... | Đế... | Tổ... | Đế... | Lợi Nhuận | Chức Năng | Vệ Sinh |
| Đế... | | | | | | | | |
| Đế... | | | | | | | | |
| Đế... | | | | | | | | |
| Đế... | | | | | | | | |
| Đế... | | | | | | | | |

Matrix Scoring and Ranking can be used to identify:

- Household preferences and the reasons for these preferences
- Problems and opportunities of different items, varieties or activities
- Activities that are suitable and favoured by households

When can Matrix Scoring and Ranking be used?

| | Tiêu Chí | | | | | | | |
|-------|----------|-------|-------|-------|-------|-----------|-----------|---------|
| | Đế... | Đế... | Đế... | Tổ... | Đế... | Lợi Nhuận | Chức Năng | Vệ Sinh |
| Đế... | | | | | | | | |
| Đế... | | | | | | | | |
| Đế... | | | | | | | | |
| Đế... | | | | | | | | |
| Đế... | | | | | | | | |

You can use Matrix Scoring and Ranking when:

- Planning activities with households and identifying preferred activities, varieties or items of households
 - Cropping
 - Livestock
 - Social or community activities
- Understanding the household-perceived importance of community problems and reasons for their importance

What else should I know about Matrix Scoring and Ranking?

- Use local materials and pictures when conducting Matrix Scoring and Ranking—it makes it more enjoyable for people to conduct the exercise and visualize things
- Most Facilitators only use Matrix Scoring and Ranking for livestock and crops—you can use Matrix Scoring and Ranking to look at social, health, women's and community issues by simply modifying the columns!

Let's look at an example of Matrix Scoring and Ranking!

Step 2: Discuss some criteria to compare these varieties or activities in the top row:

- Prepare some simple criteria in advance
- *Or*, by asking households about what is ‘good’ about each variety or activity—use the different answers as your column headings

- Rank each of the varieties or activities in based on each of the criteria (1 = highest ranking)
- Use locally available products – it is easier for people to count with and move around if they change their mind
- You can compare women's and men's priorities using different scoring products (e.g. men use stones, women use sticks)

Step 4: Count and tally the results to identify the most preferred variety or activity—this is the variety or activity with the lowest count

- Identify these problems and issues and discuss solutions or activities to solve these problems—use coloured cards

Try This!

- Use Matrix Scoring and Ranking for social, health, women's and community issues— simply choose a topic (e.g. women's health), identify the health problems, discuss some of the impacts (these become your criteria to score and rank) and the start the exercise!

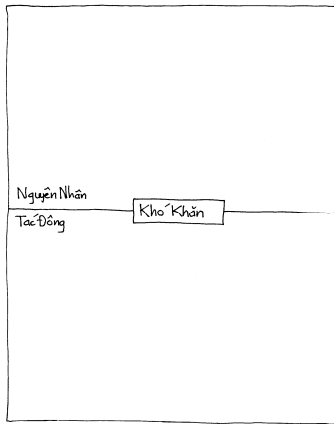
- A problem affecting households in the Village and the causes and effects of the problem
- Linkages between different causes and different effects of problems
- Solutions and activities households can do that will contribute to solve the problem

- Household perceptions of causes of problems facing households in a Village
- Household perceptions of effects of problems facing households
- Linkages between different causes and effects of problems

- **Planning activities, especially social programs, with households**
 - **Health**
 - **Education**
 - **Gender and women's issues**
- **Analysing social or community problems with households**
- **Looking at issues and problems facing women in a Commune**

- Use different coloured cards for Problem Trees—one colour for causes, one colour for effects and one colour for solutions
- Problem Trees can also be used with Matrix Scoring and Ranking (for social or health problems) - you can use the Problem Tree to analyse in more detail the most serious social or health issue ranked in the Matrix Scoring and Ranking

8: Problem-Cause-Effect-Solution Trees



Let's look at an example of Problem Trees!

