
UNIT 3 PARTICIPATORY PROGRAMME PLANNING

Structure

- 3.1 Introduction
- 3.2 Participation – Meaning and Benefits
- 3.3 Stakeholders Participation in Development
 - 3.3.1 Identify Key Stakeholders
 - 3.3.2 Examine Stakeholder’s Interests and Impact of the Project
 - 3.3.3 Assess Stakeholder Power and Interest
 - 3.3.4 Outline a Stakeholder Participation Strategy
- 3.4 Rapid Rural Appraisal (RRA)
- 3.5 Participatory Rural Appraisal (PRA)
 - 3.5.1 Meaning and Objectives of PRA
 - 3.5.2 PRA Principles
 - 3.5.3 Distinguishing Features of PRA
- 3.6 RRA Vs PRA
- 3.7 Let Us Sum Up
- 3.8 Keywords
- 3.9 References and Selected Readings
- 3.10 Check Your Progress- Possible Answers

3.1 INTRODUCTION

In the previous unit, we discussed that the first step in any systematic attempt to promote development is to prepare useful programmes based on needs of the people. Then the question is how to identify the needs of people and what are the methods to identify them in a participatory way? In the previous unit we addressed these questions partially and discussed some conventional methods of needs assessment. As a result of dissatisfaction on the conventional methods, some efforts were made in different quarters of development research towards participatory needs assessment methods. Consequently, a large number of field oriented participatory methods to identify the needs of the people emerged.

After studying this unit you should be able to:

Understand the importance and major benefits of participation.

Explain how to involve stakeholders in development.

Describe meaning, principles and distinguishing features of RRA and PRA.

3.2 PARTICIPATION – MEANING AND BENEFITS

Participation occupies a central place in development thinking and practice. Governments, funding agencies, donors, and civil society actors including NGOs and multi-lateral agencies like the World Bank and the International Monetary Fund have all arrived at a near consensus that development cannot be sustainable and long-lasting unless people's participation is made central to the development process. The National Institution for Transforming India (NITI Aayog) also strongly endorsed participatory planning and development.

The way participation is defined largely depends upon the context and background in which participation is applied. Participation in development is now being sought the world over, not because it is a fashion, but because there has been a consensus on the usefulness of participation in development projects. The meaning and purpose of participation of stakeholder's in development projects and programmes is summarised in Box 1.

Box 1: Meaning and Purpose of Participation

Participation includes stakeholder's involvement in decision-making processes in implementing programmes, their sharing in benefits of development programmes and their involvement in efforts to evaluate such programmes (Cohen and Uphoff, 1977).

Participation of stakeholders in development projects and programmes is not purely on idealistic, humanitarian or egalitarian grounds. Greater participation is important to increase project efficiency and effectiveness, to encourage self-reliance among the participants and to increase the numbers of people who potentially can benefit from development (Oakley, 1991).

The major benefits of stakeholder's participation as per Oakley (1991) are:

- i. **Efficiency:** Participation ensures effective utilization of available resources effectively with accountability.
- ii. **Effectiveness:** Stakeholder's participation can make the projects more effective by granting a say in deciding the objectives and strategies, and by participating in implementation, thereby ensuring effective utilization of resources.
- iii. **Self-reliance and Development of Local Human Resources:** With active involvement of the local stakeholders, it is possible not only to break the mentality of dependence but also to increase their awareness, self-confidence, and control of the development process.
- iv. **Coverage:** Despite professed target groups and attempts to cover the weaker sections, however, most projects have been at best only partially successful. Stakeholder's participation can be a potent way of ensuring the flow of the benefits to the target groups.
- v. **Sustainability:** Experience has shown that development interventions from the externally assisted projects fail to sustain the required level of development activity once support or inputs are diminished or withdrawn by the funding agencies. Stakeholder's participation is regarded as an

essential prerequisite for the continuity of the activities. The involvement of local stakeholders and the utilization of local resources generate a sense of ownership over the development interventions to the people. This sense of ownership is essential for the sustainability of the interventions even after external funds cease to flow.

Activity 1: Visit a nearby any development department, enquire about advantages of people’s participation in development. Compare them with those given in above section and write your observation.

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Check Your Progress 1

Note: a) Use the spaces given below for your answers.
b) Check your answer with those given at the end of the unit.

