<u>**Training Module No. 6**</u>

1 Day Training Program on Training on Participatory Rural Appraisal Tools

Date :_____   **Venue:_____**

Participants: 30 Persons
- Field staffs of Forest department i.e., Foresters/ Forest guards
- Staff members of Partner NGO
- Sarpanch/ Ward members
- Line department functionaries
- Gram saathi/ Gram Rozgar Sewaks
- Office bearers of the VSS
- Other field level workers like community mobilisers
  *Concerned forester and forest guard need to attend to facilitate the participants.

Objective of the Training

The main objective is to enhance and improve conceptual and practical understanding of participants on various participatory rural appraisal tools and techniques so as to enable them to apply these during their field activities for collection of various information pertinent to project planning, implementation, monitoring and evaluation.

Learning Outcomes

1. To enable participants to understand the importance of community involvement in project execution
2. Participants have clear understanding of PRA tools relevant to AJY micro plan preparation process
3. Participants have better confidence in use of PRA tools for project planning, implementation, monitoring and evaluation

Minimum competency of Participants

The participants should have basic understanding on the project objectives, activities and outputs. In addition to these, they should have minimum level of understanding about the village set up, the social customs& taboos, community profile, broad socio-economic and geographical set up of the project areas etc. This will help in doing effective PRA exercise.

Prerequisites for conducting the training

1. VSS area has been demarcated
2. Village has been finalized where PRA will be done
3. VSS is formed
4. Villagers are informed well in advance about date and timing of the program and its venue
5. Vehicle for communication
6. Suitable space for PRA exercise is identified

7. Food and water arrangement for the PRA team members

Instructional Requirements

1. White board with marker
2. LCD projector
3. Pointer (stick/ Laser)

Materials and Aids Required

1. Drawing sheets
2. Flip charts
3. Pencil with eraser & sharpener
4. Colour sketch pen (2- 3 sets)
5. Markers
6. Colour powder (8- 10 types)
7. Glass marbles& pebblesand
8. Locally available materials like leaves and seeds of different size and colour, small pieces of sticks etc

Details of Session Plan

Duration (Min)	Key Steps/ Key activities	Method	Aid
Session 1: Introduction to PRA			

10	**Self Introduction**
	• Background of the participants
	  ✓ Education
	  ✓ Experience in rural development sector
	  ✓ Working knowledge on forest improvement projects
	  ✓ Prior exposure to PRA tools
	• Ice breaking exercise
		Lecture& Group interaction	• **White board**
			• **Marker**
			• **White board wiper**

10	**General Introduction on PRA**
	  ✓ What is PRA
	  ✓ Objectives of PRA
	  ✓ Specific features of PRA
	  ✓ Why to use PRA tools
	  ✓ How does PRA help in project planning and management
	  ✓ Skills required to conduct PRA
		Lecture	• **Power point presentation**
			• **LCD projector**

10	Open house discussions and questions from participants	**Group interaction**	• **White board** • **Marker** • **White board wiper**
Session 2: Brief on various PRA tools			

10	• Introduction to **Participatory Transect**
	  ✓ Brief on participatory transect tool
	  ✓ Its applicability and benefits
	• Explain the step by step approach to conduct the participatory transect
	• Analysis of outcome of the participatory transect and their uses
		Lecture	• **Power point presentation**
			• **LCD projector**

5	Open house discussions and questions from participants	**Group interaction**	• **White board** • **Marker** • **White board wiper**
30	Demonstration of Participatory transect and data collection format	**Group interaction**	• **White board** • **Marker** • **White board wiper** • **Format of data collection (Hard copy in local language)**
10	• Introduction to **Key Informant Interview**	**Lecture**	• **Power point**

	tool ✓ Brief on Key Informant Interview (KII) ✓ Its applicability and benefits • Step by step approach to conduct the Key Informant Interview		**presentation** • **LCD projector**
5	Open house discussions and questions from participants	**Group interaction**	• **White board** • **Marker** • **White board wiper**
30	Demonstration on Key Informant Interview tool	**Group interaction**	• **White board** • **Marker** • **White board wiper** • **KII schedule**
10	• Introduction to **Social mapping tool** ✓ Brief on social mapping tool ✓ Its applicability and benefits ✓ Field setting to conduct social mapping • Step by step approach to conduct the social map	**Lecture**	• **Power point presentation** • **LCD projector**
5	Open house discussions and questions from participants	**Group interaction**	• **White board** • **Marker** • **White board wiper**
10	• Introduction to **resource mapping** tool ✓ Brief on resource mapping tool ✓ Its applicability and benefits • Step by step approach to the resource mapping • Key questions to be put during resource mapping *(Refer course material)* • Analysis of outcome of the resource mapping and their uses	**Lecture**	• **Power point presentation** • **LCD projector**
5	Open house discussions and questions from participants	**Group interaction**	
10	• Introduction to **Wealth Ranking** tool ✓ Brief on Wealth Ranking tool ✓ Its applicability and benefits • Step by step approach to conduct the Wealth Ranking • Explain on key questions to be put for conducting Wealth Ranking *(Refer course material)* • Analysis of outcome of the Wealth Ranking and their uses	**Class room**	• **Power point presentation** • **LCD projector**
5	Open house discussions and questions from	**Class room**	

