Annotated Bibliography on Gender, Rapid Rural Appraisal and Participatory Rural Appraisal

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* Save the Children (U.S.)

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Adams, A., R. Das Roy, et al., 1993, **Participatory Methods to Assess Change in Health and Women's Lives.** BRAC-ICDDR,B Joint Project in Matlab

**Key words:** gender, health, participation, methods, ranking, matrix ranking, wealth ranking, status ranking, social mapping, household demography

This report would interest researchers, trainers, fieldworkers and health workers interested in using PRA activities to explore gender relations.

An exploratory study was undertaken in Jamalpur, Bangladesh (an area where BRAC has been long established) to 'identify indigenous indicators of health, wealth and women's status and to investigate people's perceptions of changes in these indicators over time'. The PRA methods used are described in detail, showing the different findings according to gender. The time line and focus group discussion about change showed particularly how women felt they now have greater influence in household decision making, due to involvement in credit and training programmes. The 'indigenous indicators' of women's status chosen (e.g. piousness, judgement.) varied according to whether women were BRAC or non-BRAC members.

Bilgi, M., 1991, **Entering the Woman's World. PRA Exercise with Women in Village Nana Kandhasar,** Aga Khan Rural Support Programme (4 pages)

**Key words:** training, gender, gender awareness training, India, South Asia, IIED, IDS

This report would interest trainers of trainers, trainers and fieldworkers.
PRA activities were conducted in Gujarat with a group of village women, with men observing in the background. The women counted the number of families in each caste and the class-wise distribution of farmers, then used circles to construct a chart showing their debts. Finally, they estimated how many hours they spent on various activities each day, using twigs on a chart. This report is written as dialogue between the participants so shows clearly how activities were introduced and discussed.


**Key words**: gender, gender awareness training, body mapping, India, South Asia, IDS, IIED

A clear simple account of a time estimation method which would be useful to trainers of trainers and fieldworkers

A PRA activity estimating women's time use (devised by Judith Appleton) was carried out with a group of men who had resisted improved technologies for domestic work. Through identifying the different activities a woman does in the day, the men are amazed to find that the total time worked is 19 hours. The actual conversation between the participants and trainer is reported, as they go on to discuss whether women's work is 'easy' compared to men's. The report mentions materials and describes the method clearly.


**Key words**: PRA, gender, planning, mapping, ranking, transect, Philippines

Trainers, planners, researchers and fieldworkers interested in using PRA and gender analysis tools might be interested in this collection of papers presented at a workshop.

PRAGEN (PRA and ECOGEN - Ecology, Community and Gender) tools were tested in a pilot project with a community in the Philippines. The tools used included 'the village map, the village transect, the time line, a disaggregated seasonal activities calendar, the gender resources map, problems/opportunities ranking and a gender resource mapping action plan.' Selected in-depth household interviews and participant observation also took place. Through the ECOGEN activities, the community, together with the local government and implementing NGO, prepared a Gender Resource Mapping Action Plan, identifying agroforestry as central to their livelihoods as gold becomes less available. Although women were active in the planning process, 'the analysis did not adequately indicate the actual roles that women will continue to play in the project' and the project's future impact on women's lives.
Bond-Stewart, K., 1992, **Fostering Rights Awareness Through Community Publishing. Legal Literacy : A Tool for Women's Empowerment**

**Key words**: gender, workshop, literacy, publishing, participation

This article describes a participatory approach to producing books, which could be applied by trainers of trainers, trainers and fieldworkers when producing materials, reports or literacy primers.

The Community Publishing Program began in 1986 in Zimbabwe with the aim of building up the 'confidence, creativity, practical and analytical skills of development workers and local leaders through books and workshops.' Books are produced 'collectively and democratically' through a team travelling around Zimbabwe, listening to what people want in a book. Five main principles guiding community publishing are listed and examples given of books that were produced using these participatory methods. The article ends with 'Lessons from the Experience', giving more detail of the methods used to encourage people to participate and view books as a 'process not a product'.

Cornwall, A., 1992, **Body Mapping in Health RRA/PRA, RRA Notes 16**

**Key words**: methods, reproduction, health, women, body mapping, family planning, Zimbabwe

This article describes a particular PRA method that would be useful to fieldworkers and trainers working in health.

