



PARTICIPATORY TOOLS

SWOT, PRA, Microplaning

SWOT Analysis

<i>Strength</i>	<i>Weakness</i>
<ul style="list-style-type: none">◆ Presence of technically skilled foresters/FG in each village area.◆ NGOs and Media support◆ Policy Support◆ Research Backup◆ Constructive Criticism by NGOs◆ People's Experience and Knowledge	<ul style="list-style-type: none">◆ Fears in the minds of foresters◆ Conflicts◆ Socio-cultural incompatibilities◆ Immature Recipient System◆ Increasing Biotic Pressure.◆ Limited and Scarce Resources.◆ Long Gestation Period◆ Non quantification/monetisation of intangibles◆ Lack of harmonized legal support

SWOT Analysis

<i>Opportunity</i>	<i>Threat</i>
<ul style="list-style-type: none">◆ Diversification◆ Value addition to NTFPs◆ Market developments◆ Backward and forward linkages◆ Linkages with Industry◆ Massive funding /Investments◆ Labour intensive activity◆ Serve the poorest in remote area◆ Vast patches of degraded lands◆ Productive asset creation◆ Entrepreneurial base for rural economy	<ul style="list-style-type: none">◆ The pace of formation of FPCs◆ Non flexible styles◆ Structural anomalies◆ Skill deficiencies◆ System incongruities◆ Style incompatibles◆ Behavioural inconsistencies◆ Non acceptance of interdisciplinary roles

Weakness

- Fears in the mind of foresters
 - ▣ No increase of Government Revenue
 - ▣ Loss of control, power, identity and intellectual mastery
 - ▣ Fear of frequent transfers and over sensitivity to allegations
 - ▣ NGOs closeness with authorities breeding sense of alienation
 - ▣ All success models are turning non-sustainable
 - ▣ JFM may delay the degradation but it is inevitable

Weakness

□ Conflicts

- role conflicts,
- resource need conflicts,
- management conflicts,
- social conflicts,
- cultural conflicts,
- conflicts within and with other departments.

Weakness

□ ***Socio-cultural incompatibilities***

- Identification of government officials as "Mai-Bap"
- Monopolisation of credit and market facilities by rural elites
- Demographic heterogeneity
- Polarisation of social energies
- Inferiority based on caste, income, occupation, land ownership
- In- built gender biases

Weakness

□ ***Immature Recipient System***

- No tradition of voluntarism
- Absence of equity in profit sharing
- No training to the rural residents to harness potential from productive assets sustainably
- Lack of concern for the commons

Weakness

- Long gestation Period
 - ▣ People expect quick and short-term economic returns
 - ▣ Relegate the long-term ecological security to least priority

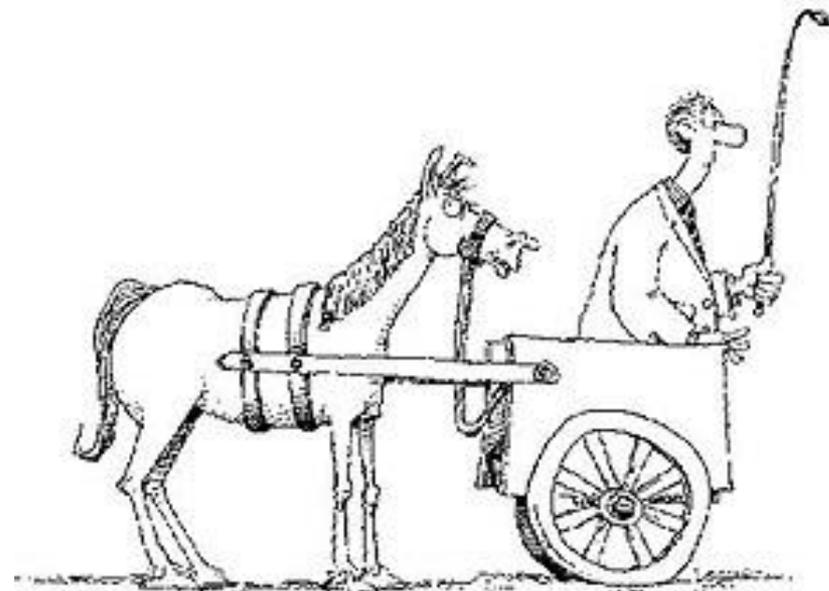
Incentives	UP	HP	Haryana
Economic Returns	3	4	4
Seasonal Employment	2	2	2
Entrepreneurial activity	5	5	1
Fuel wood /Fodder security	1	1	1
Long term ecological gains	6	6	6
Quantum of usufructs	4	3	3

Weakness

- ***Lack of harmonised legal support***
 - ▣ People resort to civil courts for disposal of their cases rather than forest administration

Threats

- ***The pace of formation of FPCs***
 - Hasty formation
 - Viability
- ***Structural anomalies***



**Hang on.. I must be doing something wrong..
How does that saying go again?**

Threats

- ***Skill deficiencies***
- ***System incongruities***

Threat- System Incongruities

- Communication
 - ▣ No listening practices by 28.7% foresters
 - ▣ Manifestation of people's anger
- Controls
 - ▣ Foresters perceiving less control due to increased transparency, RTI
- Planning
 - ▣ Considered irrelevant by 20.6%
 - ▣ No training provided 25.4%
- Motivation
 - ▣ Blocked promotion avenues

Threat – Style Incompatibilities

- Flexibility – rigid FD
- Leadership
- Women's participation – some favour and others not
- Lack of participatory decision making

Format for assessing bio-data of elected women representatives

Name: -----
Age: -----
Caste: -----
Educational qualification: -----
Position in the panchayat: Member/vice-chairperson/chairperson
Panchayat level: Village level/middle level/District level
Experience with local government institutions: First time/second time
Have you undergone any training: Yes/No
If yes, where: (Mention the place)
What type of training: (Mention title)

SWOT analysis

- To identify the extent to which the current strategy of development of women is relevant and capable of dealing with the changes taking place in the functioning of Panchayati Raj institutions.
- The trainees can be tested through a question and answer session either at the time of registration or at the time of counseling.

