

**TRAINING OF APPRECIATIVE PARTICIPATORY RURAL  
APPRAISAL FOR SOCIAL MOBILIZATION AND GENDER  
SENSITIZATION**

**Training Completion Report  
Submitted to  
Micro-enterprises Development Programme  
MEDEP-Nep/97/013  
Ekantakuna, Lalitpur  
Nepal**

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## Acronyms

AA	Administrative Assistant
ADB/N	Agricultural Development Bank of Nepal
AI	Appreciative Inquiry
BS	Bickram Sambat
CSIDB	Cottage and Small Industry Development Board
DCSI	Department of Cottage and Small Industry
Ddc	District Development Committee
DPM	District Program Manager
EDF	Enterprise Development Facilitator
FNCCI	Federation of Nepal chambers of Commerce and Industry
FNCSI	Federation of Nepal Cottage and Small Industry
GAD	Gender and Development
HMG/N	His Majesty's Government of Nepal
LTFB	Local Trust Fund Board
MEDEP	Micro Enterprise Development Program
MOI	Ministry of Industry
NGO	Non-Government Organization
NFN	NGO Federation of Nepal
OA	Office Assistant
OS	Office Secretary
PO	Program Officer
PRA	Participatory Rural Appraisal
PPOS	Past success stories, Present state, Opportunities and Strengths
FEED	Rural Energy Development Program
RRA	Rapid rural appraisal
SM	Social Mobilizer
UNDP	United Nation Development Programme
VDC	Village Development Programme
WAD	Women and Development
SDB	Women Development Branch
WID	Women in Development

## **Glossary**

Baishak	April-May
Jestha	May-June
Ashadh	June-July
Shrawan	July-August
Bhadra	August-September
Ashwin	September- October
Kartik	October-November
Marga	November-December
Paush	December-January
Magh	January-February
Falgun	February-March
Chaitra	March-April
Namlo	Shoulder strap used for carrying loads made of locally available fibre grass.
Doko	Basket made out of bamboo wickers for carrying materials.

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## **Glossary**

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### **Annex - 1**

Name List of Participants

## **Part One**

### **Background on Social Mobilization and Gender Sensitization through Appreciative Participatory Rural Appraisal Training Course**

As a continuation of the process of capacity building at the local level, the Micro-Enterprise Development Program (MEDEP), organized training course on Participatory Social Mobilization and Gender Sensitization to its partner organizations, district programme staff and grass roots facilitators in six districts in two phases. The first two training courses (one each in Nawalparasi and Nuwakot districts) were organized in the first phase. Similarly, four training courses were conducted in the second phase. Phase two training districts were Dang, Dandheldhura, Pyuthan and Dhanusa programme districts.

### **Training Objectives**

The Training aimed at the following sets of objectives. They are

- a) **General Objective:** The objective of the training course was to make the participants able to analyze Past success stories, Present state, Opportunities and Strengths (PPOS) and assess current local situation to develop micro-enterprises in community initiatives.
- b) **Specific Objectives:** After the completion of the training course, the participants became able to:
  - Appraise community situation in terms of well - beingness
  - Assess number of earning and dependent population by family/village
  - Assess well-being status of each household in the village
  - Identify existing and promising indigenous micro-enterprises at the community level
  - Prepare list of local productions categories by NTFP, agriculture products, and others
  - Identify community owned natural resources in terms of access, ownership and control
  - Identify micro-enterprises of community's priority and preference
  - Prepare inventory of community based skills and utilization status
  - Identify skills of local priority and preference in terms of future promotion possibilities
  - Indigenous livelihood strategy
  - Appraise on past community achievements
  - Perceived future opportunities for establishing Micro-enterprises
  - Identify community leaders by perceived micro-enterprise opportunities
  - Prepare inventory of Micro-enterprise opportunities and strengths and prioritize them

### **Training Contents / Module**

Training module and package contents presented here have been developed to suit the above training objectives. The contents were finalized in consultation to MEDEP office. Moreover,

topics included in the course contents over both knowledge parts of the conceptual aspects and skills part for practical applications. Similarly, the training module was designed to develop practical skills among the participants by involving them in individual and group exercise inside the class room and in the field. The appreciative participatory training course focused on the following topics:

- Sensitization of MEDEP and micro-enterprise development using appreciative participatory tools and techniques.
- Promotion of community organizations at the local level
  - Group formation
  - Institution building
  - Gender perspective
- Building relationship (collaborative partnership with Government line agencies and government bodies, LNGOs and CBOs) for community development.
  - Concept of partnership.
  - Partners roles and responsibilities.
  - How partners can contribute in the achievements of development objective.
- Capacity building of the training participants for undertaking sustainable development program at the community level.
  - Local perspectives on Poverty and Development
  - Orientation on process/participatory approach
  - Orientation on appreciative Inquiry Approach
  - Definition on PRA
  - Characteristics of PRA
  - Importance of PRA
  - Participatory attitude and behavior
  - Appreciative Inquiry approach (AIA)
  - PRA tools and methods for social mobilization
  - Development communication
  - Program life - cycle stages
  - Information analysis for situation analysis and program planning from and within the community
  - Report writing and presentation skills.

## **Methodology**

The main objective of the training course was to enable participants to use the appreciative participatory tools and techniques, which they are to eventually transfer at the community level. The methodology for this course therefore was highly participatory that is "teach by showing, learn by doing" approach. Participants were encouraged to openly share, discuss, demonstrate and practice skills, knowledge and abilities so that maximum learning observed and emphasized at all times. Following activities were accomplished to make the training a success.

