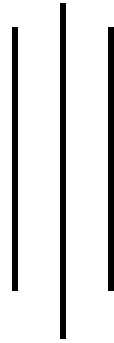


Participatory Methods, Processes and Analyses



A Handbook

For

**Identification and Analyses of
Underlying Causes of Poverty and Formulation of
Strategies**

**Care Nepal
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About this Handbook

All involved in the field of development had realized the need for a handbook describing the participatory approach or methods, processes and simple ways of analysis in order to address poverty and its underlying causes. Several discussions, often the high sounding ones, have been held at highest level on theories of and approaches to poverty alleviation. However, attempts have been hardly made by so-called development practitioners to define poverty taking into consideration ground realities and apply the participatory approaches to it while working with farmers, workers, women and the marginalized sections of the society. The lack of practical tools has, often, led to confusion for all involved in development field. The lack of practical methods and tools made many enthusiastic people disappointed. Publication of this Handbook is an attempt to provide a practical tool for participatory approaches or methods, processes and analyses in order to assist the development workers.

The methods and processes described in this Handbook are not new. Experiences gained and lessons learnt while working by applying the participatory approaches are reflected in this Handbook. It is based on the processes being applied by Care Nepal in order to carry out development activities. It is believed that this Handbook will be useful for other organizations and individuals involved in poverty alleviation programs as well.

Why this Handbook?

It is a well-known fact that poverty, its underlying causes, its reduction, human rights, Millenniums Development Goals (MDGs), unequal power relationships and social transformation are very much talked about. However, practical tools and methods to translate these theories into practices have never received a priority they deserve. It has resulted in a widening gap between the theoretical approaches and practical tools for all who are interested in this field.

Keeping in mind the lack of resource materials, this Handbook is developed in order to assist the development practitioners to apply theories into practice and provide them with appropriate tools. This will encourage those people who are committed to development activities with missionary zeal and enthusiasm.

Who can use this Handbook?

Facilitators: They are the ones whose primary job is to discuss with people in the communities, interact with them and facilitate the process of dialogue with them on regular basis and take a lead in participatory processes for poverty alleviation. This Handbook is primarily written keeping in view the needs of the Facilitators and they are considered to be the primary users.

Trainees and Participants:

Several training courses are organized by a number of organizations on participatory approaches and methods in order to find the underlying causes of poverty, its analysis, formulate appropriate strategies and program and enhance knowledge and skills. This handbook is expected to be equally useful to the resource persons who are responsible for conducting participatory training courses and the participants as well.

Other interested individuals:

This Handbook will be useful to any persons who are interested in participatory approaches to poverty eradication, social development and transformation.

How to use this Handbook?

Some important points that need to be taken into consideration by the users are given here to facilitate its use. In the first part of this Handbook, poverty, its causes, our learning and perceptions towards these issues are discussed. In the second part of this Handbook, several methods and processes of analyses are presented in a simple way. An attempt has been made to ensure that they are dealt with in logical order.

What are the contents of the Handbook?

Each method and processes of its application are described are presented in following order:

Title:

The titles of the methods are given at the top of the page. It is to be noted that titles of methods are given by different organizations in different ways. In case the title of the method is not clear, introductory paragraphs, objectives and activities will make the methods clear.

Objectives:

Objectives are given after the introductory chapter of the method with a view to making clear what kinds of methods are used to achieve what kind types of objectives. In some contexts depending upon the nature and needs of the information as well as the type of the program, objectives could be revised, changed or added. However, there will have to revise, change or add the processes to be applied in the field and points to be taken into consideration as well.

Information that can be collected:

Information that can be collected through discussions and interactions by applying the above methods and processes in order to achieve the objectives mentioned above are given under it.

Materials required:

List of the materials required for collection of information by facilitating the processes of dialogue, discussions and interactions is given under it. Before going to the community for discussion, facilitators must check the list and ensure that all materials are readily available in the field.

Key Informants:

It is vital to achieve the objectives set and collect information already determined. All persons cannot be expected to have all the information required. Even if they have, this does not serve the purpose. It has to be kept in mind that the objective of the whole process is not to collect information in whatsoever way. Dialogues and interactions with the local people are an integral part of empowerment. Information collection and empowerment should go hand in hand. This is the reason why the persons consulted through dialogues and interactions are listed under it. It should be noted that this list is subject to change depending upon the place, time and circumstances.

Preparation:

Preparations made by the facilitators before going to the community for the study or just before starting the discussions and interactions with the community determine the success of the whole process. If such processes are already applied for several times, minimum level of preparation will do. However, some people think that they can conduct the sessions in the community without making any preparation. This is totally a wrong notion. Even though the facilitator may be very experienced, preparation is indispensable for doing any type of work in a new place by applying new processes. Therefore, preparations to be made by the facilitators are given under it in a simple way as far as possible.

Methods and Processes to be applied:

Activities to be carried out for interactions with the help of the methods and processes to achieve the objectives set for each method are divided into several steps. Attempt has been made to put them in logical order and simple but comprehensive manner. The processes and steps of interactions are the most important ones for the facilitators. It is advised that the facilitators should read the steps of interactions several times before starting the exercise in the community. Once you are clear, it may be helpful to prepare notes separately for personal use. It is also suggested that the facilitators should carry the steps and processes while going for interactions with the local people.

Footnotes:

You will find footnotes in several places of this Handbook to make the subject matter, contexts and other issues clearer. As the contents of the Handbook are elaborated further in the footnotes, facilitators are advised to read it.

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Underlying Causes of Poverty: Theory and Real Understanding

Introduction:

After the Second World War, several countries in the world embarked on the path of planned development. In order to further development activities, certain processes were adopted to achieve it. It has been long since the attempts to address the issue of poverty eradication has been made under the development programs. However, organizations involved in development activities have been, for the last a few decades, are trying to project themselves in a different perspective based on their experiences, learning and the contexts in which they have been working and to move ahead with new vision and understanding as to the development process. Since the 1990s, the approach of right-based development is being discussed widely among the organizations. Learning that have been emerging in the process of consultations and discussions are also being put into practice at various levels. In course of the process of revision and adjustment of the programs with right-based approach designed to address the underlying causes of poverty, changes in organizational structures and policies have been, to some extent, brought about among states and non-government organizations.

In the context of Care International, it has been engaged in carrying out all development works in line with right based approach. This reflects the institutional commitment to as well as the practical implementation of the Care International to this approach. What we at Care International had expressed at a time when we were at a stage when the discussions were concluded and we were about to start its implementation is as follows:

- *Development efforts made in the past could not properly address the underlying the causes of poverty though these efforts have succeeded in bringing about some changes in the status of the people but not to the extent desired.*
- *In spite of all development efforts, the poor became poorer and the rich richer. Those who had access to power became more powerful. Life of the deprived was getting more and more miserable.*
- *The gap between the poor and rich (be it individual, region or state), those powerful and powerless people, men and women, higher and lower castes, rural and urban areas was widened even more than before and it was further deepened.*
- *Therefore, it is imperative to adopt the approach of right-based development in order to address the underlying causes of poverty, bring about changes in unequal power relationships, improve the social status of the excluded people and bring about overall social transformation.*

It has been discussed at several places, different times and various levels and concluded that until and unless human right issues are addressed and right-based approach adopted in development programs, the issue of underlying causes of poverty cannot be addressed. However, development activists are divided as to the strategic directions of this approach and put it into practice. Some people argue that merely talking about rights without addressing the urgent needs of communities will not work. Care International also has tried to experiment with different models of and approaches to development to address the causes of poverty. These models are based on gender equity and diversity, household livelihood, security net and right-based approach. However, these

development systems and frameworks could not find out a common ground to define the poverty in its true sense.

Lack of property, knowledge and capacity is not only the cause of poverty. But the causes of poverty include social exclusion, marginalization and all forms of discrimination. Most of the development organizations recognize that such issues are not empirically analyzed so far. The goal and objectives of the organizations such as the Care International are to resolve the problem of poverty in a sustainable manner. However, it has been a challenge even for the Care International to review various development approaches, models and systems in order to define the commonality in its methods and processes.

As a result of all these efforts, Care International developed an integrated framework to address the underlying causes of poverty and achieve poverty eradication and social justice. This framework helped in a large measure to clarify the concept and approach to it. However, this framework could not make recommendations to be followed systematically as to the appropriate methods and processes. However, efforts were made to experiment, develop and adjust the new methods and processes and systems of analysis on the basis of experiences gained at the field level. These methods and processes are not the ones which are newly discovered but are the revised versions of experiences, methods and processes. It is experimented in the countries including Nepal, Bangladesh and Pakistan and has shown positive results in comparison to other methods applied in the past.

How to Understand the Underlying Causes of Poverty?

Underlying causes of poverty are the combined results of political, social economic and environmental elements. It nurtures poverty at structural and systemic levels. These elements can be found at all levels – from local to global levels.

Causes of poverty are not confined merely in settlements inhabited by the poor, no individual becomes poor due his/her personal reasons, and nobody is deprived of his/her rights on his/her free will. There are political, economic, social and environmental reasons for making people poor or keeping certain groups or classes lagging behind. Such reasons are created, nurtured and expanded by a number of factors such as state structures and operational systems, social structures and policies, economic opportunities and access to them, distribution system and the environment a person lives in. That is why the causes of poverty exist not only at the level of individuals, households, societies, social structures and state functioning but also at the national and international levels.

If our programs are meant to be targeted to the underlying causes of poverty and sustainable outcomes, there is a need to change our perception about it. Accordingly, there is a need to bring about improvements in the systems and processes that are applied to identify and analyze the causes of poverty. In addition, it is imperative to modify the modus operandi and processes of programs as the situations call for it.

How can the Underlying Causes of poverty be categorized?

It is well known that until and unless the causes of poverty are understood, analyzed and addressed properly, desired impact of our programs cannot be achieved in its true sense. In order to understand the causes that lie at various levels and develop understanding about the potential measures to address them, they can be divided into three categories as follows:

- 1. Immediate Causes of Poverty;**
- 2. Intermediate Causes of Poverty; and**
- 3. Underlying Causes of Poverty.**

1. What are the Immediate Causes of Poverty?

The factors that are directly related to the life and death of people are included under it. Its examples are malnutrition, diseases, natural disasters, etc. Such causes can be directly seen and felt. Such causes need to be identified and addressed immediately. However, just addressing such causes are not enough for eradication of poverty.

2. What are the Intermediate Causes of Poverty?


The factors that are directly related to the wellbeing of the people and prosperous are covered under it. Intermediate causes focus on the forces that compel people to act on the basis of their needs. Its emphasis is on lack of access to basic services, skills, productivity etc. Most of the development activities that are being carried out attempt to address these intermediate causes.

3. What are the Underlying Causes of Poverty?

Underlying causes of poverty focus in particular on the aspects such as why intermediate causes are still there despite the development activities being carried out on regular basis. In order to identify the problems at this level, we have to ask a number of questions. These questions are: Why do the few people have access to resources? Why are majority of the people deprived of such access? Why do a few have control over most of the resources? Why are majority of the people deprived of it? Why are most of the people poor? Why are a few people are rich? Why do the 20% of people have control over 80% of the resources and consume them? Why do the 80% of people have control over 20% of the resources and consume them? All these questions that we will to ask are directly related to the systems, policies, rules and norms which are deeply rooted in the society and govern them at national and international levels. These include the issues that are related with economic, political and social structures and these factors:

- Determine the inclusion and exclusion of certain groups and classes.
- Formulates policies in such a way they are consistent with the interest of certain groups and create a condition by which certain groups have monopoly over powers.
- Act in such a way that the policies and rules are framed in such a way that discrimination and injustice are legitimized in terms of social and cultural values.

The table attached herewith may help understand the three levels of causes of poverty. The Table is presented in such a way that it makes easier to develop understanding about the causes of poverty in a simple manner. These examples may not be applicable at all times, places and situations. However, it helps to make us think of the level of causes of poverty.

