

NATURAL RESOURCES SYSTEMS PROGRAMME

PROJECT REPORT¹

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Report Title

Scientific report: A Learning and Communications Programme for the PAPD Method

Report Author

Abigail Mulhall

Organisation

ITAD Ltd

NRSP Production System

LWI

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Annex A

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Abbreviations and Acronyms

BARC	Bangladesh Agricultural Research Council
BCAS	Bangladesh Centre for Advanced Studies
BRAC	Bangladesh Rural Advancement Committee
BS	Banchte Shekha
CARINAM	Centre for Advanced Research in Natural Resources and Management
CB-CPR	Consensus building in common pool resources
CBFM 2	Community Based Fisheries Management Project (Phase 2)
CD	Compact Disk
CNRS	Centre for Natural Resources Studies
COFCON	Coastal Fisherfolk Community Network
CPR	Common pool resources
CRED	Centre for Rural and Environment Development
DAE	Department of Agriculture Extension
DoF	Department of Fisheries
FFP	Fourth Fisheries Project
ICLARM	International Centre for Living Aquatic Resources Management (now WorldFish Centre)
ICZM	Integrated Coastal Zone Management Project
ITDG (B)	Intermediate Technology Development Group, Bangladesh
LWI	Land Water Interface
MACH	Management of Aquatic resources through Community Husbandry
NABOLOK	
NACOM	Nature Conservation Movement
NR	Natural Resources
NRM	Natural Resource Management
PAPD	Participatory Action Plan Development
PPS	PRA Promoters Society
PRA	Participatory Rural Appraisal
RMO	Resource Management Organisation
RUG	Resource Users Group
WARPO	Water Resources Planning Organisation

1 Introduction

PAPD is a method for building consensus amongst communities in the management of common pool resources. PAPD was first developed in Bangladesh in a previous NRSP research project, R7562: Consensus building in common pool resources (CB-CPR). The purpose of R7562 was to develop and promote methods for community participation in integrated sustainable management of terrestrial and aquatic floodplain resources. The underlying rationale for the research was that improved management of floodplain natural resources occurs if management is devolved to the resource users themselves. Whether there is equitable distribution of benefits from community-based management is uncertain because of the social systems entwined in the use of these resources.

PAPD is a planning process for bringing different stakeholders to consensus on how they manage common pool resources. It specifically targets the poor and ‘voiceless’ through an inclusive process of consultation. The end product is an action plan, which has been agreed on by the different stakeholder groups. NRSP’s LWI output 2 seeks to develop and promote improved resource-use strategies in floodplain production systems. PAPD is one method that facilitates communities to improve the way they manage their common pool resources. Although the method was initially developed and tested in the floodplains, it has since been used in a range of NR systems.

This follow-on research project primarily sought to develop a communication programme for improving the dissemination and uptake of outputs from project R7562, as the PAPD method was proving to be popular with a number of organisations who were involved with R7562. Two in particular, the Centre for Natural Resources Studies (CNRS) and the World Fish Centre (formerly ICLARM), continued to develop and use PAPD after the research project ended. Both organisations identified a considerable demand for the method in Bangladesh. It was recognised that the method needed further testing and developing and a manual or training programme developed, before scaling-up could take place.

A pre-proposal mission (PD 114) was carried out prior to this research project to gain a better idea about the real demand for the research product. In summary the pre-proposal mission identified:

- A regular and increasing use of PAPD in Bangladesh
- A need for reference or resource manual on PAPD
- Some evidence of PAPD use in other locations and situations (e.g. forest reserves, livestock based systems)
- A need to promote the method within identified organisations to influence the way they work with communities in managing natural resources.

2 Background

It is clear from evidence provided in the FTR for R7562 (Barr and Dixon, 2001) that the two outputs for the project were achieved:

1. Development of a process methodology for the management of common pool resources through consensus building among a range of stakeholders. This process methodology has been named PAPD – Participatory Action Plan Development
2. Improved awareness at a policy-level of the issues in, and methodological approaches to consensus building.