1. Review of the documents to have an overview of MEDEP goals, objectives, beneficiaries, priorities, partners, and program approach
2. Design and finalization of course contents in consultation to MEDEP Office.
3. Preparation of training schedule



4. Designing training with inclusion of both conceptual aspects for class room sharing and practical exercise for field practice.
5. Following training methods were used for sharing on conceptual aspects in the class room:
  - Brainstorming
  - Committee formation
  - Buzz group
  - Meta card sorting
  - Charts Presentation
  - Role Play
  - Simulation
  - demonstration
  - Small group discussion
  - Large group discussion
  - Mapping
  - Story telling
  - Warm-up/ice-breakers
  - Group work and presentation
  - Field exercise
  - Report writing
6. Following methods were used for conducting field exercise and after return from field practice exercise.
  - Team formation
  - Role division among team members
  - Representation of female participants in each field team to discuss with community women
  - Activity planning for each field practice day in advance
  - Experience sharing by the participants after field exercise.
  - To validate information, participants carried out data triangulation
  - To write report, participants divided responsibilities among team members.
  - The findings of field exercise were presented to the community for their comments. The comments thus received were incorporated into participants' report accordingly.

### **Major Outcomes**

1. Participants gained a comprehensive knowledge and skills on different participatory tools and techniques keeping positive approach.
2. Participants became able to prepare a list of required skills and knowledge of tools and techniques and participatory attitude and desirable characteristics to become an effective MEDEP facilitator.

## Training Participants

As shown in annex 1 and Table 1 below altogether 103 participants took part in the training course conducted in six different districts.

**Table Number of participants by district**

<b>S.N.</b>	<b>District</b>	<b>Number of Participants</b>
1.	Nuwakot	23
2.	Nawalparasi	16
3.	Dandeldhura	13
4.	Dang	13
5.	Dhanusha	23
6.	Pyuthan	15
<b>Total</b>		<b>103</b>

## Training Dates

Training courses were conducted in six districts as per the following schedule.

Nuwakot district, 9 - 17 April, 2000

Nawalparasi district, 9 - 17 April, 2000

Dandeldhura district, 11-19 July, 2000

Dang district, 20 June - 8 July, 2000

Dhanusha district 30 June - 8 July, 2000

Pyuthan district, 11-19 July, 2000

## Activity Schedule and Lesson Plan

Time Table and session plan was prepared for each day. Daily working hour was finalized after sharing with the participants in the class room on the first day of training. Daily session plan was prepared after considering the time for biological and *Khaja* (tiffin) breaks. Field practice exercises were done on day five, six and seven. Information analysis and report writing took place on day eight. Report presentation, expectations matching and evaluation and identification of possible steps for social mobilization activities were done on day nine.

### Daily Activity Schedule by Activity / Topic with Methodology, Lesson Learned and Training Materials used.

#### Day One

Activity / Content	Methodology	Lesson Learned	Instruction Materials
Ice breaking Introduction	Handshake for willing to know each other and introduced through seed-mixer (game)	Learned that : <ul style="list-style-type: none"> <li>Any program should begin after introduction.</li> <li>Ice breaking creates favourable learning environment in the class.</li> </ul>	Two varieties of beans
Short sharing on course objectives	short lecture	Learned on course objectives	white board and marker
Formation of teams - management and Review team	<ul style="list-style-type: none"> <li>Participatory sharing for formation of Steering and Review teams.</li> <li>Setting of ground rules.</li> </ul>	Learned that - program should be governed by some rules framed in group understanding <ul style="list-style-type: none"> <li>Willful participation is possible</li> <li>One should come forward to assume responsibility</li> <li>leadership concept should be kept from the very beginning</li> <li>concept of regular review is to be kept from the very beginning of the program</li> <li>review is necessary for recapitulation and bring improvement in future activities.</li> </ul>	Two registers, white board and board makers.
Introduction to MEDEP	Short lecture	Sensitized on MEDEP	White board and marker
Development : whose development ? Development for whom ? Who should initiate development program ? Who should be aware of development ? what is development, outsider' role in development, Development approach kept at different periods (105 - todate)	short lecture, Group work and presentation, feed back review from the facilitator	learned about development approaches kept at different time frame after the post world war (after 1950). Identified the lacking (missing element ) in the various approaches like - capital flow (during 50s), technology flow (during 60s) integrated development (during 70s). Knew how development can be made sustainable ? Participatory approach for sustainable development (80s onwards) Understood hidden values within key word _DEVELOPMENT	Flip - chart, markers, white board and masking tape
Review of the whole day programme	By the participants one by one	Recollected by all on the activities done at different sessions planned for the day.	Hot potato

## Day Two

Activity / Content	Methodology	Lesson Learned	Instruction Materials
Review Presentation on day one and next review team formation	Oral presentation from the review team members	All the participants recapitulated activities done on day one and formed team for day two	Review Report
Review team formation	participatory / willful	Learned by experience that hand over of responsibility and leadership is essential for building a competent team.	Review report
Management team formation	Participatory/Willful nomination	Learned by experience that had over of responsibility and leadership is essential for building a sustainable team.	Steering team report
Participation	brain storming, role play and short lecture	Learned on levels of participation: Collective action, Self mobilization, Partnership, Cooption, Information giving and seeking, Act as directed, Collective learning	Examples, white board and markers, role play on participation types.
Theoretical aspects of PRA-Definition, History, Process Approach, PRA	Short lecture presentation, group discussion	Learned on conventional methods of rural research, RRA and PRA methods in rural research and their basic differences.	White board and Marker
Differences between RRA and PRA	Short lecture presentation and group discussion	Learned on the differences between RRA and PRA	White board and Marker
Characteristics of PRA	Short lecture presentation and group discussion	Learned on the characteristics of PRA	White board and Marker
Appreciative Inquiry Approach	short lecture	Learned on the benefits of going after PPOS	White board and Marker
PRA tools and techniques for social mobilization	Listing of tools in the white board	Identified tools.  Moreover, Participants were convinced that there can be more tools beyond the list	White board and Marker
PRA tools- Social and Resource Map	Demonstration, explanation, discussion and individual field exercise	Learned about the use and process of constructing and visual sharing of information through a social and resource map	Locally available materials like, sand, clay, stone grass sticks, beans maize, brown paper, pencil etc.
Sharing on household level information	Construction explanation and discussion on the format	Learned on the process of sharing on household level information in the community participation	Social and resource maps, format, white board and marker
Review for the day	By the participants one by one	Recollected by all on the activities done at different sessions planned for the day.	Hot potato
End of day evaluation			Mood meter