	participants		

10	• Introduction to **Venn Diagram** tool
	  ✓ Brief on Venn Diagram tool
	  ✓ Its applicability and benefits
	• Step by step approach to conduct the Venn diagram
	• Explain on key questions to be put during conducting Venn diagram *(Refer course material)*
	• Analysis of outcome of the Venn diagram and their uses
		Class room	• **Power point presentation**
			• **LCD projector**

10	• Introduction to **Seasonal Calendar** tool
	  ✓ Brief on Seasonal Calendar tool
	  ✓ Its applicability and benefits
	• Step by step approach to conduct the Seasonal Calendar
	• Key questions to be put during Seasonal Calendar preparation *(Refer course material)*
	• Analysis of outcome of the Seasonal Calendar and their uses
		Class room	• **Power point presentation**
			• **LCD projector**

5	Open house discussions and questions from participants	**Class room**	

Session 3 : Field Practice of PRA tools			
Duration (Min)	**Key Steps/ Key activities**	**Method**	**Aid**

20	• Gather the community members and explainon
	  ✓ Objective of visit
	  ✓ Various PRA tools to be done
	• Identify the key respondents among the community members
	• Identify PRA facilitators and note takers
		Group interaction	

120	Conducting PRA exercise	**Practical**	1. Drawing sheet 2. Flip chart 3. Pencil with eraser & sharpener 4. Colour sketch pen (2- 3 sets) 5. Markers 6. Colour powder (8- 10 types) 7. Glass marbles and pebbles and 8. Locally available

			materials like leaves of different size and colour, small pieces of sticks etc
20	Validation of the PRA findings (maps & data)	**Group interaction**	
20	Sharing the outcome of the PRA tools and their utility	**Group interaction**	

10	Task to participants on
	  o Segregation of qualitative and quantitative data
	  o Statistical analysis of quantitative data
	Explain on the report format and main heads of the report
		Group interaction	• **Note book**
			• **Pen**

10			

Session 1

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Course Materials

Participatory Rural Appraisal

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Introduction

A general perception that restricts the confidence and performance capacity of the project field implementers is that collection of data from the rural community is a very tedious task which needs sophisticated tools and techniques. However, for an implementer with sound knowledge on use and application of participatory rural appraisal (PRA) tools and techniques, this task becomes quite easy. PRA practitioners believe in the use of local ecological knowledge of the project area inhabitants for project planning, implementation, monitoring and evaluation. PRA opens up the avenues though two-way communication to understand the rural ecosystem in a lucid manner and thus helps in extracting project specific information, skills, potentials & experiences of the project beneficiaries. This method helps and enables the local community in identifying and using their own skills to address the local issues to overcome the existing bottlenecks in the socio-economic development.

What is PRA?

PRA is an approach where the project implementers acknowledge and integrate the knowledge and opinions of the rural community in planning, implementation and management of a project. Participatory Rural Appraisal helps the community to identify their needs and constraints, basing on which they can make plans, implement the plan and monitor and evaluate the whole process.

> **Participatory-**meansthe process where people who are the main stakeholders are involved in the planning and implementation process – a "bottom-up" approach that requires good communication skills and proactive attitude of project staff

> **Rural-**the techniques can be used in any situation, urban or rural, with both literate and illiterate people, however in the present context it is more relevant to the village or rural communities

> **Appraisal-** The finding out of information about problems, needs, and potential in a village

> ✓ *PRA is intended to enable local communities to conduct their own analysis and to plan and take action (Chambers R. 1992)*
> ✓ *A shift from extractive questionnaire based survey to experience sharing by local people in rural set up as per the time convenient to them*
> ✓ *Is based on the principle that local people are creative and capable and can do their own investigations, analysis, and planning*

Why this technique?