Test for women trainees

Yes

No

NR*

- Gram Sabha (GS) shall meet at least four times in a year
- All adults are GS members
- There is reservation for women as chairpersons
- Gram Panchayat (GP) has to prepare agenda for GS
- Quorum is required for passing resolution
- Village development is the major focus of the GP
- Social justice committee has to include Scheduled Caste/Scheduled Tribe women
- Panchayat assistant/secretary/clerk has to assist Sarpanch/President/Pradhan
- There are different types of GP meetings
- GP should meet once in a year
- GP is under the control of the BDO (block development officer)

(*NR: No response)

<i>Strength</i>	<i>Weakness</i>
Possess inherent knowledge and skill	Illiterate
Familiar with local community	Less competent
Easy accessibility to local culture and tradition	Male-dominated social values
Moderately mobilize women participants	Gender bias

<i>Opportunities</i>	<i>Threats</i>
Efficient leaders	Male domination suppressing
Best resource persons	More counseling and mentoring
Transfer knowledge and skills	Opportunity denied to other women
First lady of the village	Marginalized benefit

Characteristics of SWOT

- SWOT instrument is intended to highlight
 - ▣ Dominant and determining factors,
 - ▣ Within and outside of the organisation,
 - ▣ Produce relevant strategic guidelines by linking the project to its environment,
- Aim of the SWOT is to increase level of information and reduce uncertainty.

Elements of SWOT

- A Strength
 - ▣ resource or capacity of the project that can be used effectively to achieve its objectives
- An Opportunity
 - ▣ any favourable situation in the project's environment
- A Weakness
 - ▣ limitation, fault or defect of the project that will keep it from achieving its objectives
- A Threat
 - ▣ unfavourable situation in the project's environment that is potentially hampering the success of the project

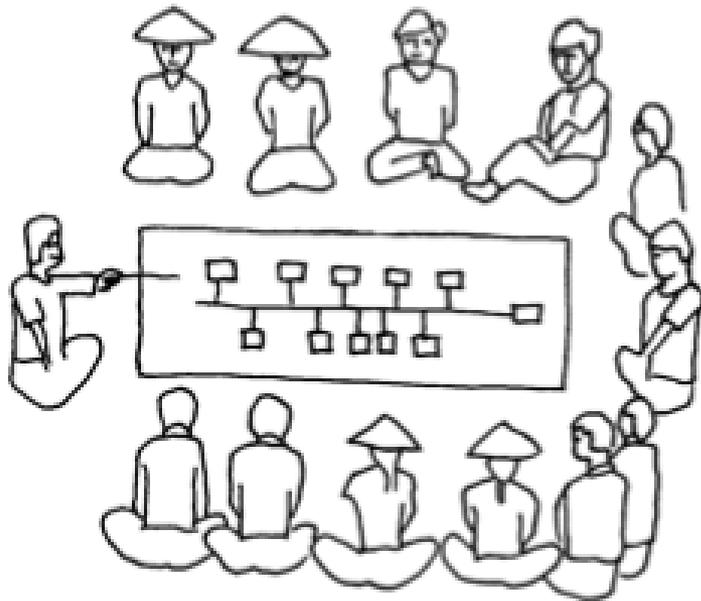
Actions to be Undertaken



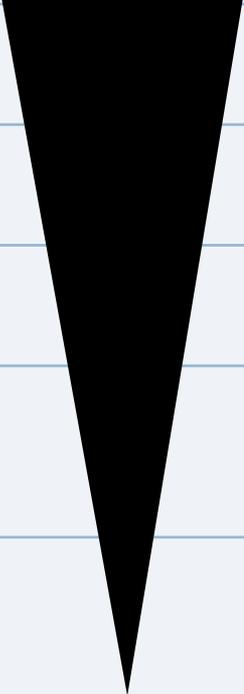
- BUILD on strengths
- ELIMINATE weaknesses
- EXPLOIT opportunities
- MITIGATE the effect of threats

