

# Community-based Sustainable Forest Management for Water Resources Conservation in Manipur

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**India**

**Guideline**

**Participatory Rural Appraisal (PRA)**

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# Community-based Sustainable Forest Management for Water Resources Conservation in Manipur **India**

**Guideline**

**Participatory Rural Appraisal (PRA)**

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## Abbreviations

<b>COSFOM</b>	Community-based Sustainable Forest Management for Water Resources Conservation in Manipur
<b>CF &amp; WCS</b>	Community Forestry and Water Conservation Society
<b>CAP</b>	Community Action Plan
<b>DPMU</b>	District Project Management Unit
<b>EPA</b>	Entry Point Activities
<b>FSU</b>	Field Support Unit
<b>GOI</b>	Government of India
<b>IGA</b>	Income Generating Activities
<b>ITK</b>	Indigenous Traditional Knowledge
<b>MFD</b>	Manipur Forest Department
<b>NGO</b>	Non-governmental Organisation
<b>NRM</b>	Natural Resource Management
<b>PEA</b>	Project Executive Agency
<b>PRA</b>	Participatory Rural Appraisal
<b>PIC</b>	Project Implementing Consultant
<b>SSI</b>	Semi-structured Questions
<b>SWOT</b>	Strengths, weaknesses, Opportunities and Threats
<b>VA</b>	Village Authority
<b>WRCC</b>	Water Resources Conservation Committee
<b>WRCG</b>	Water Resources Conservation Group

## 1. Background

Community-based Sustainable Forest Management for Water Resources Conservation in Manipur (COSFOM) is a development project of the Government of India (GoI) supported by the Deutsche Kreditanstalt für Wiederaufbau (German Development Bank, KfW) within the context of the Indo-German Program on Climate Change Adaptation in the Himalaya. The project is implemented by the Manipur Forest Department (MFD, the Project Executing Agency) and managed by the Community Forestry and Water Conservation Society-Manipur (CF & WCS). The first phase of the project is designed for 7 years from 2018 to 2025.

The overall project outcome is formulated as '*Climate resilience of upper watershed ecosystems is improved or sustainably restored and the adaptive capacity of forest dependent communities is increased (through sustainable forest management and water resource conservation)*'. The project will work in five sub-watershed areas – upper and lower Thoubal sub-watersheds in Ukhrul district; and upper and lower Imphal sub-watersheds and Singda sub-watersheds in Kangpokpi district - and aims at delivering four results:

1. Participatory watershed planning, coordination and monitoring;
2. Restoration and sustainable management of upper watersheds;
3. Security and improvements of livelihoods;
4. Capacity building for community based watershed management.

## 2. Importance of PRA in COSFOM

COSFOM follows a participatory community-based approach. In order to facilitate the genuine participation of local communities and to ensure the structured collection, documentation and management of local knowledge, the project will apply participatory tools of data collection and learning (Participatory Rural Appraisal tools). Given the multiple thematic focus of the project, the PRA tools need to be defined in a manner, which the results to be generated by them to be used for multiple thematic purposes, including for community forestry, livelihood improvement, watershed management, etc.

The present guideline is intended for use primarily by the staff of Field Support Units (FSU) and WRCC key informants. The FSUs are staffed by Deputy Range Officers and Forest Guards, who are the local representatives of the PEA responsible for implementing project activities at the community level. It is also targeted to key informants of the village whose role is important in the PRA exercise. The guideline helps in ensuring the standardization of participatory methods across communities targeted by the project.

Very importantly, the guideline will also lead the work of the NGOs to facilitate the engagement of local communities into project activities.

Furthermore, the guideline may be referred to by WRCC members in order to gain a better understanding of the background and purpose of the various PRA exercises.

## 3. Introduction

Participatory Rural Appraisal is a methodology/approach for interacting with local communities, understanding them and learning from them. It is a way of learning from and with the community members to investigate, analyse and evaluate constraints and opportunity and make informed and timely decision.

It involves a set of principles, a process of communication and a menu of techniques for seeking villagers' participation. It is meant for generating different data for planning and implementing the Project. It is intended to enable local communities to conduct their own analysis and to plan and take action (Chambers R. 1992). The basic principle is to learn from rural people.

PRA helps communities to:

- Mobilize their human and natural resources
- Define problems
- Consider previous successes and failures
- Evaluate priorities and opportunities
- Prepare a systematic and site specific plan of action (CAP)

## 4. Principles of PRA

There are five key principles that form the basis of any PRA activity, irrespective of the objectives or setting:

- **FLEXIBILITY** - Process of PRA is flexible and the combination of techniques that is appropriate in a particular development context will be based on such variables as size and skill mix of the PRA team, the time and resources available, and the topic and location of the work. There is no set rules to go about conducting PRA and as such, the team may improvise as deemed suitable for the situation.
- **TEAM WORK** - Generally, a PRA is best conducted by a local team (speaking the local languages) with a few outsiders present, a significant representation of women, and a mix of sector specialists and social scientists, according to the topic.
- **OPTIMAL IGNORANCE** - To be efficient in terms of both time and money, PRA work intends to gather just enough information to make the necessary recommendations and decisions, not collecting information that is not needed.
- **TRIANGULATION** - This basically means cross-checking of information from different sources and using different tools.
- **TIME** - The process should not be unduly hurried or rushed; however, it should focus on the relevant information collection that need to be used.

### 4.1 Purpose of PRA Exercise

Purpose of the PRA for information collection must be understood so that only information relevant and necessary for the purpose are collected efficiently and effectively. Main purpose for COSFOM are as follows.

1. Information collection to prepare plans for various COSFOM relate programs such as community forestry, forest management, riparian buffer management, livelihood improvements, entry point activities and other rural developments, springshed management, torrent control measures and others;
2. Organisational capacity building of the WRCG/WRCC to sustainably institutionalise this community based organisations;

3. To support the participatory Monitoring & Evaluation at WRCG/WRCC and DPMU/FSU and
4. Any other COSFOM related resource information and follow up.

Note that the results of the PRA exercise are not final and have to be verified with other sources so that the information are correct and relevant.

## 4.2 Things to keep in mind for a successful PRA

- Offsetting Biases - Having different perspectives, methods and tools, sources of information, people from different background, and places, background of team is key for a non-biased PRA.
- Rapid and Progressive Learning - Learning and working along with villagers will reveal different depths of understanding of physical, social, and technical knowledge. It is the duty of the facilitators (Ref. PRA team) to explore, be flexible, seek opportunities, and improvise.
- Ensure gender sensitive approach at all times and make sure women are part of the key informants to ensure they are heard as well and take part in decision-making.
- Reversal of roles – There is a need for change of mindset of the PRA team that the PRA exercise centers around learning from, with and through the community, and to realize that it is about seeking, understanding and appreciating indigenous knowledge.
- Seeking for diversity and differences - during PRA, diverse opinions and solutions will emerge for the same problem. Such diversities of perceptions need to be appreciated and not ignored.
- Crosscheck of findings/solutions by using different methods/ tools (e.g. triangulation).
- Community interaction - For the PRA to be successful it is most important to build a positive relationship with the community (women and men). The facilitators must have an attitude of respect, humility, patience, and a willingness to learn from the community.
- Understanding the role of facilitator: The main theme of COSFOM is community-based forest management and the project is implemented by the Forest Department. When applying participatory methods, foresters need to undergo a paradigm shift in the way of their interaction with local community members from a top-down approach that characterizes traditional forestry to an open and facilitating bottom-up approach. The most important differences between the two approaches, which need to be considered for successful application of PRA are summarized in the table below:

### Role of forester as a controller vs. facilitator:

Traditional Forestry	Community Forestry
Regulates	Facilitates
Implements	Advises
Enforces regulations	Monitors implementation
Applies technical knowledge	Learns from people
Confronts	Cooperates

## **5. Role of PRA Team Members**

### **5.1 PRA Team Formation**

A good PRA should be carried out by an interdisciplinary team of practitioners. There will be a great deal of diverse information where only an interdisciplinary team may be able to sort out and understand effectively. Furthermore, a PRA team should have pre-requisite knowledge of the village in relation to resource uses/practices.