These outputs were delivered mainly through a comprehensive seven-volume, final technical report. Testing the method in four sites led to some uptake and dissemination (FTR R7562 pp. 3-4) and also the production of the Best Practice Guideline, which summarises the major issues in consensus management of common pool resources, and provides a decision support matrix to help managers select a suitable consensus building method.

2.1 Rationale for uptake promotion

Recent work in the field of communications has examined the process of disseminating outputs from natural resources research projects (Norrish, et al., 2001 & 2000; Hainsworth, et al., 2000; Mulhall, 1999 & 2001; Saywell & Cotton, 1999; Garforth and Usher, 1997; Farrington and Edwards, 1993). More specifically the research has asked questions about how the dissemination activities were planned and how relevant they were to the intended audiences. In most cases, planning was left until the end of the project, when time and finances are limiting factors. Dissemination activities tend to be one off, with little or no pre-testing and little or no planning for subsequent and sustained multiplication of information materials. Norrish et al. (2000) highlight recent concerns with the dissemination of research outputs and cite an example from the ODA's (now DFID) Research Task Group (RTG, 1994, p.24), which concluded that research results 'can no longer be passive, with research products stored 'on the shelf' for subsequent selection by target institutions. An uptake pathway must be clearly identified and planned from the outset when projects are being designed'. Farrington and Edwards (1993), cited in Norrish et al (2000), conclude that '..... the question of uptake is, at root, inseparably bound up with questions of how adequately research projects are managed throughout the projects cycle' and that 'project outputs which were technically and commercially sound and tailored to users' needs were almost always taken up. This conclusion is supported by case studies presented at a recent workshop to investigate factors that affect uptake and adoption of research outputs conducted by the DFID Crop Protection Programme (Hainsworth, S.D. and Eden-Green, S.J. eds. 2000). Conclusions of studies reported at the workshop include (cited in Garforth & Norrish, 2000):

- The fundamental requirement that technologies are appropriate to farming and livelihood systems;
- The need for user-participation at all stages in research,
- The importance of reviewing uptake from previous related projects,
- The need to plan for uptake right from the start of a research project,
- The potential of market mechanisms for facilitating dissemination, uptake and adoption;
- The relevance of the institutional context which facilitates or constrains NR users/farmers' access to resources;
- And, the idea that a basket of options is more helpful to end-users than a single recommended practice or technology.

Although R7562 has done a commendable job in initial production and testing of the methodologies; in stakeholder identification and collaboration; and, in planning some dissemination from the start of the project, little is known about the communication and learning needs and context of stakeholders who will use the method. This information is vital for effective dissemination.

2.1.1 Communication activities from R7562

Previous research suggests that effective dissemination is dependent on a number of factors including (Norrish, 2001):

1. The extent to which a project is demand led and farmers are involved in the research
2. Good collaborative working with stakeholders and beneficiaries (e.g. intermediate organisations, policy makers, bi-lateral projects, commercial organisations) throughout the project, this means a focus on a communication strategy
3. A good understanding of stakeholder and beneficiary communication context and needs
4. The extent to which an iterative process for the development of materials, involving both end and intermediate users in pre-testing and evaluating, has been put in place

In R7562 there are the strong, inter-disciplinary and inter-institutional collaborative working arrangements that have created a very wide stakeholder base in the project. Strong collaborative arrangements will more likely lead to improved dissemination and use of the research products. There is evidence to support this from R7562, where the close relationship with the DFID/WorldFish Community Based Fisheries Management (CBFM-2) bilateral aid project led to uptake of the method and demonstrated awareness of consensus building issues at the policy-level (Barr & Dixon, 2001). CBFM-2 also provides an excellent pathway for testing the development impact of PAPD in the long-term, though this very much depends on the institutional arrangements that will be left after CBFM-2 ends. Project R8103 (ITDG), and project R8195 (ITAD) will both investigate different aspects of institutionalising PAPD, though R8103 does this in the context of the Chars.

CNRS and the World Fish Centre continued to use PAPD even though no formal training materials were produced from R7562. Nonetheless, in R8103, ITDG are using PAPD in an entirely new context with the very minimum of training.