## Day Three

Activity / Content	Methodology	Lesson Learned	Instruction Materials
Review presentation on the preceding day and next review team formation	Oral presentation from the review team members	Recapitulation the activities launched on day 2 and formed next team for day three	Review Report
Management team formation	Participatory/Willful nomination	Learned by experience that hand over of responsibility and leadership is essential for building a sustainable team.	Steering team report
PRA tool - Village Time - line		Learned on the process of sharing of information relating to the changes resulted during the course of time in the village and identify problems and prospects for future programmes in the village.	Format, Programme and marker
PRA tool Time - trend	short lecture, Demonstration and discussion	Construction, explanation and discussion on the use of format	Sticks and local materials
PRA tool - Well - being Ranking	Short lecture, demonstration, explanation and group work	Learned on time line and general history of enterprise	Social map, list of households, Meta card, note book
PRA tool - Mobility map	short lecture and demonstration by drawing on the white board	Participants learned on how this tool can be used to identify the places where the community visit upon need and distance covered	White board and marker
PRA tool - flow diagram	Short lecture and demonstration by drawing on the white board	Participants learned on how this tool can be beneficially implemented in the community to identify the activities, responsibilities time and resources utilized at different stages of the accomplishment of a specific task	White board and marker
PRA tool Venn diagram	Demonstration and explanation	Participants learned on how pie made of paper or any material in different diameters could be used to exhibit the relationship and the preference.	Paper pie of different diameters and markers
Review for the day	By the participants one by one	Recollected by all on the activities done at different sessions planned for the day.	

## Day Four

Activity / Content	Methodology	Lesson Learned	Instruction Materials
Review Presentation on the preceding day and next review team formation	Oral presentation from the review team members	Recapitulation the activities launched on day 3 and formed next team for day four	Review Report
Management team formation	Participatory/Willful nomination	Learned by experience that hand over of responsibility and leadership is essential for building a sustainable team.	Steering team report
PRA tool Seasonal Calendar	construction of calendar on the floor explanation and group work	Learned on how to share information having seasonal variation	Local materials
PRA - tool - Focus Group Discussion (FGD) and SSI	Group work, role play, Lecture,	Develop skill to generate intrinsic information from group discussion, Prepare checklist for conducting FGD, and Understood the procedure of conducting discussion. Developed skills in preparing check - list for both SSI and FGD	News prints, Markers, White board
PRA tool preference ranking	Short lecture and Group discussion	Learned on local groups interest on different micro-enterprises	White board and marker
PRA tool - Transact Map	Construction of map on the white board and explanation	Learned on triangulation need and also developed confidence on community sensitization on exploiting opportunities and take precautions against detonating situation.	White board and marker
Discussion on Field exercise	Open sharing	Plenary shared on field selection, Team formation, Planning on field work, logistic arrangement, Process and task	White board and marker
Review for the day	By the participants one by one	Recollected by all on the activities done at different sessions planned for the day.	

## **Part Two**

### **Introduction Exercise**

This was done through Seed Mixing Game. First they handshaked with each other to be introduced and exchanged seed. All those present in the training hall had to meet one by one and get introduced with each other exchanging seed.

This exercise acted as ice breaker and was appreciated by the participants. From the exercise the participants learned the following :

- After sharing feeling with each other the original situation will be changed.
- All are not same in terms of choice.
- Givern the choice one will select the best that suits his/her need
- One should be prepared to exchange to receive from other.
- Out of exchange one can build relationship by exchanging a sharing ideas and feelings with each other.

### **Sharing on Training Objectives**

Facilitator took short time to share on training objectives. He mentioned that the overall objective of the training course was to change the perception, attitude and behavior of the participants by increasing level of understanding on participatory process, approach, methods and techniques. The facilitator further mentioned that the training was designed to impart knowledge and skills on the use of various **PRA** tools and techniques for the use in **MEDEP**.

### **Management Team Formation**

A three member management team was formed for each day. The management team lead discussion to form ground rules and look after the logistics. The participants decided to form team on a rotation basis so that all will have equal opportunity to represent in the team.

### **Review Team formation**

A three member review team was formed each day immediately after the formation of management team. The review team had to present review of the activities done on the previous day. The review team decided to adopt following review report format for their presentation.

1. What was discussed (topic)
2. How was it done (process)
3. What was learned (lessons learned) The report was prepared in team. The participants decided to form review team on the rotation basis.

## **Expectation sharing**

There was a plenary session for sharing expectations. Initially participants were asked to write three major expectations from the training they would like to achieve. Then each participant was asked to choose one out of three and write the same in the Meta card. One had to select the most preferred one. Grouping was done as per the commonalities of expectations. After that participants were further requested to check if any of their expectations written in the note book had not been represented in the list.

Finally, participants prepared the list of their expectations themselves.

- Theoretical aspects of PRA :
  - History of PRA and RRA
  - Difference between RRA and PRA
  - PRA in Nepal
  - Principles and characteristics of PRA
  - Objectives and importance of PRA
- Importance and application process of PRA tools
- Documentation of PRA information
- PRA and Gender
- sharing of PRA in community
- API
- Scope of PRA or different uses of PRA
- Dangers of PRA

The expectations became guidance to the course and these were reviewed on the last day to see if all the expectations were correctly addressed or not.

## **MEDEP Sensitization**

considering that the partner organization's representatives may have limited exposure of MEDEP, a short discussion took place in plenary. The discussion came up with the following.

The Micro-Enterprise Development Programme (MEDEP) is an HMG initiative started in 1998. The programme has been designed to support the Ninth Plan (1977-200) in which poverty reduction through the creation of off - farm employment is the key goal. The executing agent is the Ministry of Industry in collaboration with UNDP and several national agencies.

Enterprise development planning at the district level focus on creating horizontal linkages and networking among the local agencies concerned with different components of micro-enterprise development as well as building sustainable partnerships among the government organizations, local government bodies, private sector institutions, non-governmental organizations and communities in order to ensure continuing support to micro-enterprises to grow, sustain and expand their businesses.