The team may be composed of 1) a facilitator/team leader 2) a note taker 3) two or three Project staff representing different sectors 4) NGO and 5) key informants identified in the village/WRCG.

The team members should be same throughout the PRA exercise in a given village. Ensure that same team are working together during the whole process unless there are any unavoidable circumstances to some members. This will also apply to PRA participants from the village.

### **5.2 Roles of different PRA Team Members**

Since PRAs will be conducted in different villages simultaneously, the team will be drawn mostly from the DPMU and FSU level, supported by NGO staff and key informants identified in the Village. PMU staff should also participate in some of the PRA to the extent possible given that the PMU has a very lean team.

The team members must identify topics, sub-topics or checklists on which to build questions before going to the fields. It is recommended that the team members stay together until the end of the process to make working objectives achievable. Although there are set guidelines on how to proceed in conducting PRA and in using specific tools and techniques before and during the field works, it is recommended that the team chooses an approach that is relevant and suitable based on the situation.

The role of the team leader is to facilitate close cooperation and to remain focused with the objectives. The role, who does what should be discussed among the members and should also be agreed by all while assigning the roles.

### **5.3 Key Facilitators and their Roles**

Among the team a small group of facilitators of about five to 10 members represented from various above groups should jointly exercise on the PRA exercise approach, information collection with tools/ methods to be used, timetable on exercise to be conducted and agree among the team members. Identify proper representatives from WRCG members, including women and disadvantaged groups.

1. Develop a list of information that are to be collected;
2. Identify PRA tools to be applied for information collection. Discuss level of information to be collected, what PRA tools are to be used and discuss in depth if the tools are relevant or not.
3. Prepare village profile and forestry profile collecting the information from Village Authority, from secondary information such as forest working plan, various documents, and various departments. This will help the team to understand the village situation and availability of information about the village.



4. Develop key questions/information list by various subject matters. Main area of PRA exercise are
  - a) Forestry/biodiversity
  - b) Traditional/indigenous forest management
  - c) Forest/riparian management
  - d) Livelihood improvements
  - e) EPA/other infrastructures/income generating activities
  - f) Watershed management, spring shed, torrent control
  - g) Other relevant information
  - h) Agree among the team on the information collection list, questionnaires and tools to be used.

Upon finalisation of the PRA approach and methods, agree on the individual task assignments. Main players are as follows.

### 5.3.1 Role of the Facilitator/Team Leader

#### Logistics

1. Overall responsible for all organisational and logistical matters concerning the PRA exercise;
2. Assign the note taker and other supporting facilitators;
3. Arrange the seating arrangements, preferably round instead of class room style;
4. Make sure that all participants can see each other, exercise board/papers, and listen well;
5. Confirm the venue as appropriate and comfortable to participants;
6. Prefer to conduct in local language so that the participants can express easily and comfortably.

#### PRA Exercise

1. Introduce the PRA tools to the group and make the community understand the process and willing to participate;
2. Introduce the team and purpose of PRA exercise including how it will be conducted and schedules; anybody anywhere as they fill comfortable
3. Moderate the process, ensuring that reserved/shy people, women or disadvantaged members are able to express their opinions;
4. Ensure that the group keeps to the topic but is also flexible in handling additional important information;
5. Rephrasing, if felt required, what people say in order to ensure good understanding of the discussions;
6. Support the note-taker in gathering all relevant information and assists him in filling the documentation sheet after the group work has finished;
7. Time management – make sure that the participants are taking interest in the exercise, and better to stop if they are slowly leaving;
8. For every new PRA exercise to start, always provide the purpose and expected results;
9. Play game or brain storming exercises in time to time so that the participants are active and enthusiastic in the exercise

10. Use simple language (do not use jargons so that the participants do not understand or ignore) for correct communication;
11. Assess and make sure that the participants are aware and understand the exercise;
12. Encourage the participants and motivate them, do not only speak one sided. Keep a low profile. There should be ample opportunities to discuss among the participants;
13. Provide sufficient time for all participants to express their opinion, encourage shy people, women or disadvantaged people to speak, do not interrupt;
14. Allow the participants to lead the discussions;
15. Keep a low profile during the event;
16. Focus on the topic and maneuver to the point if the discussions are deviating from the targeted topic/s;
17. Facilitate the summarizing and documentation process based on the inputs of the note-taker;
18. Change the facilitator (backup facilitator) as necessary.

### 5.3.2 Role of Note-taker

While applying the PRA tools, the note-taker writes down all important information and relevant observations.

- Bring the necessary material
- Observe the event from the background
- Note down all important information
- Maintain a checklist showing relevant topics
- Take note of the details of the meetings
- Assist the facilitator in an indirect way by moving the discussion in certain directions
- Support the facilitator directly by asking questions, if required.
- Document the PRA exercise - record the proceedings of the PRA in co-ordination with the facilitator
- Transform the proceedings and the PRA notes into useful results and present the results to the PRA team in the condensed form

### 5.3.3 Village PRA Participants

PRA participants from the villages should be well represented from WRCG members and knowledgeable about the village and local resources. It can include as follows but not limited to

1. WRCG members households including women, disadvantaged, and others
2. WRCC officials
3. Representatives from VA
4. Others if any

## 6. PRA Techniques

### 6.1. Visualisation & Documentation

The people themselves create diagrams and maps by using symbols they develop or define.

This helps the villagers to understand the process and to modify them in a creative way if necessary.

### 6.2 Sequencing

Different PRA tools are combined in a specific order to achieve the goals of the PRA process: building relationship with the people, empowering the people, training them to increase their analysing and problem solving capacities and validating of the data.

### 6.3 “Optimal Ignorance”

This means not trying to find out more than is really needed and not trying to measure what does not need to be measured, or not measuring more accurately than is necessary for practical purposes. Ranking and scoring are preferred than exact measurement.

The main reason is that it is easier, time-efficient and more cost effective to get such information, which is enough for decision-making.

## 7. Preparations before the PRA

**Establish a PRA Team:** Ensure that the team is multidisciplinary and has respect and empathy for the community (Ref. section 2.2).

**Preliminary Visits to the Community:** Preliminary visits are made to make the community leaders understand the purpose and to assess their availability.

**Developing PRA Schedule:** Once preliminary meetings have been held with the community leaders, the PRA team will schedule the exercise based on the availability of the community, their commitment and tools that may be required for the information sought.

## 8. PRA Tools

COSFOM needs information for the various plan preparation such as forest management, community forestry, riparian buffer management, livelihoods, livelihood related infrastructures (EPA), selection/preferred of tree species, fruit trees and other village and WRCG members related information.

It is important to consider what tools will be applied for what information in order to ensure the time of the community is not unduly utilized (PRA tools applicability matrix is elaborated in Annex 1 to this guideline).

PRA offers a "basket of tools and techniques" from which those most appropriate for the Project can be selected. While sensitive topics are often better addressed in interviews with individuals, other topics of more general concern are amenable to focus group discussions and community meetings.