1. What do you mean by participation of people in development?

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2. Do you agree that people’s participation in development enhances the sustainability? Support your answer.

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3.3 STAKEHOLDERS PARTICIPATION IN DEVELOPMENT

In the previous section we discussed that participation of stakeholders is essential for the success as well as sustainability of any development project. Then the questions are:

- a. What do we mean by stakeholders?
- b. What are different types of stakeholders?
- c. How to conduct stakeholders’ analysis?
- a. What Do We Mean by Stakeholders?** Stakeholders are people or organizations who are directly or indirectly affected by the outcome — positively or negatively — or those who can influence the outcome of a proposed intervention (Rietbergen-McCracken and Narayan, 1997).

Development professionals need to coordinate among these stakeholders to achieve desired results.

- b. Types of Stakeholders:** Stakeholders are of two types (FAO, 1999):
 - i. Primary Stakeholders:** The people or groups that are directly affected, either positively or negatively, by either the efforts or the actions of an agency, institution or organization.
 - ii. Secondary Stakeholders:** The people or groups that are indirectly affected, either positively or negatively, by the efforts or the actions of an agency, institution or organization.
- c. Stakeholder Analysis:** Stakeholder analysis is a tool for identifying needs and concerns of different stakeholders of project / programme. Stakeholder analysis is also called as stakeholder mapping.

Following four steps are suggested by Rietbergen-McCracken and Narayan (1997) to identify and analyse stakeholders:

- Step 1: Identify key stakeholders
- Step 2: Examine stakeholder’s interests and impact of the project
- Step 3: Assess stakeholder power and interest
- Step 4: Outline a stakeholder participation strategy

3.3.1 Identify Key Stakeholders

Identify and define stakeholders in relation to a specific developmental issue in which they have stake.

Example: Key stakeholders in different development scenarios like MGNAREGA and agriculture development are summarized in Box 2 for your understanding.

Box 2: Key Stakeholders in Different Development Scenarios	
<p>Example 1 : Key Stakeholders of MGNAREGA</p> <ol style="list-style-type: none"> 1. Wage Seekers 2. Gram Sabha 3. Three-tier Panchayati Raj Institutions 4. Programme Officer at the Block level 5. District Programme Coordinator 6. State Government 7. Ministry of Rural Development 8. Civil Society 9. Line Departments, Convergence Departments, Self-Help Groups etc. <p>Source : FAQs in MGNAREGA (2014)</p>	<p>Example 2 : Key Stakeholders of Agriculture Development</p> <ol style="list-style-type: none"> 1. Farmers 2. Input Suppliers (Seed, Fertilizers, Pesticides etc) 3. Credit Agencies 4. Marketers, Processors and Distributors 5. State Government 6. Ministry of Agriculture and Farmers Welfare 7. Agricultural Education, Research, Training and Extension Professionals etc. <p>Source : Suvedi and Kaplowitz (2016)</p>

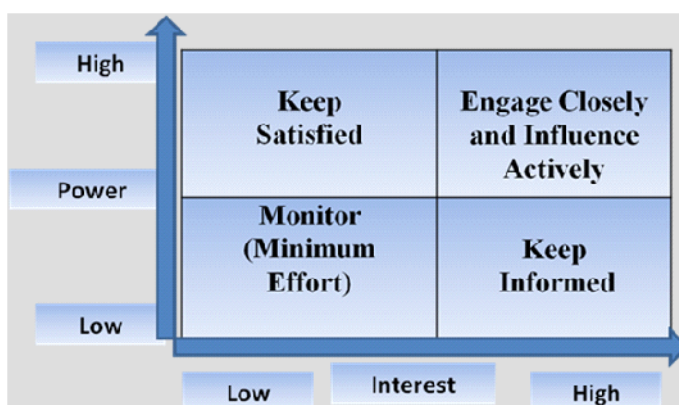
3.3.2 Examine Stakeholder’s Interests and Impact of the Project

Identifying primary and secondary stakeholder’s interest and the potential impact of the project on their interest need to be examined as you begin the program/project planning process. As a development professional, you should know what role each stakeholder can play, what resources each can bring to the development project or programme. The major differences between the primary and secondary stakeholders along with their interest and impact of the project on them are summarized in Box 3.