Examples of Levels of Causes of Poverty		
Immediate Causes	Causes that are directly related the life and death of the people <ul style="list-style-type: none"> • Diseases, famines, natural disasters, conflicts 	<div style="text-align: center;"> Human conditions and Improvement in Social </div> 
Intermediate Causes	Causes that affect the standard of life, development opportunities and livelihood security <ul style="list-style-type: none"> • Low productivity of agriculture and other sources of income necessary for livelihoods, • Less livelihood opportunities, lack of skills, low access to food, lack in care of women and children • Inadequate basic services such as health, education, drinking water and sanitation 	
Underlying Causes	Causes that are related to poverty and backwardness and deep-rooted structural causes (Social systems, political and economic structures and environmental issues) <ul style="list-style-type: none"> • Economic: Inequitable distribution of resources, globalization, conditions related to trade and commerce, policies and regulations, structural adjustment. • Political: Lack of good governance and organizational skills, corruption, armed conflict, pressure and suppression from international and regional power centers • Social: Marginalization, inequity, exclusion of certain groups and classes for various reasons, social and cultural rituals, systems and practices that are detrimental to equitable development, overpopulation <p>Environmental: Conflict due to resources, natural disasters, newly emerging diseases of</p>	

	people, cattle and crops	
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There is a need to identify, analyze and design programs based on the causes mentioned above. Similarly, it is essential to develop strategies, appropriate methods and processes for program implementation.

An attempt has been made in this Handbook to discuss these methods and processes in detail. If this Handbook is used properly, it is believed that it will help assess the various causes of poverty, analyze them, identify appropriate strategies, implement the programs effectively and bring about positive changes.

What kinds of development are required at which level?

If we engage ourselves in the in-depth analysis of development efforts and processes we have been involved, we can easily find out which of our efforts are focusing on which levels of the causes of poverty. If we are distributing food items, clothing etc as a part of emergency relief or providing treatment services to the people during epidemics, we will be addressing the **Immediate Causes of Poverty**.

If our programs are geared towards increasing access in order to bring about improvements humanitarian conditions, we will be addressing the **Intermediate Causes of Poverty**. These include the schemes of drinking water supply, bridges and culverts, trails and trekking routes. Activities that aim at making the health services and health personnel available in health posts, ensure availability of essential drugs, training courses in order to make the services more effective fall under this category. Such activities help develop efforts and meet needs of the communities.

Once the needs are met, there will be a change in the status of the people. However, there will be no change at the level we have been seeking to bring about. For instance, if we provide support to implement a drinking water scheme, the time for fetching water will be significantly reduced. It will improve the condition of women since they will have to walk less distance for it, reduce the time for their physical labor etc. However, it does not make any significant difference in the status or roles of women in the society. Instead, women may have to work more and men may be working less. The development activities may not result in gender equity and equitable society and one section of the population may be getting more benefits from it.

How can we address the underlying causes of poverty?

Addressing the underlying causes of poverty means to act in such a way that the objectives of promoting good governance and equitable society. Similarly, it also implies to ensure increased access to livelihood opportunities for the poor, deprived, vulnerable and excluded people. Poverty cannot be viewed in terms of not only absence material wellbeing but also in terms of powerlessness. There is need to identify the social and political policies of state, which are not in favor of the poor. Thus, the causes of poverty need to be viewed in broader perspective, our programs and activities can be geared towards meeting the real needs of the poor and state structures and harmful social policies and cultures can be changes in their favor. This is the real way of addressing the causes of poverty. To achieve this, there is need to analyze the economic,

political and social structures and systems. It also calls for our involvement in actions that will attempt to influence the policies at all levels.

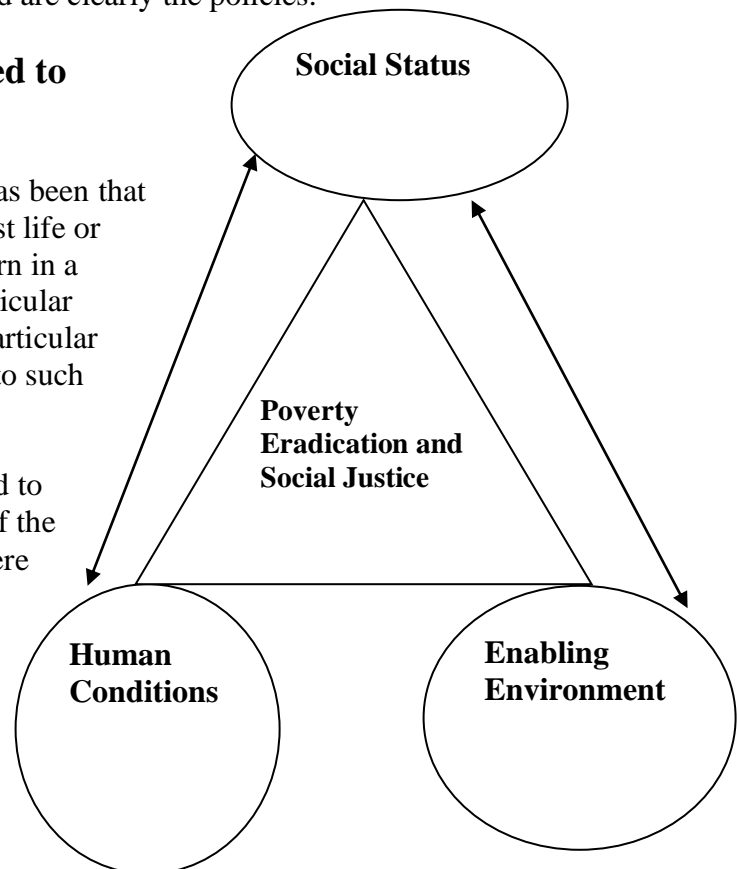
In other words, we can address the causes of poverty by promoting the status of the poor, deprived, vulnerable and excluded people and creating an enabling condition for them to live a life with dignity. Without getting them organized through the process of empowerment and mobilizing them, it is not possible to establish their rights in the society and bring about positive changes in their status. It is equally important to create people's organizations based on several issues and form alliances with other civil society organization in order to broaden the scope for creating public opinion. It is a well known fact that transformation of the society cannot be achieved through efforts made at some places by a very few people. One of the challenges that we will have encounter is to create an enabling environment. To this end, partnership with other organizations is only option available to us. That is why there is a need to develop partnerships with civil society organizations and private sector and influence policy decisions for good governance through advocacy activities.

Underlying causes of poverty can be addressed by bringing about improvements in living conditions of the people, ensuring social, political and economic conditions which are supportive for promotion of change in social status, equitable society and secure environment for livelihoods for all. While looking at it in its totality, human conditions, social status and enabling environment are closely linked with each other. Addressing only one issue at a time, it is not possible to bring about the overall changes we have been seeking to achieve. Close linkage between these efforts is depicted in the above table. If we have to act in such a way that we can influence on these three areas, the issues that need to be addressed are clearly the policies.

What kinds of changes do we need to bring about in our approaches?

Our perception as to the poverty so far has been that it is the result of sin committed in the past life or curse of the God or outcome of being born in a certain caste, geographical region or particular country or the result of incapacity of a particular individual. Poverty cannot be attributed to such abstract reasons.

Why are the children of the poor destined to be poor for ever? Why are the children of the rich destined to be rich for ever? Are there such legal provisions? Are there such policies? Who has interpreted it in this way? What can be the reasons for describing it like this? We in Nepal have tried to find out satisfactory answers to these questions. This is the time for us to think over whether or not our development activities have contributed to nurture such beliefs.



The integrated framework developed by the Care International recently indicates the needs for taking such questions into consideration.

Some of the basic reasons for poverty are denial of opportunities, no access to and control over resources, non-participation in development activities and discriminatory policies and rules. Non-participation in decision making process on political, social and economic issues causes and fosters poverty. In addition, unequal power relationship is also the reason for it. Therefore, we cannot carry out development programs that will have positive impact on the poor until and unless we change our existing perception as to the poverty. Poverty caused by social and economic discriminations and unequal power relationships can be eradicated by supporting the people in their poultry farms and animal husbandry. It is not enough just to give the hungry food and skill development training but the right to put into practice the skills they have acquired. Changes in the society can be brought about by ensuring such rights only.

If we act in such a way that the underlying causes of poverty are addressed, it will automatically affect the immediate and intermediate causes and lead to long term solutions.

The call of the hour is that we have to develop clear directions that our actions and activities lead us to creating human conditions, social status and enabling environment as shown in the above triangle. Let us join the campaign that aims to address the causes of poverty by implementing the programs in conformity with the integrated framework developed by the Care International.

The Philosophy of Participatory Approach:

Participatory approach was not developed at the whim of some individuals. But it has its own ideals, values and norms. If we really believe in its ideals, internalize them and put them into practice, then only achievements can be made. Ideals, values and norms of this approach are described below:

- a) Participatory approach or process is based on democratic values. For example:
- Development cannot be imposed from outside.
 - Needs felt and aspirations internalized by the people should be taken into consideration.
 - Real development is possible only if it is based on bottom-up approach.
 - Local people have known more than we, outsiders do.
- b) Local people need to be respected and given dignity as participants in development process. For example,
- Local people are able not only to give information but also analyze the local situation effectively.
 - Local people cross check the approach of outsiders in local conditions.
 - This approach ensures continuity as well as sustainability of activities conducted in local areas since local people are involved from initial to final stage of the program.
 - The programs to be implemented in rural areas and processes to be adopted are based on interactions and cooperation with each other. It helps reduce the way of thinking that rural areas are those places in which programs imposed from the top are implemented and information collected.
- If the people in the community do not know something, do not ridicule them; they also know many things that you do not know.**

- Gypsy
- c) There is a need to change ourselves. Such changes are required not only in our thinking but also in our behavior. For example:
- Development is possible only through educated and other people who are trained in several professional subjects.
 - People in rural areas are the ones who create problems and educated people who come from outside are the ones who know how to resolve those problems.

- Educated people coming from outside are supposed to teach the people in rural areas but they are not supposed to learn from the villagers.

d) Challenges:

- Those who have received education in this scientific age cannot learn anything from the villagers. It will be great challenge to change this belief.
- Many people may think that the processes of data collection and analysis of the past were not comprehensive and practical.
- If people in the villages are involved in all development activities, they will be more empowered. Some people may have the apprehension that if they empowered, we will be the losers.

e) Threats:

- Lack of knowledge about the participatory approach may turn out to some extent the tourism done in the name of rural development.
- Information received through such processes may be questioned as to their validity and authenticity by the university degree holders.

Some characteristic of participatory approaches

Many people think that participatory approach is a process that is limited only to a visit to the community, asking a few questions, apply a few methods and preparing notes on opinions of people in rural areas. Then, people claim that they have applied the participatory approach. In other words, this method is applied only as an easy tool of collecting information. As a result, outcomes of the participatory approach have not been achieved to the extent as expected.

Such a tendency is nothing but the inability of the people engaged in this process, lack of vision and callous attitude. Only a few people apply it to assess the situation of the community, find out the real causes and put emphasis on participation, empowerment and social transformation. It is imperative to grasp and internalize the spirit, objectives, characteristics and pre-requisites this approach demands. In this context, following characteristics need to be taken into consideration:

- It believes in collection and analysis of new information and empowerment of the people.
- It is not limited to application of one method and process. But it believes in collecting information from various sources of information as well as in applying other methods. In other words, triangulation is one of its characteristics.
- Local knowledge, skills and experiences are applied in this method to the fullest extent possible.

- This process is simple but will have far-reaching effects. In some situations, many lessons can be learnt within a short period of time.
- The assessment team should consist of people from various disciplines so that the situation can be studied and analyzed in different perspectives and appropriate strategies can be developed.
- There are flexibilities in this method.
- Bias is significantly reduced.

Three pillars of participatory approach

There is a need to understand and internalize the three pillars of participatory process before it is applied. It is obvious that it cannot be applied by talking to a few people at a time and a place whatsoever is convenient without any doing any planning for it. Just imitating the participatory approach without understanding its spirit is nothing but a mockery of this approach. That is why there is it is recommended that the following three pillars or pre-requisites are understood clearly:

- 1. Behavior and attitude;**
- 2. Methods and Processes; and**
- 3. Sharing of Experiences.**

The main points of Participatory Approach:

- Good behavior and positive attitude while dealing with the people in the community.
- Transferring of knowledge and skills.
- No need to rush. Enough room for relaxation and taking time as required.
- Admission of mistakes committed, lessons learnt and commitment to not repeat mistakes.
- Living with people in the community, listening to them actively and belief that we can learn from the community.
- Respect for the people in the community.
- Belief in that people in the community can accomplish even the most difficult tasks.
- Need to remember that our role is just to facilitate the process.
- Use your own best judgment.

1. VDC Power Mapping

Before making any assessment of any area, there is a need to have a general idea as to the geographical location, economic opportunities, power centers, natural resources, settlement patterns etc. of the area concerned. Village Development Committees (VDCs) in Nepal are regarded as units for planning purposes and program implementation. This is the reason why VDCs are taken as units for planning in this Handbook. The objective of the VDC Power Mapping is to identify the power centers, sections of the population utilizing more resources as well as the poor, deprived and excluded classes, nationalities and geographical areas. Information received through VDC Power Mapping shall be main basis for detailed study and thus this process is very important.