- ✓ This method involves the people for whom the project has been designed
- ✓ This empowers the people in identifying the local problems and needs
- ✓ Helps in identifying the use of local knowledge and local solutions

✓ Involvement of project beneficiaries make them serious, dedicated and enthusiastic towards project implementation

Specific features of PRA

✓ It's quite flexible which can be modified as per the local needs
✓ The types and process of implementation of PRA depends on the area, people, and socio-economic condition of the people and attitudes of those people
✓ The result may not be repetitive- does not necessarily mean to have the same result to other places
✓ Offsetting biases and
✓ Triangulation for data validation

Skills Required for doing PRA

Communication skills

▪ Be open to people's opinions and interests - speak slowly and clearly
▪ Questions should be raised in an orderly, open and understandable way
▪ Invoke the concentration of the people, try to avoiddomination of a few people's ideas
▪ Be attentive to people's feedback and take note carefully
▪ Be patient with initial hesitation of community people
▪ Be sensitive to ethnic, religious, traditional, cultural, educational, sex and age characteristics of community
▪ Give special consideration to poor, ethnic minorities and women

Meeting organising skills

▪ Time, venue and topic of the meeting should be prepared and informed to participants before it takes place- preferably as per the convenience of the community
▪ Meeting agenda should be flexible and must be developed by the facilitator to get closer to prime objective within a reasonable time
▪ Logistic arrangementsneed to be in place
▪ Before the meeting, finalize who will be the facilitators and rapporteurs
▪ Before the meeting, try to collect basic information of the participants wealth status, education level, gender, ethnic group, religion etc to avoid confusions and conflicts in opinions

Facilitation skills (during PRA session)

▪ Try to finish one agendum before another and present a conclusion of points
▪ Encourage all participants to raise opinions, especially the ones in secluded corners or shy persons
▪ Diplomatically tone down the members who tend to monopolise others
▪ Find ways to harmonise contrast opinions and keep the discussion peaceful and comfortable
▪ Start and finish the meeting in a timely way
▪ Avoid asking several questions simultaneously
▪ Use indirect questions for sensitive aspects, for example: income, ownership, disability, age, marital status, education etc

PRA Report Preparation

✓ Separate qualitative and quantitative data from the beginning

- ✓ Do basic statistical analysis of quantitative data

Major report content

- Introduction
- Project Background
- Approach and Methodology
- Tools and Techniques
- Data and Findings
- Implications
- Summary of findings
- Reference

Session 2

Tool Name: Participatory Transect	
Description	- A transect walk is a mobile interview exercise 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 base and corresponding 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. - All the team members need not follow the same path; it will probably be more useful to divide the team into smaller groups so that a group of two to three persons 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. - 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 which 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
Objective	- To get the first hand information about the resources available in and near the village/ territory - To identify the interaction of the inhabitants with the local resource base - To identify the existing status, diversity of the resources and conflict around the resources along with the reasons behind these - To break the ice and initiate the community mobilization process
Key Questions	1. What is the general topography of the village 2. What are the types of plants found in different parts of the village 3. What are the uses of different parts of the land zones 4. How important are these zones separately for men and women 5. Any conflict around in accessing the resources 6. Any specific species decreasing/ increasing in any particular patch/ geography of the village 7. Types of dependence on different zones like for food/ fodder/ fuel wood etc
Steps in facilitation	1. Gather few people who have clear understanding on the topography as well as resource base of the village 2. Divide the team into small teams which comprises of at least one member of the PRA team and few members from the community 3. Team may divide the village into different zones like valley zone (village), Foot hill zone, Hill zone for better understanding of the resources. This should be done in consultation with the villagers 4. Walk along a path from centre of the village to the ridge/ outer boundary and some distance beyond that till the points up to which the villagers usually walk for their daily needs

	5. While walking ask different questions & cross- questions as mentioned above and take a note of these discussions 6. Arrange the findings in tabular formats differentiated by zones of the village
Materials Required	▪ Drawing sheet ▪ Note book ▪ Pencil with eraser and sharpener ▪ Pen
Time to complete	2.5 to 3 hours