Box 3 : Major Differences Between the Primary and Secondary Stakeholders	
<p>Primary Stakeholders</p> <ul style="list-style-type: none"> Benefit from or are adversely affected by a development activity. <p>People whose well-being is dependent on a resource or service or area that the development activity addresses.</p> <p>Usually live in the area or very near the resources in question.</p> <p>Have few options when faced with change, so they have difficulty in adapting.</p> <p>Usually vulnerable.</p> <p>End users and reason why a project is carried out.</p> <p><i>Example:</i> In an irrigation dam project construction, farmers who get the water and people who are displaced due to the project are primary stakeholders.</p>	<p>Secondary Stakeholders</p> <p>Include all other people and institutions with an interest in the resources or area being considered for development.</p> <p>They need not live nearby area.</p> <p>Relatively have more options, so adaptation is easier comparatively.</p> <p>Comparatively not vulnerable.</p> <p>They are the means by which project objectives can be met, rather than an end in themselves.</p> <p><i>Example:</i> In an irrigation dam project construction, funding agencies, government, agriculture and irrigation functionaries are secondary stakeholders.</p>

3.3.3 Assess Stakeholder Power and Interest

You can use the following grid to organize stakeholders according to their power and interest levels (**Source:** Collaboration and Advocacy Techniques” published by the EC-FAO Food Security Information for Action Programme).



Power: It measures degree of ability of stakeholders to help or have an impact on project.

Interest: It measures degree of support or opposition of stakeholders to project's goals and objectives.

3.3.4 Outline a Stakeholder Participation Strategy

The list of stakeholders can be analysed to determine “clusters” of stakeholders with different levels of power and interest over the issue. Stakeholders with high power and interests aligned with the purpose are critical to achieving your purpose. They will be your primary audience and should include both the immediate decision makers and opinion leaders - i.e. the people whose opinion matters. Stakeholders with high interest but low power, or high power but low interest, should be kept informed and satisfied. Ideally they should be supporters for the proposed programme or policy change. This is your secondary audience.

Advantages of Stakeholders Analysis

A participatory planning effort that involves representation of as many stakeholders as possible in analysis has a number of advantages (Suvedi and Kaplowitz , 2016) :

- a. **Diverse Ideas:** Involving multiple groups brings out more and more diverse ideas than developing an effort by working with a single organization or a small group of like-minded people.
- b. **Multiple Perspectives:** Including varied perspectives from all across groups provides a holistic picture of how the project will affect the community and outline potential pitfalls and assets.
- c. **Team Building:** Making all stakeholders an integral part of development process - planning, implementing and evaluating - builds widespread support for the project.
- d. **Credibility:** Involving and attending to the concerns of all stakeholders establishes your organization as fair, ethical and transparent, thus increasing its credibility.

Activity 2: Visit a nearby development project site, talk to stakeholder(s) about impact of the project and their influence on it. Write your observations on the following.

Stakeholders Type (Primary / Secondary) :

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Impact (What is the impact of the project on them? (Low, Medium, High):

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Influence (What is their influence on the project? (Low, Medium, High):

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What is important to the stakeholders?

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How could the stakeholders contribute to the project?

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What obstacles the stakeholders can create to the project?

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What strategy you suggest to engaging the stakeholders in the project:

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Any other observation?

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Check Your Progress 2

- Note:** a) Use the spaces given below for your answers.
b) Check your answer with those given at the end of the unit.

1. What do you mean by stakeholders?

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2. Write two major differences between primary and secondary stakeholders.

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3. Write the four steps to identify and analyse stakeholders

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4. What are the advantages of stakeholders analysis?

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3.4 RAPID RURAL APPRAISAL (RRA)

Among the participatory methods, Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA) are the most commonly used methods in programme planning.

To overcome some of the shortcomings in conventional methods and to enhance the people's participation in development process, a range of field-oriented methods evolved over time. They are efficient enough to yield the same volume of information in a relatively shorter period of time than conventional approaches like survey method. Such methods from various sources were put together with a label known as Rapid Rural Appraisal (RRA).