Objectives:

- a) Find out the geographical location of the VDC;
- b) Assess economic opportunities and availability and management of natural resources as well identify the communities which are getting benefits from these resources;
- c) Identify the power centers (individuals, groups, ethnic groups, classes) in the VDC; and
- d) Identify the areas and classes which have benefited the most and least from the local, governmental and other resources.

Information that can be collected:

- Geographical location, types of natural resources, their conditions, management and its beneficiaries.
- Market areas, settlements and public places.
- Areas where the service providers are located as well as industrial and commercial areas,
- Other development and construction works
- Areas which are most developed areas where most of the resources are utilized as well as the most backward areas in which the governmental and other resources are least used.
- Areas which are economically, socially and politically developed, inhabited by the rich and powerful as well as the areas which are economically, socially and politically least developed and , inhabited by the poor and powerless people,

Materials Required

- VDC map and card board paper which will be required to enlarge the VDC map
- Stickers of various colors that can be used to indicate different things
- Pencils, erasers.

Key Informants

- Those who have general information about the VDC like VDC Secretary, people engaged in politics, local teachers, individuals who represent various ethnic groups.

Preparation:

- Collect the map of the VDC in which the study is going to be conducted.
- Make a bigger map based on the small VDC map with clearly marked 9 wards using 4-6 card board papers and markers or sign pens.
- Collect other necessary materials and ensure that people are available to go to the field for collecting information.
- Determine the place in the VDC from which more representative and most essential information can be gathered.

Points to be considered and procedures to be followed while applying this tool in the field:

- All members of the team will have to go to the already determined place for collection of information.
- Request the key informants for their time. When the key informants required are gathered, explain clearly what type of the work is going to be done and what is its objective.
- Ask the key informants to sit down making a circle or half circle, put the map in such a way that everyone can see it and the discussion is being held in a hall, put it on the wall.
- Ask them the geographical location of the VDC, wards, villages and blocks and show them in the map. Similarly, ask the people where the streams, forests, trails, highways, mining areas, irrigation facilities, canals, wells, facilities for electricity are available and show them in the map by using different indicators.
- Then, find out the settlement patterns in the wards focusing on ethnic patterns, population of each ethnic group, which group is in majority in which wards, what their main occupations are. Then, indicate them by different signs and also write the number where appropriate.
- Ask the locations of VDC Building, schools, service centers, industrial and commercial areas and indicate each item differently with different signs.
- Then ask: Which development activities were carried out? Who took the lead? Where did the resources come from? How were the implemented? Not down the information.
- Who has been in the leadership from the last 20/30 years? From which wards or villages? What the

VDC Power Mapping

Rampur Khadauna

duration? Was anybody elected to the District Development Committee (DDC) or parliament? Is there anybody from that VDC in any important positions of political parties at district, regional or national levels? Gather information and indicate them with signs or write down the details.

- Which ethnic group in the village has been relatively powerful and influential and which group is powerless and lagging behind? Where do they live in? Ask these questions and indicate with signs and make notes on it.
- Once collection of information is completed, present the summary of the information collected, ask them if there is any information that needs to be corrected. Assure the people that the information thus collected will be used in their interest and thank all of them for their participation.
- Once the study team is back from the field. They will have to analyze the information objectively. Then, decide the areas the VDC as well as persons to be contacted and the area of information on which further information will have to be collected in order to identify and analyze the underlying causes of poverty.

2. Social and Resource Map

Its name itself indicates its objectives. Social and resource maps can be prepared in two ways. Firstly, a rough map be prepared through observation, asking questions and receiving answers and holding discussions with the people and then copy it clearly. Secondly, prepare a map with participation of local people in an appropriate place by using various colors and signs and copy it clearly later on. This is the tool that physical condition of villages and settlements can be illustrated with pictures. This is a useful tool by which information can be gathered not only from the educated people but also from illiterate ones with their active participation. As information on the physical condition of the villages is illustrated with pictures, everybody can understand and analyze the information. This process also helps clarify the perception of the people about their own village and empower them. It can be used as a monitoring tool as well.

Objectives:

- a) To understand the geographical location of the villages and blocks;
- b) To identify the economic opportunities, service and facilities available to the people, conditions of natural resources, the groups benefiting the most and the least from them;
- c) To identify the groups in the villages which have benefited the most and the least, are established as centers of power and the groups which are deprived.
- d) To assess the development activities carried out in the villages and their locations.
- e) To find out ethnic-wise households and their settlements in the villages.

Information that can be collected:

- Geographical location of the villages and settlements;
- Types, location and conditions of natural resources;
- Places of service centers and facilities and their conditions including the market areas, settlements, public places;
- Service centers, industrial and commercial areas and development activities;
- Areas where the most powerful and powerless and backward people live in.

Materials Required

Note copy, pencils, erasers, card board papers, different colors, pebbles etc.

Key Informants

- Those who have live in the village for long, both literate and illiterate people having knowledge about the villages and settlements of the village, men, women, youth and senior citizens representing various ethnic communities etc.

Preparation:

- Determine the village in which the study will be conducted. If map is to be prepared through observation, you need a notebook and pens and if the map is prepared on the floor, collect the materials required for it.
- The study should discuss the information to be collected and prepare a checklist.
- Identify the facilitators, observers and assistants and determine their roles.

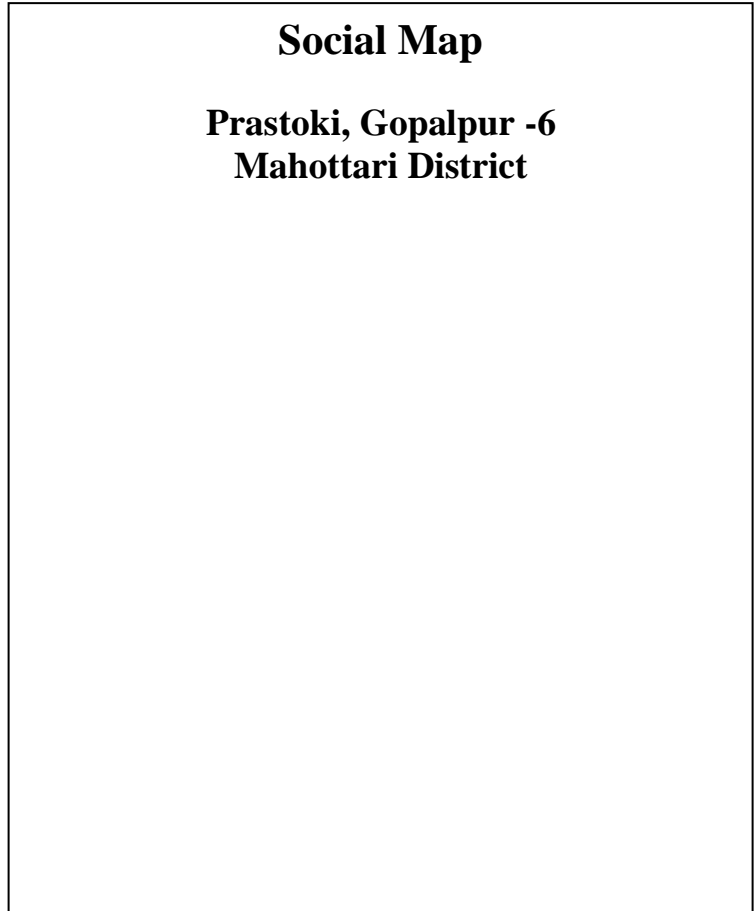
Points to be considered and procedures to be followed while applying this tool in the field:

The first method – Walking and observing the village, asking questions for answers and holding discussion with the villagers:

- Go to the village for the study with all the materials required for it. Request the people mentioned above to cooperate with the team for some time. Start the walk from one point of the village observing it, asking questions for answers, holding discussions with the people and note all the descriptions collected in this process.
- While walking in the village, observe it, note down the information with households (including ethnic composition). If there is a need for discussion to clarify the issues, stop wherever it is required and move ahead it is clear.
- Ensure that all the information has been collected. Upon completion of information, sit down and copy the map clearly. If further information, required, get assistance from local key informants.

The second method – Drawing of a map in a plain surface of the land by using local materials and copy it in the paper later.

- Identify the persons who are interested and willing to participate in the study, residents of local area and considered to be the key informants and select appropriate place for drawing a map on surface of the land.



- Ask all participants to sit in a circle. Then, introduce yourselves; explain to them what the study team wants to do and what its objectives are.
- Before starting drawing a map, ask the participants to mark the border of the village since determination of the border of the village is one of its main activities. .
- What is the easiest item to show on the map? Start with that item, Facilitator should ask the questions: Which are the main and other routes? Whose house is located where? Then, show these with appropriate signs and proceed with the work.
- To identify the households, start from the end of the village and indicate each household marking them distinctly. At the same time, get information as to the population of each household, status of latrines, home gardening and literacy as required. However, keep in mind that if we start asking quantitative and qualitative questions, the process of drawing a map will be lengthy, boring and participation will decrease gradually. That is why it is better to ask a few but the most essential questions. While the map is being drawn, some facilitators should copy the map on the paper.
- Then request the people to give information the agricultural land, wells, tap stands, ponds, streams, schools, health posts, VDC Building, main market area and mark them appropriately with various colors.
- While drawing the map, encourage participants to use the local materials to the extent possible.
- During exercise, it is appropriate to draw a map on the plain surface of the land and copy it later on a sheet of paper simultaneously or later. If the map is to be drawn on a piece of paper, it is better to start writing with a pencil instead of writing with a pen or a marker. If the map is drawn on the smooth surface of the land and camera is available, it will help in future also to take its photograph. Facilitators must keep in mind that people in the community are competent enough to give information required to draw a map of the village and indicate them on the map.
- Once the map is drawn, encourage participants to add something and make corrections if there is a need for it and enough time to them for it.
- Finally, you should thank all for their participation. Tell also them clearly the information received in this way will be used for which purposes, where and how this information will be applied.

3. History or Timeline

It is important to know the history of any place to be engaged in a planning process to bring about changes in an appropriate manner with clear vision for future and implement the plans effectively. We cannot change the past but we can draw lessons from it. For this purpose, we have to identify the economic, social, political, cultural, natural events that had positive or negative impacts on the villages or settlements. If know the events be it with positive impacts or negative impacts, we can either promote them for better impacts and reduce the impact of events with negative impacts. It also helps to draw conclusions.

Most histories are about the people who were in power. It is not possible to empower the poor and excluded people until we are not in a position to learn the history of individuals, families and the society and we cannot discuss them freely. This process is very important in order to make the people realize that they can play an important role in a certain period of time and contribute to the tasks that make their future bright. Every individual has its role in the society, that role has to recognized and respected, If this kind of thinking can be developed, it will help in building confidence among the people.

History does not belong to the powerful rulers only but it also belongs to those who have no power at all. It is imperative to make the people understand that not only the people with power but also those who have no power can influence the society and make history.

Objectives:

- a) To find out the events that have taken place in the past (covering a period of 10 years, 50 years and even 100 years). These events may have positive or negative impacts on the community.
- b) To assess the roles of individuals in these events.
- c) To hold an analytical discussion on the roles that will have to be played in making a new history.

Information that can be collected:

- List of any events that have taken place in the past with positive or negative impacts on the society.
- Individuals related to these events and their roles and the impact it had.

Materials Required

- Notebook, pens, cards, newsprint and markers.

Key Informants

- Persons representing all sections and communities of the society, senior citizens who were associated with these events and in-depth knowledge of these events.

Preparation:

- Before going to the community for discussion, ensure that all the materials required are collected. Hold the discussion in the team to determine the nature of main events or information that will be discussed and prepare a checklist. Also keep in mind the most convenient time to the community. Determine the roles of facilitators, observers and assistants before going to the community.