During these interviews and discussions, several diagrammatic techniques are frequently used to stimulate debate and record the results. Many of these visuals are not drawn on paper but on the ground with sticks, stones, seeds, and other local materials, and then transferred to paper for a permanent record. It is important that the participants use the tools themselves.

## 8.1 Semi-Structured Interview (SSI)

**Purpose:** To gain information from an individual or small group on an issue.

**Description:** Semi-structured interviews are guided conversations where open-ended questions requiring broad answers are asked, which do not constrain the conversation, and new questions are allowed to arise as a result of the discussion. This is different from questionnaires and surveys where there are very structured questions that are not deviated from. A semi-structured interview is therefore a relatively informal, relaxed discussion based around a predetermined topic.

A semi-structured interview is a PRA method that engages villagers in a conversation through a series of guided questions (not structured questionnaire) relevant to the villagers. Important information is generated by talking with villagers about topics that interest them. SSI can be used with individuals.

The process of a semi-structured interview involves the interviewer presenting the context of the Project and its objectives to the interviewee or interview group (such as a family or household). The set of questions are prepared but open, allowing the interviewees to express opinions through discussion. Training people to conduct a semi-structured interview is important and practice is required to become an effective interviewer.

While interviewing questions are framed using, why, how, when, where, who, and what to probe and elicit response.

**Procedures** for a semi-structured interview:

1. Prepare a checklist of topics and guiding questions for discussion and record these in a notebook.
2. Select individuals, key informants, interest groups, or other small groups of villagers to interview. Get a good representation of the villagers- spatial, gender, wealth class, etc.
3. Observe proper interviewing techniques, do not imply or steer answers how you want them to be.
4. Use the checklist of topics and guiding questions (see sample) but allow flexibility in the conversation so that issues can be explored as they arise.
5. Probe (use relevant follow up questions as needed).
6. Ask questions that are relevant to the villagers being interviewed (individual or group).
7. Use open-ended questions (not answerable by yes or no only).
8. Some questions can be presented in a way that the response will be relevant instead of direct question.
9. Record the important points in each interview in a notebook.
10. Modify the checklist of topics and guide questions as new issues arise during the conversation.

## 8.2 Maps

Participatory mapping is one of the most versatile tools and is powerful in generating pictures on any aspect of the physical reality. These maps cannot be compared with the geographical maps which are often also difficult to understand by villagers.

The products of participatory mappings are documentation of mental maps and can be different for different groups of people of the same village (e.g. men, women). Participatory mapping can include a range of items viz. infrastructures, natural resources, land ownership, settlement pattern, soil types, cropping pattern etc.

Usually the maps are drawn on the ground by villagers. During the process of the mapping, some people will draw while others participate extending active help. The location of the mapping should be freely accessible to all groups of the community (e.g. men, women, rich and poor, etc.). Participatory mapping helps in rapport building and enhances group participation.

### 8.2.1 Resource Map

**Purpose:** To learn the villagers' perception of what natural resources are found in the community and how they are used.

Forest resource mapping is covered under Participatory Land Use Planning (PLUP) that should not be covered here in detail.

**Description:** The Village Resource Map is a tool that helps us to learn about a community and their resource base. The primary concern is not to develop an accurate map but to get useful information about local perceptions of resources. The participants should develop the content of the map according to what is important to them.

The resource map represents the non-residential area of the village within its boundary and focuses on natural resources in the village. The process to be followed is quite similar to that of the social map (see 8.2.2).

Resource mapping should include:

1. Settlement
  2. Agriculture area including paddy fields
  3. Grazing area
  4. Orchards
  5. Village tree grooves
  6. Infrastructures such as village road, irrigation, water supply and others
  7. Schools, health centers and other services
  8. Special entrepreneurship establishments such as saw mills, rice mills and others
  9. others
- Water resources including sources of water such as river, well, ponds, springs etc, water distribution pattern, irrigation potential and coverage, water distribution system under command area, drainage pattern etc. The focus remains on problems and opportunities.
  - Farming system including cropping pattern in different seasons, crop varieties, crop protection measures, land tenure, farm power, production and productivity, crop processing, storage and marketing including problems and opportunities.
  - Forestry/Trees including species farm areas (forest area should only be indicated instead of detailed coverage), coverage, uses, minor forest produces, benefits sharing mechanism etc.
  - Common property resources such as Shifting cultivation
  - Resources under conflict / problems
  - Resources that can support/augment the livelihood base of the local population

#### Key Questions:

1. What are the main land use types in the village and where are they located on the map?
2. What resources are abundant?
3. What resources are scarce?
4. Does everyone have equal access to land? Do women have access to land? Do the poor have access to land?

5. Who makes decision on land allocation for shifting cultivation, terrace cultivations, etc.?
6. Where do people go to collect water? Who collects it?
7. Where do people go to collect firewood? Who collects it?
8. Where do livestock graze?
9. How should the forest be delineated by forming FUG? How the households by settlement can take the responsibility to protect and management forest and indicate forest?
10. What kind of development activities do you carry out as a whole community? Where?
11. Which resource do you have the most problems with? In which areas?
12. How far is the cultivable land from the settlement areas?
13. Where has the village irrigated land?
14. Where is community conserved forest in the village (if available)?
15. What vegetables and fruits are grown in the Village and where?

#### **How to facilitate:**

The Village Resource Map is a good tool to begin with. It is easy and fun for the villagers to do. It helps initiate discussion among the community and with the PRA team. All team members should observe the mapping exercise because it provides an overall orientation to the features of the community and its resources.

It would be good to draw this map with separate groups of men, women and youth in the village as they may use different resources. Maps may include: infrastructure (roads, houses, buildings, bridges, etc); water sites and sources; agricultural lands (crop varieties and locations); soils, slopes, elevations; forest lands; grazing areas; shops, markets; health clinics, schools, churches; special places (sacred sites, cemeteries, bus stops, shrines, etc)

1. Find a large open place to work.
2. Start by placing a rock or leaf to represent the most important structure in the village. It can be a Church or a community hall.
3. Ask the participants to draw the boundaries
4. Ask the participants to draw other things on the map that are important. Do not interrupt the participants unless they stop drawing.
5. Once they stop, you can ask whether there is anything else of importance that should be added.
6. When the map is completed, facilitators should ask the participants to describe it. Ask questions about anything that is unclear.

Use the key questions to guide a discussion about resources in the village. One or more facilitators should ask the questions, another should take notes on what is said.

Once the map is drawn on the ground, it should be copied on a drawing sheet or a piece of paper, which can be digitalized. Photographic picture should also be taken and recorded.

The map should have the orientation and legends and colour code, etc.

**Materials:** Sticks, pebbles, leaves, sawdust, Sand, flour, rangoli colour, or any other local materials

### **8.2.2 Social Map**

A social map of the village is a map that is drawn by the residents and which shows the social structures and institutions found in an area. It also helps to learn about social and economic differences between the households.

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### **Purpose:**

- To learn about the social structures in the Village and the differences among the households by ethnicity, religion and wealth.
- To learn about who is living where.
- To learn about the social institutions in the village and relevance as viewed by the community.

### **Key Questions:**

1. What are the approximate boundaries of the Village with regard to social interaction and social services?
2. How many households are found in the Village and where are they located?
3. Is the number of households growing or shrinking?
4. What are the social structures and institutions found in the Village such as the Church, School, VA office, Community Health Center, Chairman's House, etc.?
5. What religious groups are found in the Village? Where are the different religious groups living in the Village?
6. What ethnic groups are found in the Village if the village is a heterogenic? Where are the different ethnic groups living?
7. Which are the female Headed Households and where are they are located?