The discovery that local health workers were using traditional concepts about the body to explain modern contraception, led the author to use body-mapping to bridge the gap between Western and traditional knowledge. This article describes in detail how body mapping was conducted individually and then in groups, with the trainer also discussing her version of the body. The purpose of using body mapping is not to replace Western medical ideas with local ideas, but a 'bridging process' so that health workers and local people can understand each other's language. To ask health professionals 'to take people's models of their bodies seriously' requires a major change in attitudes: issues for training are explored in detail.

Cornwall, A., 1992, **Engendering Ethnocentricity? PRA and the Analysis of Gender, SOAS**

**Key words**: PRA, gender

The issues raised in this short article would interest researchers, trainers, fieldworkers and planners.
The term 'gender' has come to be 'synonymous with an interest in women's livelihoods and perspectives', rather than referring to women and men. Other assumptions made are that 'women' or 'men' 'form coherent interest groups' and that western understandings of gender difference are universal. Considering gender as 'less as something fixed that people have, than as ways of describing and evaluating what people do' which varies cross-culturally and according to different situations, is a good starting point. PRA practitioners need to 'empty their glasses' at every stage, rather than assuming that 'gender difference makes a difference in all settings'. There is a need for the development of new techniques for 'addressing wider issues of power and social complexity' such as analysis of conflict, social networks and spheres of agency, movement and activity.


**Key words:** training, watershed, gender, herbal, agricultural, health, trend analysis, methods, transects, venn diagrams, wealth ranking, matrix ranking, India

This report, particularly the detailed annexes, would interest trainers and fieldworkers in NGOs.

Activists for Social Alternatives, an Indian NGO, began to use PRA in order to reach the poorest villagers. This report describes their experiences since 1990, under the specific areas where PRA workshops were conducted: tank rehabilitation, watershed development, herbal medicine, women's issues, health and income generation (non agro based). The 'process' section of the annexes describes in detail the PRA methods used and findings (including diagrams and pictures): village modelling, trend change, seasonality and linkage activities were used to explore women's perspectives on health and social issues. The Gender PRA training workshop was attended by women from 22 villages - sharing their personal problems 'developed a strong bond and solidarity which later led to the formation of a women's co-ordination committee'. They took up issues like 'eve teasing, child marriage, dowry, wage and deserted women' and 'feeling the need for educating the public about the problems of women, planned for an International Women's Day celebration this year'.


**Key words:** PRA, training, health, gender, India, mapping, modelling, timeline

This report may interest trainers and health workers working with women's groups.
A topical PRA on health was held in South India for 23 participants belonging to 11 NGO groups. Activities were conducted separately by the NGO group and women's group: their different perceptions of health problems are compared on a table. Information on the reproductive cycle was also produced by the women's group. Some general observations made about women's participation include: 'women have come out with seasonal calendar of 10 months' and 'women have triangulated only amongst themselves and never wanted to present in the larger forum.'


Key words: gender, methods, mapping, timelines, activity charts, Gaza, Middle East

This report would interest trainers, fieldworkers and researchers working directly with women or wanting to address gender issues through PRA.

Save the Children Federation/US (SCF) organised a PRA focusing on women in the Gaza Strip to obtain more information to improve women's projects. The area was unusual in that 'while (religious) prohibitions on dress and mobility have increased, women have also played an active role in the intifada (uprising against the military occupation)'. A team, consisting 'almost entirely of women from Gaza', carried out the PRA in one urban and one rural community. Semi-structured interviewing and direct observation were the main methods used (with a checklist for observing 'perceived relationships among family members' to work out male/female dynamics). The report analyses which methods worked best with women - seasonal calendars were found not to be relevant, so new tools were introduced: a mobility map (where, why and how often do you travel?) and a daily routine diagram. Findings are presented and problems which arose during the PRA briefly discussed.

Green, R., 1993, Participatory research, gender and participation - some problematics, PRA and Gender Workshop, Institute of Development Studies, Sussex, IIED

Key words: PRA, gender, participation, Africa

This brief but provocative paper raises issues of relevance to trainers, planners, fieldworkers and researchers.

This paper raises issues around PRA as an empowering process. For the poor, product matters more than process and 'it is the functional, material gain which is the entry point, not the empowerment'. PRA can be seen as 'Orwellian manipulation' from the point of view of 'elaborate processes imposed to secure participation'. In practice, those 'least familiar with Western cultural processes will be the most excluded and manipulated' - usually the women of a community. Any approach or technique has 'differing meanings in differing geographical, cultural and temporal contexts', so PRA should also be seen as 'context limited and context enhanced'.

