Knowledge. Voice. Democracy.

PRIA

MAINSTREAMING PARTICIPATORY RESEARCH

PRIA@41

ANNUAL REPORT 2022-2023

CONTENTS

Knowledge. Voice. Democracy.
PRIA

MAINSTREAMING PARTICIPATORY RESEARCH

The first international network of Participatory Research began to be formed in 1978. PRIA was born (in 1982) out of the Asian Participatory Research network that I had taken responsibility to coordinate. The key objective in setting up PRIA, as described in its registration documents, is "to practice and promote Participatory Research methodology". In that period, Participatory Research methodology was seen as a vehicle for empowerment of the excluded and the marginalised. During its first systematic review, PRIA described it as: Participatory Research now implies an effort on the part of the deprived and the powerless to:

- Understand the role of knowledge as one of the significant instruments of power and control;
- Value their own individual and collective experiences and existing popular knowledge as legitimate;
- Acquire ability to appropriate knowledge produced by others;
- Acquire confidence and the tools to produce their own knowledge; and,
- To utilise this knowledge to further their common interests through collective action

(*In Search of Relevance, February 1986* – *report on activities of PRIA during 1982-1985*)

Much of the practice of Participatory Research focused on a range of issues identified as relevant in the 1980s…forest rights, land alienation, women's livelihoods, primary health, construction workers and occupational health. PRIA also pioneered new methodologies of planning, monitoring/evaluation & training based on the principles and tools of Participatory Research during the 1980s.

However, interactions with academics, development professionals and policy makers of that era, both nationally and globally, tended to 'devalue and ignore' Participatory Research as a methodology to produce transformational knowledge, relevant to socio-economic development.

As PRIA completed 40 years of its impactful journey in 2022, the visibility, recognition and demand for Participatory Research as a methodology for "Transformative knowledge for just and sustainable futures" is well established amongst academics, science councils, research funding agencies and policy-makers.

Having been a part of the foundational efforts of Participatory Research 45 years ago, I am deeply satisfied with the new reality of 'mainstreaming Participatory Research' in India and globally. This Annual report captures the 'state-of-play' now.

We have learnt that rapid mainstreaming of any transformative idea or practice begins to lose its ethical and normative anchors. PRIA's future practices should continue to challenge such tendencies through its key foundational objective as mentioned above…. 'to practice and promote Participatory Research'.

Dr. Rajesh Tandon
Founder-President
August 2023

LEARNING IS CHANGING

When PRIA began to facilitate participation in 1980s, we recognised that the obstacles experienced in the everyday life of hitherto excluded and marginalised people and households were real. Sharing those experiences to figure out what to do differently was the starting point of learning. Perspectives of Participatory Research helped us to begin to value lived experiences as the knowledge they possessed. Bringing new ideas and information about participation required us first to value their knowledge. #KnowledgeIsPower was PRIA's motto since the beginning.

When we asked women to acquire literacy, workers to demand compensation, or parents to send daughters to high school, we were asking individuals and families to change – their attitudes, beliefs, and behaviours. We seldom realised then that change entailed 'unlearning' current habits, beliefs, and behaviours so that new ones could be imbibed and practiced. This 'unlearning' entails risks of failure, which may be very costly and damaging. Hence, cautious, easy-paced, supportive and safe efforts are essential to mitigate risks and encourage change.

One of the effective ways to enable change is to provide a safe space for collective learning. We called it 'empowerment' – changing through an interlinked process of learning and organising. Similarly, efforts to change the behaviour and perspective of institutions require opportunities for them to 'unlearn, learn and change'. When institutions are expected to become transparent and accountable to citizens, especially to excluded and marginalised citizens, we expect them to change; creating opportunities for institutional learning becomes critical for change to happen. Institutions change when regulatory and policy environments change. To support such policy and regulatory changes that benefit ordinary citizens requires the voice of such citizens, based on their lived experiences and reflections. Inclusive development occurs when the voices of the excluded citizens are heard.

Key Takeaways

- *The process of change begins from within: Change is a slow process, and its impact can be measured through various indicators throughout its journey. The seeds of change are sown when a need is realised. The attempt to comprehend it is defined by a person's lived experience.*
- *Shifting perspectives and attitudes: Within a social context, there are both encouraging as well as discouraging factors in trying to bring about change. Discouraging factors could act as barriers, especially when change challenges existing socio-cultural norms. Learning to catalyse change: Every individual has the potential and willingness to change. This potential can be enhanced by creating a learning environment.*
- *Actionable intent when equipped with knowledge brings change: As every individual has the capacity to alter their realities, it becomes imperative to strengthen these capacities and provide them with enough knowledge and resources to facilitate the desired change. Learning becomes a conduit between strategy and implementation.*
- *Creating a collaborative platform: It is important to create a safe and collaborative platform for communities and individuals to share their experiences and co-learn. This eases integration at the policy level.*
- *Think globally, act locally: A policy might fail to connect with the grassroots. To challenge the status quo, it becomes important to empower communities so that they can collectively use indigenous and acquired knowledge to facilitate change. It is, therefore, important to be relevant locally.*

Click *here* to read detailed report of the event:

GLOBAL CONSENSUS ON PARTICIPATORY RESEARCH

Serious academic interest in Participatory Research began around the turn of the millennium. Within academic research conferences, practitioners began to demonstrate new ways of producing actionable knowledge that built on lived realities of sub-altern communities. Popular, experiential and indigenous knowledge practices began to inform some debates about policies on health and natural resources. Societal relevance of higher education began to be discussed through such approaches as Community-University Partnerships, Engaged Scholarship, Community-based Research, etc.