### **How to facilitate:**

- Ask the participants to draw a map of the Village, showing all households. For orientation it will be helpful to start with a prominent structure of the village (e.g. school, church or similar) and locate the same in the map.
- Discuss whether the total number of households has increased or shrunk during recent years and record resultant impact.
- Identify institutions, buildings and places that offer some kind of social service or which are popular spots to meet and discuss. Example: schools, churches, health service, traditional healers, community administration, community leaders, local shop, kindergarten, places where people frequently meet, water point etc.).
- If applicable for a village, facilitate discussion between the ethnic groups and show on the map which different ethnic groups are living in the village. Using a common symbol, mark those households in which for example minority ethnic groups live (if any).
- Encourage the group to discuss and show on the map which different religious groups are living in the village. Using a common symbol, mark those households in which the different religious groups live.
- Ask the group to indicate with a symbol on the map all households that are female-headed. Make sure that everybody has the same understanding of what the characteristics of a female-headed household are.
- Show the energy use in the households such as gas, electricity and others. Water tank provision, if any, in the house should also be indicated.
- Make sure that the map has legends of different items and structures used on the map for reference later.

It is good to do the **wealth ranking** after the social mapping and improve the social map with findings of the wealth ranking.

**Materials needed:** Drawing Sheet, pencils, sketch pens etc., and white paper for copying the map. If drawing on the ground - soft ground, sticks and local material for symbols.

Hints:

- If people find it difficult to understand this tool, it will be helpful to draw a simple example.
- During the whole process, take care that once somebody has given a statement, ask the others whether they agree, disagree or want to add something.
- The note taker must document all the important points.
- The purpose of the social map must be very clear to all participants.
- Care should be taken not to enhance expectations of the community. Since it also indicates the composition of households (HHs), different categories of HHs should not have wrong expectations.
- Facilitators of social maps need to be well prepared and be sensitive to local culture and traditions.
- Make sure that all households are included in the Social Map developed.

### 8.3 Transect Walk

**Purpose:**

Specifically, transect walks help to achieve the following,

- An appreciation of the biodiversity and the available natural resources of the village.
- An understanding of the challenges and opportunities for sustainable Forest and Natural Resource Management in the village
- The establishment of rapport with the community and other key actors in that area.

**How to select the transect**

Primarily Transects are selected based on the key conditions given below

- The walk should cover the physical variations in the village
- The walk should cover different agro-ecological zones to understand their uses, problems and opportunity
- This will be conducted while preparing the PLUP as well, instead of repetition, transect walk should be covered covering various forest types, stockings, riparian zones and others.
- This exercise is just a joint walk of the PRA team with the key informants i.e., knowledgeable local village leaders, covering all the variations in the village. The key issues related to transect walk are such as,
- Identification of key informants who have fair understanding of the village situation and forest cover areas. The group of key informants should include the people from diversified background and occupation.
- The important aspect in identification is that they should be willing to walk along and share their learning with the outsiders.
- The path is planned jointly with the village people using the resource map covering all the variations available in the village.

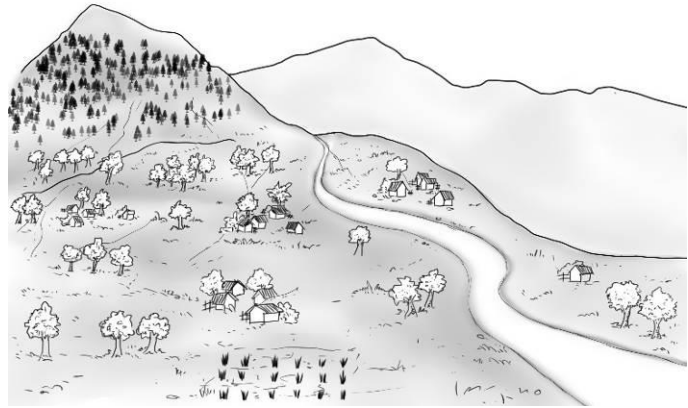


The paths normally followed are in different shape such as:

- 'S' shape walk
- '8' shape walk
- Circular path walk
- Along drainage line walk (ridge to valley walk)
- Longitudinal transect

The exercise can be done in two groups if the village is large with lots of physical variations and the PRA team is big enough to split. The number of outsiders should not be more than the local villagers.

If particular forest area have to be visited such as biodiversity conditions of the locality, forest stockings and others, the team must plan to cover such areas in the transect.

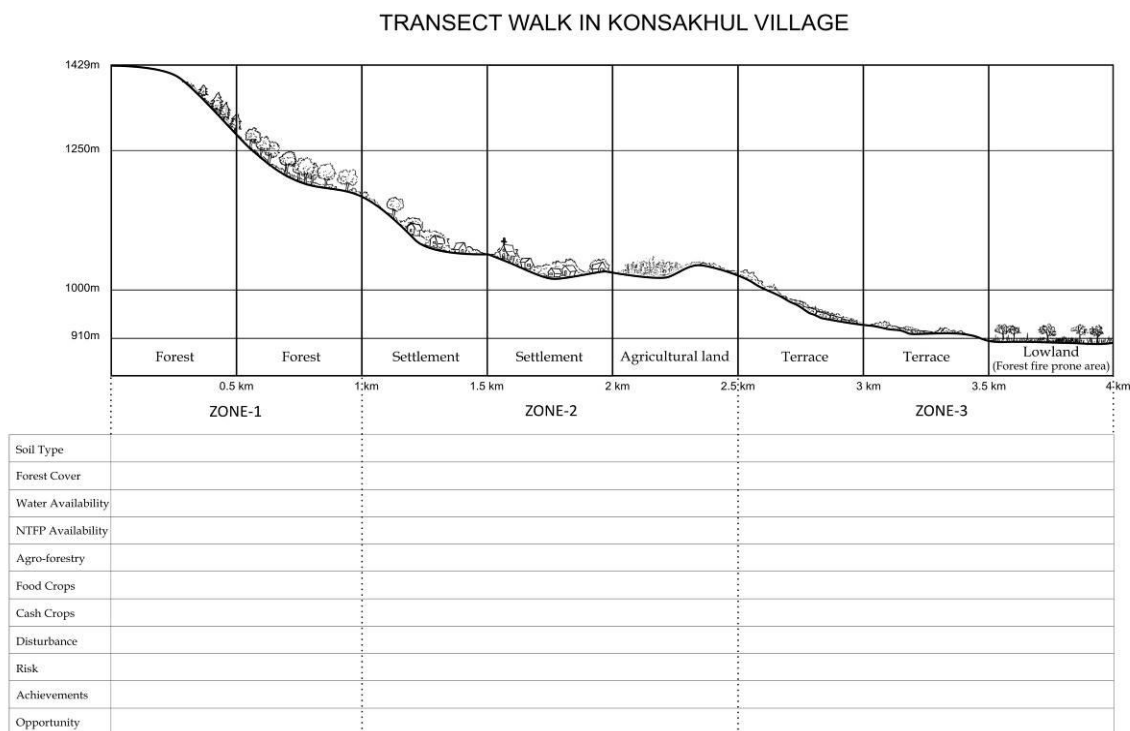


**Figure 1: Landscape of COSFOM Watersheds**

**Things to keep in mind:**

- The walk should be slow and the PRA team should have three-dimensional/cross sectional observation. This means the team should try to look at everything even if they know about it. Things seen should be discussed and probed. The outsiders need to analyze the root causes of a probe and should have strong probing with people walking with them.
- The teams are advised to visit the areas where others hardly go. This will provide them new dimensions of a particular situation. Do not feel tired or bored. Enjoy and walk down even the toughest or farthest areas in the village.
- Shoulder Tapping is a well-known phrase in PRA. This means that the team should not ask the leading or closed questions to the key informants (close questions are those that are only answered with a yes or no). The open-ended questions would always help the informants in responding in a way they feel more comfortable and give the chance to tell more.
- The team should discuss regarding the forest condition, while in the forest area, present use and objectives to manage the forest. It should be recorded.
- While transect, aerial view of the landscape also provide a topic of discussions. The features can be assessed and recorded. All the sites are not possible to visit during the transect walk.
- The observations of transect walk are depicted on paper by the villagers.
- The main issues covered under the exercise are as in resource map:
- Land resources including topography, slope, land classification, land use pattern, land holding pattern, soil types, soil texture and structure, water holding capacity, soil fertility etc. Identification of problems and opportunities.
- Water resources including types of water resources such as river, well, ponds, springs etc, water distribution pattern, irrigation potential and coverage, water distribution system under command area, drainage pattern etc. The focus remains on problems and opportunities.