Points to be considered and procedures to be followed while applying this tool in the field:

- Gather adult and senior citizens representing all sections of population and communities who have information about the past events.
- Once people are gathered, introduce yourselves and the participants. Then, explain clearly what the objectives of the discussion are and how, where and why information thus collected will be utilized.
- Before starting the discussion on historical events, it is better to define the timeframe. For instance, it is better to request the participants to share events that have taken place in the past 10, 20, 30 or pre-determined frameworks instead of asking them to share all the past events that they know.
- Events can be of different natures. That is why it is advisable to start the discussion by asking them: What are the social, economic, cultural, political and natural events in the society that had either positive or negative impacts? If needed, give some examples: When did the people first settled in this village? Who played the leading role in that? When was it that the problem of deforestation became acute? Who took the lead deforestation? When was it that village was affected by floods, landslides and droughts? Discussion can be started by asking such questions. It is advisable that discussion should be by taking up the easy subjects in the beginning.
- Once everything is clear and informants start giving information, one facilitator will have to write it on cards or newsprint papers and the second facilitator should conduct session in an interesting manner. All what has been by the villagers may not require to be written or even not possible. If the information is important but need not be written on cards, it has to be noted down separately.
- It is easy to find out the events that have positive or negative impacts on the community but it is difficult to determine the year in which that event had taken place. Under such circumstances, there is no need to press people to remember the year. Even the approximate time will suffice. If the date is not known, we can ask them: Who was the chairperson of the VDC during that time? Was it after or before the earthquake in 1934? Was it after or before the 1951 revolution or 1951 general election or 1979 referendum? In this way, we can find the period during which the events had taken place?
- The facilitators have to keep in mind the fact that local people know better than they do. They should not speak that much but let the local speak.
- The facilitator should listen actively and intervene when there deviations from subject by asking wh- questions.
- In this discussion, local informants are like teachers and facilitators like students.

- Facilitators are supposed to give opportunity to speak to everyone present in the discussion. They will have to apply various methods to give the opportunity to participate to all including women and people from excluded groups.
- The most important point of this exercise is to determine the objectives for which the information will be used. Just the simple description of events does not lead to any learning and planning for the future. That is why it is necessary to know the people who have played a leading role in particular events, organizations involved, environment and positive or negative impacts on the particular community. Local people may not describe the events in chronological order. It is the responsibility of the facilitators to put them in order. That is why it is important to listen to them and ask questions whenever it is necessary.
- If all the information required is collected, the facilitator should explain to the local people the point noted down on cards or newspaper papers. If correction has to be made, do it according to the suggestions given by the local people. Then, thank the people for their time and the information they have provided.
- When the discussion is over, facilitators should put the information in logical order so that everyone can understand it (For instance, classifying the events into economic, social, religious, natural, developmental events and so on). Write down the information on newspaper paper for presentations and discussion and computerize also for institutional memory.

History of Chowk Tole. Pushpabalpur VDC, Dhanusha District

Timeframe	Economic	Environment	Development	Social
1963 - 1972	Sale of tobacco to Janakpur Cigarette factory from 1970 – 1977.		In 1963 – 64, establishment of a primary schools (with assistance from Bal Bahadur Khati	1951 – deforestation In 1970 – Kapil Dev radio. From 1955 = Settlement In 1970, Kapil Dev S S. L. C. Exam.
1973-1982	In 1973, Kapil Dev Sing participated in training on sugarcane farming In 1974, Sugarcane farming started. In 1976, Kapil Dev Singh participated in 1-month training course for lead farmers In 1977, high-breed goat farming started,. In 1977, Mr. Bal Bahadur who had migrated from Palpa brought introduce a bull in the village. In 1977, high yielding crops such as white corn, wheat, UP 252, NL30 introduced. In 1979, wages Rs. 20/day + 2 meals . Current wages : Rs 80/day, Rs. 100.- occasionally. From 1979 – 80 : Extensive sugarcane farming, more profits on sugarcanes compared to tobacco, Rs. 885/quintal/factory . Currently: Rs 165.- Improvement in economic status since start of sugarcane farming In 1979 – '80, sugar: Rs. 8/kg. in 2007, Sugar Rs. 30/Kg. Justice not done to farmers		In 1973, Range Post established.	
1983 - 1992	Before 1987, !8% interest per annum From 1988-89, 48 – 60% interest rate per annum.	In 1988, '89, big floods, 100 – 200 Bighas of land destroyed	In 1992, Mr. Rajinder Singh bought a television set	
1993 to date		In 1988, Jagadhora Stream changed its course and joined the Chamini Stream and are affected by the floods. From 1959 – '63, drought, no paddy crops, sugarcane crops, people took loand because of failure of crops	In 1995, health post established at the initiative of Lok Bahadur, VDC Chairman	

Notes:

⇒ Chowk Tole was not active in political movements.

⇒ Mr. Bal Bahadur Khati used to go to King Mahendra for Tika during Dashain.

⇒ **Skills**

- Bamboo railing.
- Masons.
- Carpenters.
- Electricians.
- Making tiles (cement and earthen)

4. Class or Wellbeing Analysis

There is a need of in-depth analysis of diversity that exists in the community to achieve community development with social transformation. One of the methods required for it is the class or wellbeing Analysis.

All organizations engaged in development activities, be it governmental or non-governmental; claim that their goal is to eradicate poverty or poverty alleviation. However, many organizations do not seem to have conducted the studies in order to classify the people on the basis of poverty level as well as social, economic, cultural and other reasons for it.

Without knowing the social, economic and cultural conditions, it is not possible to determine the nature of programs, methods for implementation and duration of the programs as well as the ways of measuring the changes brought about by the program.

Different households in a community have different status in terms of economic prosperity, social recognition and so on. These factors affect their strategy of earning their livelihoods and as well as the level of their dignity in the society.

This method of Class or Wellbeing Analysis helps us to find out the basis of indicators on which people classify the people in their community into different categories. This analysis is based not only on the level of economic prosperity but also on other social aspects. That is why it is being called Wellbeing Analysis.

This Analysis is conducted in participation of the local people using local indicators and checked through triangulation and information thus received is considered reliable.

Objectives:

- a) To find out the indicators which are applied by the local people to determine the level of economic and social status of the people in the community.
- b) To find out the perception of the people towards economic status of the people in the community.
- c) To determine the level of wellbeing of each household and prepare their list.
- d) To find out the situation for planning and programming to bring about the transformation in the lives of the poorest of the poor.

Information that can be collected:

- Indicators of wellbeing in local context (economic, social, political and others)
- Total households and name list of the households headed by females,
- List of the poorest, poor and the richest families in economic and social terms,
- List of reasons on which basis people's class or wellbeing is determined.

Materials Required

- Meta cards, markers, newsprint papers, pencils, pens, notebooks.

Key Informants

- Persons representing all sections and communities of the society as listed below:
 - Persons with different occupations. For example; tailors, civil servants, blacksmith, wage earners etc.
 - Teachers, social workers, local shop keepers, elderly people;
 - Office bearers of groups and organizations;
 - Elected representatives to local bodies;
 - Persons representing all sections of the population and villages.

Preparation:

Before going to the community for this analysis, there is no need to make special preparation for it. However, it is imperative to make the facilitators clear about the objective and importance of this method and their roles in conducting the discussion. It is necessary to ensure that all materials required are available for the discussion. If possible and available, it will be useful to carry with you the name list of all households. As this exercise is relatively sensitive to the local people, the facilitators need to be careful about the words, phrases and examples they will be using in this exercise.

Points to be considered and procedures to be followed while applying this tool in the field:

- First of all, make arrangements to gather key informants in a relatively quiet and large open place. Ask them to sit down making a circle so that they can see and listen to each other. Introduce yourselves and describe the objectives, issues that will be taken up and use of the information gathered. Also inform people of the time they will have to give and importance of their participation in this exercise.
- If the list of households is already prepared and is available with you, ensure whether or not all households are included in it and correct it as required.
- If the community to be studied is new and the list of households is not prepared earlier, start making list of households from one end of the village. One facilitator will have to write the full names of the male and female heads of households on meta cards and the other facilitator in a notebook. Then, read out the name list and make corrections if so required. Then mix the cards randomly.
- Before you start the discussion with members of the group, explain the objectives of the discussion being held by applying the method of Wellbeing Analysis. Then, read out the names of the households and ensure that they know each other. If they find difficult to recognize the name of the head of any household, discuss it with them. If drawn already, the social map can be used.
- Once it is ensured that all names of the heads of the households are in the list, you can start the process of wellbeing analysis. Take one meta card, tell the name written on the card and

ask the people about the category (the poorest, poor and rich) the persons belongs to. Then hold the discussion and come to the conclusion. After that, ask the basis or reasons for putting that person under a special category.

- Similarly, read out the name written on the card and ask the people whether this person belongs to the same category as the first person, Is s/he poorer or richer than the first person? Find out his category as well as the basis or reason for it.
- Continue this process and categorize the people on basis of Wellbeing Analysis. Make corrections as and when required.
- Later, people will give the level of wellbeing of the households as well as the reasons for it. However, ask the reasons from time to time to facilitate this process. Complete the process of classification of all households in participation of local people.

Some Important Points that Need to be taken into Consideration

- The basis for Class or Wellbeing Analysis will be the ones as decided by the participants present in the discussion. Facilitators can give some examples just for facilitating the discussion but they can in no way prepare the basis for it and ask the participants to follow them for this analysis.
- Generally speaking, it has been found that priority is given to economic basis. As poverty is not caused by the economic reasons only but other factors such as educational level, food security, employment, level of awareness, social status, representation in local organizations, access, level and condition of farming, number of family members, single women, disability, diseases, cattle and so on. So the facilitators must be alert to bring these points into the discussion.
- The Class or Wellbeing Analysis is relative in the sense that it is based on the judgment of local people. It cannot be compared with that of other communities. In addition, the levels wellbeing also may differ from one community to another. For example, Households may be divided into the poorest, poor, high middle, middle, low middle, highly rich, middle rich, low rich, and the richest. This classification depends on the judgment of the local people. Under no circumstances, are facilitators allowed to fix the number of level for classification.
- This process is a bit sensitive in the sense nobody is willing to accept that s/he is rich. That is why it is important to use the appropriate words and for this exercise. Instead of asking people "Which is richest household in this village?," one can ask "Which household has the most comfortable life?"
- It is better to complete this exercise in one sitting. If interrupted, problems may arise in its analysis, External interference is not allowed at all. Facilitators are advised to not interfere in it at all.

- Once the process is completed, read it out for all. It will help make corrections if there is a need for it.
- The facilitator has to be polite and use the simple language, listen to the local people attentively. Do not use offending words or sentences. This may help in developing positive attitude into them. Do not raise the controversial or difficult issues in this exercise.
- Once the exercise over, thank all participants. Also remind the reasons for this exercise, its objectives and areas in which the information thus collected can be used.
- The members of the study team should note down everything on the notebooks and, later, put it into the computer for institutional memory.

Chart of Wellbeing Analysis	
Level of Class or Wellbeing	Basis for Wellbeing Analysis
The poorest households (7)	6 daughters, Land : 2 Kattha, Physical condition: Bad
Poor (55 households)	Family members up to 18 persons, Land: from 2 – 5 Kattha, Rickshaw pullers, recently gone abroad but the money earned spent treatment, no agricultural land, agricultural workers, technicians, no land, Dalits (players of musical instruments, cobblers, those who go to India frequently).
Low Middle (43 households)	Currently gone abroad but money to be earned, income from tyre carts as well as from land, no land earned a lot from foreign employment, land: 7 Katthas and involved in agriculture, family members (15), employment (workers)
Middle (112 households)	Priests, money invested, Land: 5 Katthas and foreign employment, land : 30 Katthas, civil servant, employment in an agricultural farm, engaged in trade with some land, Land : 1 Bigha with some skills, service and trade, Land : 4 Bighas but destroyed by the river.
High Middle (3 households)	Land : less than 3 Bighas, foreign employment.
Rich (30 households)	Land: more than 3 Bighas, civil servants (higher level), investment, building in Janakpur, sharing of cattle
Source: Analysis conducted in November, 2007 in Prastoki Tole, Gopal VDC, Dhanusha District	

Chart of Class/Caste Analysis					
Pakalihawa-3, Semari, Nawalparasi, June 2008					
Class/Caste	Sada	Harijan	Malah	Kewat	Total Households
Middle	2	-	-	-	2
Poor	24	2	6	3	35
Poorest	16	1	-	-	17
Total	42	3	6	3	54

Class Analysis based on Castes								
Castes	No. of households	Poorest	Poor	Low Middle	Middle	High Middle	Rich	Total Households
Brahmins								
Yadavs								
Halwais								
Blacksmiths								
Barbers								
Sudi								
Teli								
Mahara								
Mallik								
Muslims								
Total households								

5. Dependency Analysis:

In general, dependent means the one who relies on others and dependency is the sense of being dependent. The present day society is dependent on others in one way or the other for existence. The society has to rely on others or organizations for one reason or others. So, dependency should not be perceived in a negative manner. To depend on others or organizations without personal rights cannot be considered a right from the viewpoint of social justice. Because of the different works, conditions, personal merits and demerits, skills and capacities, one has to depend on others for the completion of a particular work. Dependency is respected if the dependency is agreed upon with mutual understanding and discussion for the benefit of the both parties. This type of dependency may be necessary for the society. When dependency is unequal, unjustifiable, one-sided and not respected, it is another kind of exploitation, social injustice and a matter that is against personal freedom. In this situation, the ratio of dependency on others is higher than the ratio of dependency and instead of the equality; the relation turns out to be unequal. Such kind of dependency on others creates, protects and creates suffering.