RRA is a way of organizing people for collecting and analyzing information within a short span of time. It can be defined as any systematic process of investigation to acquire new information in order to draw and validate inferences, hypotheses, observations and conclusions in a limited period of time. It has flexibility to adjust to situations because it does not imply or recommend a standard set of methods to be applied in each case. The methods vary from situation to situation and are determined by local conditions, local problems and objectives at hand.

RRA is any systematic process of investigation to acquire new information in order to draw and validate inferences, hypotheses, observations and conclusions in a limited period of time.

RRA was developed for quick field oriented results with objectives to:

- i. Appraise development needs of the people
- ii. Prioritize the areas of training and research tailored to such development needs
- iii. Assess the feasibility and implement action plans
- iv. Monitor and evaluate the developmental programmes

There were other methods evolving alongside RRA and were similar in nature to RRA, mostly developed in the field of agriculture viz.,

- i. Exploratory Survey or the CIMMYT methodology (Collinson, 1981)
- ii. Informal Agricultural Survey (Rhodes, 1979)
- iii. Agro-ecological Zones
- iv. Sondeo (Hildebrand, 1981)
- v. Agro-ecosystem Analysis
- vi. Rapid Agro-ecosystem Zoning

The above field oriented methods have some similar advantages like:

- i. Quicker than conventional methods
- ii. Applied in field situations
- iii. Helps in direct learning from people
- iv. Semi-structured multi-disciplinary approaches with flexibility

- v. Helps in first hand understanding of processes and obstacles in development
- vi. Identify development needs, problems and probable solutions as perceived by people

Check Your Progress 3

Note: a) Use the spaces given below for your answers.

b) Check your answer with those given at the end of the unit.

1. What do you mean by RRA ?

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2. Write the advantages of RRA

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3.5 PARTICIPATORY RURAL APPRAISAL (PRA)

The word “appraisal” in PRA has a much broader connotation than its dictionary meanings as ‘estimation of the value of an asset/goods’. In the world of programme cycle an appraisal is done to assess its economic, financial and technical feasibility. The experts calculate the internal rate of return (IRR) of a programme to determine whether the programme would achieve some minimum acceptable IRR on the resources invested. Now dimensions of conventional project appraisal include gender analysis, social impact assessment and environmental impact assessment as done by experts. They might choose to consult different groups of people associated with the resource-flows, the final decision making will, however, be with such experts. Internationally this is often referred to as Participatory Rural Appraisal, abbreviated “PRA”. It is a further evolutionary stage of the RRA approach with emphasis is placed on empowering local people to assume an active role in analyzing problems and drawing up plans, with experts / outsiders mainly acting as ‘facilitators’. This enables them to assume responsibility for implementing the activities based on them.

3.5.1 Meaning and Objectives of PRA

PRA is a methodology for interacting with people, understanding them and learning from them . It’s a “handing over the stick to the insider” in methods and action. The outsider’s role is that of a catalyzer, a facilitator and convenor of processes within a community, which is prepared to alter their situation.

PRA is a means of collecting different types of data, identifying and mobilising intended groups and evoking their participation in decision making, design, execution and evaluation of a programme / project.

PRA is sometimes called as 'Participatory Rapid Appraisal', where the emphasis is on both 'participatory' and 'rapid'. The emphasis on 'rapid' however is more in terms of data collection and less in terms of development process or programme implementation. The other names often used for PRA are Participatory Rapid Rural Appraisal (PRRA), Participatory Learning Method (PALM).

The objectives / advantages of PRA are:

- i. Greater and better involvement of people by learning about their perceptions, experiences and capabilities.
- ii. Information generation, collection of data for immediate or future use.
- iii. Learning about the impacts of earlier or on-going policies and programmes and to frame new ones.
- iv. Estimating trends and ascertaining conditions of the issues at hand.
- v. Validation or cross checking of data collected from other resources.
- vi. Training of different categories of people involved in the development process, and
- vii. Research studies on use of PRA and to suggest improvements in its methodology.

3.5.2 PRA Principles

While using PRA methods, the following principles should be practiced.