Step 1: Start by discussing the problem that will be analysed

- Write this problem on a coloured card and place this in the middle of the A0 paper
- Draw a line across the middle of the A0 paper (through the problem)
- Write 'Causes' above the line and 'Effects' below the line

Step 2: Ask the households to discuss some of the causes of the problem

- Write each cause on a card—make sure the cards are the same colour
- Discuss each of the causes and identify any contributing and flow-on causes
- Remember that causes are linked—draw lines to show these links

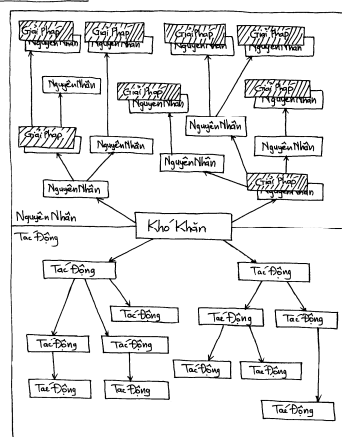
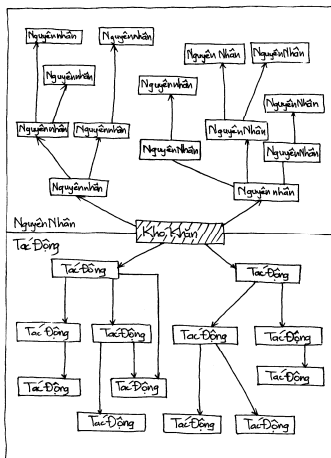
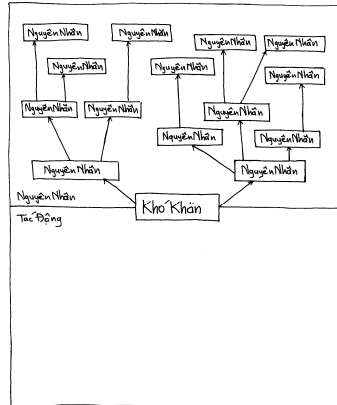
Step 3: Start to discuss the effects of the problem once you have identified all the contributing causes and their links

- Write each effect on a card—these cards are a different colour to the 'Causes'
- Discuss each of the effects and identify any contributing and flow-on effects
- Remember to show that effects are linked and use lines to draw these

Step 4: You should have all the causes and effects of the problem—now you can start to identify some activities that households can conduct to solve some of the causes of the problem

- Write each of the activities on a card—these cards are a different colour to the causes and effects
- Review some of the causes to make sure they are clear and more appropriate and feasible activities are proposed

Step 5: Once completed, write the results on the A0 paper and transfer the results to an A4 sheet.



Try This!

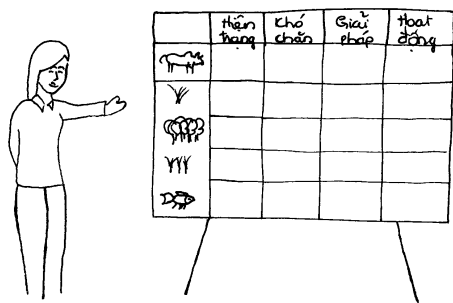
- You can use Problem Trees for almost any type of problem raised by households—you can investigate livestock, cropping, natural disaster or rural infrastructure problems as well!

Reviewing and Concluding the Results of PRA Field Exercises

Now all the groups have finished the PRA Field Exercises—you can now review and discuss the results with all the people.

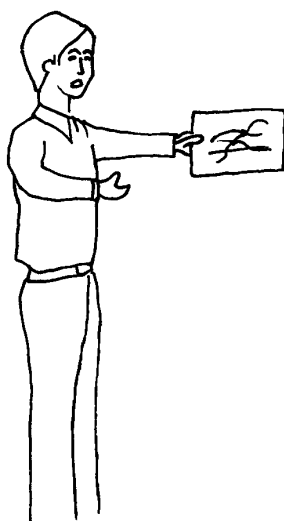
- Each household group should nominate a Presenter—this person presents their group's results to all people at the meeting
- The Lead Facilitator brings all households together and explain that everyone will now look at the results of other groups
- All households visit each group to see the Diagram, Map, Matrix or A0 sheets of results and discuss the results
- The Lead Facilitator summarises the results of all exercises and identify common issues and proposed activities
- The Lead Facilitator informs people of how the PRA results are used in Socio-Economic Planning and thank all households for their attendance

Nominating a Presenter from each Group



- The Facilitators asks each group to nominate a presenter from each group
- Choose an active and enthusiastic presenter—try to encourage women!
- As a Facilitator, go through the presentation with the Presenter just to make them feel a more comfortable

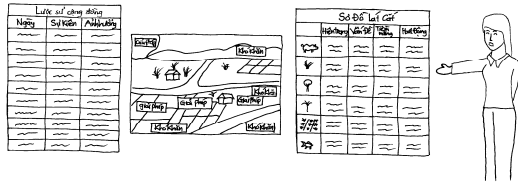
Lead Facilitator



- The Lead Facilitator plays an important role in the review and presentation of PRA results by each group—they encourage discussion between households
- Make sure that all people can see the presentation of each Presenter—encourage people to stand or sit in a circle close to the exercise
- Always encourage discussion between the households—try to encourage households to ask questions and encourage the Presenter to answer—not you!