Several critical global actors, reports and conferences gave strong support to these trends over the past decade or so. Report published by Global University Network for Innovation (GUNi) in 2014 focused on *Knowledge, Engagement & Higher Education*, synthesising global evidence and practice through universities. PRIA co-hosted *UNESCO Chair in Community-Based Research & Social Responsibility in Higher Education.* Its three global studies demonstrated growing practices of concrete partnerships between academic researchers and communities, through use of Participatory Research (*Knowledge, Democracy and Action: Community-University Research Partnerships in Global Perspectives).* Academic discourses on epistemic justice, decolonisation *(Strengthening Community University Research Partnerships: Global Perspectives)*, and Knowledge Democracy added new insights about diversity of knowledge cultures, systems and languages *(Knowledge and Engagement: Building Capacity for the Next Generation of Community Based Researchers).*

UNESCO's Recommendation on Open Science (2021), approved by all member states, explicitly acknowledged the need for 'dialogue with multiple knowledge systems' and included 'Participatory Research methodology as appropriate for such inclusive science'

Another significant global event was *Third World Higher Education Conference (WHEC) of UNESCO* held in Barcelona (May 2022). The recommendations from this Conference especially argued for greater engagement with societal actors, respectful synergy with indigenous and other knowledge systems and transdisciplinarity in teaching and research by Higher Education Institutions.

JOIN OUR UNESCO CHAIR AT WHEC 2022

PUBLIC EVENTS SCHEDULE

MAY 16
The Justice Imperative: Knowledge Democracy, HE & SDGs
9:30-11:30 AM

MAY 16
Shifting Architectures of Knowledge through CUE & the Future of Higher Education
12:30-2:30 PM

MAY 17
Indigenous Perspectives Circle on the Future of Higher Education
3:00-8:00 PM

MAY 18
People-Centered Health Cdre & Public-Patient Involvement in Health Research
3:00-5:00 PM

MAY 19
Changemakers in Higher Education
12:30-2:30 PM

@UNESCOchairCBR

Find out more on our website: https://www.unescochair-cbrsr.org/

WHEC 2022 UNESCO World Higher Education Conference
Barcelona, Spain
18-20 May, 2022

Building on this emerging consensus, International Science Council's position paper on '*Transdisciplinarity*' argues for use of Participatory Research methodology.

BRIDGING KNOWLEDGE CULTURES

Begun in 2021, in partnership with University of Victoria (Canada), this international study analyses the meanings and practices of community knowledge, distinct from academic knowledge. Field studies used participatory research methodology to understand the cultural and linguistic expressions of community knowledge practices. Several ways of disseminating findings of the study have been planned, to be completed in the coming year.

Click *here* to read more about this study.

Major research funding agencies, research capacity development programs and early career training of young researchers are now including 'Participatory Research' explicitly.

NATIONAL MAINSTREAMING ON PARTICIPATORY RESEARCH

Community engagement in higher education has been an integral part of policy in India, though not much practiced within regular teaching and research. In 2012, the erstwhile Planning Commission's 12th Five Year Plan mapped out some guidelines for "Centre for Fostering Social Responsibility and Community Engagement" which established "engagement", and not "outreach", as a core value for places of knowledge dissemination. Under Unnat Bharat Abhiyan (UBA) 2.0, a Subject Expert Group[1] on educational institutions' social responsibility was set up. This group developed a report on *"Fostering Social Responsibility and Community Engagement in Higher Education Institutions in India"*. It emphasised that Higher Education Institutions must bring in social responsibility and community engagement in their vision and mission and recommended development of institutional mechanisms to achieve a holistic and applied approach to community engagement to include all the three functions of Higher Education Institutions[2].

The *National Education Policy (NEP), 2020* presented a transformative framework for higher education in the country by reinforcing many of the recommendations already included in UGC's policy on Fostering Social Responsibility & Community Engagement in Higher Educational Institutions (UGC 2020).

The principle of mutual learning was reiterated most eloquently by the Hon'ble Prime Minister on July 07, 2022, at the Akhil Bhartiya Shiksha Samagam held in Varanasi, when he said:

"It is no longer a question of taking lab to the field, but also bringing field to the lab. It is no longer a question of knowledge produced in academia to the communities but also knowledge available in the communities to bring inside the academia".

After the launch of the policy on "Fostering Social Responsibility and Community Engagement in Higher Education Institutions in India" in 2022 (delayed due to pandemic), systematic efforts at implementation have now begun nation-wide.