The purpose of this tool is to find out the dependency situation of the groups having different identities and existence in the form of castes and classes. Besides, this brings out the reality hidden under dependency. To find out this kind of situation is the objective of this analysis. In order to transform the situation of injustice and inequality into justice and equality through appropriate thinking, strategies and implementation and to ensure the respectful life of different classes and castes is the purpose of this analysis. This tool helps us to achieve these objectives. .

Objectives:

- (a) To know about which class and caste of people depend on other classes (in terms social and economic systems, livelihood etc. at the time when they face difficulties).
- (b) To find out the process for determining the condition of dependency and its condition (respectful, justifiable, mutually agreed, one-sided or with consensus).
- (c) To identify the reasons for the dependency.
- (d) To find out the work to be done by force because of the dependency, the status as to the respect, the process for determining the remuneration and perception of the society towards it. .

Information that can be collected:

- Which classes and castes are dependent on other groups for on which issues.
- The reasons to live under the circumstances of dependency.
- The interrelationship within dependency.
- Social and family related problems while seeking the ways to break from dependency.

Materials Required:

- The description of prosperity or class standardization.
- Meta cards, newsprint papers, markers, notebooks, pens, pencils.

Key Informants:

- The group of people identified from classes or prosperity analysis representing all levels of people.
- Our main concern is with the poorest groups. So, some people should be taken from that group as the primary informants.

Preparation:

In order to complete this process, some households identified from the class analysis should be selected. Discussion can be preceded by discussing with the households of different groups or can be conducted in one place by arranging these people of all groups gathered. If discussion is planned to discuss with groups of different classes, the alternative names of the participants need to be selected so that the discussion could be preceded with alternative persons in absence of the selected people. If joint discussion is conducted, it is possible to discuss on the matter of dependency. But to discuss on whether the dependency is justifiable or not, how the rich treat the poor, the discussion should be conducted separately with different classes. If the discussion is conducted in one place, the poorest may not be able to express themselves before the rich. At the time of discussion, the chart of class analysis should be carried so that it will be easy to discuss the dependency of one group on others on different issues. Dependency analysis must not be conducted without conducting prosperity analysis.

Points to be considered and procedures to be followed while applying this tool in the field:

- Make arrangement to gather informants representing different classes in a quiet place. After introduction with each other and briefing on the subject matter, objectives and use of the information received from the discussion has to be explained. Encourage participants to express without any hesitation who is dependent on whom and on which issues. Also brief them that the information received from the discussion will be used for the benefit of the community.
- For asking questions to find out the dependency and to analyze it, it is necessary to know which classes of people are dependent on which kinds of issues. Discussion should start from the dependency of one group on others. It is easy to start by asking in which issues poor and the very poor classes depend on the rich and very rich classes. Explain with examples if the participants feel uncomfortable to understand. For example: With whom do you (the poor and very poor) depend upon for financial support or loans?
- When the participants start giving answers, the facilitator should fill in the table given below and another facilitator should note down the points in his notebook. Continue the discussion by asking who is dependent on whom and on which issues.
- To ensure that all dependencies are captured, put questions at the time of discussion. It is necessary to discuss on the dependency underlying on economic, social and cultural factors and should also be discussed about the family issues, labor and government work.

Dependency Analysis Schedule				
	Very poor	Poor	Medium	Rich
Very poor				
Poor				
Medium				
Rich				
Put the class of people shown in the left to the right also. If the dependency of the same class is not studied, put that side blank and if that study is also conducted, remove the shade given in the table and present them in points.				

- For the laborers the rich class may be dependent on the very poor class and the poor class may be dependent upon the rich class for loans. Likewise, at the time of shortage, very poor class people have to borrow rice, wheat etc under the condition that they will have to repay it in the form of labor. The rich class has to depend upon the poor for the daily domestic works. In this way, one group is dependent on other group in relation to family, society, religion, culture, economic or politics related areas and they are guided by their needs, by compulsion, by situation, willingly, in a justifiable or unjustifiable manner or for one or other reasons. Continue to ask and note down the points.
- What are the provisions of services and facilities provided instead of depending upon certain pieces of work? Are these provisions fixed unilaterally or bilaterally? In what forms are the facilities received either in cash or in kind? Is this justifiable or not? These types of subjects should be discussed and noted down. For instance: If the very rich families are dependent on labor for the agricultural work, how consensus is reached between two parties for agricultural labor? What are the conditions for services and facilities? Who fixes the terms and conditions? Are the laborers free to take the wages either in cash or kind?
- The information received in this way can be interpreted in the prosperity analysis table indicating by arrows or can be presented in the table shown above.

6. Hierarchy Analysis:

Nepal is one of the countries in the world with diversity in castes and ethnic groups. Many types of castes from the Himalayas to Terai Region and from east to west live in the country. It is a matter of pride for us to have so many castes. But in all the villages, settlements and communities of Nepal different kinds of caste discrimination, injustice and exploitations prevail. By any reckoning, such relations cannot be considered justifiable in a modern society. It is well known to all that diversity is natural and exploitation is common. We can understand it and study the natural phenomena but we can change the social factors. Our society and cultures are developed. We also have to develop a new order in our society and culture as well. Unless and until we do not know the status of the society in which we are going to act and the status of the people, we cannot fight against social discrimination, injustice, exploitation. This analysis helps to find out, analyze the above situation and further helps to develop strategic plans.

Objectives:

- To prepare the list of all castes living in the society.
- To find out the levels of castes determined by the society.
- To find out the reasons for keeping different castes at different levels (social, economic, cultural, traditional, religious etc).
- To identify the strategies and programs to be adopted to fight against caste discrimination.

Information that can be collected:

- The list of all castes living in the society and the levels of castes determined by the society.
- Reasons for keeping different castes at different levels (social, economic, cultural, traditional, religious etc).
- Strategies and programs to be adopted to fight against caste discrimination and participants' perception towards the community.

Materials Required:

- Meta cards, newsprint papers, markers, notebooks, pens, pencils

Key Informants:

- Male and female representatives of different castes.

Preparation:

The facilitator should have the prior knowledge about the community concerned or the castes living in that society and the local beliefs and practices. Before going to the study, it is necessary to collect description of different castes so that it will be easy for the facilitator to use this description as a checklist.

Points to be considered and procedures to be followed while applying this tool in the field:

- First of all, manage to collect all participants representing different castes of the community in a calm place of the village.
- After introduction with each other and briefing of the subject matter, objectives and use of the information received from the discussion need to be explained. Upon completion of introduction and objectives of the discussion, ask participants to tell which castes of people live in the community and put the names of the castes in different cards as expressed by the participants. Put those cards on the ground so that each participant can see the cards. While preparing this description, ensure that the names of all castes are included in the cards. After ensuring that the names of the different castes are included, read them out before the participants.
- From this discussion, we all know that many castes live in the community. We are sure that each of them has different social values, beliefs and practices. Then, ask them how they have fixed the positions of the people living in that community (practices, dealings, culture, relation etc). In your opinion, which castes are placed in higher position and which other castes are placed in lower positions? Give some time to the participants to discuss.
- Discussion related with the determination of the social status and analysis may be a heated discussion, some may come to agreements as well as to disagreements. There might be even some disputes. So, the facilitator should listen to them, observe the discussion and note down the important points.

Caste Analysis description done in November 2007 at Gopalpur-2,Dhanusa		
Lower Caste	Castes/Sub castes	Reasons/conditions
	Muslims	<ul style="list-style-type: none"> ➤ We do not eat in the house of lower caste but the lower class people do come and eat. ➤ If water is touched at the time of fetching from the tap stands, that water is thrown out. ➤ Marriage is acceptable within the caste. ➤ Although we sit together in the public schools, we do not take tea and snacks touched by the lower caste people.
	Tatma	<ul style="list-style-type: none"> ➤ In the wedding parties of the lower caste people, upper class people participate (but there is a separate arrangement for feeding them). ➤ There is one influential person in the Tatma community ➤ To settle the litigation everyone is present (3 senior citizens included) ➤ If necessary, there is a practice to help each other
	Suri	<ul style="list-style-type: none"> ➤ In the wedding parties of the lower caste people, there is a separate arrangement of food for the upper class people ➤ If the priest is from the Khatwae caste,

		<p><i>prasad</i> is taken by the people of all castes.</p> <ul style="list-style-type: none"> ➤ The unmarried boys and girls eat food touched by Tatma but after marriage they do not eat. ➤ Tatma are not taken as Hindu.
	Teli	<ul style="list-style-type: none"> ➤ Transaction of money is done within all castes ➤ The raw foods can be taken together. ➤ The feeling of untouchability has been decreasing in the new generation ➤ The untouchability practice is prevailed within the society only.
Medium Caste	Kathbaniya Das	<ul style="list-style-type: none"> ➤ Marriage within the caste ➤ Problem is solved with the common effort of all classes.
	Lohar	<ul style="list-style-type: none"> ➤ Transaction of money is done within all castes ➤ The problems of the village are solved within the village.
	Hajam	<ul style="list-style-type: none"> ➤ The earthen pot touched by Tatma is not touchable. ➤ Water poured into the second pot through earthen pot is also not touchable.
	Raut/Kurmi	➤
Higher Caste	Dhanuk	<ul style="list-style-type: none"> ➤ -Indigenous caste ➤ Do the prestigious work or occupation
	Mukhiya Bin	➤ They have been placed in the higher class because Mukhiya Bin had helped Ram to cross the river.
	Yadav	<ul style="list-style-type: none"> ➤ Hold in politics ➤ Krishna is taken care of by Yadavas, Yadavs are Yadubanshis

- Place the card at the top if the participants have reached consensus to put that caste at the highest level in a way that every participant can see the card.
- Then, ask participants which castes fall in the second category. After the answers are received through discussion, request them to tell the name of another caste. In this way, find out the levels of all castes of the people in the community as determined by the participants and put the cards in order. Upon completion of level-wise classification of the different castes, read out the names of the castes to ensure the levels determined by them. If needed, change the level of the caste as suggested by participants.
- Observe the discussion process very carefully. Listen to the views expressed by the people of different castes and note down the important points.
- Upon completion of the determination of the levels of all castes, start the second step of discussion. Thank participants for giving information and propose them to discuss on the reasons for keeping the aforementioned castes at the top level and serially to the lower levels.

- Ask participants the social, political, cultural, traditional, religious, and local or any other reasons for keeping the different castes at different levels. First of all, start with either from the top or bottom and discuss the reasons why those castes are placed at those levels.
- Put the reasons said by the participants to put certain castes at a particular level and write down the reasons in the cards and put them down on the floor so that everyone can see. Another facilitator should note down the points in his notebook.
- While discussing the reasons for keeping all castes at different levels, write down the reasons on the cards and notebook. For certain reasons, participants may not have one opinion. They may have heated discussion and agree or disagree on many issues.
- The facilitator should note down all the points to make the discussions participatory and effective. The facilitator should play the role as the situation calls for.
- Keep cards on the floor so that everyone can see the cards written about the reasons for categorizing people of different castes into different levels and read the description before the participants. Request the participants to correct description if they are written otherwise and ensure that all the information received is correct.
- Ask the following types of questions and note down the main points as described by them. Even in the present context, is it justifiable to classify the people at different levels according to the castes, to discriminate against, divide them into lower and upper castes and practice untouchability? Should this practice be maintained as it is or it needs to be changed? For the social change and development, are these practices supportive or obstacles? Being a member of the civil society, is it our responsibility or not to support to change these types of practices?
- At the end, thank all participants for the information and time given by them. Assure them that the information received will be used for the benefit of the community and bring about the social changes.

7. Exploitation and Squeezing Analysis:

Different kinds of exploitations in the forms of castes, classes, gender, languages and regions prevail in the society. This certainly poses challenges to practice humanitarian values and norms. From the view point of development, such types of exploitations are not considered appropriate in the present context. Society cannot be built up unless and until such types of exploitations exist in the society. Identification, planning and effective implementation of the programs related to social changes cannot be conducted unless we do not know about the discrimination, misbehavior, injustice and domination. For this purposes, it is also necessary to know the status of the poor, weak, women or minority groups and different forms of exploitations and their severity. Poverty eradication is the priority as well as the concerns of development organizations. Without eradicating poverty, elimination of different forms of social exploitations is not impossible. Thus, for the poverty alleviation and establishment of social justice, analysis of exploitation is indispensable.

