

Participatory Rural Appraisal (PRA) Technique

For Community Assessment

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Class objectives

- Introduce PRA
- Introduce PRA tools
- Discuss usability of PRA in the developed world

Guiding points for “Whose Reality”

- Which two ways of program implementation depicted in video?
- Which program implementation approach considered actual community needs?
- Can you relate the video to your experiences of program planning and implementation?

“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.”

-Robert Chambers

WHY PRA?

- To understand the social aspect of the community
- To develop common understanding of community and natural resources
- To select appropriate solution for the community's problem
- To give voice to disadvantaged sections of the society
- To Identify and prioritize the community needs

Characteristics

- Firstly developed in Kenya and India
- Emphasis on empowering local people
- Local communities are invited to assume responsibilities
- PRA team members act as facilitators
- Workshop format
- Share results of analysis by visualization, public presentations and discussions during meetings

Principles

- Offsetting biases- bring different perspectives
- Rapid and Progressive Learning
- Be Gender Sensitive
- Reversal of roles
- Focused Learning
- Seeking for diversity and differences
- Attitude

PRA Team members

- PRA-team leader
- PRA Facilitator
- Note Taker

PRA activities

- Resource Map
- Social Map
- Venn Diagram on Institutions
- Resource Cards
- Seasonal Calendar
- Transect Walk
- Semi-Structured Interview-Household Case Study

Limitations

- Raising expectations, planned intervention may not meet priority felt needs.
- It also could not able to meet the desire for quantitative, statistically verifiable data.
- There is indiscriminate use of techniques as well as rushing and overlooking the poor and disadvantaged.

In class Group activity instructions

Group Reading (15 minutes)

- Read and discuss the assigned activity in your respective group. Reflect upon- Does this activity useful for community assessment in developing world as well? What are the strengths and weaknesses of the tool? Can it be applied in urban setting as well?

Posting the image on google slides (5 minutes)

- Do the internet search (using google or any search engine) by typing the activity name and find the appropriate image which depicts the final outcome of the activity. E.g. if you are assigned “resource map” activity then do image search and find image which shows actual resource map which fits to the description provided in the handout. If you don’t find exact activity outcome image, then search image which best depicts or come closer to the outcome of the assigned activity.
- Copy the image along with the source link
- Paste the image and its source link on the google slide assigned to the activity. The google slide link is provided on D2L in Week-8 tab under the PRA folder.

Summarizing the activity for the class (20 minutes)

- Using white-board and markers write down important points of the activity you discussed within the group. Chose a spokesperson who will explain the activity to rest of the class. Discuss the activity with other fellow students using the reflection questions mentioned in point-1 above.

After discussion reflection

- Think which tools you found interesting and why?
- Do you agree with presenting teams assessment on usability of the tool in USA and urban setting?

Links

- PRA India

<https://youtu.be/ZIKk57sN2K0>

<https://youtu.be/BdV6H4m4Ol8>

- PRA Europe

<https://youtu.be/EQynTomBAQs>

Reference

- Sontheimer, S., Callens, K., & Seiffert, B. (1999). Conducting a PRA training and modifying PRA tools to your needs. *An example from a participatory household food security and nutrition project in Ethiopia. Addis Ababa.*