## **Programme Goals**

The overall goals of Micro-Enterprise Development Programme are :

- a) Poverty reduction of low-income families through sustainable micro-enterprise development and
- b) Capacity building of service delivery mechanisms related to micro-enterprise.

## **Immediate Objectives of MEDEP**

MEDEP has kept following programme objective.

1. ***Development of micro-entrepreneurs:*** New existing micro-entrepreneurs from poor families will be linked to the local market, based on the market potential, so that their enterprise expands and family income increases, taking into account the market potential and the special needs of women.
2. ***Creation of micro-enterprise service mechanism:*** Micro-enterprise service mechanism will be created through networking of local organizations in sustainable partnership with micro-entrepreneurs and building the capacity of the local government, private organizations and the community through participatory programme and shared information system.

## **Programme Strategies**

MEDE Programme has been adopting following strategies in programme intervention.

1. ***Demand driven:***  
All programme activities will be based on the potential demands and needs of the micro-entrepreneurs and their markets.
2. ***Sustainable Enterprise Partnership :***  
Programme Investment will be aimed at strengthening the networking and capacity of local level partner organizations in supporting micro-enterprise development and mobilizing local level initiatives to stimulate micro-enterprise growth and reduce poverty.
3. ***Local capacity Building :***  
Programme intervention will build up the capacity of the DDC and local business organizations to plan and implement micro-enterprise development and employment promotion at the district level based in market demand.

## **MEDEP Target Beneficiaries**

Local community people from following three categories represent target beneficiaries of MEDE Programme. They are,

- Low income families
- unemployed and underemployed men and women
- Self-employed and micro-enterprise owners

## **MEDEP Principles for Target Beneficiaries**

MEDEP Programme for target beneficiaries are governed by three principles. They are,

- Participating families or groups make micro-enterprise decisions
- Open market policies are used
- No subsidies are provided

## **Development Vision**

Before entering into the issues of development key word BIKASH was broken into different alphabets and exercise was done to identify words that could be constructed with them. After that questions like what is development in local perspectives ? Whose development ? Development from whom ? Who should initiate development program ? Who should be aware of development ? How development is possible ? Were fully discussed.

When Development is the change in the behavior of the individual, family, community and society, whose development is sought ? Discussion took place on development approaches adhered by developing countries at different time. Capital flow, Technology flow, Integrated development, Participatory development, Sustainable development and holistic approach in development were reviewed.

## **Finding on development after group exercise**

### **What is development ?**

- Bring desired change in the community
- End of exploitation and discrimination
- Bring improvement in level of awareness
- Improve living standard of the poor
- Increase employment opportunities and income
- Community focused and people centered programme

### **Present Development Approach**

- Centralized

- Short term planning
- Focused on needs projected by outsiders
- Exploitation
- Power driven
- Taken as a gift by the community people
- Loaded

### **What Development should be (desired development)**

- Two way-bottom-up
- Local resources mobilization
- Active participation and involvement of beneficiary
- Non-detrimental to environment
- Develop skills at the local level
- Think about social, human and economic upliftment
- Decentralized and people centered development approach
- Women empowerment
- Promotion of employment opportunities through skills development

After the group presentation the floor acknowledged that development should be able to provide skills that help people solve their day-to-day problems.

Development should help to identify beneficial local resources which could be utilized in producing goods that could be sold to make income to the local people. Development is

### **DO LOVE PEOPLE**

Similarly, key word EMPOWERMENT was analyzed and concluded that empowerment is the process of empowering the powerless. It was discussed that the facilitator should be able to make the people feel that they are capable and they can do to change their situation. So it was sum up that empowerment is powering men and women to recognize their capability by themselves.

## Participation

What is participation ? How participation can be sought and what are the different levels of participation ? All these issues were fully shared during the concept session. Participants admitted that participation is the basic requirement for enhancing ownership feeling and sustainability of the activity. Participants also identified the participatory values at different types and levels of participation through role play

Mode of Participation	Part played in the program process by local participants	Outsider's control in establishing priorities and objectives	Participant ownership on the process and involvement in setting agendas
1. CO- option	Token representative chosen, but have to real input or power: decision making proceeds in a top-down manner 'in the name of the community'	XXXXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXX	
2. Compliance	Tasks are assigned, with incentives: outsiders decide agendas and direct the process: some potential for tactical supervision at community level	XXXXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXX	
3. Consultations	Opinions are asked of local people, often through male leaders but also of different interest groups. Outsiders analyze and decide on the appropriate course of action	XXXXX XXXXX XXXXX XXX XXX XXX	X X X X X X
4. CO-operation	Local people work together with outsiders to determine priority, responsibility for decision-making on action remains with outsiders, who direct the process.	XXX XX XX XX	X XX XXX
5. CO-learning	Local people and outsiders share their knowledge, to create new understandings and work together toward action. Responsibility is shared, with different roles for outsiders as facilitators and catalysts	XX X X X	XXX XXXX XXXXX XXXXXXX
6. Collective action	Local people set their own agendas and mobilize to carry it out. Outsiders may act as initial catalysts, but the process proceeds in their absence		XXXXXXX XXXXXXX XXXXXXX XXXXXXX XXXXXXX

At the end participants identified several requirements of participation

- Common objectives
- involvement of the concerned people
- division of work and responsibility
- discipline
- ownership feeling
- motivation
- equitable distribution of outcome
- regular interaction
- leadership development

### **Process Approach and PRA**

In this session facilitator concentrated on discussion on conceptual aspects of PRA. PRA, as it is understood, is a family of approaches and methods to enable rural people to share, enhance and analyze their knowledge of life and conditions to plan and act. RRA concept emerged during late 1970s while PRA as an attitude and behavior developed as late 1980s. PRA is more concerned with process than the methods. Who is involved how local people are involved in the process is more important than what was being done. Moreover, Attitude and behavior of the practitioner, method chosen and process adopted are very important in participatory approach building process.

### **Differences Between RRA and PRA**

Discussion took place in identifying the different between RRA and PRA following differences were identified.