---

[1] Subject Expert Group Members: Prof. K. K. Aggarwal (Chairman, NBA); Prof. Rajesh Tandon (UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education & Founder-President, PRIA, New Delhi); Prof. S. Natarajan (Former Vice Chancellor Gandhigram Rural Institute, Dindigul); Dr. Ujjvala Chakradeo (Vice-Chancellor, SNDT Women's University, Mumbai) and Dr. Kamal Bijlani (Director, E-learning Research Lab, Amrita Vishwavidyapetham, Coimbatore)
[2] https://prospernet.ias.unu.edu/wp-content/uploads/2022/01/4.-Working-paper-Article-1_ROLE-OF-HEIs-IN-PROMOTING-SDGs-TERI-SAS-Working-paper.pdf

BUILDING CAPACITY IN PARTICIPATORY RESEARCH

In order for students to engage with communities, as part of their credit course now required, *faculty had to be trained in Community-Based Participatory Research*, as mandated in the operational recommendations. Led by Dr Rajesh Tandon (member of the UGC Expert Group), this training was conducted in hybrid mode for 220 teachers drawn from 100+ Higher Education Institutions in the country on January 14, 2022.

Organised in *seven regional cohorts*, such training provided practical skills to faculty drawn from diverse disciplines of science, engineering, agriculture, management, social sciences, public administration, etc. These trained master trainers are now training other teachers of nearby Higher Education Institutions, and starting to teach the first batch of students from the 2023 academic term. *(https://www.ugc.gov.in/pdfnews/6143521_letter-ForteringSocialresponsibility.pdf)*

BUILDING CAPACITY ON INDIGENOUS KNOWLEDGE

At the initiative of then Vice Chancellor of Sido Kanhu Murmu University (SKMU) in Dumka, a workshop on *'Social Responsibility in Higher Education, Community Engagement and Local Knowledge'* was held during March 31 – April 1, 2022, to appraise the faculty and students of this State University in Santal Pargana (in Jharkhand) on Indigenous Knowledge and Participatory Research. Following it, a partnership was initiated with SKMU. With initial support from International Development Research Centre (Asia), between June and September 2022, a group of researchers from PRIA and teaching staff from SKMU, under the leadership of UNESCO Co-Chair Dr Rajesh Tandon and SKMU Vice-Chancellor Dr Sonajharia Minz, have developed a proposal to build Community-Based Participatory Research (CBPR) capacities among students and faculty at SKMU, and to find ways to systematise the Indigenous knowledge of the Santals.

In mid-August 2022, PRIA research staff made a field visit to SKMU, interacting with students, faculty and local Santali community experts to understand the local context and the aspirations of the community towards systematising and documenting their rich Indigenous heritage. The Santal Fest was held on September 28, 2022, which was attended by students, faculty, local community members and PRIA researchers.

The festival honoured community knowledge experts in horopathy[3], veterinary science, and Chadar Badoni (the ancient form of puppetry). This joint initiative will be implemented next year as resources get organised.

Under the aegis of *UGC Guidelines 2.0,* at the initiative of Dr Sonajharia Minz – Vice Chancellor, Sido Kanhu Murmu University (SKMU) and under the leadership of Prof. Sanjeev Sinha (Head of the Department of Political Science at SKMU), a five-day Faculty Development Program (FDP) was held from March 13 – 17, 2023 at SKMU. A total of 42 teachers from 21 constituent and affiliated colleges of SKMU participated. PRIA team facilitated this training program.

ROUNDTABLE WITH
HIGHER EDUCATION INSTITUTIONS IN ODISHA

In pursuit of promoting Community Engagement and Participatory Research in Higher Education Institutions in Odisha, a dialogue on *'Community Based Research and Social Responsibility of Institutions of Higher Learning'* was held in Bhubaneshwar on January 25, 2023, convened by Centre for Youth and Social Development (CYSD). Addressed by Dr Budd Hall and Dr Rajesh Tandon, the dialogue secured participation of 32 Higher Education Institutions in Odisha.

Click *here* to read detailed report of this event.

---

[3] 'Horopathy' is an indigenous tribal healing system of India. This tribal medicine is a part of life of the indigenous tribe called 'Munda', who are mostly found in Bihar State. Horopathy is a combination of two words, 'Horo' and 'Pathy.' 'Horo' is a Munda word which means 'human being' and 'Pathy' is a Greek word for 'feeling'.

SEMINAR ON
'KNOWLEDGE DEMOCRACY: BRIDGING KNOWLEDGE CULTURES'

One of the most invisible forms of exclusion in modern societies is a knowledge culture that devalues local, experiential, and indigenous knowledge systems. By excluding such local knowledge systems, voices, perspectives, and worldviews of rural, nomadic, tribal, Dalit communities and those of women and the elderly, their democratic participation and inclusive development is obstructed. PRIA and UNESCO Co-Chair in Community-Based Research and Social Responsibility in Higher Education with support from the Asia Democracy Research Network (ADRN) organized a National Seminar on 'Knowledge Democracy: Bridging Knowledge Cultures' on February 6, 2023 in New Delhi. A total of 57 participants attended this seminar. For the first time in recent years, academics and civil society practitioners from around the country engaged in reflections on how to bridge the divide between practical, lived knowledge with academic research.

Click *here* for detailed report of this event.

Post pandemic, many workshops and leaning events have become online or hybrid. Listed briefly such event where PRIA colleagues provided expertise online.

International

Face-to-face events
- Dr Rajesh Tandon participated in the *9th Living Knowledge Conference,* hosted by the University of Groningen, The Netherlands, during June 27 – 30, 2022, a Masterclass on 'Community-Based Participatory Research' was conducted for 27 researchers.

- On September 15, 2022, Dr Tandon delivered a talk on '*Local and Participatory Governance for Planetary Health: Transformative Practices from India and Beyond'* at the School of Public Administration, University of Victoria (Canada).