What is PRA

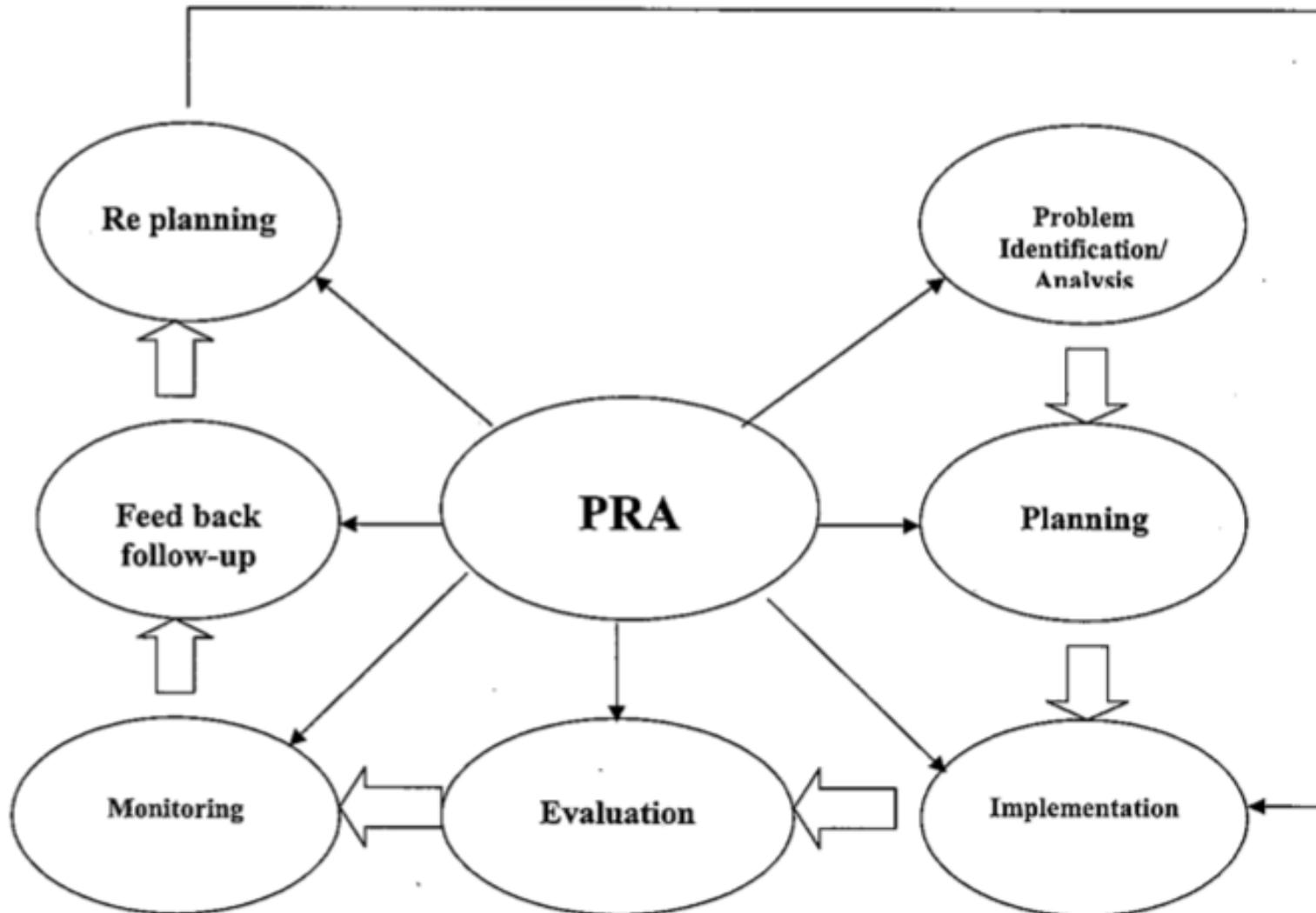
It is a set of tools and techniques used with households to gather and analyse information on community resources, problems, potential and needs



Participation

Mode of participation	Type of participation	Outsider control	Potential for sustaining local action and ownership
Co-opted	Tokenism, manipulation, representatives are chosen, but no real input or power		
Co-operating	Tasks are assigned, with incentives; outsiders decide agenda and direct the process		
Consulted	Local opinions asked, outsiders analyze and decide on a course of action		
Collaborating	Local people work together with outsiders to determine priorities. Responsibility remains with outsiders for directing the process		
Co-learning	Local people and outsiders share their knowledge to create new understanding and work together to form action plans, with outsider facilitation		
Collective action	Local people set their own agenda and mobilise to carry it out, in the absence of outside initiators and facilitators		

PRA can be used every stage of development cycle





- **Components:**

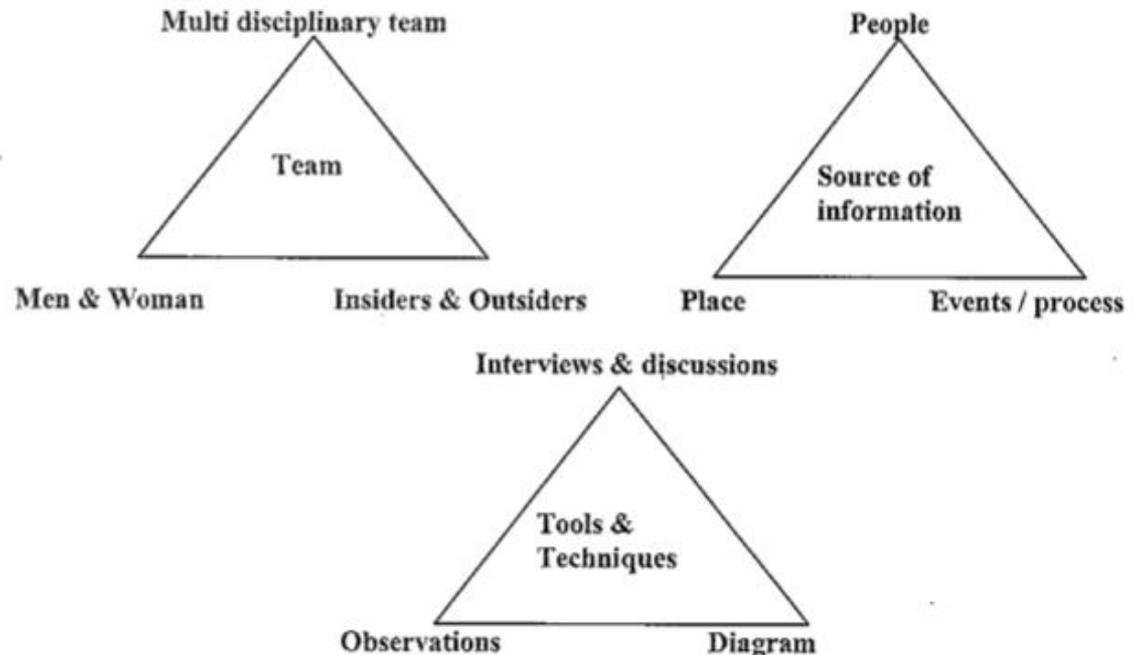
- People
- Knowledge
- Participation
- Planning
- Action