Description	RRA	PRA
Period of major development	Late 1970s-1980s	Late 1980s-1990s
Major innovators based in	Universities	NGOs
Main users	Aid agencies, universities	Government field organizations
Key resources earlier overlooked	Local people's knowledge	Local people's capabilities
Main innovations	Methods	Behavior
Predominant mode	Extractive	Facilitating
Ideal objectives	Learning by outsiders	Empowerment of local people
Long-term outcomes	plan, project, publications	Sustainable local action and institutions.

## Characteristics of PRA

The facilitator clarified on some of the key characteristics of PRA. It was interesting to note that the participants added few more characteristics out of discussion. Participants identified following characteristics of PRA out of discussion.

- a. **Interactive / participatory**  
PRA is a continuous process. The facilitator should motivate and encourage individuals and group for interaction by respecting each others view.
- b. **Based on local values and knowledge**  
The basic philosophy of PRA is to recognize the knowledge and capabilities of the community.
- c. **Use of locally available materials and indicators.**  
PRA believes in the maximum mobilization of local resources. Hence, in every exercise local indicators based on local knowledge and materials within access should be utilized as far as practically possible.
- d. **Optimal ignorance**  
Statistical accuracy Some Times it is need to ignore statistical accuracy However, association for similarities assessment and or differences for comparison should be encouraged.
- e. **Triangulation**  
PRA has provided grounds for comparison and for cross verification. This could be done with individuals and groups from different background. PRA also adhere the sampling principle Larger the sample higher will be the chance of accuracy. Where is it in the report ?
- f. **Handing over of stick**  
Basic philosophy of PRA is community empowerment. Effort should be done to help the community members take (lead role) initiative by themselves.
- g. **Explanatory and visual presentation**  
Visual presentation makes understanding easy and long lasting receptivity. Hence in PRA exercise effort is made to make the visual presentations.
- h. **Open ended question**  
Instead of using the structured questions open questions are introduced to derive intrinsic opinion.
- i. **Multi-disciplinary team**  
For looking at the theme from different perspective professionals from different knowledge background should be involved in the research.
- j. **Checking biases: road side village; season ; profession and so on.**

PRA exercise should utilize community perception attitude and knowledge. The exercise should not be lead by season, easy accessibility and limitation of professional limitations. The professionals should simply facilitate the process.

k. Basket of tools and techniques

PRA by itself is rich in tools, techniques and methods. There is wide range of tools, various diagram, tables, matrices which can be beneficially utilized during the research process.

### **Appreciative Inquiry Approach**

**Introduction to AIA:** Appreciative Inquiry is a complete learning path for energizing positive attitude in promoting appreciative culture. Appreciative Inquiry is a recent concept and new pedagogy. It is geared towards creation and promotion of culture of recognition through individual and group efforts. The philosophy believes that as result of strengthened attitude in making quest inside and outside for good things, automatically the practice behavior will be directed towards digging out past success eventualities for future creations. This is the core value kept by Appreciative Inquiry Approach.

To produce a positive action as a result of re-vitalized appreciative attitude, the process has taken in confidence all the components of learning cycle. Not only the individuals, families, communities, and societies but the entire habitats and their wisdom find their harmonious role and place in respective domains for the conservation and promotion of healthy environment suitable for living now and in future. However, the approach calls to begin the process from one-self.

The appreciative path believes in participatory approach for sustainability. As such, AIA as an approach does not overlap or conflict with PRA. It rather supplement it. Sustainability here refers to the resulted desired change perceived at present and it's expected continuity and growth beyond.

Participants identified following important aspects of AIA in development planning.

Past success stories: What good things were done in the past ? How such good things could be possible in the past ?

Present state: Where is the community now ? Is it improving or stand still or declining ?

Opportunities: What can be done to improve present situation ?

Strengths : What are the life giving forces ? What are the perceived strengths of the community ?

## **Listing of PRA tools**

Facilitator presented a list of PRA tools included in the course for discussion. Moreover, the facilitator explained that the list may not have adequately covered all the tools currently being practiced by communities in different places. As the lid of the PRA bucket is open, any time, new or modified tool may come out. For this we have to keep our mind free and open.

### **PRA tool -- social Map/Resource Map**

To encourage participants on visual sharing of information relating to village, settlement, access and utilization of natural resources and other services and also on thematic visual presentations, PRA tools such as Social Map and Resource Map was shared. Individual and group work followed after concept sharing and process facilitation. The map with the use of clay, sand, and other materials was constructed on the floor for demonstration. Participants practiced on social and resource map construction.





**Description of social and resource map exercise findings Family description of Khairtoki tole, Lalgadh VDC, Ward-4, Dhanusha**

Bley Grand Tole, Deurali VDC-4, Nuwakot

Total Households	24	Total Households	34
Tap	7	Total Population	216
Electric poles	4	Women	109
Community forest	1	Literate women	73
Toilets	5	Illiterate women	36
		Men	104
		Literate men	87
		Illiterate men	17

Participants came out that family level information can be easily shared in community groups.

HH ID No.	Name of household	No. of male/ Female		Literate		Illiterate		Occupation	Employment	Skills	Institutional Affiliation
		F	M	F	M	F	M				
1	Lal B. Budhathoki	5	2	5	2	-	-	Service	Service		
2	Indra B. Phuyal	1	2	1	2	-	-	Driver	Driver		
3	Ram H. Adhikari	1	3	1	2	-	1	Farming			
4	Padam B. Thapa	3	2	1	2	2	-	Farming			Jana Jagriti club
5	Krishna B. Karki	3	3	2	3	1	-	Service	Service		
6	Durga B. Thapa	3	3	1	2	2	1	Farming			Vice president/ Forest group
7	Gyan B. Bhujel	2	2	2	2	-	-			Weaving	
8	Bhakta B. Ale	2	4	1	1	1	3	Wage earning			
9	Bishnu P. Pokhrel	10	7	9	7	1	-			Cutting and tailoring	
10	Rohity P. Pokhrel	3	2	2	1	1	1	Mill owner			Gramin Swabalamban
11	Madhab Adhikari	2	3	1	2	1	1	Farming	Driver	cutting and tailoring	
12	Nara B. Ale	5	5	5	4	-	1	Farming	Driver		
13	Amar B. Karki	3	2	1	2	2	-	Farming			
14	Gunja B. Karki	10	7	7	7	3	-	Farming			

Contd.

