

Outline of the PRRIE ,  
Participatory Rural Development and Resource Management by  
Integrated Training for Equal Opportunity

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## 1. Outline of PRRIE

### 1.1. What is PRRIE

PRRIE stands for 'Participatory Rural Development and Resource Management by Integrated Training for Equal Opportunity' in English. PRRIE is a training-based rural development approach that aims at both basic capacity building by a series of integrated trainings and the extension of particular techniques by trainings on issues specified.

An intensive training is organized for the people at first step. In the second step, further assistance is considered and may be offered only after positive movements among the people are observed as the results of the training.

- Integrated training

In the first step, outsiders provide training courses on the issues selected by the people themselves. Training is based on the five principles.

- Specified training

If some techniques have particular importance and people are interested in learning them, trainings on specific issues can be conducted separately. Cost effectiveness to deliver trainings should be main focus but same principles should still be applied.

- Action and reaction

In the second step of the PRRIE, outsiders decide what should be done as further assistance only after observing the reaction of the people after the training. There should be neither prior decision nor expectation from outsiders' sides.

## **2. Five principles of Training**

Trainings in PRRIE have five important principles. They are held locally, by utilizing locally available resources (both human and materials), meeting local needs, not selecting participants and targeting the majority of the people.

### **2.1. Held locally**

Training sessions should be held within the short walking distance from the residences of participants. This ensures the opportunity of attendance to those who have difficulty to leave home, such as women with small children.

Even neighboring villages cannot be 'local' for some people such as women with baby. If training courses are held locally, there is no cost of transporting many people. People also can take meals at their own places so that it does not incur additional arrangement for meals.

Lecturers can observe local situation and can make suggestions which are particularly suitable for the local conditions. For example, lecturers can recommend vegetable varieties which can grow on the soil conditions in that particular village and salable at the nearest market places.

### **2.2. Utilizing locally available resources**

Not only locally available materials but also locally available human resources should be considered first. In most of the developing countries, government extension workers, NGO workers, retired government officers and other resource persons are available locally. These human resources are usually underutilized. Typically, government extension workers do not have means of transport as well as a good strategy of extension works. They can visit very limited areas if they do not sit in the office.

The advantages of utilizing locally available human resources are many. They know local natural and economic conditions. Their transportation cost is very small compared to the lecturers sent from capital city. They know what kinds of materials are locally available and supports are accessible for people. Their schedule is usually very flexible so that they can cope with unexpected situations such as funeral and other accidental events.

Another advantage is that people can visit locally available human resources after the trainings because people know where they are. Local resource persons also can easily monitor the progress in nearby villages where they have conducted training courses. Past experience shows that many resource persons became interested in villagers' efforts and started their own support. It seems that utilizing locally available human resources also enhances the relationship between villagers and resource persons.

### 2.3. Meeting local needs first

In the integrated training, the topics of training courses to be conducted first should be the topics mentioned or proposed by people themselves. It is not right to start with the topics selected or recommended by outsiders.

By responding to people's requests, people become interested in the training courses provided. Also by doing so, people trust outsiders because people know that the outsiders respect people's priority and needs.

If outsiders start from their recommendations, people may feel forced by outsiders and it may destroy the relationship between people and outsiders.

One of the most important things is to establish mutual respect. Once people start trusting outsiders, people may be interested in what outsiders recommend even if it has a lower priority for local people. (Additionally, it is often meaningless to ask people's priorities. People put priorities only because they are asked to do so.)

### 2.4. Not selecting participants

In many local level training programs, participants are selected. However, in integrated training, selecting participants is strongly prohibited. Selecting people is often the worst thing to do.

By selecting people, people not selected are discouraged. Especially in developing countries, opportunities to attend trainings are too often limited to limited number of people or certain social groups. People who are not selected often have no chance during their life stages. In opposite, if such people, who have no opportunities in the past, are given with a chance to attend, that alone may make them happy.

Once people feel happy and realize that they also can have opportunities, the relationship between people and the training provider become dramatically well. People also start to show their wish and take initiative.

## 2.5. Targeting the majority of the people

This is somehow similar to the previous principle. By training the majority of the population, many people act in response. Even if only 10% of the people take action, if the number of the attendants was 200, 20 people would take action. In case in Senegal, more than 90% of the attendants had started some action. This makes people's activities visible to non-attendants and even to neighboring villages. If only a few representatives are invited, this kind of impact cannot be expected.

If many people are trained, it is very easy for the people to confirm what they have learnt in training courses when they are unsure of some aspects. In Senegal, it is also observed that villagers had shifted to a meeting in which they discussed village-level collaborative initiatives. Because the majority of the villagers had attended the training, most of the villagers had gained same technical information. So, for them, it was the time to discuss when they should start action rather than wait for next opportunity to meet.