The communication activities planned by R7562 from the start of the project (formal publications and conference papers, project web-site, end-of-project workshop) have been completed, however, the impact or usefulness of these is not known. Communication activities were not selected according to identified audience needs, nor was it possible to monitor these activities. There is also an underlying assumption that dissemination will continue to occur through traditional printed media and conference presentations, yet the context is not well researched.

2.1.2 Outputs and Uptake from R7562

For effective dissemination, there must be clear, demand-driven outputs from the project. In the case of R7562, the immediate uptake and adoption by various organisations indicates that these outputs are needed and may warrant further promotion, packaging and dissemination to a wider audience outside the project's area.

The following organisations have started to use and adapt the consensus building method (R7562 Final Technical Report)

1. Organisations involved in the CBFM-2 project
2. World Fish Centre are using PAPD in Vietnam (co-ordinated by World Fish Centre, Bangladesh) for initiating a community-based fisheries management project in 1 – 2 sites in the Plain of Reeds area of the Mekong Delta. The project is working in partnership with Oxfam and is funded by IFAD.
3. After attending the R7562 end-of-project workshop in Dhaka and a subsequent presentation, senior staff from the World Bank and DFID funded Fourth Fisheries Project (FFP) indicated an interest in using the consensus building method in FFP.
4. CNRS has adopted PAPD and it is now central to the majority of the work that they undertake, examples include:

- Haor and floodplain components of the USAID-funded Management of Aquatic resources and Community Husbandry (MACH) project
- Haor component of the UNDP-funded Sustainable Environmental Management Project (SEMP) project
- Dutch-funded Coastal Biodiversity Conservation Project (CBAP)
- Ford Foundation-funded Community-Based Wetland Management (CBWM) project
- DFID-funded CBFM-2 project.
- A shortened version of PAPD was used in the Chittagong Hill Tracts in the IUCN-HIMAL project
- Training in PAPD has been delivered to the National Conservation Strategy (NCS), a project of the Ministry of Environment and Forests (MOEF)

During the course of the research, the team realised the need to develop the outputs, especially the method, into a more useable form and this is strongly supported by the two external reviewers of the FTR. Although the Best Practice Guidelines (Volume 2 of the FTR), may be useful to those who know about, and have previous experience of using the method, it is not user-friendly for those with little or no previous experience of the method. There are a number of concerns, including, who will use the manual?; the purpose of the manual; the level and use of language; complex diagrams; an assumption that users are already familiar with some methods (e.g. the problem tree); and, the complicated cross-referencing and use of footnotes throughout the guidelines.

The authors of the FTR suggested that ‘some form of manual and resource pack for the PAPD process’ is needed. This was supported by the external reviewers with the added suggestion of ‘a training course that could be implemented by the relevant NGOs in Bangladesh and elsewhere may be more appropriate than a manual alone’ (external review 1) and ‘ways need to be found to help local actors find the combination (of CBM options) that is right for them’ (external review 2).

Although a manual and training may be an obvious dissemination media from the project, it was not clear whether this was really demanded by potential users and whether it was suitable for the context.

2.1.3 Media use in R7562

The dissemination pathways for the research were through traditional routes and media, such as sending the FTR to project collaborators and others directly involved with the research; and distribution and presentation of papers at conferences and through journals. Training was conducted for the teams who carried out and tested the method in the four sites. There is also a draft training and resource pack for PAPD (Islam and Barr, 2000).

PAPD is designed for development practitioners, who work with local communities. The clients, or stakeholders who may participate in the CB-CPR process method is relatively clear (PAPD is based on stakeholder analysis) and described in R7562 FTR Volume 2 (p.15-16). The types of organisations or institutions who will use the methodologies with communities are not so clear. Three teams (comprising staff from World Fish Centre and CNRS) were involved in testing the method in the four sites in Bangladesh and consequently they are very conversant with the method (illustrated by CNRS who continue to use the methods in a wide range of work). Uptake by those outside the project area was limited as there were no training opportunities or post workshop follow-up. The first stage in this dissemination project should look to ask questions around the materials that have already been produced, and whether they have been used, and if not, why not.

The video “*mache, bhate, bangali – Understanding rural livelihoods on Bangladesh floodplains*” (Barr *et al*, 2000c), which includes an explanation of the consensus building method, was produced and is another starting point for assessing media preferences and needs for disseminating the method further.