HH ID No.	Name of household	No. of male/ Female		Literate		Illiterate		Occupation	Employment	Skills	Institutional Affiliation
15	Manju Karki	1	2	1	2	-	-	Farming	Retired Army		
16	Lilanath Adhikari	3	3	2	3	1	-	Farming	Wage earning	Carpenter	
17	Top P. Pandit	2	2	2	2	-	-	Farming			
18	Shanti D. Basnyat	4	1	-	1	4	-	Farming			
19	Megh Mani Baral	4	1	2	1	2	-	Service	Service		
20	Min Bahadur Karki	3	1	1	1	2	-	Farming	wage earning		
21	Shiva Baral	2	2	2	2	-	-	Farming			
22	Dil B. Sunuwar	2	3	-	1	2	2	Farming			
23	Janak P. Kafle	7	7	4	7	3	-	Farming	Teacher	Cutting and Tailoring	
24	Khok N. Shrestha	1	4	1	4	-	-	Farming	Driver		
25	Makhan Khadka	2	2	2	2		-	Farming	Service	Cutting and Tailoring	
26	Indra P. Acharya	10	5	3	5	1	-	Farming			
27	Mohan Subedi	3	5	3	3	-	2	Farming			
28	Meena Adhikari	2	3	2	3	-	-	Farming	Service		
29	Bir B. Karki	2	4	1	4	-	-	Farming	Wage earning		
30	Balaram Thakur	3	4	2	3	1	1	Farming	Wage earning		
31	Bakhat B. Baral	-	1	-	1	-	-	Farming			
32	Lal B. Karki	1	2	-	1	1	1	Farming	Wage earning		
33	Tanka P. Dhungel	3	3	2	3	1	-	Farming	Service		
34	Keshab P. Timilsina	4	2	3	2	1	-	Farming			

### **PRA tool-Village Time - line**

This tool is very useful to get knowledge on village history, Out of discussion the participants identified the following format for recording information. It was discussed that the tool further helps in identifying the major events happened in the past as well as the impacts left over in the community and the level of social mobilization practices.

#### **Findings on Village Time-line of Plain-plain tole of Deurali VDC Ward-4, Nuwakot**

S.N.	Events	Time-line	Effect	Remarks
1.	Dawn of Democracy	2007	-	
2.	disease spread in Maize crop	2030	- Destroyed maize crop - Shortage of food grain - Village indebtedness for buying food grains	
3.	Land slide	2044	- 3 persons from a single family died - Cow shed buried	Ghewkhola land slide
4.	Storm	2045	- Destroyed crops (Wheat and maize), fruits and vegetables	
5.	Attack of wild animals	2056	Tiger attacked and killed 2 goats	
6.	storm	2057	Destroyed crops in land	

### **PRA tool - - Time - trend**

To facilitate participants to share information on time cycle and time trend relating to any important event its effect and initiation (efforts) within and outside the village and also on development history of any event or object PRA tool such as Time Trend was discussed and process was facilitated using straw and finger sticks.

### **PRA tool -- Well - being Ranking**

It is a tool which is mostly used to identify target groups in community perspectives. By using the list of households the exercise is done to identify perceived well-being status of each category of households. The community people will be encouraged by the facilitator to compare and prepare the groups of households with more or less same status and facilitate to use their own local indicators in ranking. It was decided that words like *Dhani* and *Garib* should never be used during facilitation. The exercise is so sensitive that the facilitator should see that the participants are not leaded and influenced by some one who is influential.

The exercise should be done three times for triangulation if it is done with the individual. However, it is always preferred to do it in the group, After grouping the entire households, indicators for each category should be asked and properly shared after recording.

### Information which can be shared through the Well-being tool

- Well -being status of the entire households
- number of households in each group
- causes of variation among the group of households
- local indicators used for each category of well-beingness

### Findings of Exercise on Well-being Ranking Thulo Tole, Deurali VDC-4, Nuwakot

Category	Household Identification No.	Indicators
1.	1,4,11,13,16,17,18,19,23,24,25,26,27,35,41,43,49 = 17	<ol style="list-style-type: none"> <li>1. 25-60 ropani land</li> <li>2. Rice 15-60 Muri</li> <li>3. Maize 100 Bhari (Doko)</li> <li>4. Have investment</li> <li>5. Have opned fixed deposit account with bank</li> <li>6. Sale food surplus</li> <li>7. Received higher education</li> <li>6. Employed</li> <li>7. Have business income</li> <li>8. Have buffalo</li> </ol>
2	2,5,7,8,12,14,15,22,30,33,37,38,39,42,44,45,46,47,48 = 19	<ol style="list-style-type: none"> <li>1. 20-25 ropani land</li> <li>2. Rice 8-10 Muri</li> <li>3. Millet 10-15 muri</li> <li>4. Maize 40-50 Bhari (Doko)</li> <li>5. Sufficient food grains for the family</li> <li>6. Do not seek loans</li> <li>7. Educated up to SLC</li> <li>8. Have buffalo</li> </ol>
3.	3,9,10,20,28,36,40 = 7	<ol style="list-style-type: none"> <li>1. 10-15 ropani land</li> <li>2. food sufficent for 8-10 months</li> <li>3. Maize 40-50 Bhari (Doko)</li> <li>4. Wage earners</li> <li>5. Educated up to Primary level</li> </ol>
4.	6,21,29,31,32,34 = 6	<ol style="list-style-type: none"> <li>1. 4-5 ropani land</li> <li>2. food sufficent for 4-5 months</li> <li>3. Wage earners</li> <li>4. Illiterate</li> <li>5. Indebted</li> </ol>

The exercise revealed that category 1, 2, 3, and 4 had 17, 19, 7 and 6 households respectively.

### PRA tool - -Mobility Map

In the empowerment process this tool is used to gain an understanding on the current movement practices of the local people. The tool fully ensures the distance they cover (including the time consumed both way travel) to reach the place of visit (first and the last) by purpose.