**Key words:** PRA, gender, video, training, Ethiopia, Pakistan, Brazil

The 'additional notes' from this proposal would interest trainers of trainers, fieldworkers and researchers looking at gender issues.

This proposal for producing a series of audio-visual material 'for change agents working in co-operation with women's groups and in natural resource projects describes the topics to be covered and how PRA tools can be used for gender analysis. Groups will participate in the video-making and videos will focus on case-studies from Ethiopia, Brazil and Pakistan, 'illustrating different examples of gender roles in the management of forests, water, soils and agriculture'. Semi-structured interviewing with key informants and focus groups 'forms the basis of all interaction with local women and men'. In the section 'Additional Notes', a list is given of which specific PRA methods are to be used for which area of gender analysis, and more information about how the package can be used to train field staff.

Guijt, I., 1992, *Gender Differences and PRA*, IIED

**Key words:** gender, method, mapping, timelines, seasonal calendars, transects

These illustrated examples of PRA activities would be useful to gender trainers and researchers.

This collection of PRA activities used for gender analysis consists of examples of maps, diagrams and calendars drawn by women and men from a variety of countries. A knowledge of PRA techniques is needed as there is little written explanation with the illustrations.

Guijt, I., 1994, *Making a difference: integrating gender analysis into PRA training*, RRA

**Notes** 19

**Key words:** PRA, gender, training, Brazil

The practical suggestions and detailed case-study would be useful for trainers, fieldworkers and planners wanting to use PRA to tackle gender inequalities.

PRA is not 'automatically gender sensitive' - there is a need to raise gender awareness first before PRA tools can be used to explore different perceptions and it is not enough simply to say that gender is important. A PRA and Gender training programme that took place in Brazil had three preparatory steps: defining gender, 'formulating key questions in terms of gender-differentiated perspectives' and deciding which PRA methods would be most appropriate. During the fieldwork, problems were discussed in terms of gender - who and how issues had been raised. The article ends with a discussion of the benefits ('experiential learning of gender differences') and dangers (the trap of the 'gender average') of linking PRA and gender.
Guijt, I. and M. Shah, 1993, **PRA and Gender Workshop: Summary of plenary discussions** IIED/IDS

**Key words**: PRA, gender, training

This article would be useful to trainers, researchers and planners wanting to use PRA to explore gender differences.

Four key issues were addressed at a workshop on PRA and Gender held at Institute of Development Studies, Sussex:

1. Working with conflict
2. Does the 'input of consultation with women as well as men' in itself guarantee empowerment?
3. Ethics of addressing gender through participatory approaches (i.e. use of PRA methods rather than following through the whole process)
4. PRA with gender or Gender with PRA?

Each of these issues is summarised in terms of practical, analytical and institutional implications.

Guijt, I. and M. Shah, 1993, The Trap of Community Averages : report on a PRA and gender workshop, **ODI Agricultural Administration (Research and Extension) Network Newsletter** 29

**Key words**: PRA, gender, training, workshop

This overview of the issues discussed in a workshop on PRA and Gender should interest trainers, researchers, planners and policy makers.

This brief overview of a workshop on PRA and Gender held at IDS begins with the 'unfortunate and astonishing' observation that 'PRA so rarely incorporates a thorough gender-differentiated analysis'. Since 1991, PRA has been more shaped by gender issues, resulting in a literature dealing with three main sets of issues:

1) practical - is PRA 'equally amenable for use by women and by men?'
2) analytical - ‘what understanding of gender is used to guide PRA?’
3) institutional - 'how does the institution deal with the findings' of gender-sensitive PRA?

The workshop raised experiences from diverse countries : this report summarises the issues discussed rather than presenting any case-studies.

**Key words**: health, nutrition, gender, food security, methods, mapping, workcharts, seasonal calendars, India, South Asia

This report would interest researchers, fieldworkers and trainers who want to ensure PRA methods reflect gender differences.