## 3. Examples of training topics

JICA has so far implemented projects which are based on the integrated training in Senegal and Malawi. About ten subjects of training were held in a village in both countries.

In Senegal, popular subjects are vegetable growing, tree nursery techniques, tree planting techniques, micro finance, planning method, soap making, color dyeing, poultry, food processing and soil conservation (stone line making and small check dam construction).

In Malawi, popular subjects include nursery techniques, tree planting, agroforestry, soil conservation, vegetable growing, beehive making and bee keeping, fish culture and check dam construction.

## 4. Specified Training

If some techniques are found important and only if people are very much interested in learning those techniques, then specified training approach can be employed. Specified training is aiming at quick expansion of techniques to wide area.

In specified training, some villagers are elected as the candidates for trainers. Selected villagers are trained on specific issues and appointed as trainers at village level. They are often called 'lead farmers'. This is because, the number of extension workers from government or NGO is usually limited. If each village has its own resource person, the impacts and speed of the extension work can be bigger.

Primary responsibility of each lead farmer is to conduct training in his/her respective village on selected issues. It is also important to appoint someone who monitors the training sessions conducted by lead farmers. Otherwise, some lead farmers may sit idle.

Since farmers teach other farmers, complicated techniques and techniques that need additional inputs from outside, in both financial and material, are not suitable for this approach.

## **5. Combination of integrated training and specified training**

In PRRIE approach, to combine integrated training and specified training is a key to maximize the effectiveness of the approach. The main characteristics of both approaches are indicated in the table below.

	Integrated training	Specified training
Main objective	Capacity building of villagers in general	Extending particular techniques to wide area quickly and cheaply
Trainers	Government extension workers, NGO staff, someone who has a particular skill	Lead farmers from their own villages
Target villages	Where villagers indicate their willingness to learn	All villages
Subjects	Various subjects	Specific subjects
Nature of subjects	Any subjects if resources (materials and trainers) are available characteristics	Simple and easy to practice
Necessary coordination	Finding out trainers, organizing training in each village	Train large number of lead farmers and monitor them

## **6. Typical Process of working with PRRIE**

### **6.1. Designing and establishing an executing structure**

Structure to conduct a PRRIE -based approach primarily depends on the size of target area. If a small NGO targets a few villages, no special structure is required. If a larger project targets many villages or even a whole district, then a workable structure should be established. This structure should be multi-layered with good communication channels.

### **6.2. Finding out training needs**

At first, farmers 'felt' training needs should be identified through interviews and/or workshops. It is not necessary to statistically meaningful data. Even if farmers requests seem unrealistic for the eyes of interviewers, their requests should be recorded. This is because one objective of the training is to give opportunities to learn something, or to experience something even if they are not successful.

### **6.3. Finding out opportunities**

Farmers are not aware of existing opportunities. Opportunities should be explored by market surveys and other way of information gathering.

### **6.4. Finding out resource persons**

Locally available resource persons should be identified. Even if they are less skillful compared to the resource persons living in capital city for example, local resource persons usually have more merits.

### **6.5. Nominate and train staff**

To realize trainings, staff should be recruited or nominated, and trained on the concepts of and their responsibilities in PRRIE approach.

### **6.6. Nominate and train lead farmers (if necessary)**

If specified trainings are planned, lead farmers from each village should be nominated. From the experience, it is recommendable to select lead farmers by a democratic procedure such as a secret vote among villagers.

### **6.7. Organize trainings with villages**

The schedule of trainings should be agreed upon with villagers. Usually, the schedule follows the agricultural calendar of the area.

## 6.8. Observe responses, modify and repeat trainings

After the each training, farmers ' response should be monitored. Further trainings on same topic may be repeated and/or some subjects may be changed because farmers' priorities and interests may also change after experiencing trainings.

## 6.9. Give necessary supports to farmers, if possible

It is not necessarily a responsibility of training organization to support farmers after training, especially when farmers start practicing what they have learnt. Though, it is recommended to give farmers with minimum supports or to find out someone or other organizations to support farmers. This is because, farmers are usually committed and they have a sense of ownership.

# 7. Remarks

## 7.1. Change of training topics

Flexibility is very important in PRRIE approach. New opportunities and/or new resource persons can be found, and farmers' priority changes according to the situation. Training topics in initial plan should always be reviewed to accommodate these changes quickly.

## 7.2. Repeating Trainings

Same training can be repeated several times in a village. Especially in large villages, one training session cannot accommodate all villagers who want to participate. Even in smaller villages, some villagers may be absent for several reasons on the days of training. It is important to give opportunities to those who cannot attend to the first training session. If training is repeated again for them, rapport between them and the project can be strengthened.