- Farming system including cropping pattern in different seasons, crop varieties, crop protection measures, land tenure, farm power, production and productivity, crop processing and marketing including problems and opportunities.
- Forestry/Trees including species, coverage, uses, minor forest produces, benefits sharing mechanism etc. Forest area by type, riparian zone, species, stocking, forest conditions, forest health, appropriate nursery site, and others. Discuss the problems, issues and management options of the forest.
- If any landslides and erosion area, assess and discuss the options to control it and measures are to be taken.



**Figure 2: A possible Transect in Konsakhul Village**

## 8.4 Wealth Ranking

Wealth ranking is a sensitive issue to discuss with every member of the community. It should be done after couple of days of other PRA field exercise in the community after the team built up a close relationship with the people.

**Purpose:**

- To investigate perceptions of wealth differences and inequalities in a community
- To identify and understand local perception of wealth and well-being
- To document the relative position of the households in a village
- Identify disadvantaged groups as priority targets for IGA investments

## **Description**

Wealth ranking is a PRA method that determines the social and economic status of households (HHs) in a village and helps to understand relative wealth within a specific area and community. It shows information on the relative wealth and well-being of households in a village and about local criteria of well-being.

The information generated by the wealth ranking exercise helps in identifying the poor households in the village. It is important that ranking is done by villagers themselves and only facilitated by the PRA team. It serves as an opportunity to identify indicators for planning, implementation, monitoring and evaluation of village development activities and produces a baseline against which future intervention impact can be measured.

## **Procedures in using Wealth Ranking**

1. Criteria for wealth ranking is developed with the community as per their perception of wealth being. Perception of wealth being can differ from village to village. Hence the criteria can vary and no uniform criteria can be established.
2. Since the wellbeing/wealth ranking exercise is normally considered as a sensitive exercise, it needs precautions by the outsiders while conducting the same.
3. Wealth ranking is conducted by a number of selected key informants (include women) within the village OR alternately, the villagers may be asked to categorize themselves in the absence of the outsiders as per the criteria developed in accordance SI. No. 1 above.

### **If the first option is adopted, the following process will be followed:**

- Identify an individual or a group as the key informant to interact with.
- Prepare the postcard size cards
- Write the name of the head of the household on the card from the social map. Also give a number to each card.
- Repeat this exercise till the name of all the households are written on the cards.
- Mix the cards so that their sequencing is disturbed
- Ask informants to pick up one of the cards and to place the same at some location.
- Ask the informant to pick up another card and to place the same left, right or over the previous card. This will indicate the category of the second household whether the second person is poorer, richer or is more or less falls in the same category of the previous household.
- Ask the reasons for placing the second card at some location. The interviewer should note the reasons down.
- Repeat this exercise till the informants place all the cards.
- The informant will thus place all the cards in different categories.
- The categories are marked on back of each card in terms of A, B, C, D, etc. (representing Better off, middle, Poor and Poorer)
- This exercise is repeated with at least 3 informant/s. Each time the categories are marked on the cards without letting know the informant.
- The results are then compared and analyzed. In case a household has been placed in same category by all the interviewees then the situation is considered to be the best.
- In case the categories marked by different interviewees are in neighboring categories still the situation is more or less okay.

- In case the categories of a household differ from A to D in two different interviews, then the situation needs to be cross checked.
- The weakest wealth group is the primary target of livelihood interventions supported by the Project.

**Wealth Ranking**  
Konsakhul - 51 HH

Better off	Middle	Poor	Poorest
① CGI Sheet House	① ✓	① ✓	① Widow headed HHs
② Employment	② X	② X	② Poor housing
③ Paddy field with path	③ Wet terrace	③ Wet terrace	③ No wet terrace
④ Vehicle (2w)	④ Vehicle (2w)	④ (1/8 ha) and less	④ Jhum dependent
⑤ Food grain security form (12m)	⑤ 6 months	⑤ 3 months	⑤ Food grain security (N/A)
⑥ TV sets	⑥ TV sets	⑥ Menial Lab	⑥ Menial labours
⑦ Proper Toilets	⑦ Kaccha Toilets (with pit)	⑦ Jhum dependt for vegetable	⑦ Handicapped headed HHs
⑧ 2L-15 L available water within the homestead LPS	⑧ Cattle (5 Nos)	⑧ dependent on NTFPs to substantiate food security	⑧ Few chickens
	⑨ Chicken (10 Nos)	⑨ Cattle (N)	⑨ > 20K income
	⑩ Pigs (2 Nos)	⑩ Pig (N)	⑩ Kaccha Toilet (without pit)
	⑪ Jhuming for vegetables for HHs	⑪ Chicken (5)	
	⑫ Share water line	⑫ 30K to 60K	
	⑬ 60K to 1.5L		

Figure 3: Wealth ranking criteria of Konsakhul Village

## 8.5 Venn Diagram on Institutions

The Venn Diagram shows institutions, organizations, groups and important individuals found in the village, as well as the villagers view of their importance in the community. Venn Diagram also indicates how close the contact and cooperation between these organizations.

For forestry information, the stakeholders such as local authorities, wild animal related association (Mithun), forestry enterprises, BMC in the village and other organizations should be assessed.

### Purpose

- To identify external and internal organizations/groups/institutions active and related in the community
- To find out how the different organizations and groups relate to each other in terms of contact, co-operation, flow of information and provision of services
- To plan for Institutional development and building linkages and synergies
- Understand institutional framework for overall watershed management

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### **The process to follow:**

- Chapatis of circular shape (of paper cut in different sizes or alternatively, it can be drawn by chalk/markers on the floor).
  - Explain that the size of chapati relates to influence of an individual or an institution. The bigger the size of chapati the more influential the institution is.
  - Ask to list out the key influential and most relevant institutions in the village.
  - Keep the WRCG at the center and the chapatis will relatively use to influence WRCG. Influential and important organization/s should be related increase by size and keep near or distance to WRCG as center.
  - Ask the informant to identify the most influential person in the village or the most relevant organization for the village. Pick the biggest chapati and write the name of the above person or institution on chapati.
  - Select the second most influential most relevant organization and pick up the second biggest chapati and write the name on it as above.
- Repeat this exercise until the list of influential organizations is completed.
- Ask the informant to place all chapatis on the ground in such way that some of them quite close to them whereas the others are at some distance. The principle is that the distance between two chapatis indicates the relationship between the WRCG and organization/institution. If two chapatis are just touching each other then the relationship can be considered okay. In case they are overlapping then it shows very close relationship. Sometimes the smaller chapati falls within the bigger one that means the smaller chapati is fully controlled by the bigger one.
  - As the distance between the two chapatis increases the degree of relationships goes on diluted.