To explore PRA 'as a research tool for generating indicators' in the context of a large quantitative survey, four field exercises were carried out in India. The four methods used (village mapping, food charts, women's activity charts and seasonality charts) are described in detail, showing how gender can be taken into account. For example, village mapping is used to identify households at 'very high risk' or 'no risk' as defined by the villagers, and 'conducted separately for men and women in order to measure gender-differentiated perceptions of risk'. Once completed, the field exercises enabled researchers to compare emic indicators (as defined by villagers) with the traditional etic indicators of the larger survey.

Hosain, M., 1991, Rapid Appraisal for Women in the North West Frontier of Pakistan, RRA Notes 12

**Key words**: gender, methods, report, South Asia, Pakistan

This article would interest trainers, fieldworkers, researchers, particularly those working on projects for women.

An RRA exercise was conducted prior to the launching of the 'stoves' component of a social forestry programme in the North West Frontier Province of Pakistan. This article describes how information about women's status and roles was collected in this strictly purdah area where it 'reflected on male honour if you even suggested their women were doing any 'work". The RRA methods used are described in detail since many constraints had to be overcome: women had no formal meeting places, all initial negotiations had to take place through men and it was difficult to prevent 'over-zealous' men from attending discussion groups of women. Findings from the RRA are presented and an analysis of the strengths and weaknesses of the approach, including how far women were able to participate.

Jonfa, E., Haile Mariam Tebeje, T. Dessalegn, H. Halala and A. Cornwall, 1991, Participatory Modelling in North Omo, Ethiopia: investigating the perceptions of different groups through models, RRA Notes 14

**Key words**: agriculture, livestock, methods, interviewing, Africa, Ethiopia, modelling, gender

This article describes how a specific PRA method (modelling) can be used to identify and analyse gender differences.
Participatory modelling was organised by a team on a training course in North Omo. To avoid the men dominating the activity, as is usual if only one group is formed, the group was divided into men, women and children. Each group created a model which showed their different perceptions and 'a version of their area which begs certain emphases and areas for intervention.'

Kabeer, N., 1991, Gender, development and training: raising awareness in development planning, GADU Newspack, OXFAM, Oxford, UK

Key words: gender, planning, training, participation,

Trainers of trainers who are planning gender awareness raising courses might be interested in this article.

'The gender equivalent to Chambers' poverty biases' is summarised as an ironic checklist of ways of 'keeping women invisible in development planning' - e.g. Treat the household as a homogenous and harmonious group of people. Concepts for gender training for development planners are discussed:

1) The distinction between 'biological' sex and 'socially constructed' gender
2) The different processes that construct gender in different cultures
3) Focus on the gender division of labour
4) Rethink the meaning of production in the light of our analysis of the gender division of labour
5) Shift from planning for practical needs to strategies for empowerment.

Such training should help to get away from 'aggregated concepts of development that planners have worked with in the past'.

Kinden, S. L., 1993, From Tea Makers to Decision Makers: Applying PRA to Gender and Development in Rural Bali, Indonesia. Waterloo, Canada

Key words: PRA, gender, Indonesia, Government, evaluation, SSI, focus group discussions, timelines

This thesis would interest trainers (particularly in gender analysis), fieldworkers, researchers, planners and policy makers. Chapter 3 has most detail about PRA methods used: Chapters 1, 2, 5, and 6 analyse the relevance of PRA to gender analysis.

Over a fourteen-month period, the author lived in two rural villages in south-central Bali and 'tested the application of PRA tools with over 300 women and men (villagers to provincial government officials) to explore their gender roles, gender perceptions, gender relations and their Practical (PGN) and Strategic Gender Needs (SGN). Government-designed programmes for women were also evaluated. Chapters 1 and 2 show how PRA has more in common with GAD (Gender And Development) than the WID (Women In Development) approach, since 'they both focus upon relations of power'. GAD and PRA are seen to be complementary approaches: GAD uses 'extractive tools, with outsiders
conducting interviews and participant observation' whilst PRA 'has not addressed questions concerning exactly who within a community participates' and lacks tools to address conflict. Certain PRA tools do not enable women to express their particular perceptions and needs. Chapter 3 describes the research methodology in detail, analysing which PRA tools were successful in the field. Chapter 4 presents findings, showing that women have tended to become 'implementers of government development initiatives, rather than participants in their own development'. Conclusions (Ch 5) include evaluation of the research approach, listing the strengths and weaknesses of PRA and GAD in detail. Recommendations (Ch 6) suggest how PRA could be integrated into Gender Analysis training programmes.