In order to find out the real picture of the social exploitation, identification of the living conditions of marginalized groups is essential.

Objectives:

- To find out the forms of exploitations prevailing in the society in the forms of castes, classes, gender and religions.
- To find out how, which class or caste is exploited by which classes, castes or groups (in terms of wages, working hours, behavior, loans and interests charged).
- To find out the historical and present relationship of exploitations related to social, political, economic, religious, cultural and others related with classes and castes,
- To find out the effects of exploitations on social, political, economic, religious, cultural aspects and other factors related with classes and castes.
- To find out the situation in which enforced exploitation is practiced.

Information that can be collected:

- The forms of exploitations related with classes, castes, gender and religions.
- Relation of exploitations with different aspects
- Practice of enforced exploitation.

Materials Required:

- Notebooks, cards and markers.

Key Informants:

- Very poor, poor and marginalized groups, gender related participation and people of different castes recognized after class analysis.

Preparation:

Analysis of exploitations should be carried out through intensive discussion. General information on different forms of exploitations can be obtained through power mapping, social mapping, class analysis, dependency analysis and discussions made earlier. The objectives of exploitation analysis are to reach the bottom and find out the real picture. Semi-structured questionnaires and checklists need to be prepared to analyze the exploitations before going to the study. To prepare semi-structured questionnaires, information available in previous studies can be utilized. Open or "Wh" questions will be asked to find out severity of exploitations. Such questionnaires help to put relevant questions to give examples and to study the subject and also help to find out the reason of exploitations.

Points to be considered and procedures to be followed while applying this tool in the field:

- In order to analyze the exploitation, main questions with supporting checklist should be prepared. To conduct this discussion, it is better to have a group of three facilitators. Once the group is formed, one person can be assigned to conduct discussions, another to note down the important points and the third one to observe and ensure whether all the points are covered.
- On the basis of the class analysis, 3-5 informants should be identified for exploitation analysis. As this discussion may be a bit sensitive, a lonely and quiet place should be selected. Exploitation is done by one class of another class. There is a need to ensure not to include the people of different classes in one place. If they are collected in one place, the real picture of exploitation can not be reflected because of the social fear with the result of incomplete study.
- Introduce the informants when they are gathered in the designated place. Brief them about the name of the organization, the purpose of conducting this discussion, the confidentiality of the information and the use of the information received from the discussion.

Some questions that can be used for the analysis of exploitation:

- What is exploitation?
- What are the exploitations prevailing in the society related to the class? Do you think that there are class and gender related and other exploitations?
- Which caste and class of people are more exploited in the society? Who have exploited more?
- What are the exploitations prevailing within houses, communities and government offices?
- What is the highest form of exploitation? What are the reasons you think that this is the highest form of exploitation?
- What are the negative effects left by exploitation to individuals, families, society and others?
- What are the compulsions that a person has to tolerate and accept exploitations that he/she himself/herself is exploited?
- Are there any efforts made against exploitation in the past? If yes, please state the type of exploitation, when was it made, how was it made and under whose guidance it was made. If not, why?

- Start discussion by using the checklist prepared for the interview. For the convenience of the informants, start discussion by asking the meaning of exploitation. Capturing the idea of the informants, make them clear the meaning of exploitation in the local context.
- Present the ways of exploitation collected in the previous studies with the help of the pictures. Then, ask them : What are other types of exploitations experienced by them to encourage them to participate in the discussion (economic, social, cultural, class related, low wages, payment not in time, derogatory words at the time of payment, loans, interest rates, occupations and restrictions on selecting work and work places etc.)
- Observe who is speaking and who is not. Who has been able to put the ideas clearly from the inner heart and also find out why someone has been trying to speak but unable to do so. Address this situation.
- Note down the types and examples of exploitations expressed by the participants. If possible, try to conduct the discussion with the help of pictures.
- When the types of exploitations are expressed, ask them who are exploited and by whom. Ask them how they are exploited and proceed with the discussion with events and examples. Note down the exact words and languages with examples expressed by the participants.
- Ask them: Are exploited for the last so many years? How do you feel? Had anyone raised voices against exploitations? If yes, were those voices organized or was raised by a person only? Who took the lead? How did the exploiter refuse and further fuel the problems? How did that process end? Continue the discussion by raising such questions.
- Ask them: Why are the steps against exploitation not taken? What are the reasons behind it? Is it necessary or not to be organized to oppose and to raise voices against exploitation? Continue the discussion by raising such questions and note down the points told by the participants.
- Proceed with the discussion by asking negative effects on individuals, families, societies and other aspects caused by exploitation. Further ask them: What is its relationship with development and change processes?
- In this way, according to the needs and local contexts and based on the checklist prepared before, conduct the discussion and note down the points.
- At last, present the points discussed and make them clear that the information will remain confidential and used only for the development of the disadvantaged groups and reduction of the exploitation. Finally, closed the discussion thanking the participants for their time and opinion.

Exploitation Analysis	
Class	Types of exploitation
Rich Farmer	<ul style="list-style-type: none"> ➤ Make the laborers to do the work in the rice field and yards (for some time) without wage. ➤ Discrimination in providing food to the rich farmer and laborer. ➤ To put the son as a mortgage in the form of a bonded labor instead of the loan provided by the rich farmer to the laborer. ➤ Deny to provide loans if the person taking loan has already done so from other person. As an interest, they take the rice field. ➤ Selling of the land to pay the debt. ➤ High rate of interest according to the wish of the rich farmer (more than 48%)

	<ul style="list-style-type: none"> ➤ Keeps the records more than the amount borrowed. ➤ Uses derogatory words, dominates and files the case if unable to pay the debt in time.
High Caste	<ul style="list-style-type: none"> ➤ The lower caste people cannot live in the house of the high caste people as the high caste people live in a separate house.
High Medium	<ul style="list-style-type: none"> ➤ Food served in the leaf plate. Do not eat together sitting in one place. Leaf plate should be removed after food. ➤ If married with lower caste, they are punished and considered outcasts. ➤ Restriction on fetching water at a time from tube-wells or wells. ➤ They do not participate in the feast of the lower caste in their houses. Even if they participate, they do not take the cooked food but take the uncooked food grain. If the food is taken on plates, cleaning done by the lower caste people. ➤ Difference in behavior to the labor according to their castes. ➤ The lower caste people are not allowed to move ahead from the yard of the house.
Gender	
At home	<ul style="list-style-type: none"> ➤ First, the males are fed, priority to the son in education. ➤ Women are not allowed to go out from the house as they wish. ➤ Early marriage of the daughter. ➤ Not allowed to speak freely with outsiders.
In the community	<ul style="list-style-type: none"> ➤ Same work but difference in wages between males and females. ➤ -Women are not included in the decision making process. ➤ -Women are blamed as witch. ➤ -In the absence of male women are misbehaved when the lenders go to get back their loan.
In VDCs	<ul style="list-style-type: none"> ➤ Less priority to get the poors' work done.
Health centers	<ul style="list-style-type: none"> ➤ Preferential treatment and respectful behavior with the rich and vice versa to the poor. ➤
Source: Dhanusha District, Gopalpur VDC, study done in November 2007	

8. Income Option Pie Chart

Different ways are adopted by each member of a family for his/her livelihood. The ways of livelihood are affected by classes, castes, gender and regions. Educational status, employment opportunities, the opportunity offered to select jobs, the number of the family members and local context also affect the livelihood. According to the level and status of the people, the works done for the livelihood are different. In this context, our concern is to know how different groups of people have maintained their livelihood. It will help to plan and implement the programs to improve economic condition of those classes which have difficulties to make a living.

Objectives:

- Identify the source of income in a year from the viewpoint of classes.
- To find out the sources of average annual income.
- Discuss to find out the potential ways to diversify the sources of income at local level.

Information that can be collected:

- The sources of income in a year (from the viewpoint of class).
- The income received from each source
- Potential ways to diversify the sources of income.

Materials Required:

- Cards, markers, color pens, cards with the names of households.

Key Informants:

- Different persons from different income levels.

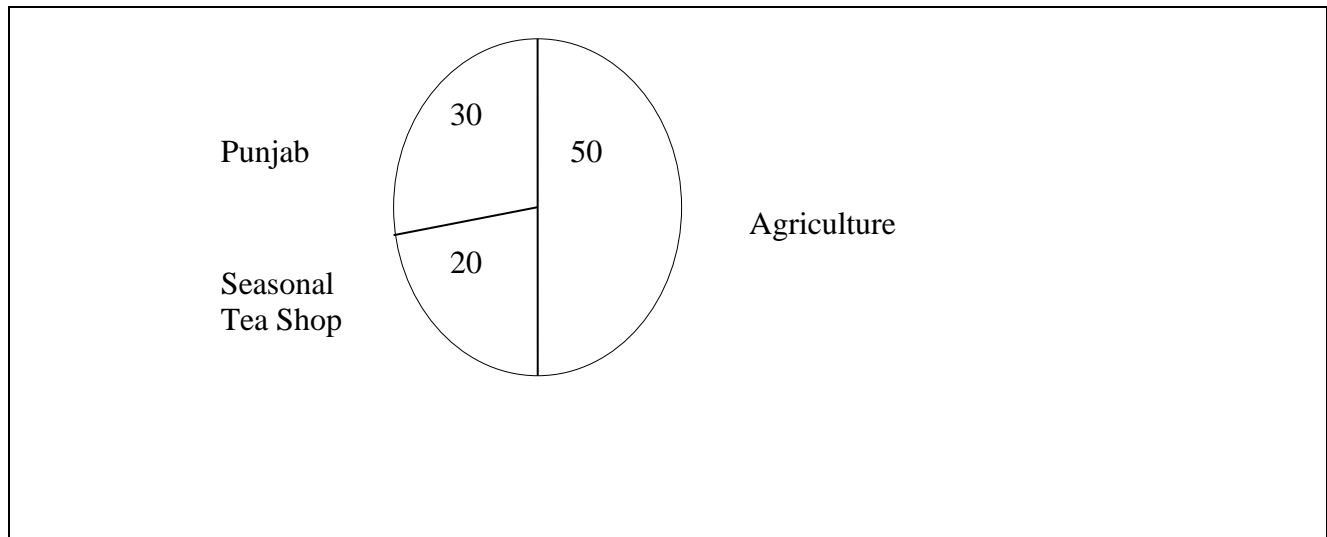
Preparation:

This exercise can be done in a group identified through prosperity analysis. Our main concerns are the poor and very poor. But in order to facilitate the comparative study, we have to know the income sources and the figures of the income of the medium and rich groups. That is why the study team should have the names of the households listed from the class analysis.

Points to be considered and procedures to be followed while applying this tool in the field:

- First of all, manage to gather informants of the targeted group in one place. According to the local context, they can gather in one place or separate discussion can be conducted with different families because the sources of income of the members of the same class may be different.
- When the informants of the same group are present, introduce each other. Brief objectives of the gathering and the subject matter that is going to be discussed and the use of the information..
- Ask them: What are the different sources of livelihoods? If informants do not understand the meaning of the sources of livelihoods, give examples and use the local context to make them understand.