### **Key Questions**

- Which organisations/institutions/groups are working in or with the community?
- Which institutions/groups do the villagers regard as most important, and why?
- What are the organisations involved in forest protection, management and utilisation?
- Which organisation currently using forest products in the Village?
- Traditional forest management and protection exists and their function including forest protection for water production?
- Which institutions/organizations/stakeholders influence the livelihoods of the local population?
- Which groups are addressing household food security and nutrition issues?

## **8.5 Time Analysis**

This exercise is related to the specific events that occurred in the village in the past. The PRA team will interview the senior people in the village who have fair understanding of village history. The group should be briefed about the purpose of the interview so that they can focus on the timeline. Sometimes they may relate an event to some other important events such as the first bicycle came to the village.

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**The main issues covered by this exercise are:**

- General events
- Specific events in health, agriculture, orchards, livestock such as new breed introduction, major crop/livestock diseases, rice mill in the village and others
- Forestry- protection of particular area started, major forest fire, water harvesting started, depletion of biodiversity, sawmill establishment and others
- Climate change related trends such as drought, flood, high precipitation, snowfall, major landslides/riverbank cuttings
- Infrastructures such as road, water supply, irrigation started in the village, mobile tower installation
- Other development, living style etc.
- Out-migration/in-migration started
- Impacts of these events
- Abrupt changes in the forestry and watershed conditions resulting to livelihood strategies followed by the local population

**Procedures to follow**

- Facilitator should provide a favorable environment for the discussion in the group. Let the group discuss and interact among themselves. The Facilitator should only be involved during the discussion as needed and let the discussion mention the year and month for reference.
- Note taker will start to note the relevant incidences with the year and month. Months (to this level) are needed only if it is necessary, otherwise year is enough.
- A horizontal line should be drawn with a space of five years gap. Under each year the related incidences should be recorded that are relevant to COSFOM project. Facilitator should assess if all the COSFOM topics are covered, if not discussion should be continued.
- Once drawn, the facilitator should brief the timeline to the group if they agree or not and any changes have to do further.

## 8.6 Seasonal Calendar

A seasonal calendar is a participatory tool to explore seasonal changes (e.g. gender-specific workload, diseases, income, expenditure etc.). The tool will also bring out what the communities do during the year and how they engage themselves. This includes different stages of land based and non- farm activities. Forestry and watershed management aspects are important in the seasonal calendar.

**It should cover**

1. Biodiversity related flora and fauna migration
2. Plantation/afforestation season
3. Important tree flowering and seed collection seasons
4. Forest fire season and forest protection measures
5. Specific NTFP protection and collection
6. Firewood/timber collection
7. Flood and landslides
8. Stone and sand mining
9. Others

## Purpose

To learn about forest and watershed conditions; and changes in livelihoods over the year and to show the seasonality of agricultural and non-agricultural workload, food availability, human diseases, gender-specific income and expenditure, water, forage, and holidays/festivals. Forestry related seasonal calendar should cover as mention above. Additionally, it also provides important information about the seasonal availability of labour for various activities of COSFOM.

## The procedures to follow

- Facilitator should brief the purpose and expected results and its use – why COSFOM need it. He/she should clarify the planning process where the COSFOM activities will be based on this information.
- The group should discuss on relevant topics and note taker should note down without interfering the discussions.
- While doing so, a table (shown in Annex 1 for livelihood) should also prepare and presented after the completion of the discussion.
- Key questions should be carefully listed so that the time should not be wasted during the discussion. Only the topics should float by the facilitator and group will start discussion. However, facilitator can question to get the correct response and bring to topic if deviated.

With the seasonal calendar, it is important to combine it with a “**Gender Calendar**” to highlight who does what and when (what season, what time (morning, day, evening)) since work distribution varies by male and female. The information from the gender calendar provides the availability of the household members for COSFOM meetings, planning and other activities.

Most daily activities in traditional rural societies are managed along gender lines. There are activities that are specifically performed by women, men or children. In some communities, gender role divisions are still pronounced. In such cases, it is necessary for the PRA team to be aware, in order not to be seen as interfering with the community cultural norms specific gender roles, so that new COSFOM activities are not introduced to overburden an already overworked rroup. Introducing gender awareness in PRA helps a community to begin examining itself. It is better if the community is allowed to lead gender related discussions. The PRA team facilitates these discussions through a neutral process of mapping out a gender daily calendar. Men and women discuss on each daily activities on agreed season (rainy season or dry season). The groups discussed on their timetable, from the time they wake up in the morning to the time they got to sleep in the evening. A gender daily calendar provides a clear picture of who does what in the community and when. It will support the formulation of the Community Action Plan.

Though it may vary by households to households, however, the Gender Calendar should be prepared in a commonly acceptable scenario. Inhouse and outside work of the family members varies but must be addressed.

Some of the examples are as follows (prepare a chart)

**Female:** house cleaning, fetching water, cooking, taking care of children, household chores, agricultural works, thrashing, firewood collection, labour work, village meetings, attend festivals, others (it varies by daily time and season)

**Male:** labour work, firewood collection, helping in the household chores, village meetings, attend festivals, marketing, others (it varies by daily time and season)

**Children:** fetching water, firewood collection, caring kids, schooling, attend festivals, playing, others (it varies by daily time and season)



**Use symbols for men, women and children to indicate in the seasonal calendar who is doing what and when.**

This will also help to assess their availability for WRCC meeting and COSFOM activities. WRCC should organize the meeting and project activities that are suitable to its members so that all WRCC members can attend to participate. Figure 4 shows two simplified examples of a gender calendar, one per week and one per year.

**Figure 4: Examples of a gender based calendar**



Activity	Who	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
	Men												
	Women												
	Men												
	Women												
	Men												
	Women												
	Men												
	Women												

### 8.7 Matrix Ranking/Scoring

#### Purpose

It helps in understanding peoples' choices based on their own analysis. The choice is made in the same class or category such as tree species preferability, one crop amongst a number of crops grown in that particular season and others.

The exercise can be done both on paper/white board or on the ground.



**Process:**

- Select the topic for preference scoring or ranking (for instance choice of varieties of crops and species of trees)
- List the options in the decided topic (number of varieties grown in the area)
- Go for pairwise ranking as which of the two is a preferred by the informants
- Prepare criteria for ranking of preference
- List all the criteria generated in the 1<sup>st</sup> row of the Matrix and options in 1<sup>st</sup> Column
- Prepare a matrix with varieties on one axis and the criterion on the other accordingly.
- Select one criterion at a time and ask the informants how they would like to rank or score various varieties against the chosen criteria.

This above step is repeated for the entire criterion listed in the matrix.

The technique is most commonly used in various fields including:

- Choice of crops
- Choice of crop variety
- Choice of tree species
- Choice of fodder and fuel wood
- Choice of employment opportunity
- Others

**Table 1: Matrix Ranking & Scoring (Konsakhul Village)**

Score: 1-5 (1 being first priority)

Sl. No.	Criteria	Suitability	Yield	Labour/Input	Market	Total	Rank
	<b>Vegetables</b>						
1.	Cabbage	3	4	4	2	13	7 <sup>th</sup>
2.	Taro (colocasia)	4	4	2	4	14	6 <sup>th</sup>
3.	Ginger	4	4	4.5	4	16.5	2 <sup>nd</sup>
4.	Mustard	4	4	5	2	15	4 <sup>th</sup>
5.	Potato	2	2	2	3	9	8 <sup>th</sup>
6.	Beans	4	4	5	5	18	1 <sup>st</sup>
7.	Squash	3	4	5	4	16	3 <sup>rd</sup>
8.	Banana	4	3	3	5	15	4 <sup>th</sup>

## 8.8 Resource Inflow & Outflow

The tool is based on a matrix showing inflow and outflow of commodities which is quantified to understand expenditures and income from selling the commodities produced in the village.