## **Description of Mobility Map Exercise**

Nikane Gaun, Gankhel VDC-4, Dandeldhura

Education: Local children receive education at community home, Gaira, Hartola, Budar, and some even go to Mahendranagar.

Religious visits: The people from Nikane Gaun visit temples in Chahara, Ghanteswore, Mahendranagar and some even go up to Haridwar in India for religious purpose.

Market: People go Gaira, Budar, Dandeldhura, Dhangadhi and even up to Gaurifanta for marketing.

Marriage: Marital relationships are established with families in Gankhel, Ghanteswore, Joroyal, Alital, Rupal, Kailali Kanchanpur, Banke and Rukum.

Treatment: For treatment in case of illness people go to Gaira, Budar, Dandeldhura, Dhangadhi and Palia in India.

Fire Wood: Nikane community have their own community forest for fire wood.

Employment: For employment people from Nikane go even up to Dipayal in search of employment.

## **PRA tool -- Flow Diagram**

The flow diagram helps to understand the detail steps of actions to be performed in completing the task. The diagram exhibits the flow of activities as well as time, responsibility, authority and resources.

## **PRA tool -- Venn Diagram**

This tool was introduced to describe the relationship between the individuals, power structures, institutions and other agencies working with the community. Paper pies of different sizes were used to represent people, groups and of institutions. It was shared that the community members are to exhibit by choosing the bigger or smaller pie according to their perception on the contribution made by each of the institution or group and place them on how they feel they work being close or remaining at distance.





### **Description of the findings of Institutional Coordination and linkages Exercise**

The community during the exercise identified ten institutions and assigned weightage to those institutions in terms of perceived contributions to the community in the following rank order.

1. Bote Majhi welfare association
2. Community Development Organization
3. VDC
4. Atmanirvar cooperative organization
5. Park and People Project
6. National Park
7. Chetana Yuba Club
8. Health Post
9. School
10. Police Office

### **PRA tool-- Seasonal Calendar**

The tool can be beneficially employed to share with the community people on the effects of seasonal variation on community activities. Information on cropping cycle, fire wood deficiency period, fodder deficiency, seasonal diseases etc. can be shared through the construction of a visual calendar on the floor. The concept was explained by drawing a calendar using sticks and other materials on the floor. Participants further developed their sharing skills by constructing seasonal calendar in groups.



## **Description of Seasonal Calendar Exercise Findings**

### **Tallokwadi, Dakha kwadi VDC-4, Pyuthan**

Busy Period : Community seemed to be busy round the year with some variation. Magh is known to be the less pressure month.

Disease epidemic : Community is highly vulnerable in terms of wide spread of disease. Aswin, Kartic and Magh are less vulnerable.

Fire wood : Village experience the short supply of fire wood during the months of Magh, Falgun, Chaitra, Baisakh and Jestha.

Animal Disease : Livestock become vulnerable nearly for eight months. Village is free from animal disease during Aswin, Kartic, Mangsir and Paush.

Festivals : Villagers observe various festivals which occur in the month of Shrawan, Bhadra, Aswin, Kartic and Mangsir.

### **PRA tool -- Focus Group Discussion (FGD)**

This FGD tool is used to initiate a lively interactive theme based discussion among the homogeneous group of community people with common taste and interest. The discussion is grounded on specific issues. The experience has shown that it is difficult to handle more than 12 people in one sitting. Moreover, presence of less than 6 may not be interactive and result is diverse opinion. It was further shared that the check-list would be required for moderating FGD. Group work on checklist preparation and role play on conducting FGD was followed after concept sharing.

### **PRA tool-- Semi Structured Interview**

Instead of using a pre designed questionnaire this method relies on a checklist type of questionnaire to record the responses on specific issues as well as opinion. This method ensures quality, interest and the opportunity of interaction between the person (s) contacted for and the outsider. The session was linked with the FGD session.

### **PRA tool --Preference ranking**

PRA has provided tool for expressing preference/priorities with reasons. PRA tools such as Venn Diagram, Verbal Communication (expression of ranking order), Pairwise Ranking and matrix ranking were shared. The process was facilitated using local materials. Paper Pies of different diameter were prepared and sticks of different lengths were also used for comparison. Both pair-wise and matrix ranking tables were prepared on the floor using sticks.



## Description of Pair-wise Ranking Exercise Findings

The community, during the discussion, identified five possible micro-enterprises to promote in future. The most promising enterprise appeared to be Doughnut followed by Poultry.

### PRA tool-- Transact Map/Walk

This tool is usually implemented in the group of community people, if possible, who had taken part in the resource map exercise. This transact walk exercise makes the team to observe the area by themselves and identify if some thing is missing in the resource map developed earlier. Moreover, the participants identified that the transact map exercise enables outsiders and insiders both identify problems and prospects for future programme planning. Exercise done on transact map enabled the participants to understand the implications of village walk.

### Possible Steps and Tools for Social Mobilization

Participants identified following steps and tools to be used in social mobilization process facilitation.

S.N.	Steps	Tools
1.	Knowledge and clarity about social mobilization	Discussion/Training
2.	Knowledge on subject matter (development issues for example micro-enterprise development)	Discussion/Training
3.	Area/community selection (pre-feasibility study)	Meeting/discussion with local leaders, programme support organizations, social workers and local people
4.	Rapport building and sharing on programme	Meeting/discussion with local leaders, programme support organizations, social workers and local people
5.	Gain knowledge about physical, social set-up, cultural, institutional relationship and support available to the community	Social and resource map and institutional diagram
6.	Knowledge on prosperity of the community	Well-being ranking
7.	Knowledge about chronological events and past success stories	Discussion and Village time-line, Time trend
8.	Daily routine of men and women	Daily calendar
9.	Knowledge about the access and control over the resources	Discussion/Maps
10.	Movement of people to different places for different purposes	Mobility map
11.	Knowledge of ranking of existing and potential micro-enterprises	Discussion/Pair-wise ranking
12.	Knowledge of year round activities, events, problems and prospects	Seasonal calendar
13.	Knowledge of discovery, dream, design and delivery of the local groups	AIA
14.	Presentation of findings to the community	Meeting with community representatives
15.	Identification of existing and potential micro-enterprises for strengthening and promotion	Meeting with community representatives
16.	Group formation	Meeting with like minded community people.