Tool Name: Key Informant Interview	
Description	▪ Its a qualitative tool where in-depth interview of a single or a group of persons (10 15) is conducted to get the first hand information in a quick manner ▪ Rather than adopting a closed ended questionnaire, it uses a loosely structured questionnaire where a free flow of discussion is conducted on various issues of the locality
Objective	▪ To get the first- hand information about a particular issue/ topography or any other information pertinent to the project planning, implementation, monitoring and evaluation
Key Questions	• What are the key issues/ challenges of the village and why • What are the uses of the nearby forest • Who are the users of the nearby forest • How the uses change across gender • What are the dominant species, trends in their population change and reasons • Key sectors of engagements, which is more lucrative and why, which is less rewarding and why • Key issues of various livelihood activities and strategy to overcome these *(Probe around these questions to get in-depth understanding and various local ecological knowledge being used by the community)*
Steps in facilitation	1. Formulate the questions- these should be limited and specific to the project objectives 2. Allow free discussions- prepare a interview guide including major issues and cross topics which will be used to start and conduct the discussion in regulated manner 3. Select the key informants- select the persons with specialized knowledge on the identified issues/ sectors 4. Conduct interview- Establish rapport, explain the project objectives & intentions of interview, maintain the sequence of questions, avoid jargons, probe to get further insight of the issue 5. Take sufficient notes while discussing 6. Analyse the discussion data and other outcomes 7. Check reliability and validity of the information obtained- check for the biases, check the knowledge, experience, credibility etc of the informants etc

Materials Required	▪ KII questionnaire ▪ Note book ▪ Pen ▪ Pencil with eraser ▪ Drawing sheet ▪ Colour sketch pen sets
Time to complete	1 to 1.5 hrs

Tool Name: Social Map	
Description	▪ This is a map that is drawn by the community members 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
Objective	▪ To learn about social structure, relative location of households and their distribution based on wealth, ethnicity and religion etc ▪ To learn about various institutions available in the village
Key Questions	1. What are the approximate boundaries of the village 2. How many households are found in the village and where are they located? 3. Is the number of households growing or shrinking? 4. What are the social institutions found in the village? 5. What religious groups are found in the village? 6. What are the approximate locations of the different religious groups? 7. Which are the pucca/ kuchha households 8. Which are the female Headed Households and where are they located?
Steps in facilitation	1. Mark the north direction to maintain the orientation of the map 2. Ask the participants to draw a map of the village showing the major features like hills/ mountains, major roads etc. This will help in fixing the boundary of the village 3. Locate all the households of the village. Keep an eye on the relative locations and number of the households with reference to the key features. For example the number of household on one side of the road should be exact as the real situation of the village 4. Use common symbols for common types of houses. For example houses of one religion should have common symbol and similarly for pucca & kuchha house etc 5. Mark the places of popular spots like temples, mosques, churches, schools, Panchayat offices, post offices etc 6. Mark the female headed households 7. Make sure that your copy of the map has a key explaining the different items and symbols used on the map. 8. Discuss whether the total number of households has increased or shrunk during recent years, reasons and effects of such changes
Materials Required	▪ Documentation Sheet/ note book ▪ Drawing sheet ▪ Pen ▪ Pencil, eraser and sharpener

	▪ Sketch pen
Time to complete	1.5 to 2 hours
Note	▪ This can be done on the ground using colour powders/ colour chalks. In this case one of the PRA team member along with 1 or 2 community member with good artistic hand should copy it on the drawing sheet ▪ Final map on drawing sheet should be colour coded and explain all the symbols used ▪ Map must have the proper orientation (use north arrow)and mention the date ▪ Final map on drawing sheet must be validated on the spot by the community members ▪ If possible take some good photographs of the entire process

Tool Name: Resource Map	
Description	▪ The Village Resource Map is a tool that helps 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. ▪ It is a visual representation done by locals to illustrate the natural resources of a community
Objective	▪ To learn the villagers' perception of what natural resources are found in the community and how they are used
Key Questions	1. Which resources are abundant? 2. Which 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?
Steps in facilitation	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 village 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.
Materials Required	▪ Sticks, ▪ Pebbles

	▪ Leaves ▪ Colour powder/ sawdust, or ▪ Any other local material
Time to complete	1.5 to 2 hours
Notes/ Tips	**Tip** ✓ This tool requires artistic ability for painting, to capture the place well ✓ It is also time consuming, and demands a spacious area for villagers to see and make comments ✓ Facilitators need to encourage everybody (rather than the painter only) to join ✓ This is a good early PRA activity, as a map is a useful reference for other activities and discussions ✓ Also it is information that is well known locally and puts local people in control

Tool Name: Wealth Ranking	
Description	▪ This tool helps in grouping the community households into different relative categories based on their wealth base ▪ This is helpful in designing suitable interventions for different economic groups of the locality ▪ The criteria for the categorization of the community members is set and agreed by the community members present during the PRA exercise ▪ The outcome of this tool will vary from village to village and the criteria will also simultaneously when done with different categories and villages
Objective	▪ To investigate perceptions of wealth differences and inequalities in a community ▪ To identify and understand local indicators and criteria of wealth and well-being ▪ To map the relative position of households in a community
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 in facilitation	1. Prepare a numbered list of all the households in the community (see social map) and the name each household head and the household number 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. 4. Assure the informants of confidentiality and do not discuss the ranks of individual families, so as not to cause bad feelings within the community. 5. List local criteria and indicators derived from the ranking discussion
Materials Required	✓ Drawing sheet cut into small pieces ✓ Pencils with eraser & sharpener ✓ Sketch pen