Income option chart of the poor family

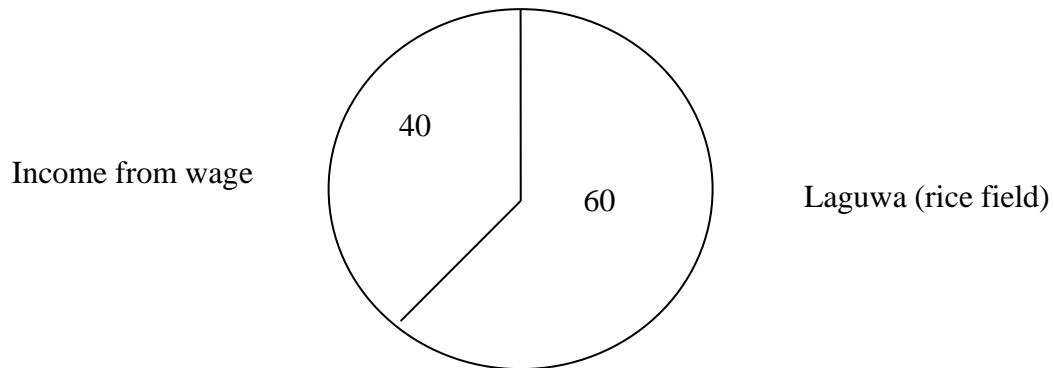


Dhanusa District, Gopalpur V DC, Prastoki village. The source of income of the poor family of Parbati Yadav- Agriculture, earning from the Punjab in India, income received from seasonal tea shop

- The participants should be given some time for discussion. When there is agreement on the main sources of income, facilitator should write down the sources of income expressed by the participants on different cards and should read it aloud before the participants.
- To present different income sources, request them to draw a pie chart in the dusty ground.
- Pointing to the pie chart, explain that the circle is the income that they receive in total during the year. Then, request them to indicate what portion of the income they receive from different sources in the pie chart. Start with a source such as income received from the wages. Experience has shown that it is easy to start with either from a lowest income or the highest income.
- When a participant is ready, ask him or her: What is the highest source of income? After the consensus reached on the highest source of income, request them to show it in a pie chart.
- After this step, ask them which the second highest source of income is. After the consensus of the group, request other participant to show it in the pie chart. In this way, the annual income received from different sources of income needs to be presented through a pie chart.

Income option chart of the poor family

Income option pie chart of a highly poor family



Dhanusa District, Gopalpur VDC. The source of income of the poor family of Prastoki village of Aaprup Yadav as of November 2007-Laguwa (4 Kattha of rice field) and wages received from labor work.

- As soon as the sources of income are indicated in the pie chart, ask them to tell the lowest, the medium and the highest sources of income and ask them to correct the information if they are not presented correctly. After the discussion, correct the pie chart as suggested by the informants.
- Sometimes the participants feel uncomfortable to show the income sources in a pie chart. In that situation, proceed with the discussion by asking what part of income they receive from different types of work. Based on the discussion, the facilitator can put the description in the pie chart and can come to a conclusion.
- Conclude the discussion by thanking all participants for their time. Say good bye to them ensuring that the information received will only be used in the planning and implementation of the programs for the benefit of the poor people in the community.

9. Expenditure Pie Chart

Each and every family spends money in different ways for their living. The headings of the expenses and the items for which money was spent are affected by different factors such as classes, castes, gender and sometimes even by the regional considerations. Primarily, the expense is affected by the total income. Because of the different levels of the income, the amount of the expenses may differ from person to person. Our concern in this context is to find out how the poor and disadvantaged people have managed the expenses under different headings to make a living for them. This information helps to plan and implement programs for the people who have difficult life.

Objectives:

- To identify the headings of the expenses incurred throughout the year.
- To find out the average expenses under different headings
- To discuss on the possible ways for expense management and to diversify the sources of income at local level.

Information that can be collected:

- The expense headings of different groups and families in a year
- The amount of expenses under each heading.
- Classification of expenses and the ways to effectively manage expenses.

Materials Required:

Cards, markers, color pens, the name cards of the households (based on the class analysis)

Key Informants:

Different individuals from different income levels based on class analysis.

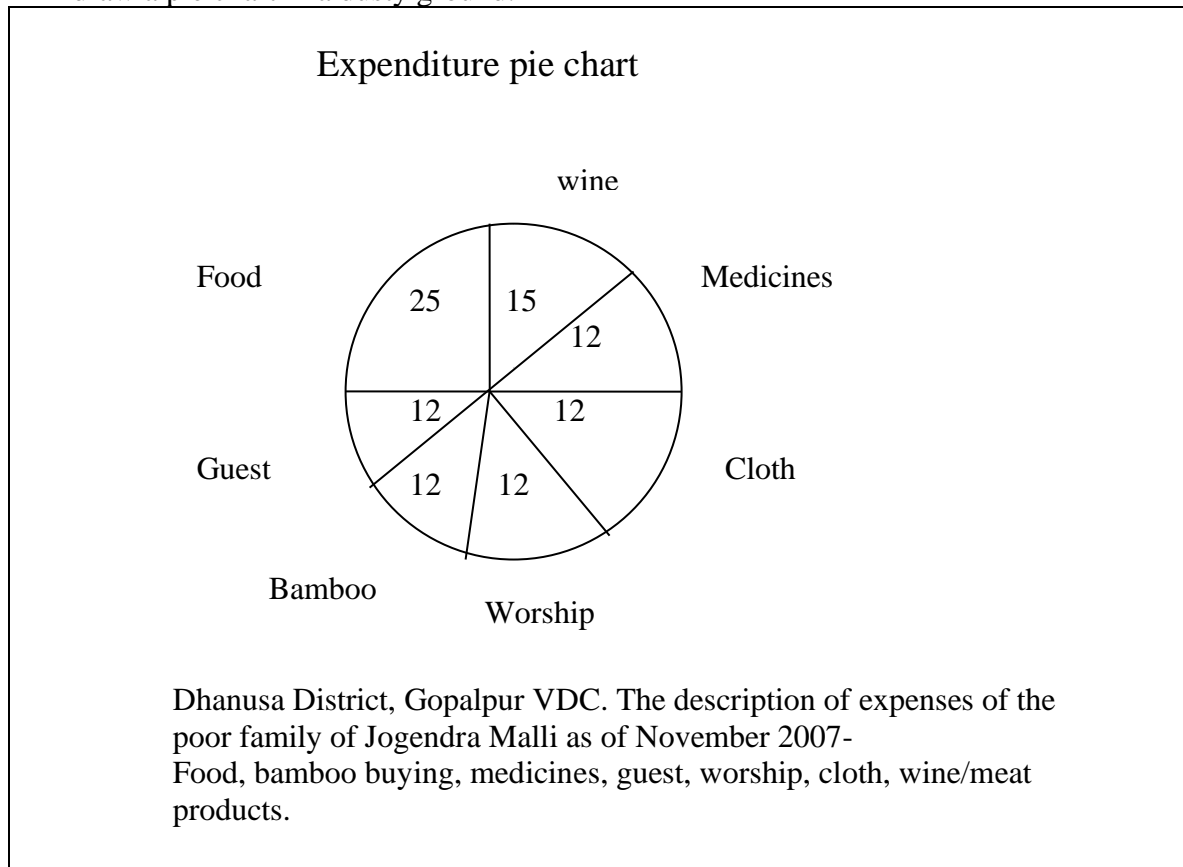
Preparation:

This exercise can be done for the group identified by the prosperity analysis. Our main concern is with the poor and very poor groups but to support for the comparative study, the rich and medium class people are taken so that, in the study, headings of the expenses and the amount of expenses under those headings can be assessed. So the name list of the households received from the class analysis should be with the study team.

Points to be considered and procedures to be followed while applying this tool in the field:

- First of all, manage to gather the informants based on prosperity analysis in one place. The expense headings and the amount of expenses may not be the same in all places. So according to the local context, proceed with the discussion by keeping many people of the same class in one place or separate discussion can be conducted with other members of the households.

- When informants from the same class are gathered, introduce with each other. Brief objectives of the gathering and the subject matter to be discussed and also brief about the use of the information.
- Ask them: Under which headings, are they spending for making a living for them? If they do not understand the meaning of the headings of the expenses, explain it clearly with examples taken from the local context.
- Give some time to the participants to discuss. When they reach consensus as to the main headings of their expenses, write them on different cards and read them aloud.
- It is easy to present the expenses under different headings in a pie chart. So request them to draw a pie chart in a dusty ground.



- Pointing to the pie chart, tell them that the whole circle is the total amount that they spend during the year. Tell them to indicate how much they spend under different headings in the pie chart. Start with from one heading of the expense such as expense for the food or treatment during sickness or any other types of headings expressed by the participants. Experience has shown that it is easy to begin with either from the lowest expense heading or the highest expense heading.
- When participants are ready, ask them to tell headings of the highest and lowest expenses. When they reach consensus on the headings of highest expenses, tell them to represent it in the pie chart.
- Then, ask them to tell the heading of second highest expense. When they reach consensus, request another participant to present that expense in the pie chart. In this way, ask them to present all the headings of the expenses in the pie chart.

- As soon as the expenses incurred under different headings are presented in the pie chart, tell them in which headings they spend less, medium and the highest. If they do not agree on the presentation, give them time to correct the pie chart. Correct the pie chart as suggested by the participants.
- Participants may feel uncomfortable to present the distribution of expenses in the pie chart. In that situation proceed with the discussion by asking them the part of the amount or percentage spent for different activities. Based on the discussion, draw conclusions and present it in the pie chart.
- At the end, thank all participants for their time. Say good bye to them ensuring that the information received will only be used in the planning and implementation of the programs for the benefit of the poor people of the community.

10. Seasonal Calendar

The method of seasonal calendar is used to find out the activities carried out in different months of the year. This method is used to find out the busy or free time, time for agriculture and income generating works, the coldest and the hottest months, festival time etc. We do not need all types of information at a time and it is not possible to collect all information at a time. Therefore, according to the objectives of the program, the information sought can be selected. The user of this tool should be clear on this issue and plan it accordingly.

Objectives:

- To prepare the list of the works done in different months of a year.
- To find out the time for the opportunity of more work, time for less work and no work.
- To find out the month in which plenty of or less work is available.
- To find out the busy and free time of the community.
- To find out the month of shortages of food and the months of food crisis.
- To find out the local alternative ways for livelihoods in the months of food crisis.

Information that can be collected:

- The list of the main works done in each month.
- The time for more work, less work and no work.
- The busy and comparatively free time of the community.
- The time of food shortage and the time of serious food crisis.
- Alternative ways of the livelihood in the local level in the month of food crisis.

Materials Required:

Cards, markers, color pens, card board papers.

Key Informants:

- If the objective is to get the general information of the village, the participants should be selected who can represent the whole community.
- To find out the condition of the poor and very poor, the poor and very poor family members based on prosperity analysis.
- To find out the workload of the women, women informants or poor and very poor families' women members
- Informants selected from a certain class, caste or community according to the objectives.

Preparation:

The information sought by using seasonal calendar and the conclusion received from its analysis determines the scope of its use and the informants for it. Generally, our concern is poverty and the people oppressed by the poverty and the disadvantaged people. So, the selection of the subject and preparation for the use of it should be done accordingly. The study team should be prepared for the discussion by consulting with the informants to make the analysis fruitful.

Points to be considered and procedures to be followed while applying this tool in the field:

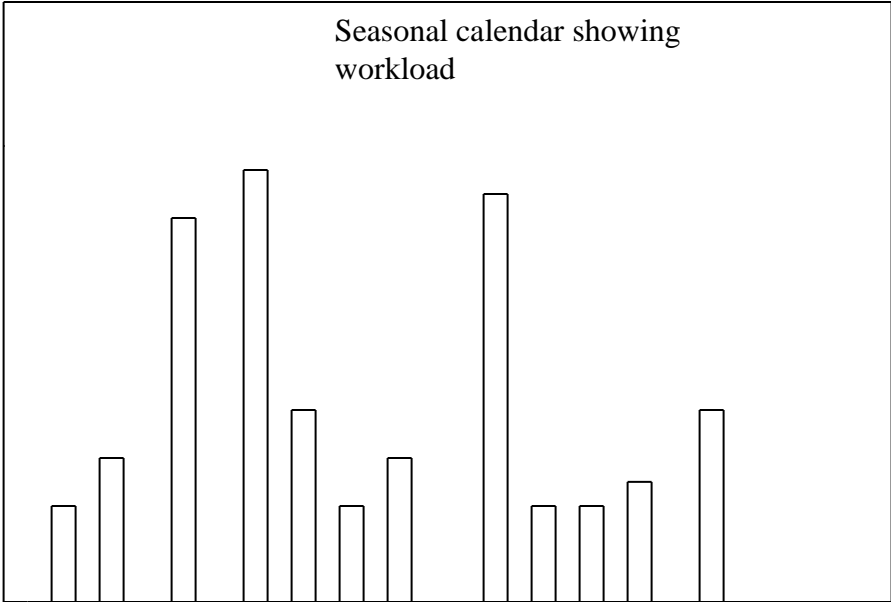
- First of all, gather the group of informants in one place. Manage to introduce each other and brief the objectives and subject matter of the discussion. Also brief them about the use of the information received from the discussion.
- Ask them to draw a straight line in the card board paper or on the ground and request them to divide the straight line in 12 different parts. Write down the names of the months starting from Baisakh to Chaitra (Nepali months) in the divided part.
- Ask the participants about the important work done during the year. Note in the notebooks points received from the participants. Also ask them where they go to perform the said activities and note down the points again in the notebook.
- Ask them in which month they perform the above activities and give them some time to discuss. Again continue to ask them what activities they do in Baisakh, Jestha and rest of the other months and put them in the respective months.
- Ask them in which months and for how many days they will be busy. Depending on their responses, ask them to indicate it with short vertical line if they are engaged for a short time and indicate with long vertical line if they are engaged in that work for a long time. If this exercise is done on the ground, long and short twigs can be used instead of line.
- If participants feel uncomfortable to indicate or start from Baisakh, then ask them to start from the very busy month or the less busy month and proceed with the discussion.