- i. Learning *from, with* and *by* people and using their criteria
- ii. Rapid and progressive learning and appropriate imprecision.
- iii. Trends or ranking are needed instead of absolute measurements.
- iv. Triangulations are very important using different methods, sources, disciplines and different informants from various places for cross checking the information collected.
- v. Listening and learning from people.
- vi. PRA team members should act as facilitators.
- vii. Meet people when it suits them and when they can be at ease for a better rapport building.
- viii. Ask open ended questions and show interest and enthusiasm in learning.
- ix. Allow unplanned time and have a transect walk before mapping.
- x. Don't rush and relax while using the PRA tools.
- xi. Have more meetings with same people and more time for team interaction.
- xii. Have a positive attitude and behavior that encourages true participation of people.

Behavioural Principles of PRA

Handing over the Stick : Holding the stick is a sign of dominance and control. In PRA, the outsider facilitator initiates the process and passes on the control to the local people and sits back and observes, intervening only when essential. This has been called 'handing over the stick'.

Self-critical Awareness : Self-critical awareness of the facilitators has emerged as one of the important behavioural principles of PRA. There are various components of self critical awareness viz.,

embracing error, i.e. using errors as an opportunity to learn

failing forward, i.e., facing failure in a positive way

being aware of one's dominant behaviour and its impact on the interaction

Stealing to Sharing : In PRA, the sharing of information and ideas takes place at different levels-between local people, between outsiders and local people, amongst outsiders and amongst their organizations, regions, countries, etc. As against this in the questionnaire method outsiders take away facts, data, and information from people, which is why some people label the questionnaire method as 'stealing'.

(Source : Chamber, 1997)

3.5.3 Distinguishing Features of PRA

PRA are the result of a response to the 'top-down' approach to development, the pitfalls of the questionnaire survey method of inquiry, and the problem of biases. There have thus been major shifts and reversals in PRA including:

- i. **Closed to Open:** The major shift in PRA is from a closed system to an open system (of methods, behaviour, and processes), enabling it to capture the realities of the people. It enables outsiders to get the internal perspective, rather than the dominating, i.e., outsider's perspective. In questionnaires, the response for the preset questions reflects the outsiders' understanding. But in PRA, the people determine what goes into a diagram, figure, or calendar. In a matrix ranking, for instance, the local people do not just score but also determine the items to be judged as well as the criteria on which to judge.
- ii. **Measurement to Comparison:** Traditionally, in the top-down approach to development and the questionnaire method of inquiry, the emphasis has been on absolute measurement. PRA marks a major shift in emphasis from measurement to comparison which is easier, faster, cheaper, and less sensitive than measurement even when baseline data are not available.
- iii. **Individual to Group:** In both the top-down approach to development and the questionnaire method of inquiry, the basic element of interface between outsiders and the people is the individual respondent. In PRA, it is group work; transect, maps, calendars, matrices, scoring, ranking, etc., are all done by a group of people. The group interaction provides greater and more in-depth information and analysis in a much shorter time.
- iv. **Democracy of the Ground:** Another shift in PRA is from tables and paper to the ground to facilitate more people's participation. Use of the ground also has an anti-elite bias which allows the not so literate and not so articulate to participate actively along with the elite and the literate.

- v. **Verbal to Visual:** Most PRA methods rely more on visuals and symbols, in comparison to questionnaire surveys and semi-structured interviews, which rely on verbal communication. The use of visuals has many advantages viz.,

- as a medium to express priorities and realities
- prevent inhibitions and encourage open participation
- understand the inter connections between various issues
- group involvement with more fun and creativity

It is important to note that though the use of visuals and symbols are characteristic of PRA, the verbal mode still plays an important role in it. The verbal mode also supplements the visualization process to clarify various aspects related to the issue under study.

- vi. **Reserve to Rapport:** Good rapport is characteristic of all well facilitated PRA. Hence PRA lays an emphasis on rapport with the local people. While the questionnaire and other traditional methods of inquiry lead to boredom among the respondents as well as the researchers, PRA tends to increase the level of their involvement. There may be some initial hesitation, but the local people start enjoying it as new facts about their own life come to light, about which they were previously unaware.

Check Your Progress 4

- Note:** a) Use the spaces given below for your answers.
b) Check your answer with those given at the end of the unit.