Online/Hybrid events
- Dr Tandon delivered a lecture at the *2022 High Level Workshop on ERA: Research Ethics and Integrity in the Context of Public Engagement* during Science Europe Conference, organised on November 24, 2022.

- On December 7, 2022, Dr Tandon delivered Keynote Address at the Inaugural Session of *STAR Global Conference 2022*, co-organised by Society for Transnational Academic Researchers (STAR), University of Mauritius in collaboration with the Mauritius Chamber of Commerce and Industry and the Economic Development Board. *Watch* the video,

National

Face-to-face events
- On August 23, 2022, Dr Tandon delivered Special Lecture on '*Community Engagement, Research and Social Responsibility: Role of Teachers in Higher Education*' to the faculty members of Jesus & Mary College, University of Delhi.

Online/Hybrid events
- On April 2, 2022, Dr Tandon gave a guest lecture on '*Reflection and Contemplation on the Values of Vasudhaiva Kutumbakam to be Realised Through Embodied Action'* at the Symbiosis International University for the course on 'Vasudhaiva Kutumbakam'.

- On April 16, 2022, Dr Tandon participated in a discussion on '*Strengthening the Bridges through Faculty and Students Engagement'*, organised by Symbiosis International University.

- On May 23, 2022, Dr Kaustuv Bandyopadhyay, made a presentation on 'Co-Creating Knowledge through Collaborative Participatory Research' to the research participants of the Belmont Forum which funds research projects on global changes including climate change. The event was organised by the Global Development Network (GDN). *Watch* the video.

- The Network for Advancing and Evaluating the Societal Impact of Science (AESIS) invited Dr Tandon to speak on 'Community Engagement and Citizen Science' at their *Annual Conference on Impact of Science*, held during June 22-24, 2022.

- Dr Tandon delivered Keynote Address at the National Workshop on *'Social Responsibility and Community Engagement in Higher Education Institutions: Policies and Practices'*, organised by the National Institute of Educational Planning and Administration (NIEPA), New Delhi, during August 4–5, 2022.

- Dr Tandon delivered Keynote Address at the *OSSAN Conference 2022*, on September 5, 2022. He spoke on *'Open Science: Pathways of Knowledge Democracy in South Asia'*

- On November 18, 2022, Dr Tandon along with his UNESCO Co-Chair Dr. Budd Hall and Dr. Lorna Wanosts'a7 Williams (University of Victoria, Canada) spoke at the virtual panel discussion on *'Open Practices, Community-Based Research and Social Responsibility',* as part of the International Education

- On February 27, 2023, Dr Tandon spoke at the *Inaugural Session of a One Week Online Course on 'Community Engagement',* organised by Kurukshetra University.

BUILDING CAPACITY: FOCUS ON YOUTH

During the year, as before, PRIA's efforts in engaging students of Higher Education Institutions and youth with wider society have focused on building their capacities in Participatory Research methodology.

YOUTH FOR GOVERNANCE (Y4G) FELLOWSHIPS

In partnership with Hanns Seidel Foundation (HSF), as part of its Youth-n-Democracy initiative, PRIA developed a 9-month Youth for Governance (Y4G) learning program for college students (18 to 25 years) in Karnataka willing to contribute to participatory functioning of governance institutions. The Fellowship is currently being offered to youth studying in Higher Education Institutions in the city of Mysuru, in partnership with Grassroots Research and Advocacy Movement (GRAAM).

First batch of 21 Y4G fellows gained knowledge and skills on the following:

- Recognised their individual and collective strength as agents of change
- Understood the decentralised governance structure of India (principles of federalism and subsidiarity)
- Learnt basic community-based participatory research tools to hold governance institutions accountable

The fellowship provided them with skills (stakeholder analysis, social accountability, and community-based tools) to undertake a community-based participatory research project around social accountability and participatory governance.

Watch the video.

YOUTH-N-DEMOCRACY (YnD) FELLOWSHIP 2022: CHANDIGARH

Begun in previous year, the concluding ceremony for first cohort, the final presentations of the 10 fellows were held on May 10, 2022. During the presentations, the fellows shared their experiences from the fellowship and insights gained from their social action research projects. These projects were centered around many significant issues, such as Gender, Education, Constitutional Rights, Adult Education, and Rabies awareness.

YOUTH AS RESEARCHERS (YAR)