The tool also helps to understand how secure or how vulnerable the income of the people in the village are.

This also helps the community to visualize the leverage points in livelihood improvement plan. The community will be able to see which activities are good and require scaling up. They will also be able to know the pattern of household expenditure and which commodity drains the resources more.

### **Purpose**

Intended to bring out the quantum of inflow of commodities into the village and dependency of the community on external inputs. The exercise will also bring out volume of produces of the village going out or being sold outside. In addition, the exercise will help to identify resource requirements for Income-Generating Activities. The exercise should be carried out with the whole village (men and women)

## 8.9 Pair-wise Ranking

In pair-wise ranking, items of interest (trees, food, solutions etc.) are compared pair by pair, Informants are asked which one is the preferred by comparing two and why. The reasons given by the respondent reveal the reason for the preferences of different persons / groups. The criteria are likely to change between groups to the criteria used to select between the items of interest.

### **Purpose**

The ranking for some products/commodities provide to priorities in the decision-making and plan accordingly for the production and/or marketing.

1. Discuss the forests management, watershed improvements and livelihood related options that the WRCG is interested.
2. Write the participants list of interest such as choice of species, forest area closer, riparian zone selection, crop selection, livestock, spring site priority, and others.
3. Prepare a matrix on a large sheet of paper or blackboard. List will be kept left side of the matrix vertically and same at bottom horizontally. Provide indicative symbol like initial letter or number so that preferred item by symbol will be written in the corresponding box comparing two items.
4. One item should pair with all rest of the items and keep preferred item symbol in the box. Once completed, count the number of times and rank accordingly.
5. Encourage discussions while the exercise is being conducted to enhance probing and cross checking of information. Ask the villagers' reasons for their choices and note these reasons.
6. Give enough time to villagers to discuss. Do not rush the exercise.

At the end of the exercise, briefly discuss, analyze, and summarize the results together with villagers.

**Table 2: Pair-wise Ranking**

	A	B	C	D	E	F
A		A	C	D	A	F
B	A		C	D	E	B
C	C	C		C	E	F
D	D	D	C		D	D
E	A	E	E	D		F
F	F	B	F	D	F	

Items	Score/ frequency in the grid	Rank
A	4	3
B	2	5
C	6	2
D	8	1
E	4	3

'D' is the preferred Choice followed by 'C'

**Choice of Species (Exercise in Shirui, Ukhrul)**

Species	Ngavaithing	Shungthing	Shilimthing
Ngavaithing	X	Shu	N
Shungthing	Shu	X	Shu
Shilimthing	N	Shu	X

**Ranking**

<b>Ngavaithing</b>	<i>Alnus</i>	2
<b>Shungthing</b>	<i>Smilax</i>	1
<b>Shilimthing</b>	<i>Quercus</i>	0

**8.10 SWOT Analysis**

SWOT analysis is a strategic analysis to understand certain strengths, weaknesses, opportunities and threats of an institution like a village or certain aspect. During the process of planning, SWOT analysis should be done for the WRCG/ Village/ Community Forestry and Indigenous Traditional Knowledge (ITK) to identify strategies and various activities to be taken up for the institutional capacity building or overall development and proposed forestry measures to be undertaken in the Village.

In general, the left side of the matrix refers to positive aspects (strengths, opportunities), while the right side refers to negative aspects (weaknesses, challenges). The top side refers to aspects that are internal to the topic investigated (strengths, weaknesses), whereas the bottom side refers to external factors that influence the topic investigated from the outside (opportunities, threats). SWOT analysis should also be done for other external institutions operating in the Village, in order to find possibilities of collaboration between the WRCG and these external institutions. SWOT analysis will also be used to identify livelihood targets defined by the community.

**Strengths (Internal):**

- What are the strengths?
- What are the achievements?
- What are the unique capacities and resources?
- What do others think about the strengths of the Institution?
- What are the strengths of proposed livelihood interventions?

**Weaknesses (Internal):**

- What are the weaknesses?
- What do others think about the weaknesses?
- What are other Institution doing that it is
- What are the areas of improvement required?
- What are the weaknesses of proposed livelihood interventions?

**Opportunities (in the external environment):**

- What are the opportunities available for further development?
- What trends, policies, programmes etc. in the external environment may positively impact the Institution?
- What opportunities do potential new livelihood activities bring?

**Threats (in the external environment):**

- What trends, policies, programmers and practices may negatively impact the Institution?
- What threats are perceived from neighbouring villages, institutions, market etc.?
- What threats may the community face by engaging on certain types of new livelihood activities?

**Figure 5: Example of SWOT Analysis of Village Institutions**

<p><b><u>Strengths</u></b></p> <ul style="list-style-type: none"> <li>• Unity and solidarity among the members</li> <li>• Strong leadership</li> <li>• Active involvement of women in the activities</li> <li>• Cohesiveness in the community</li> <li>• Well established forest protection mechanism</li> </ul>	<p><b><u>Weaknesses</u></b></p> <ul style="list-style-type: none"> <li>• Inadequate skill for record maintenance and documentation</li> <li>• Poor coordination with Line Departments for mobilization of support for various activities</li> <li>• Inadequate interaction with the Forest Department</li> <li>• Lack of time</li> </ul>
<p><b><u>Opportunities</u></b></p> <ul style="list-style-type: none"> <li>• Market for NTFPs and Medicinal Plants</li> <li>• Availability of funds for development under different Projects and Programmes of the Government</li> <li>• Participation in COSFOM Project</li> </ul>	<p><b><u>Threats</u></b></p> <ul style="list-style-type: none"> <li>• External pressure on the forest resources</li> <li>• Climate Change</li> <li>• Crop failures</li> <li>• Inadequate rainfall</li> <li>• Higher cost of foodgrains</li> </ul>

In a similar way, SWOT analysis can be done for Community Forestry to bring out its strength and weakness of the traditional practices.

## 8.11 Problem Analysis

### **Listing of Problems:**

At the end of the PRA, the PRA team will come up with an analysis of the perceived problems / bottlenecks of progress faced by the community. The Chart should be presented to the community and discussed in detail during a general meeting of all community members. The Problems will be further be ranked and prioritized by the community.

### **Problem Ranking**

During a large group discussion, the community is asked to prioritize or rank the problems identified so far during the PRA so that the community and PRA Team understand and agree what the community perceives as its development priorities. The group then begins to prepare the Problem Analysis Chart for the later meeting with all community members.

This includes reviewing information collected, and listing in the:

- First Column: All key problems identified by the community;
- Second Column: The causes of each problem mentioned by the community;
- Third Column: All of the community's previous solutions, new community ideas, and any suggestions by the PRA team.

This exercise also provides the basis for development of the Community Action Plan.

## 8.12 Community Action Plan (CAP)

During a large group discussion, community members are asked to develop a Community Action Plan (CAP) to help them, as well as outside agencies, to address the problems they have identified.

The CAP is a key output of the entire PRA exercise. It is a record of local development priorities – and is used by the community and outside agencies for designing and monitoring a wide range of local development activities.

It is important to emphasize that this plan must be the community's plan – and to ensure this, the PRA Team must:

- Take enough time to allow community members to fully discuss how best to deal with the problems they have identified, and reach an agreement on how to organize the solutions they wants to pursue;
- It is important to ensure that the plan is reasonable in the light of limited resources.
- Be careful not to influence the community's decision-making by imposing its own ideas!