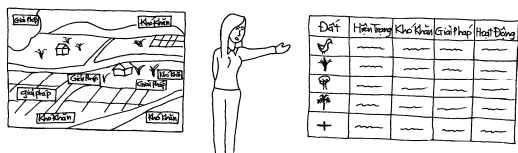
Reviewing and Concluding the Results of PRA Field Exercises

Content of Presentations



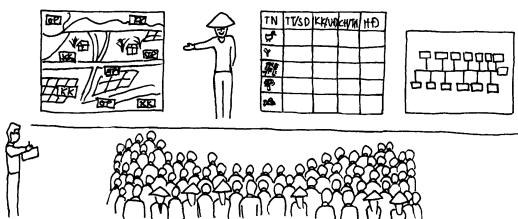
- Each group presentation is a maximum of 10 minutes
- The Presenter explains the following:
 - Brief overview of the exercise that was conducted
 - Explanation of the diagram, map, Matrix or A0 sheet of results
 - Overview of the main problems/ issues identified and activities proposed that households can conduct
- Give an opportunity for other households to raise questions and ideas

Summary of PRA Results by the Lead Facilitator

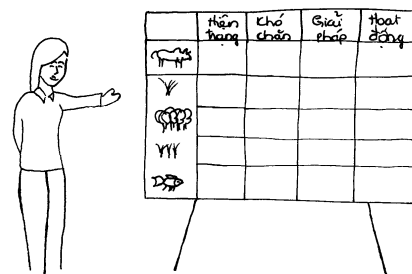
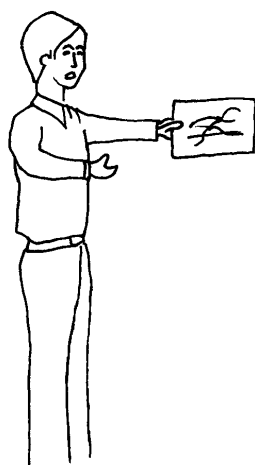


- The Facilitator makes notes when each group presents results—record the common problems and issues and proposed activities
- The Lead Facilitator gives a brief summary of the PRA tools conducted and some of the main results
- Inform the households that the PRA Field Exercise results will be compiled and presented to households at the Village Planning Meetings conducted under Socio-Economic Planning
- Thank the households and the Facilitators for their effort and time—you look forward to seeing them at the Village Planning Meetings!





Collecting Recorded Group Results

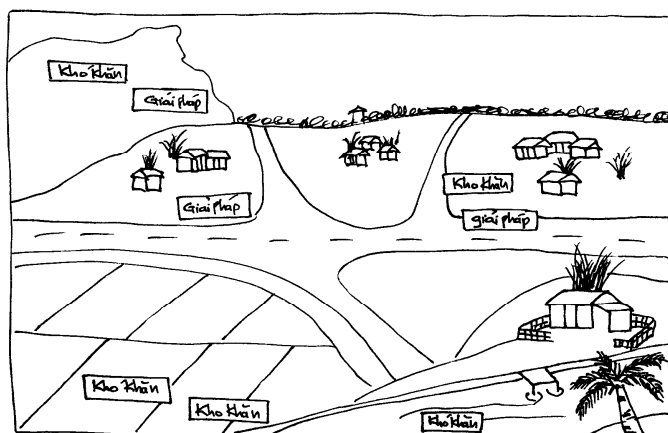


- The Lead Facilitator collects all group results before leaving
- Make sure that the Recorder has recorded all results on A4 paper—check that the name of the Village, date, PRA exercise, Facilitator and number of households conducting the exercise are written on each A4 sheet
- A0 sheets are also collected—make sure that cards and other items are strongly attached to the A0 sheet
 - You will use these sheets later at the PRA Review Meeting
 - These A0 results are posted at the Village Planning Meetings for households in the Village to see



PRA Field Exercise Review Meeting

| | Kết Quả PRA..... | | Thôn..... | |
|---|------------------|----------|-----------|-----------|
| Chủ đề | Hiện Trạng | Khó Khăn | Cốt lõi | Hoạt Động |
|  | | | | |
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PRA Field Exercise Review Meeting

Now all PRA Field Exercises are completed! This is now the time to hold a small meeting at the Commune People's Committee to review the results and prepare presentations for the Village Planning Meetings.