In partnership with UNESCO's New Delhi Cluster office, PRIA conducted 'Youth as Researchers' (YAR) program, through virtual mode, in Sri Lanka and the Maldives, to strengthen their competencies in participatory research and evidence-building, related to issues of youth, peace, and social cohesion.
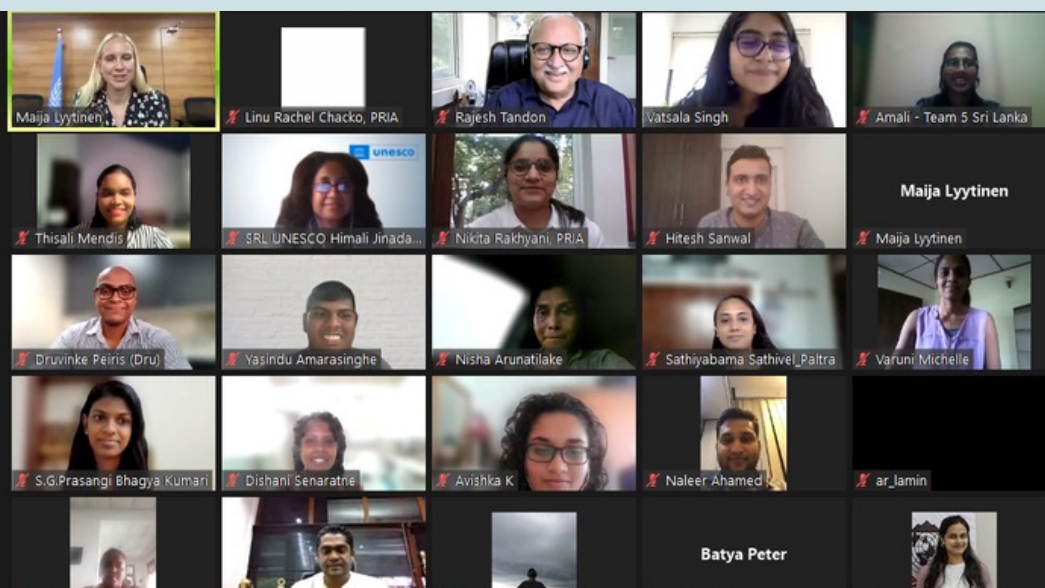
Targeted at young people between the ages of 18 and 35, the YAR program attracted more than 100 (shortlisted from about 400+ applications) participants from Sri Lanka and the Maldives to plan and conduct research. Selected YAR researchers went through a six-day training program spread over three months to understand different aspects of community-based participatory research.

The findings from the research were presented in two phases: 1) a *knowledge sharing event* organised on September 21, 2022 and a *policy dialogue* organised on September 26, 2022. Click at below links to read more on these events

EXPOSURE VISITS

PRIA regularly hosts exposure visits for students from national and international Higher Education Institutions to learn about participatory research methodology, both theory & practice. During the year 2022-23, delegations of students of Social Work and faculty from two academic institutions - St. Joseph's College (affiliated to Kannur University, Kerala) and Xavier Institute of Social Sciences (XISS), Ranchi, visited PRIA as part of their study tours. Delegation from St. Joseph's College visited on August 29, 2022, and XISS on December 15, 2022.

In March 2023, a delegation of faculty and students of James Madison College at Michigan State University (USA) visited PRIA for a period of two weeks, to understand participatory approaches and methodology.

COMMUNITY-LED RESILIENCE

In recent years, an increasing number of field studies for development planning are exploring use of participatory research methodology. This methodology enables 'hearing voices' of the excluded households, and provides policy-makers with strategies for their effective inclusion. This commitment to inclusion and voice has been clearly linked to PRIA's early formulation of Participatory Research:

"Participatory Research implies an effort on the part of the people to understand the role of knowledge as a significant instrument of Power and Control. It tries to give value to individual and collective experience and give credit to existing popular knowledge. To acquire the ability to appropriate knowledge produced by others, to obtain confidence and tools to produce their own knowledge and finally to use this knowledge to work on the common interests through collective action-these are the components of Participatory Research: In this standpoint PRIA considers the concept of PR as an educational process which aims to support the people in the articulation of knowledge from their own point of view."

(*EXPLORING NEW HORIZONS, February 1989*)

**EXPLORING
NEW HORIZONS**
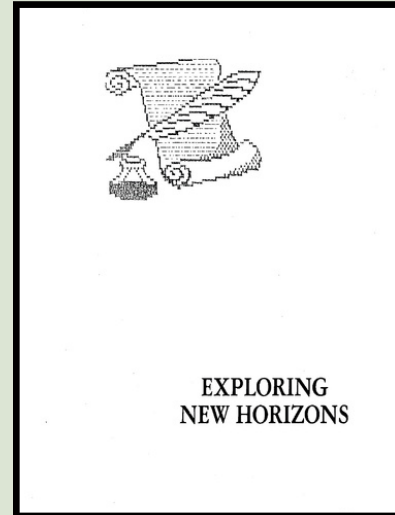
BREAKING THE VICIOUS CYCLE:
PLANNING WATER SECURITY IN LOW-INCOME
NEIGHBORHOODS THROUGH CO-CREATION

As a micro grant from Adaptation Research Alliance (ARA), a field learning lab was carried out in Gurugram city of Haryana around issue of water in urban informal settlements in January-April 2022. The multi-stakeholder partnership brought together Shaheri Gharelu Kamgar Union (City Domestic Workers Union), Delhi; Sushant School of Art and Architecture, Sushant University, Gurugram; ICMR-National Institute for Research in Environmental Health (NIREH), Bhopal; Centre for Community Medicine, All India Institute of Medical Sciences (AIIMS), New Delhi; Martha Farrell Foundation and, the UNESCO Chair in Community Based Research & Social Responsibility in Higher Education. Community-led resilience entails harvesting community knowledge and demystifying academic science to build actionable solutions with ownership of various stake-holders.

Entitled 'Breaking the Vicious Cycle: Planning Water Security in Low-Income Urban Neighbourhoods through Co-Creation', the project showcases community-based participatory methods useful in systematising lived knowledge and localised data sets.