- **It is a combination of different approaches to**

- Share
- Enhance
- Analyze
- Plan
- Act

Principles of PRA

- Participation in
 - Contribution
 - Organization
 - Empowerment
- Triangulation



Principles of PRA

- Lead with approximation not the absolute
- On the spot analysis

First round information gathering

On the spot analysis

Second round of information gathering

On the spot analysis

- Principle of unlearning
- Accept creativity and innovation of people
- Respect other's view

Principles of PRA

- Embrace errors
- There is no solution for all the problems
- Believe in the capacity of people
- People know better than us
- Look at the objective and choose right tool
- Learning by doing

Basic Elements of PRA

- Attitude and behaviour – unlearn, sit down, listen, respect
- Sharing
 - ▣ Villagers share their knowledge
 - ▣ Foresters share
 - Learning experience
 - Training camps
 - Methods
 - Ideas
- Methods

Do's and Don'ts

Do's	Don'ts
Prepare a check list	Don't interpret
Relax	Don't accept first chances
Explain clearly who you are and what you are for	Don't ask leading questions
Understanding between the team members	Don't supply answers
Interview is for a purpose	Don't dominate the proceedings
Use the tips	Don't express disbelieves by words or deeds
	Don't use technical words
	Don't act.Let the people act
	Don't give too much expectation to the people
	Don't be too quick in the process
	Q- Avoid questioning the feelings of people
	S-Avoid offering solutions
	C- Do not criticize or ridicule their idea
	O- Avoid ordering them
	T- Don't threaten them of bad consequences

Myths about PRA

- ❑ It is an easy process
- ❑ It is quick
- ❑ Anyone can do it
- ❑ It is just a fancy technique
- ❑ It is rigid
- ❑ It has no theoretical base
- ❑ It is a new invention
- ❑ Training is the answer

Obstacles in way of Participation



- ❑ Lack of information
- ❑ Corruption and bureaucratization
- ❑ Lack of transparency and openness
- ❑ Disregard of local people's knowledge, skills & abilities
- ❑ Tendency to stereotype
- ❑ Inability to work with differences