1. What do you mean by PRA ?
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2. Write any three objectives / advantages of PRA
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3. Write the commonly used other names of PRA
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4. Write the three behavioral principles of PRA
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5. Name the distinguishing features of PRA

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3.6 RRA Vs PRA

RRA methods are mainly used with success in cases when organizations need local conditions to be assessed as quickly and efficiently as possible. RRA is also appropriate when the aim is to gain an initial orientation, to analyze a specific problem, or to focus on one issue among many. As an alternative to conventional approaches it still fits into “top-down” management schemes. RRA approaches can also be used on a regional aggregation level for situational analysis and for the preparation of policy development by regional or district planners. PRA concentrates entirely on the interests of local communities and on strengthening their decision-making powers. PRA is ‘bottom-up’ approach, and the best way to implement it is within the scope of a community-oriented participatory project or programme.

RRA and PRA methods are used:

- To ascertain felt needs;
- To establish priorities for development activities;
- Within the scope of feasibility studies;
- During the implementation phase of projects;
- Within the scope of monitoring and evaluation of projects;
- For studies of specific topics;
- For focusing formal surveys on essential aspects; and
- To identify conflicting interests between groups.

The areas in which RRA/PRA have so far been applied include:

- Management of natural resources (soil and water conservation, integrated agro-forestry, fishery, wildlife conservation, etc.)
- Agriculture (field crops and animal husbandry, irrigation, markets, etc.)
- Programs dealing with poverty alleviation and emancipation (women, credit needs,
- Identification of the poorest, additional income-generating measures, etc.)
- Health and nutrition (basic health-care and food-security programmes, drinking water supply).
- Village level (“bottom up”) and district planning
- Institution and policy analysis.

The major differences between RRA and PRA are summarised below (Source: Chambers, 1994).

Category	RRA	PRA
Meaning	Is a systematic, semi-structured activity conducted on-site by a multidisciplinary team with the aim of quickly and efficiently acquiring new information and hypotheses about rural life and rural resources.	Is a way of enabling local (rural and urban) people to analyze their living conditions, to share the outcomes and to plan their activities.
Developed in	Late 1970's/1980's	Late 1980's/1990's
Key resource	Local people's knowledge	Local people's (analytical) capabilities
Main innovations	Methods	Change of behaviour & attitudes
Mode	Extractive	Facilitating
Mode of instruments	Verbal(interview, discussion)	Visual (participatory diagramming)
Ideal objectives	Learning from insiders by outsiders	Empowerment of local people
Outsider's role	Investigator	Initiator and catalyst
Insider's role	Respondent	Presenter, analyst & planner
A model for	Participatory intervention	For interaction
Who demands?	Donor organization	Insider (ideally)

Activity 3: Discuss with nearby development department functionaries about the areas in which RRA/PRA have so far been applied by them. Write your observations.

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Check Your Progress 5

Note: a) Use the spaces given below for your answers.
 b) Check your answer with those given at the end of the unit.

- Write any four differences between RRA and PRA
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3.7 LET US SUM UP

In this unit we started by looking into the meaning, importance and major benefits of participation and understood that participation occupies a central place in development and enhance the efficiency, effectiveness and sustainability of the developmental interventions. Participation includes stakeholder's involvement in decision-making processes, sharing in benefits and their involvement in efforts to evaluate development programmes. Stakeholders are people or organizations who are directly or indirectly affected by the outcome — positively or negatively — or those who can influence the outcome of a proposed intervention. The two major types of stakeholders are primary and secondary stakeholders. Stakeholder analysis is a tool for identifying needs and concerns of different stakeholders of project / programme. The four steps to identify and analyse stakeholders are: identify key stakeholders; examine stakeholder's interests and impact of the project; assess stakeholder power and interest, and outline a stakeholder participation strategy. The major factors in stakeholders matrix includes (a) power - degree of ability of stakeholders to help or have an impact on project, and (b) interest - degree of support or opposition of stakeholders to project's goals and objectives. Among the participatory methods, Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA) are the most commonly used methods in programme planning. RRA is a systematic, semi-structured activity conducted on-site by a multidisciplinary team with the aim of quickly and efficiently acquiring new information and hypotheses about rural life and rural resources. PRA is a way of enabling local (rural and urban) people to analyze their living conditions, to share the outcomes and to plan their activities. Behavioural principles of PRA includes: handing over the stick; self-critical awareness, and; stealing to sharing. Distinguishing features of PRA are: closed to open; measurement to comparison; individual to group; democracy of the ground; verbal to visual, and; reserve to rapport.