- Invite the Lead Facilitators and some of the Facilitators from each of the PRA Field Exercises in each Village
- Bring all the A4 recorded results and the A0 sheets from each PRA Field Exercise in each Village
- The Lead Facilitator or a Facilitator from each PRA Field Exercise presents the results of the exercises
- PRA presentations are prepared by each group for each Village and a Presenter is nominated

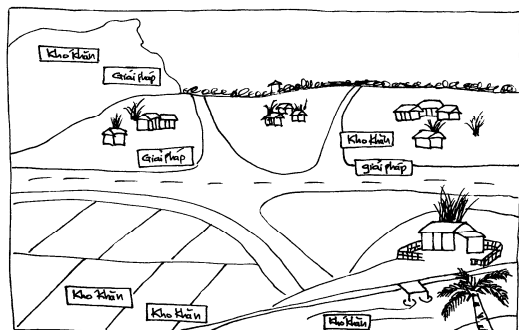
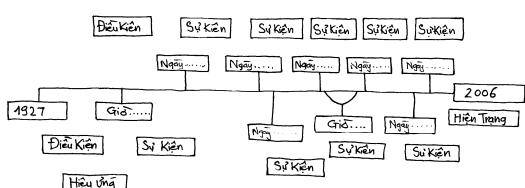
Inviting Lead Facilitators and Facilitators



- Lead Facilitators from each PRA Field Exercise are invited to attend the PRA Field Exercise Review Meeting
- It is also important to invite some of the Facilitators to attend the Review Meeting



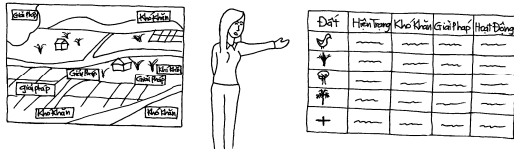
Results of PRA Field Exercises



- Remember to bring the PRA Field Exercise results from each Village
 - A4 results recorded by the Recorder
 - A0 results of each PRA tool
- Check the results before the Review Meeting to make sure all results are collected
- Make sure the A0 Diagrams, Maps and Matrixes are clear and visually attractive—you can improve these by colouring different elements of the sheets and highlighting results
- Remember that the A0 sheets will be posted at the Village Planning Meetings—take care of them and try to make them visually attractive

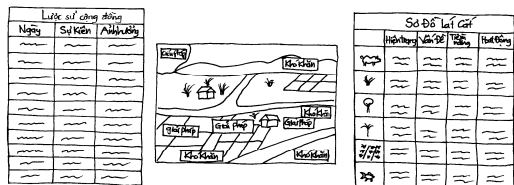
PRA Field Exercise Review Meeting

Presentation of Results from each PRA Field Exercise

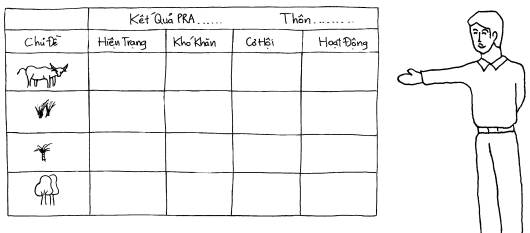


- Each Lead Facilitator or a Facilitator presents the results of the PRA Field Exercises conducted in their Village
- The A0 results of each PRA Tool are presented—focus on the problems/difficulties and solutions/activities
- Encourage discussion between the Facilitators when presenting results—identify some common problems/difficulties and solutions/activities

Preparing Presentations for PRA Field Exercises



- The presentation of PRA results at Village Planning Meetings is conducted using 2 simple methods:
 - A0 Matrix outlining the topic, current status, difficulties and solutions/activities—the Matrix is similar to the Matrix used to compile the results of Transect Walks
 - Village Resource Map that highlights some of the main problems/difficulties and solutions/activities identified through different PRA tools—use different coloured cards highlighting difficulties (one colour) and solutions (a different coloured card)
- PRA Field Exercises might not have been conducted in all Villages—in this case it might be appropriate to apply results from a nearby Village (excluding Village Resource Mapping and Transect Walks)
- Nominate Facilitators that will present the PRA Field Exercise results at each Village Planning Meeting



Practice Presentations of PRA Field Exercises

- It is now time to practice presentations—invite the Commune People's Committee officials to view these presentations—it is very useful for them to see the results from each Village!
- Give advice to Presenters after their presentations—be constructive and supportive to help them improve
- Finalise the presentations after all comments and suggestions are received—inform the Facilitators of the Agenda of the Village Planning Meetings so they can prepare