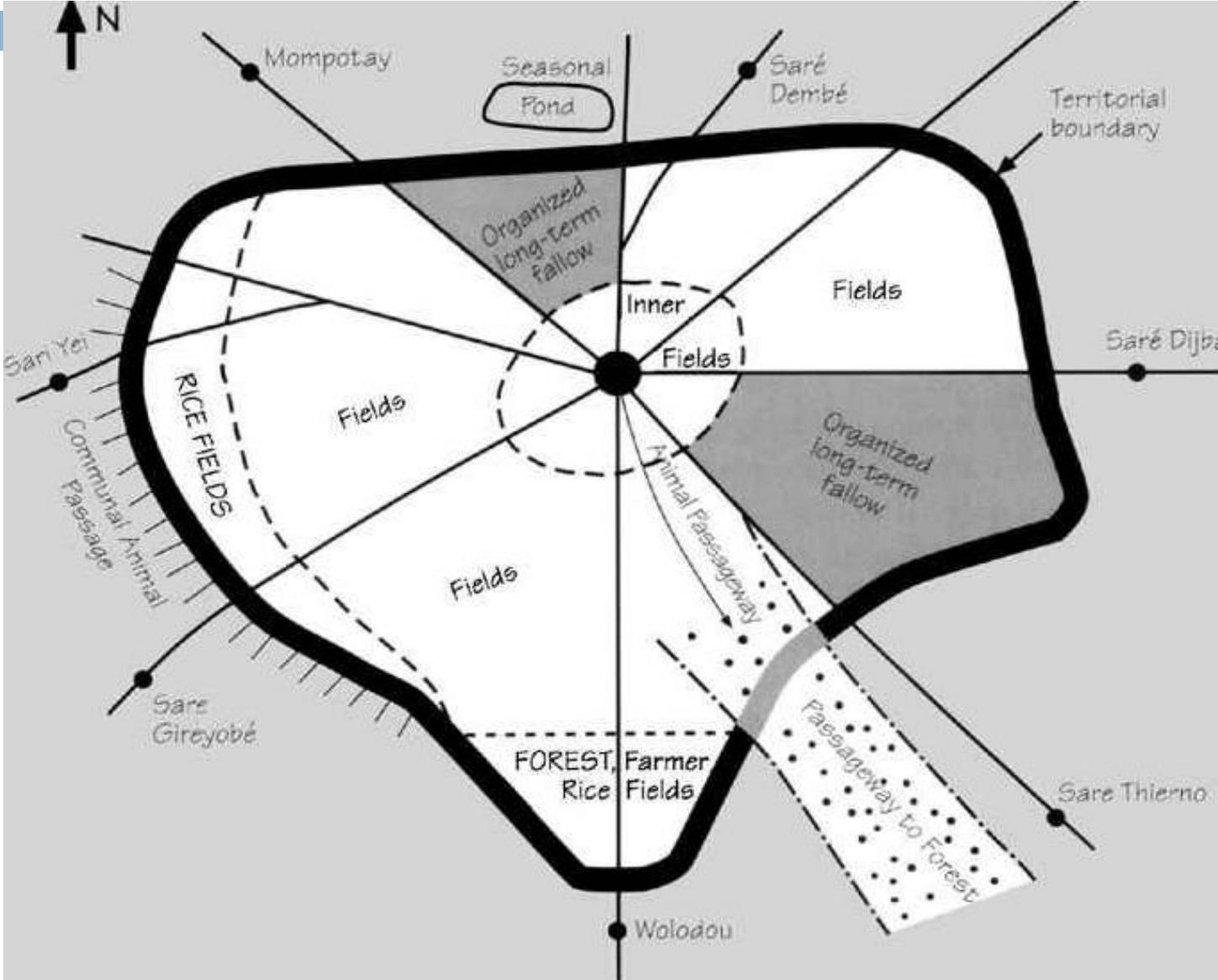
PRA Steps

- Situation analysis
- Tool to tool cross checking
- List out problems
- Prioritize
- Problem analysis
- Options/solutions
- Option analysis – based on productivity, stability, and equity
- Option assessment

Organization of PRA topics

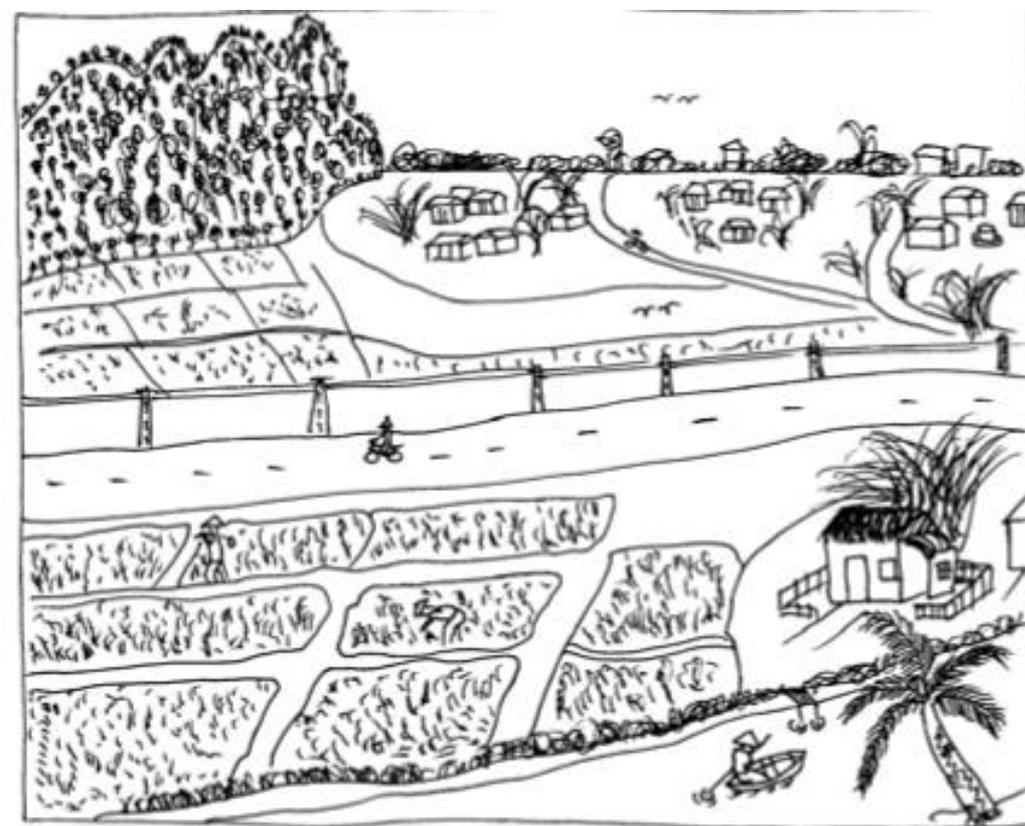
1. Selection of PRA members
2. Objectives
3. Formation of sub-topics
4. Selection of methods, designs and respondents
5. Interviews
6. Sub-team meeting
7. Whole team meeting
8. Microplan

Participatory Mapping



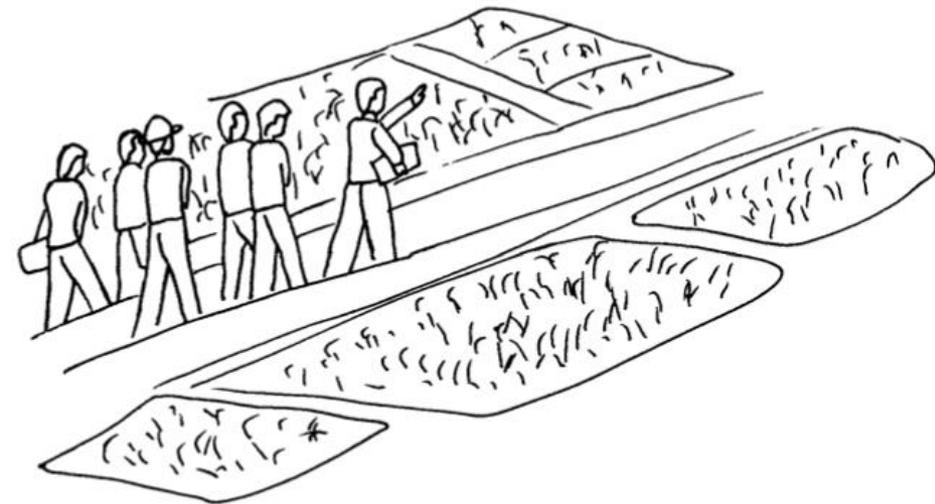
Village Resource Map

- Visual representation of village and resource types
- Identify scarce/abundant resources