## 8.13 Triangulation

The time spent in PRA is short, the people and the facilitators may rush through the topics and the answers given may represent partial picture of some informants. One of the major problems of PRA results is its validation.

The process of triangulation is an important part of PRA. Through this reliability and validity of data generated is checked by cross-checking in different ways.

Information gathered can be verified by applying various PRA tools to conclude the information for its accuracy. While village mapping is precise enough to get an overall picture of the bio-physical and socio-economic situation of the village, the transect walk will bring out more details

Another way triangulation is by having a multi-disciplinary team. The team members are mixed to bring in different perspectives of a situation. Depending on the topic, the disciplines, gender and field experience of the team members may be considered.

## 9. PRA Evaluation and Close up

The final stage of the actual PRA involves the community's evaluation of the various activities and of the overall effort. The evaluation will not only help the PRA Team in improving its performance in conducting future PRAs, but it also helps community members understand that their ideas and opinions are highly valued.

Though the community will have provided a brief evaluation of the PRA upon its completion, the PRA Team should also provide its own evaluation – and in particular examine:

### 1. The PRA Schedule:

- Was there enough time to do all activities properly?
- Were all the key technical areas covered?
- Was enough time allowed for discussions or was it cut short to speed up?
- Did the facilitators show enough patience and did they take themselves out of leading discussions to only facilitate and encourage?
- Could community members both participate in the PRA and do their regular chores?
- Does the Community Action Plan adequately address all of the identified problems or were some omitted?

### 2. Community Participation:

- Did all community members (rich and poor, minority groups, etc.) participate?
- Were discussions dominated by a few or did all contribute equally?
- What was the level of participation of women as compared to men?
- Did young people have an opportunity to contribute?

### 3. Logistics:

- How were overall arrangements for community meetings, team lodging, transport, food and food preparation?
- How was the support of the Village PRA Committee?

## 10. PRA Report Preparation and Distribution

The PRA report provides basic data on the village (background), the methodology used, as well as the findings of the process and a summary of the results of each of the PRA activities. Importantly, preparation of the PRA Report should be a shared responsibility, and each PRA Team member should be responsible for a different section.

In addition to completing the PRA report form, the PRA Team may also choose to develop a summary of the key findings by each technical area as defined in earlier sections, problems encountered during the PRA, suggestions, special recommendations for follow-up, etc.

Report should be kept at WRCG, FSU and DPMU. Copies should be provided to CF&WCS and GFA CO.

In addition, however, any other partner agencies (Governmental Department or NGO) should also receive a copy if they participated in the PRA.

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## 11. Conclusions

PRA is linked with a distinctive behavior, attitudes and approach. Facilitators have to become conveners, catalysts, and facilitators. During PRA, all the pre-required knowledge has to be unlearned; facilitators have to put their knowledge, ideas and categories in second place and encourage villagers to put forward their own thoughts and ideas since it is concerning their village and their livelihood.

PRA is to enable local people to do their own investigations, analysis, presentations, planning and action, to own the outcome, and have the opportunity to teach the facilitators, and share their knowledge. The PRA approach is committed to equity, including all concerned people and groups in a village, including marginalized groups, women, disadvantaged groups, youth and the elderly.

### References

1. Whose Reality Counts? (1997), Chamber, R
2. Participatory Rural Appraisal (1993), Neela Mukherjee
3. Conducting a PRA Training and Modifying PRA Tools to Your Needs, Sally Sontheimer, Karel Callens, Bernd Seiffert, 1999 FAO
4. [https://agriprofocus.com/upload/CASCAPE\\_Manual\\_Gender\\_Analysis\\_Tools\\_FINAL145684\\_0468.pdf](https://agriprofocus.com/upload/CASCAPE_Manual_Gender_Analysis_Tools_FINAL145684_0468.pdf)

### Annex 1: Example for Seasonal Analysis

Sl. No.	Activities	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
1.	Paddy (Terrace)				Cleaning	Tilling	Sowing	Weeding			Protecting	Harvesting	
2.	Jhum	Cleaning		Burning/ Land Preparation									Cleaning
(i)	Mustard	Cleaning			Planting	Harvesting							
(ii)	Cabbage	Cleaning			Planting			Harvesting					
(iii)	Potato	Cleaning		Planting		Harvesting	Harvesting						
(iv)	Taro (Colocasia)	Cleaning			Planting								Harvesting
(v)	Pumpkin	Cleaning		Planting								Harvesting	
3.	Firewood Collection	✓											✓
4.	NTFP												
(i)	Banana Stem	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
(ii)	Mushroom			✓									
(iii)	Bamboo Shoot								✓	✓			
(iv)	Gooseberry											✓	✓
(v)	Cane Fruit (Heiree)	✓	✓	✓	✓								✓
(vi)	Wild Apple (Heitup)										✓		
(vii)	Walnut (Heijugang)											✓	
(viii)	Bamboo	✓											✓

(Seasonality Calendar of Konsakhul Village)



## Annex 2: PRA Tools & Applicability Matrix

PRA Tools & Applicability Matrix												
Tools/ Applications	1. Resource Mapping	2. Social Mapping	3. Transect Walk	4. Seasonal Calendar	5. Trend/ Time Line	6. Resource Inflow & Outflow	7. Matrix Ranking & Scoring	8. Pairwise Ranking	9. Institutional/ Venn Diagram	10. Wealth Ranking & Livelihood Analysis	11. SWOT Analysis	12. Semi Structured Interview
<b>Forest Management &amp; Stream Conservation</b>	Land Use pattern , Forest Area, land tenure, forest resources, incl. Timber and NTFPs, degraded & problem areas	Socio Economic Status of People, local power relations in terms of control over forest area	Ground validation, NTFP, MPs Ground validation	Land use, natural disasters, seasonal forest resource utilization	Changes in forest cover & conditions, major forest disturbances (e.g. fire)	Sale/Import of forest products	NA	Ranking Choices tree species and site selection	Institutional supports available for Watershed Management and Conservation	Identification of priority households to access forest products	Strength and weakness of Traditional Practices	Cross checking of information
<b>Biodiversity Conservation</b>	Species, forest dependency, wildlife status, Threatened species (RET), High Conservation Value forests	dependence of different social groups on biodiversity products & services	Ground validation, NTFP, MPs	Phenology	Trends in biodiversity status	Trade in biodiversity assets	Importance of conservation activities	Ranking species of Ecological, economic and social values	State Biodiversity Board, MFD Biodiversity Management Committee (PBR)	NA	NA	Gain in-depth understanding of biodiversity situation
<b>Torrent Control</b>	Location of Rivers, Streams, landslides, Existing torrent control structure Erosion, etc.		Verification of streams and torrents, natural disaster risk	Seasonality of natural disaster risk	trend of natural disaster risk	NA	priority interventions to control natural disasters		institutional landscape for disaster risk management	vulnerability of different socio-economic groups to natural disasters	NA	NA
<b>Livelihood</b>	Identify key natural resources as the basis of livelihoods; Identify the relative importance of different land uses	Understand socio-economic stratification of the community	Verify natural resource livelihood base	Verify the seasonal labour availability as required for the proposed IGA activities	Understand historic livelihood situation	Identify resource requirements and Income-Generating Activities	Prioritize IGAs, EPAs, community infrastructure	Prioritize IGAs, EPAs, community infrastructure	Understand institutional framework of livelihood development	Identify disadvantaged groups as priority targets for IGA investments	Identify livelihood targets defined by the community	Gain in-depth understanding of community livelihood situation