Krishnamurthy, R., 1994, *Gender and Participatory Approaches: Implications and Experiences*

**Key words:** PRA, gender, training, NGOs

This paper would interest researchers, community workers, trainers and planners using PRA to tackle gender issues.

IWID (Women in Development) is a resource centre 'which aims at fostering a gender perspective within NGOs in India through training, institutional development, research and documentation support'. This paper describes the process of training at community level, showing how existing PRA methods have been used to help raise gender awareness (e.g. ranking according to oppression, not just wealth and social mapping to show gender based ownership). New methods have also been introduced : mapping of the gender division of labour, self reflection on gender stereotypes through pictures. Examples are given (including illustrations) of all the methods described.


**Key words:** gender, interviewing, methods, training

The issues around interviewing would interest trainers, fieldworkers and researchers.

This short article explores the cultural assumptions behind informal interviewing techniques. Westerners assume that 'questions always have answers' and that 'these answers can be given briefly', thus creating a bias in the interview 'as a means of discussion'. Rural people tend to regard 'knowledge as something very complex... which cannot be glibly articulated in response to quick questions'. Being aware of this cultural bias is essential to good interviewing, so we should 'not be alarmed if people seem to be 'talking round' issues'.

This critique of PRA from a gender angle raises key issues for trainers, planners, researchers and fieldworkers.

This article explores constraints encountered when using PRA on an ODA funded natural resources project in a tribal area of Western India. It was particularly evident that women's participation in the PRAs was minimal. The reasons for this were practical (women were not available collectively for long periods of time & there were few women fieldworkers as the project had just begun), social (PRA activities tended to take place in public places where women felt awkward) and methodological (women respond to PRA activities in different ways, sometimes feeling bored and 'communicating by singing instead'). The author argues that an organised PRA 'gives privilege to certain kinds of knowledge and representation and suppresses others': the emphasis given to formal knowledge and activities tends to 'reinforce the invisibility of women's roles'. However, once the formal and public nature of PRA is perceived as a problem, it can become a means by which 'women's knowledge and activities can be transferred from the informal to the formal arena of project planning', thereby increasing women's profile. Suggestions for encouraging women's participation in PRA include: making non-public contexts (since women are more used to the 'private sphere'), using women's knowledge and ways of communicating (songs, sayings, proverbs). There are constraints: the 'production of observable outputs (maps, diagrams of PRA) have more status for fieldworkers' than scribbled songs or informal interview notes and women's expressed needs (e.g. a flour mill) 'don't fit easily into established categories of natural resource development'.

MYRADA, 1992, Analysis of societal roles and problems from a gender perspective and development of gender-sensitive tools in PRA-PALM, MYRADA

This report is essential reading for trainers of trainers, researchers and fieldworkers using PRA for looking at gender issues.

A staff workshop was organised by MYRADA, an NGO using a PRA approach in South India, to understand gender relations in the project areas and 'locate programmes in the gender context'. There was also a need to 'innovate with the existing repertoire of PRA tools and to innovate new ones to analyse gender relations'. This report describes the workshop in detail, including role plays to give insights into participants' own gender biases and a theoretical framework for gender analysis. For the field exercises, a table summarises topics chosen (e.g. gender differences in establishing institutional linkages, in accessibility to flow of information into the village, differences between men and women in the use of traditional and modern care facilities), PRA tools used and comments on the methods. Annexes include a hand-out on gender and diagrams from the PRA field exercises.

**Key words:** RRA, agriculture, gender, monitoring, evaluation

This article raises issues of interest to researchers, fieldworkers and planners.

The author argues the need to include women's issues in an RRA, since 'analysis of likely or actual 'before' and 'after' situations are less obvious for women than for men'. The 'tarmac bias' is more significant for women than for men, so the RRA approach can offer significant gains. The article outlines how the RRA process can explore women's issues, but stresses the danger of 'compartmentalising them' within the eventual overall report.


**Key words:** gender, South Asia, India,

This report may interest trainers, fieldworkers and planners.

Thirty-seven women attended a women-only PRA in South India organised by HIDA/MYRADA Agroforestry Network. The objectives for holding the PRA were to enable women to interact more freely and to focus on issues of interest to women 'like health, nutrition, labour and migration, childbirth practices'. Observations made about how the PRA differed from 'mixed' PRAs included: the level of sharing was more personal, women discussed methods more than content, women did not need as many tea and smoke breaks! Innovations were made, such as timing from 6 - 9am to fit in with women's work schedule and more use of role play and pictures to introduce issues, since not many women were literate. Findings of field exercises are included as an appendix.