Transect Walks

- Facilitates discussion on status, problems and potential of different land types



Transect Walks

Zone	Forest	Far Fields	Near Fields	River/banks
Occupation of space				
Trees				
Tenure Observation				

Transect Walks

ZONE	FOREST	FAR FIELDS
OCCUPATION OF SPACE	Trees, charcoal kilns, sacred grove in part of forest, animal passageway to ponds	Men's fields, pasture during dry season
TREES	Dense trees, more than 50 species	Sparse trees, dominated by 5 species, some trees fenced
TENURE OBSERVATIONS	Strict rules concerning sacred forest, rest of forest is open access for harvesting tree products No trees may be cut without permission of forestry agent (charcoal makers are supposed to have permit)	Fields are privately held during rainy season and access to all resources is controlled Becomes open access to village residents during dry sea son, others must ask permission All fenced trees require owner's permission to harvest

Transect Walks

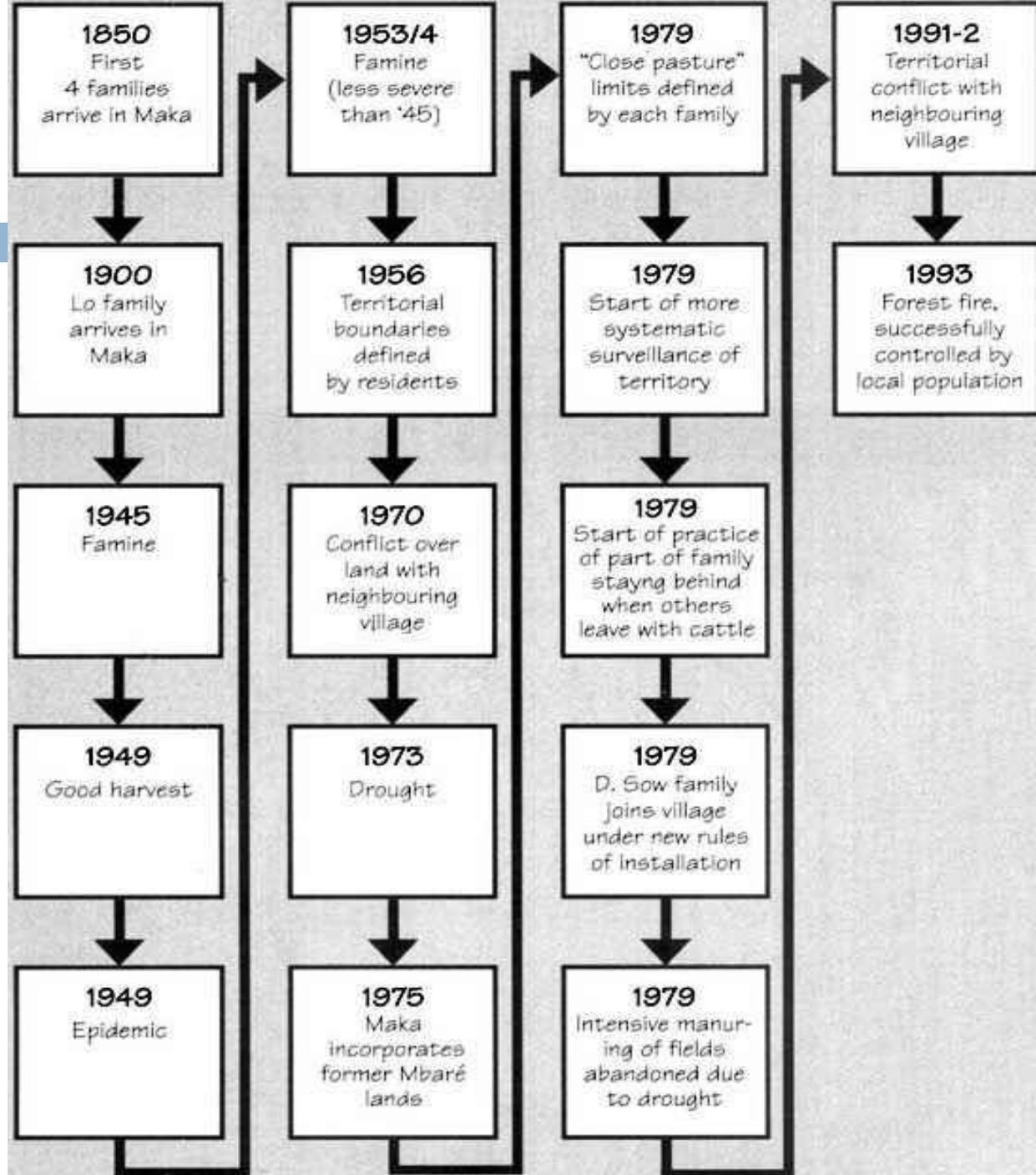
ZONE	NEAR FIELDS	INHABITED VILLAGE	RIVER/BANKS
OCCUPATION OF SPACE	Women's fields, granaries, mil let pounding areas Fields are well manured and fenced	Houses, stables, wells, infrastructure (school shop, and health facility)	Fishing, washing, laundry
TREES	Many trees, mostly fruit trees	Many trees, mostly fruit and shade trees	Mangroves
TENURE OBSERVATIONS	Rules of access and use are very strict in near fields Women have permanent rights to these fields that are transmitted from mother to daughter Access to all trees is forbidden without permission of holder	Village has recently been 'squared off' by the authorities and many conflicts have resulted since people lost trees that they had planted before the new parcels were allocated	Fishing rights are carefully controlled; catch limits are imposed by committee of fishermen. Other uses of river and banks are open access to residents and non-residents. Degeneration of mangrove swamp due to excessive cutting for fires for fish drying.