	✓ Note book with pen
Time to complete	2.5 to 3 hours

Tool Name: Venn diagram	
Description	▪ This tool shows institutions, organisations, groups and important individuals found in the village, 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
Objective	▪ 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	1. Which organisations/institutions/groups are working in or with the community? 2. Which institutions/groups do the villagers regard as most important, and why? 3. Which groups are addressing household food security and nutrition issues? 4. Which organisations work together? 5. Are there groups which are meant for women or men only? 6. Are some particular groups or kind of people excluded from being members of or receiving services from certain institutions?
Steps in facilitation	1. Make sure that the poorest and most disadvantaged group of people are present 2. Make sure that you have all material that is needed. 3. Explain to the participants the three objectives of the Venn Diagram on institutions 4. Ask the participants which organisations/institutions/groups are found in the villageand which other ones even outside the village are working with them. 5. Facilitate to explore all the possible institutions like SHGs , farmers' group etc 6. Are their political groups? Who makes important decisions in the village? 7. 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 8. Ask the participants to draw a big circle in the centre of the paper or on the ground that represents themselves 9. Ask them to discuss for each organisation and 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)* 10. 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 11. Every organisation/group should be marked with the name or symbol 12. Ask them to discuss in which way they benefit from the different organisations 13. The facilitator and note-taker have to listen very carefully and the note-taker writes down, why the different organisations are considered important or less important 14. Ask them to show the degree of contact/co-operation between themselves and those institutions by distance between the circles 15. Institutions which they do not have much contact with should be far away from their own big circle. 16. Institutions that are in close contact with the participants and whom they co-operate most, should be inside their own circle 17. The contact between all other institutions should also be shown by the distance between the circles on the map 18. Ask them which institutions are only accepting women or men as members. 19. 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 20. Ask them to discuss in which organisations poor people do not participate and why? 21. 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)* 22. 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)* 23. 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

Materials Required	✓ Documentation Sheet for the Venn Diagram
	✓ Drawing sheet for copying the map
	✓ If drawing on the ground:
	   ○ Open space where maximum participants can contribute andsee what is happening
	   ○ Sticks and
	   ○ local material for symbols
	✓ If drawing on a paper:
	   ○ Drawing sheet
	   ○ Pencils
	   ○ Markers

Time to complete	1.5 to 2 hour
Note	

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

Hints	✓ If people find it difficult to understand, it will be helpful to draw a simple example for them ✓ If time allows it will be good to form separate focus groups for women and men

Tool Name: Seasonal Calendar	
Description	▪ A seasonal calendar is a participatory tool to explore seasonal changes (e.g. gender-specific workload, diseases, income, expenditure etc.)
Objective	▪ 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 most agricultural works carried out by women? 10. When are most agricultural works carried out by men? 11. When is most non-agricultural works carried out by women? 12. When is most non-agricultural works carried out by men? 13. Which could be the most appropriate season for additional activities for men and women? What time constraints do exist and for what reason?

Steps in facilitation	1. Find a large open space for the group. The calendar can be drawn on the ground or a very big sheets of paper like drawing sheet
	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 (s) the food is usually scare. Discuss the reasons why it is scarce?
	5. Go on like this, meaning topic by topic. Some suggested topics for discussion are as follows:
	  o Rainfall
	  o Food scarcity
	  o Income (cash and kind) for women
	  o Income (cash and kind) for men
	  o Expenditure for men
	  o Expenditure for women?
	  o Water availability for human consumption

	o Livestock forage availability o Credit availability o Agricultural work load for women o Agricultural work load for men o Non-agricultural work load for women o Non-agricultural work load for women o NTFP availability o Marketing of produces (Agril. And forest) 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.

Materials Required	✓ Note book
	✓ Drawing sheet for copying the seasonal calendar
	✓ If drawing on the ground:
	   o Open space for doing PRA
	   o Stones
	   o Sticks and other available material to produce symbols, or
	✓ If drawing on a paper
	   o Drawing sheet
	   o Pencils with eraser and sharpener
	   o Markers or sketch pens

Time to complete	1.5 to 2 hours
Note	✓ Additional issues for the Seasonal Calendar may be added according to the needs and interests of the participants

References

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