It focused on the issue of water – the lack of availability, poor quality of water, and water hazards like flooding – that urban poor communities face in their everyday lives. Inter-generational participatory methods were used to systematise knowledge around an urban poor community's daily struggles to access water, and help them build understanding of the impact that lack of quality water has on their lives, and the continued shortage due to climate change.

Arts-based methods with adolescents generated their perspectives on use (or misuse) of water resources and basic understanding of climate change. Dialogue, as a process of co-learning, was facilitated, in which community members begin to understand what is climate change, and 'experts' learn what it means to live without access to quality water.

Written and audio-visual documentation of the participatory processes, and sharing back with the community the analysis of the data collected and the edited audio-visual material, was an important part of the co-creation process used in this project.

CBPR methods to generate lived knowledge → Demystifying climate change → Community-expert interaction → Systematisation and sharing (audio-visual, written, IEC)

Through such systematisation and generation of local data it is hoped to influence impact-driven research and policy-making. Such granular data provides local relevance to current 'top- down' universal approach to knowledge generation.

Click *here* to read detailed report of this study.

ARRIVING AS A MIGRANT INTO A CITY

A workshop on 'Arrival Cities: Researching the New Migrants' was conducted during March 9-10, 2023, to explore ways in which participatory research methodology can be deployed to undertake understand the experiences of navigating a city by new migrants. In partnership with Oxford University (UK), the workshop brought together researchers and practitioners engaged with urban migration issues.

Click *here* to read detailed report of this workshop.

ASPIRATIONS OF LOW INCOME URBAN COMMUNITIES

With support from Water Sanitation and Hygiene Institute (WASH Institute), a participatory research was conducted to help communities articulate their service needs and priorities, based on their daily knowledge of living in low-income settlements. Conducted in 16 informal settlements in four medium size cities of Maharashtra, opportunities for citizen participation in urban governance mechanisms were explored.

Click *here* to read detailed study.

LISTENING TO CITIZENS' VOICES

In partnership with ECORYS (UK), a participatory research study on 'Citizens' Voices' was conducted in rural and urban communities of Maharashtra, Odisha, Madhya Pradesh & Delhi. Voices from all communities indicated several positive impacts over the past decade - education, roads, toilets, electricity and water. Building on the SHG movement, several programs have contributed to women's economic empowerment. Their suggestions to further improve their lives were specific and doable.

Click *here* to read detailed study.

WOMEN'S DIGITAL TRUST

The large-scale government investment in digital public infrastructure such as identity (Aadhaar), payments (UPI), credit (OCEN) etc. can enable access to entitlements and services in healthcare, finance, agriculture, education, etc. Trust can play a key role in enabling and hampering its access and use. Given the gendered digital divide in India (as well as rural-urban divide), do women trust and use such digital platforms? Planned to be conducted in states of Jharkhand, Maharashtra, Odisha and Uttar Pradesh next year (in partnership with AAPTI Institute), design of participatory research methods was begun during this year.

Click *here* to know more about this study.

STRENGTHENING INSTITUTIONS

Strengthening capacities of development professionals (in government, civil society, academia - nationally and internationally) has been an ongoing program in PRIA since its inception. The principles of participatory research methodology, that value experiential knowledge, are the basis for designing and facilitating such learning programs that strengthen individual and institutional ownership and agency.

ORGANISATIONAL DEVELOPMENT IN NON-PROFITS

Begun last year, the program expanded considerably during this period. With support from the Ford Foundation, the *Capacities for Social Transformation and Empowerment (CAPSTONE) program* trained 65 medium-sized non-profits in three cohorts during the year.

To date, 31 organizations from all three cohorts have initiated some significant organizational change processes toward institutional strengthening. Topics covered so far in these cohorts are:

Strengthening Next Generation Leadership	Financial Management
Participatory Planning, Monitoring, Evaluation and Impact Assessment	Strategic Planning
Institutional Development	Leadership & Governance
Participatory Organizational Capacity Assessment	Management & Legal Compliance
Leadership & Team Development	

The high ratings of the post-workshop evaluations by the participants showed the higher relevance of the topics and contents covered in those workshops and the appropriateness of the pedagogy used in the workshops. In addition, the coaching and mentoring support in small groups and in-person visits to various organizations helped them to translate the learning into tangible efforts toward organizational changes and building institutional capacities.

Emerging lessons:

- There is a dearth of a comprehensive organisation development (OD) program that can address the emerging learning needs of medium-sized non-profits.
- These gaps have led to considerable demand for an OD approach through a 'whole of the system' interventions. A 'one size fits' approach, delivered through pre-packages, is not helpful for a large number of organisations.
- While using online technology has gained popularity post-pandemic, not all remotely-located, small/medium size organisations have hardware/software/human-ware capacities to use it for sustained training programs.
- The hands-on and onsite coaching and mentoring, following the classroom-based workshops, have resulted not only in faster absorption and utilisation of the learning but also in broad-basing the learning across the organisation by involving other members.

PRIA's expertise in institutional strengthening of development professionals and organisations is regularly sought nationally and globally. During the year at the invitation of International Labour Organisation (ILO), Malaysia, a training program on Organisational Development for 18 participants from civil society organisations working with migrant workers in Malaysia was organised during December 2022.

PARTICIPATORY EVALUATION

Building Capacity for Participatory Evaluation & Impact Assessment has been PRIA's pioneering contribution in national and international development programmes. Based on the principles of Participatory Research, this unique methodology provides endogenous and empowering voice to communities for whom such development programs are designed.