Historical Profile



- Identify key events and trends – positive/negative

Historical Profile



- Venn Diagram
- Wealth Ranking
- Matrices

	Nhóm 1	Nhóm 2	Nhóm 3	Nhóm 4
	~~~~~ ~~~~~	~~~~~ ~~~~~	~~~~~ ~~~~~	~~~~~ ~~~~~
	~~~~~ ~~~~~	~~~~~ ~~~~~	~~~~~ ~~~~~	~~~~~ ~~~~~
	~~~~~ ~~~~~	~~~~~ ~~~~~	~~~~~ ~~~~~	~~~~~ ~~~~~
	~~~~~ ~~~~~	~~~~~ ~~~~~	~~~~~ ~~~~~	~~~~~ ~~~~~

Resource Use Matrix

RESOURCE USE MATRIX								
	GENDER		WEALTH			PROVENANCE OF USER		
	Men	Women	Richer	Average	Poorer	Villager	Neighbouring village	Stranger
Cropland	12	2	10	8	5	10		
Kitchen Garden Land	3	10	10	10	10	10		
Tree Wood	6	6	5	6	10	6	4	5
Tree Leaves	3	13	6	3	10	5	3	
Medicinal Plants	6	8	2	3	8	5	3	12
Grasses	10	4	9	5	2	6	4	

Conflict Matrix

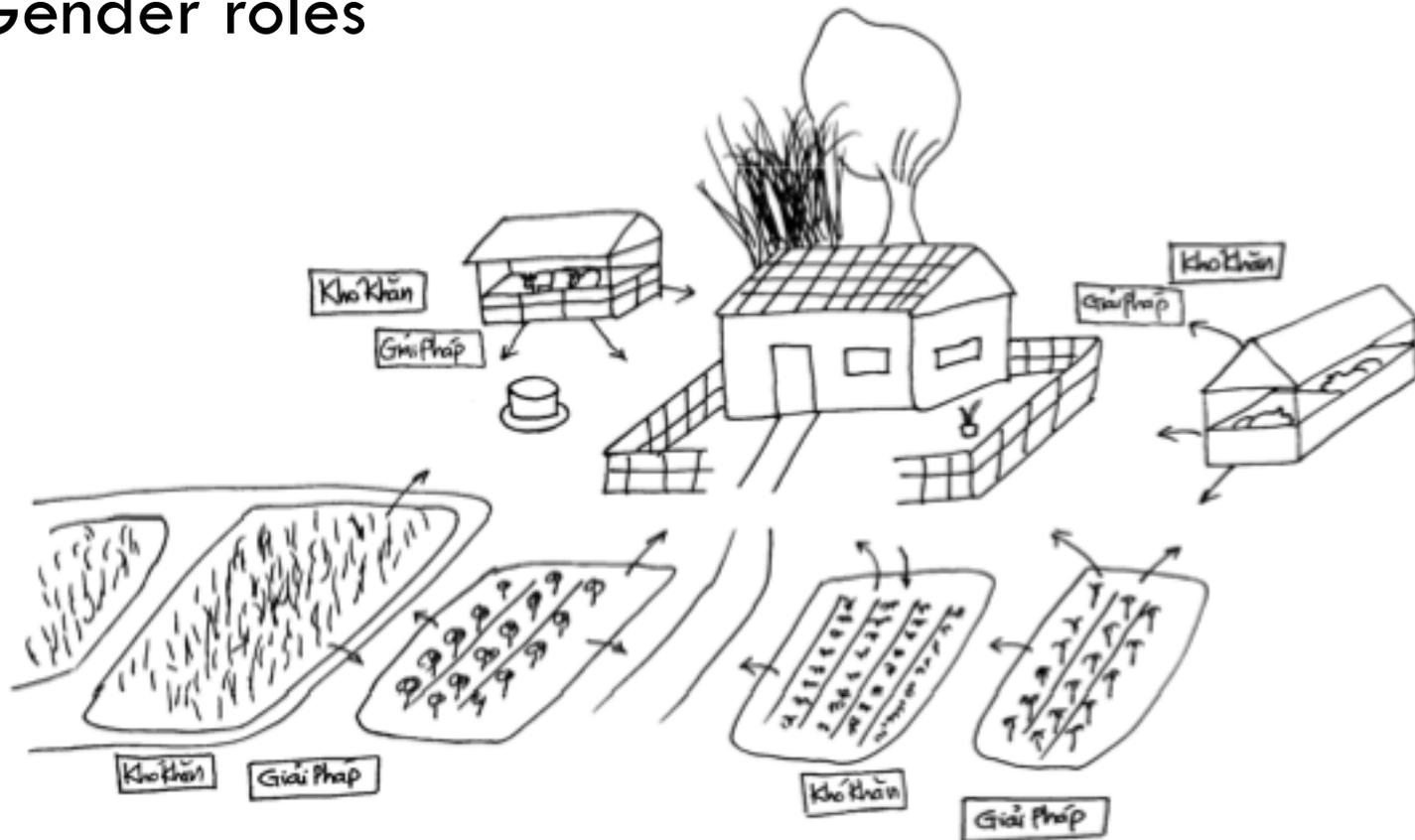
	Within				
	Household	Village	Neighboring villages	Strangers	State
Trees					
Pastures					
Cropland					
Water					