Seasonal Calendar	
Kurthawal VDC, Nawalparasi, June 2009	
Baisakh	Males go to work outside-Rickshaw pulling, other work Women do not do any work-they do not have agricultural work
Jestha	No work in this month. Males purchase vegetables in the village and sell them in the market and pull rickshaws. Females do not have any work
Ashadh	They have plenty of work in the rice field. Both males and females are engaged. Rice seedlings are planted.
Shrawan	Both males and females are engaged
Bhadra	This is a very hard month. The parents feed their children without enough food for themselves and some go even hungry.
Ashwin	Very little work of agriculture for males and females. Some go out for agricultural work.
Kartik	Both males and females have plenty of work. They get sufficient food.
Mangsir	Less work in agriculture. Women stay at home and men pull rickshaws.
Poush	Getting cold. They do not have work in the village.
Magh	Coldest time. They do not have work in the village.
Falgun	No work in the village. They buy and sell vegetables. Men pull rickshaws and women do not have any work.
Chaitra	No work in the village. Some males work as laborer and buy and sell vegetables. Women do not have any work.

- When they decide how to start (from busy month or from the month without work) ask them which is the busiest and free month for them. Further ask them why those are the busiest and free months. Also ask them what they do in these months and how many days they work in these months. Based on this information, ask participants to draw long lines if they are busy and

short line if they are less busy (if this exercise is done in the cardboard paper). If they have done this exercise on the ground, tell them to use a long twig for the busy month and a short twig for the less busy month. Under the name of the months, ask them to mention the name of the work and work place.

- In order to make the process easy, tell them to decide whether this month is busier or less busy for them. Based on the discussion, ask them to draw long or short line or to break a short or long twig.
- The exercise can be made more lively, pleasant and effective if the pictures that reflect the work can be drawn. If this exercise is done on the ground, one facilitator should note down all information in the notebook.
- In this way, mention the work done in all twelve months of the year and also indicate the time to finish that work. Try to present them through straight lines or the pictures. After the completion of the discussion, ask them where they go for the work. As stated by them, mention the name of the work under the same month.
- Then, ask them the name of the month when they experience food shortage and starvation. Give time for the participant to discuss. When they reach consensus about the month for starvation and food shortage, tell them to indicate in that particular month. Find out the reasons for food shortage and starvation and note down in the notebook.
- Ask them what strategies they will adopt and efforts they make for feeding their families at the time of food crisis and note down the points discussed. As this part of discussion is very important, give time to discuss on it. Note making should be done carefully on the food crisis strategies taken by them. For example, poor families in Nawalparasi experience food crisis for two months and at that time, they may manage some food for their children but parents go to bed by just drinking water with salt. They often take loans under the condition that they will pay it back by doing for money lender.
- Ask them what type of program or help they prefer to support for their livelihoods at the time of food crisis. Note down the suggestions received from the participants.
- Finally, thank all participants for their time. Say good bye to them ensuring that the information received will only be used in the planning and implementation of the programs for the benefit of the poor people in the community.



11. Wage Analysis Matrix

Wage is the only means of livelihood for the poor and very poor families in many rural communities. Most of the wage earners are exploited in the absence of labor act or the ineffective implementation of the prevailing laws. Also because of the lack of appropriate monitoring mechanism, rates of the wages are not fixed in a just manner. Most of the studies have shown that many people are landless and they are dependent on the medium and rich class people for their livelihoods. In such a situation, they cannot get the work they like. There is no fixed time for the work. Wages are not paid according to the work done. Unjust wages and low wages are paid. Unless and until rates of the wages for men and women are not similar and equal wage system is ensured, we cannot improve the livelihoods of the labor class. In order to achieve the objective of the poverty alleviation, it is essential to know the conditions and wage systems.

Objectives:

- To prepare the list of the work for which people are employed on wages.
- To prepare a list of the main work in each crop (plantation, weeding, reaping etc)
- To find out the work on contract and also the work for which labor is hired directly.
- To distinguish the work done by men and women.
- To find out the wage rates for the men and women and rates for contract.
- To find out the total working hour and the provision of tea, tiffin and breakfast.

Information that can be collected:

- The work or cultivation done by hiring laborers.
- The main list of the work to be done for cultivation (plantation, weeding, reaping).
- The description of work done on contract or hiring labor.
- The work done by men and women.
- The rate of wages provided according to the work and gender and types of wages (cash or kind).
- Total working hours and provision of tea, tiffin and breakfast.

Materials Required:

Card board papers, cards, markers, color pens.

Key Informants:

Male and female wage earners from poor and very poor families.

Preparation:

Special preparation is not necessary to collect information by applying this method. Discussion should be conducted with the informants from the poor and very poor families (who are making a living by earning wages) identified on the basis of prosperity analysis. Based on the information received from making the seasonal calendar, the study team through the discussion should decide which type of agricultural work should be taken for analysis. For this analysis, the study team should carry the name list of households from the poor and very poor groups. In addition, the study

team should study the information received from the exploitation analysis in order to facilitate the discussion and to ask the relevant questions

Points to be considered and procedures to be followed while applying this tool in the field:

- First of all gather the poor and very poor informants identified on the basis of prosperity analysis in one place. After they are gathered, introduce each other. Brief them the objectives of the gathering, the subject matter for discussion and the use of the information received from the discussion.
- Based on the information received from the seasonal calendar, brief them about the work for which labor is hired. Likewise, the study team should also brief them that there are differences in wages and the laborer did not have the right to decide their wages. Brief them that because of this reason, the discussion on the condition of the wages is necessary to start.
- Proceed with the discussion by taking one subject of cultivation. Ask them: Do they enter into contract or are hired for cultivation of rice, for instance? Continue the discussion on this matter and come to a conclusion. Write down the conclusion in separate cards and if it is written in the paper, put them on the top of the paper. If they are written on the ground, put them in one place. If both males and females are involved in all types of wages, mention them as indicated in the table below.

Wage Analysis Chart							
Main work Crops	wage earner		Contract		Laborers hired by contractor		
	Male	Female	Male	Female	Male	Female	Group
1.Rice							
Ploughing							
Planting							
Weeding							
Harvesting							
2.Wheat							
Ploughing							
Planting							
Weeding							
Harvesting							
3.....							

- Ask the participants to explain the process of rice cultivation from the start to the end. Write down on the cards the answers such as ploughing, planting, weeding and harvesting as given by the participants. Put the cards below the rice cards in order.
- Ask them whether the ploughing for rice cultivation is done by hiring the labor or giving the work on contract. Further ask them whether males or females or both are hired to do that work particular work. Proceed with the discussion by asking how much wage the males and females receive with or without any food. Are any differences in wages? The study team should

continue the discussion like this and the participants should be given some time for discussion. Fill in the information in the above table.

- In this way, ask them what the provisions at the time of the plantation, weeding and harvesting are done. What is the rate of wage paid? When is it paid? In which form is it paid? Mention the information received in the table.
- All the information cannot be presented in the table. However, some of the points received from the discussion may be very important. Points like untimely payment of wages, wages in kind and of low quality, work for 12 to 15 hours and no provision of tea, breakfast and tiffin may come at the time of discussion. The reporter should note down the exact words, language, and examples in his notebook.
- After the discussion of wages of one crop, start to discuss about the wheat or sugarcane and write down the important works. Then, proceed with the discussion as stated above. Present the points in picture and note down in the notebook.
- After the discussion of the main work and the rates of wages, share all points with the participants. Give them time to correct if needed. At the end, thank all the participants for their time. Say good bye to them and assure that that the information received will only be used in the planning and implementation of the programs for the benefit of the poor people of the community

12. Women Mobility Analysis:

Women constitute 50 % of the total population and play important role in bringing about changes and transformation in the society. Unless and until meaningful participation of women is ensured, it is not possible to bring about the changes desired. Nepal has the patriarchal system and the women are confined within the four walls of the house. They are taught that their role is to feed and take care of their children. Women are not allowed to talk with males. They should talk by covering their mouth in a low voice. In Nepal, most of the bread earners are males.

Many organizations have conducted many programs for increasing women participation, their empowerment and to enhance leadership. Our objective is to eliminate discrimination to which women are subjected and ensure that meaningful participation of women is enlisted. Unless and until we are clear about the current status of women, appropriate planning and effective implementation of the program for their benefit cannot be done.

The mobility of a person is one of the important factors that affect the development of a person. When a woman moves from one place to another, she gets the opportunity to be familiar with the new environment and builds up the confidence to take decisions. That is why for the empowerment, development and involvement of women, it is essential to know about their mobility.

Objectives:

- To find out the mobility of the women of the targeted group (within village, outside the village, within the district and outside the district)
- To find out the reasons why women go out.
- To find out whether they go out alone or go with others.
- To find out the difficulties when they go outside the village.

Information that can be collected:

- Identification of the place, work, time and objectives of going outside the village.
- Whether they go out alone or go with others
- The difficulties when they go outside the village

Materials Required:

- Markers, cards, newsprint papers, the list of poor and very poor families

Key Informants:

- Women of the same class and caste if taken in a group (very poor, poor, medium and rich)
- One woman of one class and caste if taken individually or from a family.

Preparation:

The study team should carry the name list of the households identified through the prosperity analysis. Identify informants from that list and conduct the discussion. To really reflect the mobility picture of the women, the study team should have a discussion on how many women members of different class will be present in the discussion and plan it accordingly. Besides, the study team should have already been prepared the questionnaires and checklists. Similarly, decide the main

subjects to be discussed. While conducting this exercise, it would be better to prepare the questionnaires by studying the information received from the exploitation analysis.

Points to be considered and procedures to be followed while applying this tool in the field:

- Contact the informants and take time for the meeting. When informants gather in one place. Introduce each other. Brief the objective and subject matter of the discussion.
- The study team can visit many places but in order to make the process easy, they should first visit households one after another in the village, then outside the village and the VDC and so on.
- Tell the participants that they are going to discuss on how they manage their households and where and when they go for the work. So request the participants to express themselves without any hesitation.
- It is nice to present the discussion in the pictures. Write name of the woman involved in the discussion at the centre of newsprint paper and draw a circle and write down 'Within the House'. Then, ask them: What do they do within their houses? Put down the answers within the circle of 'Within the House' using markers.
- Tell them to draw another circle outside the circle within the house and write 'Outside the House'. Tell them that just some minutes ago, they had discussed about the work done 'Within the House' and now request them to tell what they do outside their houses. Where do they go for work? In this way, proceed with the discussion. Write down the points received from the women participants in the circle. If something is not clear, ask them to give examples. The points related to the places they go for work and types of the work they do are important. If possible, emphasize that point and mention the places and type of the work.

**Nawalparasi District, Pakalihawa VDC, Semari Sada Tole
Mobility of poor class women conducted on 10 June, 2008**

- Upon completion of the discussion "Within the House' and 'Outside the House', exercise, ask them: Do they move in many places of the village for work? Where and when do they go outside the village? Is it inside or outside the VDC? If necessary, give them some time to think. The facilitator should indicate the points expressed by the participants within the circle. What had happened when they reached there? Why did they have to go there? What problems did they face on way back home? The facilitator should write down these points in the notebook.
- Proceed with discussion telling them that the study team has come to know that participants have been traveling in many places within VDC. Propose them to talk about the district. Outside the Circle of VDC, draw another circle and write down 'Outside the VDC'. Ask them: why,

when and where did they go to other VDCs within the district? Continue the discussion by asking such questions and note down the points.

- Again draw another circle and write down 'Outside the district'. Ask them: where, why and when did they do go outside the district? Continue the discussion by following the above process and note down the points received from the participants.
- Ask them: With whom do they go outside the village within and outside the VDC? Continue to ask them: What types of problems did they face while going to those places? How did they manage to tackle those problems? Note down the answers received from them.
- When the discussion over, brief about the points to the participants written in the card board paper and request them to correct if necessary.
- Finally, thank all participants for their time. Say good bye to them and assure that the information received will only be used in the planning and implementation of the programs for the benefit of the poor people of the community.