- Begun two years ago, the project to support Laureus Model City in north-east Delhi was concluded during the year. The enhanced capacities and ownership of impacts by partners in this program has begun to popularise participatory methodologies.

- As a follow up, one of the partners CEQUIN approached PRIA to support participatory impact assessment of their Kickstart project with adolescent girls in Nuh Haryana. This project is under implementation now.

- A project to build capacity online of practitioners on monitoring and evaluation (using participatory research methodology) of education projects from Nepal, Bangladesh and Philippines was begun during the year. Hybrid modes of delivery of capacity strengthening programs are becoming more popular and cost-effective.

Post pandemic, a number of workshops and learning events are organised online or in hybrid mode. PRIA's expertise is provided in such events, as below:

International

- Dr Kaustuv Bandyopadhyay gave address on the topic 'Civil Society Response to COVID-19 Pandemic: Contributions and Challenges' at the Civil BRICS organised by the China NGO Network for International Exchange and the School of International Studies, Peking University on April 27, 2022.

- Dr Bandyopadhyay along with Dr Catherine Etmanski, Dr Wanda Krause, and Ms. Susan Cline from the Royal Roads University (Canada) presented an article entitled 'Critical Adult Learning through a Virtual Field School in India' at the Annual Conference of the Canadian Association for the Study of Adult Education (CASAE) held during May 13 – 17, 2022.

- On the invitation of International IDEA to the Dialogue on 'European Union´s External Democracy Policy in the Asia/Pacific region' on September 1, 2022, Dr Bandyopadhyay spoke about the contemporary challenges to citizens and civil society engagement in democracy.

National

- Dr Kaustuv Bandyopadhyay facilitated a session and gave a lecture on 'An Introduction to Urban Local Governance in India' for the PSI India staff on April 11, 2022.

- On 20 April 2022, Dr Bandyopadhyay spoke on the topic titled "Broadening Citizen Participation in Urban Governance: Can Technology Help?" at a consultation on 'Decentralisation and Citizen Participation in Urban Governance and Urban Planning', organised by My City Our City – a coalition of civil society organisations working in Gujarat.

- The Inclusive Cities Centre (ICC) at the National Institute of Urban Affairs (NIUA) invited Dr Kaustuv Bandyopadhyay, to deliver a lecture on 'Creating Avenues for Citizen Participation: Participatory Planning and Social Inclusion' on May 27, 2022.

- On August 21, 2022, Dr Tandon delivered a talk on *'Entrepreneurship of Sustainable Livelihoods'* at Jaypee Institute of Information Technology, Noida, on World Entrepreneurs Day.

- Drs. Rajesh Tandon and Kaustuv Bandyopadhyay facilitated a workshop with the trainers from APMAS (Hyderabad) to reflect on participatory training and learning. This was held on September 27, 2022.

- On November 22, 2022, Dr Tandon was invited by Vishva Yuvak Kendra (Delhi) to speak at the Inaugural Session of the Training Programme on *'NGO Governance and Due Diligence'*.

- On December 12, 2022, Dr Tandon spoke at the Roundtable on the *'Contribution of Indian Civil Society Organisations to the Socio-Economic Development of India'*. On this occasion, Souvenir was released to commemorate Azadi ka Amrit Mahotsav.

- Dr Anshuman Karol was a key speaker in the session on 'Measuring for impact: Landscaping Learnings & Insights on Impact measurement, Evaluation, Efforts and Approaches' at the 4th edition of Global Evaluation Week 2022 (forum by Global Evaluation Initiative in collaboration with JPAL-South Asia) organised by DASRA.

- During December 22-24, 2022, Dr Anshuman Karol participated as a National Resource Person for training of National level Master Trainers on "Panchayati Raj Members and Health" and "SHGs in Community Action on Health" organised by NHSRC and NIRDPR at NIRDPR, Hyderabad.

- Dr Bandyopadhyay participated in the Eleventh Global Assembly of the World Movement for Democracy on 'Claiming the Democratic Future: Unifying Voices for a New Frontier', organised during October 25-27 in Taipei, Taiwan.

- As one of founding members of Asia Democracy Research Network, participation in annual Assembly in Indonesia in November 2022 this year focused on 'Resilience, Inspiration, Energy, Empowerment (RISE). Conversations deliberated on strengthening democracy in Asian region.

Asia Democracy Research Network (ADRN) was established in 2013 to strengthen the democracy-movements in Asia through knowledge generation, dissemination and convening.
Participatory Research in Asia (PRIA) is one of the founding members and co-coordinators of ADRN. Over the last 10 years, it has contributed to strengthening the research capacity in the Asian region by partnering with universities, academic institutions, think tanks and civil society.

INSTITUTIONAL GOVERNANCE

GOVERNANCE

The membership of the Governing Board for 2022-23 is:

Chairperson: Ms. Rita Sarin, Former Country Director, The Hunger Project, New Delhi.
Treasurer: Shri. Ravi Seth, Chartered Accountant from ICAI.
President: Dr. Rajesh Tandon, Founder of PRIA, New Delhi.