Sahu, M. and R. Tirkey, 1992, A Little Experience of PRA Exercise Conducted at Mecluskigang *RRA Notes* 16

**Key words:** health, methods, diagramming, water, gender, timelines, pie charts,

This brief article would interest researchers, trainers and fieldworkers.

A PRA exercise was carried out to analyse the positive and negative effects of drinking in a tribal area of India. Causal diagrams were produced of drinking habits and of women's status, showing the different consequences of birth of a female child as compared to a male child.

Key words: training, poverty, gender, Ghana, Africa

Tolley, E. and M. Bentley, 1994, Participatory Methods for Research on Women's Reproductive Health, RRA Notes 16

Key words: gender, health, family planning, training, report, India

The methods described in this article would interest fieldworkers, trainers and researchers, particularly working in the field of women's health.

A workshop was held in India to 'adapt some of the participatory methods developed within agriculture for conducting PRA exercises on women's health'. A 'body mapping' exercise was conducted with a group of traditional birth attendants to discuss their concepts of reproduction, contraception and nutrition. A village mapping exercise led later to construction of 'pregnancy time lines' and information on family planning acceptors. The article briefly mentions constraints, such as how to deal with sensitive issues like abortion.

Vigoda, M., 1994, Participatory Rural Appraisal in a Women's Health Education Project in Bangladesh RRA Notes 19

Key words: training, health, gender, Bangladesh, South Asia

This clear and detailed account of a social mapping exercise used to train health workers in Bangladesh would interest trainers of trainers, trainers, health workers and fieldworkers.

The Women's Development Project (WDP) of CARE-Bangladesh trains women in 441 villages as local health educators. A mapping activity was conducted in a village in Tangail with thirteen of these women. In three 'para' (neighbourhood) groups, the women drew maps using sticks and flour, showing the households that they worked with and which new health practices (family planning, latrine etc.) they had adopted. The maps (which are given in Figure 1) made the health workers aware of their achievements and helped them plan for the future. The article ends with a list of uses of participatory mapping in WDP's work as a whole.


Key words: methods, oral history, gender, training, gender awareness training

This paper might interest trainers of trainers who want to use PRA to raise gender awareness.
Training development workers to listen through oral history collection, can help to 'break through the armour of our assumptions' about rural people. In the case-study from Sierra Leone, fieldworkers began to understand the 'rationality behind women's coping strategies' through listening to the changes in child rearing practices. Similarly, in the Ghana case-study, oral history collection led fieldworkers to identify and analyse the tensions between men and women.


Key words: gender, training, Sierra Leone, Ghana, Africa

An approach that could be considered by trainers of trainers, trainers and fieldworkers.

Reflections around the tensions between male fieldworkers and Women's Project Officers on an Oxfam project, led to the idea that RRA training can help to raise gender awareness. The RRA approach encourages fieldworkers to listen, to see that communities are not 'homogenous blobs' and to abandon preconceived ideas. A case-study from Sierra Leone shows how a social map drawing activity done separately by men and women revealed their different perceptions and needs. The second case-study shows how RRA work in Ghana caused male fieldworkers to change their views of women's position in the community. The next most important step would be, to 'transform fieldworkers' anger and resentment into positive pride in their awareness of difference'.

Welbourn, A., 1991, RRA and the Analysis of Difference, RRA Notes 14

Key words: methods, analysis, gender, Zimbabwe, Sierra Leone, Malawi, Ghana, Africa, Bangladesh, South Asia

The analysis of PRA methods in relation to gender difference would interest trainers, fieldworkers and planners.

RRA methods can help to us to counter the assumption that 'rural communities are fairly homogenous groups of people.' This article shows how RRA can be used as a 'method for identifying, exploring and analysing intra-communal difference and as a means of training development workers to appreciate the importance of this to their work'. Case-studies highlight four 'axes of difference in communities : age, gender, ethnic background and poverty'. The gender examples show the different results of certain RRA exercises when attempted by men and women separately : on seasonal calendars, women would always include childhood diseases and were better at identifying individual disease patterns. When asked to draw changes on a map, women complained that 'the kind of changes we need can't be drawn' (wife-beating, overwork). This recognition of intra-communal differences 'has important implications for effective programme development' since agencies should 'at least be aware of whether projects are in fact increasing the gap between the poor and better off'.