## **Training Course Evaluation by Participants**

For feedback, participants were asked to express their feelings about the training each day. End of day evaluation was done using "Pocket Chart" and "Mood Meters". However, an end-of-training evaluation was done on the ninth day of the course. A semi structured questionnaire was administered for evaluation of the course and facilitators from the participants.

### **Findings from training evaluation**

#### About good things of training course

- Self-confidence building games
- Coordination between facilitators and participants
- Appropriate and useful content
- Appreciative aspects of PRA
- Positive thinking
- The facilitation process itself was entertaining
- Field exercise gave practical experience
- Gender issues were addressed
- Good management aspects

"This course should be given to parliamentarians and National Planning Commission Members in Singhadurbar" Yadumani Kandel (participant)

#### About learning from training

- Participatory development paradigms
- Participation-whose, where, why and how
- Theoretical and practical aspects of RRA and PRA
- Attitude and behavior of facilitator
- Appreciative Inquiry Approach
- Application of facilitation skills during field practice exercise
- Application of PRA tools in MEDEP

#### Suggestion what could have been done to make training better

- Residential training is better (Nuwakot and Dang)
- Increase of field practice days
- Exercise on all PRA tools
- Increase in number of training days

#### About fulfillment of expectations

Participants expressed their expectations through meta cards method.

- To have complete knowledge of PRA
- To know why only NGOs adopt participatory approach in their programme ?

- Are there any other scientific methods than PRA ?
- Why PRA is easy for women empowerment ?
- Develop skills in community mobilization
- How to become able to identify actual community need ?
- How to improve living standard of the community ?
- Know about PRA tools for information collection
- Identify problems and solve within the community
- How will it be possible to bring social change through PRA
- Learn PRA process
- Funds raising techniques for economic empowerment
- Benefits of PRA
- Where PRA can be applied ?
- Dangers of PRA
- PRA attitude and behavior

Expectations shared on the first day were matched in the plenary on the ninth day. During the session on review of expectations participants commented that they have received more than what they had expected.

#### About the training duration

- Training period was short

#### **Recommendations**

PRA is a growing family of approaches, behavior and method. PRA practitioners, should therefore be aware of on going changes and up-coming new things. In this perspective, we recommend that MEDEP should organize refresher courses on PRA.

## **Annex-1**

### **Name List Of Participants**

#### Nawalparashi

1. Yudhistir Sharma
2. Kalpana Rijal
3. Matrika Rijal
4. Yadumani Kandel
5. Netra Prashad Sharma
6. Tulsi Prashad Subedi
7. Nirmala Gewali
8. Sangam Manandhar
9. Radheshyam Kumhal
10. Rabi Gautam
11. Srijana Subedi
12. Krishna Prashad Sharma
13. Khem Prashad Poudel
14. Kedar Subedi
15. Luxmi Bhandari]
16. Ganesh Sharma Adhikari

#### Nuwakot

1. Uma Silwal
2. Santu Tamang
3. Minu Joshi
4. Kamala Bhandari
5. Devendra Neupane
6. Rajendra Bhandari
7. Rajkumar Khanal
8. Govinda Pyakurel
9. Krishna Prashad Dahal
10. Sambhu Prashad Neupane
11. Shyam Poudel
12. Luxmi Dhungana
13. OM Kumari Bhatta
14. Lila Bastakoti
15. Raju Tamang
16. Kanya Kumari Tamang
17. Krishna Pandey
18. Ganesh Bhatta
19. Ganesh Dutta Bhatta
20. Dhaul Singh Seri
21. Naresh Ram Bhul
22. Surendra Bud
23. Ashok Kumar Shah



### Dandeldhura

1. Ganesh Bahadur Kuwar
2. Log Raj Bohara
3. Om Prakash Panta
4. Sharada Rawal
5. Bhim Bahadur Bista
6. Uddab Raj Upreti
7. Sher Bahadur Bohara
8. Chandra Bahadur Shaki
9. Bhakta Bahadur Bohara
10. Dharma Raj Upreti
11. Ganesh Bahadur Bohara
12. Jagadiswori Sahi
13. Ram Bahadur Bogati

### Dang

1. Deepak Jung Chaudhary
2. Samjhana Saha
3. Prakash Pandey
4. Iswori Gautam
5. Dhana Bahadur G.C.
6. Leela Bahadur K.C.
7. Rajendra Rayamajhi
8. Leela Bahadur Khadka
9. Bhuban Chaudhary
10. Krishna Pudasaini
11. Janaki Chaudhary
12. Tara Bahadur Bhandari
13. Robinson Shrestha

### Dhanusha

1. Krishna Prashad Bhatta
2. Purushottam Sharma
3. Basraj Khanal
4. Damaru Prashad Guragai
5. Abadh Narayan Chaudhary
6. Jagadish Subedi
7. Chhatramani Purbe
8. Lal Bahadur Khatrio
9. Namrata Dhungel
10. Basanta Kumar Mandal
11. Raghbir Raya
12. Chhatra Bahadur Shrestha
13. Kiran Dahal
14. Kishore Kumar Mehata

15. Lekh Raj Pokhrel
16. Manju Thakur
17. Gopal Dahal
18. Bijaya Kumar Sapkota
19. Radha Niraula
20. Sailendra Bajagai
21. Jhanak Bahadur Gurung
22. Rakesh Kumar Jha
23. Ram Kumar Karna

#### Pyuthan

1. Bijaya Kumar Shrestha
2. Nirmala Acharya
3. Kalpana Khadka
4. Krishna Maya Rijal
5. Upendra Raj Sharma
6. Drona G.C.
7. Prakash Subedi
8. Meena Acharya
9. Indira Adhikari
10. Laxman Acharya
11. Bijaya G.C.
12. Suresh Chandra Acharya
13. Khimansingh Giri
14. Mrs. Kalpana Shrestha
15. Mrs. Shanta Sharma