In the next unit, different PRA methods are discussed in detail for your understanding.

3.8 KEYWORDS

Participation: Participation includes stakeholder's involvement in decision-making processes in implementing programmes, their sharing in benefits of development programmes and their involvement in efforts to evaluate such programmes

Stakeholders: Stakeholders are people or organizations who are directly or indirectly affected by the outcome — positively or negatively — or those who can influence the outcome of a proposed intervention.

Primary Stakeholders: The people or groups that are directly affected, either positively or negatively, by either the efforts or the actions of an agency, institution or organization.

Secondary Stakeholders: The people or groups that are indirectly affected, either positively or negatively, by the efforts or the actions of an agency, institution or organization.

Stakeholder Analysis / Stakeholder Mapping: It is a tool for identifying needs and concerns of different stakeholders of project / programme.

RRA: Is a systematic, semi structured activity conducted on-site by a multidisciplinary team with the aim of quickly and efficiently acquiring new information and hypotheses about rural life and rural resources.

PRA: Is a way of enabling local (rural and urban) people to analyze their living conditions, to share the outcomes and to plan their activities. It's a "handing over the stick to the insider" in methods and action.

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3.10 CHECK YOUR PROGRESS – POSSIBLE ANSWERS

Check Your Progress 1

1. All funding agencies have arrived at a near consensus that development cannot be sustainable and long-lasting unless people's participation is made central to the development process. Participation in development is now

being sought the world over, not because it is a fashion, but because there has been a consensus on the usefulness of participation in development projects

2. Yes. Experience has shown that development interventions from the externally assisted projects fail to sustain the required level of development activity once support or inputs are diminished or withdrawn by the funding agencies. The involvement of local people and the utilization of local resources generate a sense of ownership over the development interventions to the people. This sense of ownership is essential for the sustainability of the interventions even after external funds cease to flow.

Check Your Progress 2

1. Stakeholders are people or organizations who are directly or indirectly affected by the outcome — positively or negatively — or those who can influence the outcome of a proposed intervention.
2. Primary stakeholders benefit from or are adversely affected by a development activity. They are the people whose well-being is dependent on a resource or service or area that the development activity addresses. Secondary stakeholders include all other people and institutions with an interest in the resources or area being considered for development. They need not live nearby area and relatively have more options, so adaptation is easier comparatively.
3. The four steps to identify and analyse stakeholders are :
 - Step 1: Identify key stakeholders
 - Step 2: Examine stakeholder's interests and impact of the project
 - Step 3: Assess stakeholder power and interest
 - Step 4: Outline a stakeholder participation strategy
4. The stakeholders analysis helps in bringing diverse ideas with multiple perspectives along with team building and credibility in a development project.

Check Your Progress 3

1. RRA is any systematic process of investigation to acquire new information in order to draw and validate inferences, hypotheses, observations and conclusions in a limited period of time.
2. The objectives of RRA includes : appraise development needs of the people; prioritize the areas of training and research tailored to such development needs; assess the feasibility and implement action plans; monitor and evaluate the developmental programmes.

Check Your Progress 4

1. PRA is a means of collecting different types of data, identifying and mobilising intended groups and evoking their participation in decision making, design, execution and evaluation of a programme / project.
2. The objectives of PRA are: greater and better involvement of people; information generation / collection of data; learning about the impacts of earlier or on-going programmes; validation or cross checking of data collected from other resources.

Programme Planning

3. PRA is sometimes called as 'Participatory Rapid Appraisal', Participatory Rapid Rural Appraisal and Participatory Learning Method.
4. The three behavioural principles of PRA are: handing over the stick to the local people, self-critical awareness and stealing to sharing.
5. The distinguishing features of PRA are : closed to open, measurement to comparison, individual to group, democracy of the ground, verbal to visual, reserve to rapport

Check Your Progress 5

1. The key resource in RRA is Local people's knowledge where as in PRA it is local people's capabilities. RRA is extractive in nature while PRA is facilitating. Mode of instruments is verbal in RRA while it is visual in PRA. Outsider is an investigator in RRA while in PRA outsider is initiator and catalyst.