**Key words**: PRA, RRA, gender, trend analysis, Malawi, Kenya, Sierra Leone, Ghana

These brief case-studies of work with women farmers may interest trainers of trainers as material for discussion of gender issues.

Examples are given of situations where PRA activities have shown how 'environmental and economic pressures tend to have a negative impact upon women'. Discussions with groups of women and how seasonal calendars were constructed are briefly described.

Welbourn, A., 1992, A note on the use of disease problem ranking with relation to socio-economic well-being : an example from Sierra Leone *RRA Notes* 16

**Key words**: gender, ranking, analysis, Sierra Leone,

This article would interest trainers, fieldworkers and researchers interested in using PRA to reveal different perceptions.

An RRA training exercise was conducted by ActionAid staff in a Sierra Leone village. People were divided into separate groups of old men, young men and women, then sub-divided according to 'better-off' and 'worse-off' after a well-being ranking exercise. A disease problem ranking by the women revealed very different results between the groups of poor and richer women. The two diagrams are included.

Welbourn, A., 1992, Rapid Rural Appraisal, Gender and Health - Alternative Ways of Listening To Needs *IDS Bulletin* 23 (1)

**Key words**: RRA, gender, health, behaviour and attitudes, training, ranking, mapping, seasonal calendars, diagramming, Sierra Leone, Bangladesh

This detailed account of a training model to encourage gender awareness would interest trainers, fieldworkers and planners.

RRA can be used as a tool for training development workers to address the issues of 'gender and health at grassroots level'. Four steps show how various RRA exercises were used for training purposes :

1. Analysis of Difference - trainees are asked to explain the differences in seasonal calendars drawn by separate groups of men and women in Sierra Leone. Their first response was to say the men's maps were simply 'better'.
2. Health versus Wealth - a problem priority matrix ranking exercise from Bangladesh shows how landless women were more concerned with income than health issues.
3. A Better Understanding - development workers learn to use RRA techniques to explore options in more depth with the community.
4. A Better Response - 'the increased empathy with villagers' generated by these RRA activities has allowed workers to explore more sensitive health issues.
Welbourn, A., 1993, **Not only the well-off, but also the worse off**, Redd Barna Regional Office, Africa. (219 pages)

**Key words**: PRA, training, methods, gender, planning, NGOs, Africa, Zimbabwe

The details of methodology and findings, all disaggregated in terms of age and gender, make this report useful to trainers, researchers, fieldworkers, NGO planners and policy makers.

This detailed report of a PRA training workshop held for Redd Barna in Zimbabwe, describes both the methodology and the issues explored. All the field exercises were conducted in separate groups consisting only of women, old men, young men or children. The activities revealed many interesting differences in perceptions of problems and development interventions. For example, an impact diagram constructed with children on 'What happens when father gets drunk?' and ranking family members in order of importance led to many observations about the differing roles of women and men in the home. Discussion with the women's groups about proposed Redd Barna projects, such as irrigation, revealed possible constraints on their full participation.

Welbourn, A., 1993, **PRA, Gender and Conflict Resolution : Some problems and possibilities** PRA and Gender Workshop, Institute of Development Studies, Sussex, IIED

**Key words**: PRA, gender, training, games, health, irrigation, Zimbabwe, Uganda

The issues raised about the implications PRA has for addressing conflict should interest trainers, planners, fieldworkers and researchers.

This paper describes a game and a story that were presented during the workshop to show how PRA can 'help people to address and resolve conflict'. The TASO game (described in the appendix) was used to illustrate current HIV transmission rates in Uganda. The story showed how PRA exercises conducted by Redd Barna in Zimbabwe brought out women's and men's different views of a proposed irrigation scheme. The potential for PRA to help resolve such conflicts is the emphasis placed on 'the value of good communication skills'. Development workers need to learn 'facilitation and arbitration skills' in order to deal with, rather than 'glossing over' conflict and 'failing to acknowledge the political dimensions to all our interventions'. Psychological stress (particularly in relation to HIV and AIDS) also needs to be recognised as 'a valid development issue'.