Historical Matrix

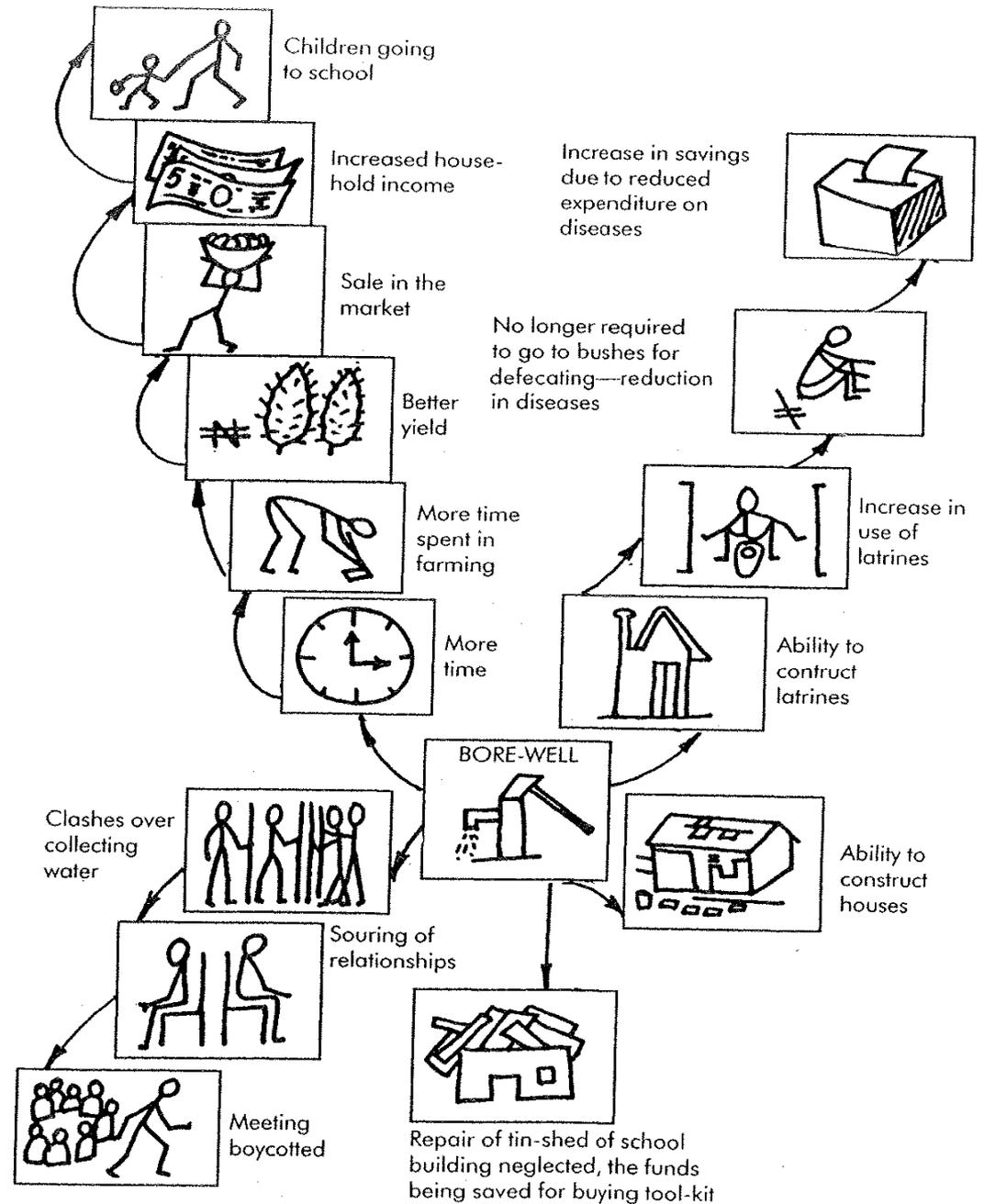
	When elders were children (1935)	Year of Independence	Year school was built	Present
Population of village				
Area under cultivation				
Size of trees				
Density of trees				
Diversity of trees				
Frequency of conflicts				
Intensity of state intervention on community resources				

Linkage Diagrams

- Resource flow
- Gender roles



Impact diagram



Micro-planning

- A spatial development planning which tends to utilise all kinds of available resources – natural, human and others to the fullest extent
- Is concerned with the ordering of human activities for socio-economic transformation in “supra-local space”
- Aims at identifying positive and negative impacts of PA on people and vice-versa
- Draw up plan to mitigate negative and enhance positive impacts

Micro-planning

- Mutually approved
 - Objectives
 - Investments
 - Inputs
 - Obligations on both sides
 - Implementation schedule
 - Monitoring indicators
 - Agreements on costs and benefit share
 - Administrative arrangements and trainings

Principles of Micro-planning

1. Participation of local community
2. Empowerment of local community
3. Continuous process of learning
4. Informed of local customs, traditions,
5. Based on informed judgment and qualitative data
6. Locally undertaken and controlled
7. Flexible to allow mid-way corrections to include
 1. Changes
 2. Assimilate lessons of experience
8. Socially acceptable, strategically sound, environmentally and economically sustainable