Members:
Shri. Satinder Singh Sahni, retired IAS Officer, based in Gurgaon.
Ms. Lalita Ramdas, Renowned Educator, based in Alibag, Maharashtra. (retired on September 30, 2022)
Ms. Sheela Patel, Founder Director, The Society for the Promotion of Area Resource Centres (SPARC), Mumbai, Maharashtra.
Shri. Ashok Kumar Singh, Founder Director, Sahbhagi Shikshan Kendra (SSK), Lucknow.

3 meetings of Governing Board members were held in the past year:
the 117th meeting of the Governing Board and Annual General Body meeting on September 21, 2022;
the 118th meeting of the Governing Board on February 4, 2023; and,
the 119th meeting of the Governing Board on March 25, 2023.

Committee on Gender Awareness and Mainstreaming in PRIA (CGAMP)

Adhering to its commitment to gender-justice, PRIA formed a Committee Against Sexual Harassment (CASH) in December 1998, which then in 2001 evolved into becoming the Committee on Gender Awareness and Mainstreaming in PRIA (CGAMP). Led by Nandita Pradhan Bhatt as its Presiding Officer, the other members of the committee include Anshuman Karol, Bindu Baby, Soja Saramma Mathew, Surjeet Singh and Bharti Sharma (Chairperson, Local Committee of the District of South East Delhi & Third Party Member).

A Senior Management Team at PRIA provides collective leadership, developing next line of leadership, programme strategy, resource mobilization, annual and bi-annual reviews, project planning, staff allocation, performance review and capacity building programmes for staff.

Over the past year, ten staff from the organization were nominated for capacity building programmes to enhance their skills and knowledge in Training of Trainers, digital and social media marketing, New Labour Codes and executive mentoring. Read *more*.

FINANCIAL SUMMARY

The audited accounts of the Society for Participatory Research in Asia (PRIA), together with the report of the Statutory Auditors, have been circulated. A summary of the Income and Expenditure Account is provided below. The Society continues to follow the guidelines suggested by the Institute of Chartered Accountants of India for Not-for-Profit Organizations in the preparation of financial statements wherever feasible. The liability for the grants remaining unutilized at the year-end has been accounted for as Grants in Advance. A proportion of funds received in the previous year amounting to ₹100.11 lakhs have been utilized in the current financial year. The Management Audit Report for the year has been discussed with the Governing Board.

Yours sincerely

Ravi Seth
Treasurer, PRIA
Statutory Auditors: Manohar Chowdhry & Associates, Gurugram

INCOME AND EXPENDITURE ACCOUNT

(Year ended March 31, 2023)
(In INR '000)

Year ended 31.03.2022	Particulars	Year ended 31.03.2023
	Income	
23,539	Education, Research & Training Income	16,546
16,952	Other Income	17,814
40,491	**Total**	**34,360**
	Expenditure	
26,091	Direct Project Expenses	18,311
8,095	Indirect Expenses	7,580
1,029	Depreciation	925
35,215	**Total**	**26,815**
5,276	**Excess of Income Over Expenditure**	**7,545**

Note: Extracted from Audited Statement of Accounts 2022-23

FCRA ACCOUNTS: RECEIPTS AND PAYMENTS ACCOUNT

(year ending 31 March 2023)

Particulars	Amount (₹)
Opening Balance	**1,47,36,257**
Receipts during the year	
Education, Research and Training Income	1,06,97,953
Other Income	4,48,225
Total Receipts	**1,11,46,178**
Payments during the year	
Educational and Social Programs	1,55,07,500
Administrative Expenses	23,51,416
Addition to Fixed Assets	4,06,142
Total Payments	**1,82,65,058**
Closing Balance	**76,17,377**

TEAM@PRIA (DURING 2022-23)

Accounts and Finance

Manager-Finance & Accounts – Praveen PV

Senior Accounts Officer – Soja Saramma Mathew

Administration, Facilities and HR

Assistant General Manager – Bindu Baby

Manager Administration – Chandra Shekhar Joshi

Administrative Officer – Dhan Singh

Hostel In-charge – Shanta

HR Executive – Surjeet Singh

President's Office

Senior Executive Assistant to the President – Surjeet Singh

Programs

Lead (Civil Society & Inclusive Urbanization) and Director – Kaustuv Kanti Bandyopadhyay

Lead (Gender) – Nandita Pradhan Bhatt

Lead (Governance and Climate Action) – Anshuman Karol

Lead (Youth Engagement) – Nikita Rakhyani

Senior Program Officers: Harshita Umrao, Kumari Shradha

Program Officers – Shruti Priya, Meghna Sandhir

Training Specialist: Yashvi Sharma

Research

Research Associate & India Coordinator, UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education – Niharika Kaul, Neha S Chaudhry

Senior Program Officer (Research) - Shruti Arora

IT, Knowledge Management and Communications

Head - Knowledge Management & Engagement - Sumitra Srinivasan

IT Officer – Sonu Kumar

Manager – Knowledge Management & Education – Sujit Kumar Sourav

Officer – Knowledge Management & Visibility – Linu Rachel Chacko

Assistant Librarian – Jatin Kumar, Shilpi Jain

PRIA@41

PRIA
Knowledge. Voice. Democracy.

ANNUAL REPORT 2022-2023

PARTICIPATORY RESEARCH IN ASIA

https://www.facebook.com/pria.india

https://twitter.com/PRIA_India

https://www.youtube.com/user/PRIAIndia

https://www.linkedin.com/company/pria-india

https://www.instagram.com/pria.india/