Although the above is a good start for dissemination, especially considering the short duration of the project, the dissemination needs better planning (look at the distribution system); examine what type of training is needed and who can provide it; whether PAPD is in its final form, or whether it needs regular modification and updating (this will require collaboration with projects' R8103 and R8195, which look at institutionalising the method); the objectives of the different communication activities (for promotion, teaching and learning, etc.).

Identifying the Objectives of the Communications Project R8223

The findings from PD114 indicated a need for further promotion of PAPD and a training programme or resources pack for PAPD. A wide range of organisations showed interest in learning more about the method. There is also a clear demand for methods that facilitate communities in improving the way they manage their natural resources, and especially those methods that encourage wide and inclusive stakeholder involvement.

2.2 Findings from PD114

These are the main findings from PD114, which led to the identification of research objectives in R8223. Full findings and the method from PD114 are provided in Annex B-I.

- (i) Overall there appears to be regular and increasing use of PAPD in Bangladesh and also in Vietnam and Laos. The two main organisations using PAPD on a regular basis have also provided training to others.
- (ii) CNRS use the PAPD on a regular basis and in most of their projects. They have a wealth of experience with PAPD in the organisation but they have little time or resources to promote PAPD beyond their immediate contacts. They are very willing to provide *ad hoc* training and support when approached.
- (iii) World Fish Centre also have a wealth of experience in PAPD, both within Bangladesh and in Vietnam. They have provided exposure training to other organisations in CBFM2 and this is an informal way of promoting the method.
- (iv) More evidence and practical experience on post-PAPD, especially in the long-term is needed. The process is good and there is plenty of information about this but to institutionalise the approach and lead to more wide spread adoption there is a need for more documented examples and evidence that it really works. This calls for a good monitoring and evaluation process to be put in place, especially for the training programme.
- (v) The PAPD has been used at community level, with community members, local government, NGOs, however, higher levels, especially decision makers have not been exposed directly to PAPD. For this method to be taken-up by other organisations and government institutions, it requires promotion at a higher level than practitioners in NGOs/CBOs and similar organisations.
- (vi) There is a general agreement that the PAPD method is best learnt through on-the-job training, rather than in a classroom situation. There is still a need to provide some sort of reference or resource manual to provide guidance to trainees learning on the job. The back-up materials also need to provide examples and evidences of PAPD use in other locations and situations (e.g. forest reserves, livestock based systems).
- (vii) There is a need to analyse peoples' attitudes towards participatory methodologies and the use of PRA tools in Bangladesh. The PAPD is a process method where users continually learn and reflect on their actions, to further develop and define their action plans. It is very interactive and based largely on stakeholder discussion and interaction.

3 Method

The research activities focused on the following:

- A rapid survey on knowledge and attitudes towards participatory planning methods
- A review of audience profiles and needs from PAPD communications media
- Testing a training package for PAPD
- Production of training and facilitators' resource materials for PAPD
- Develop a monitoring and evaluation process for PAPD that allows for experiences and learning around PAPD to feed into a system to further develop and promote PAPD.

3.1 Awareness raising and Promotion

PD114 identified a need to carry out activities make people aware of PAPD. They need to become familiar with the term PAPD, what it can and can't do and what are the principles of PAPD. Identifying the target audience for PAPD through conducting a communications needs assessment was the first stage of this research.

3.1.1 The communications needs assessment

The communications needs assessment sought to understand what people already know about PAPD, how they might like to know more about PAPD (i.e. through what media) and whether or not they are interested in being trained in PAPD.

The audience for PAPD has the potential to be very large, but for the purposes of the research (timing and budget) organisations with the following characteristics were targeted:

- (i) They have a significant portion of their work in the natural resources sector
- (ii) They primarily work at the community level
- (iii) They implement, or have some experience with community based planning methods
- (iv) They are familiar with systems methods and or the use of participatory tools.

This narrows down the number of stakeholders considerably and affects the type of communications media that are suitable (effectiveness and cost-efficiency) to communicate PAPD at meso-level², for example use of the mass media (e.g. radio and TV) is less relevant at this stage. At meso level we are looking to scale-up, or influence those in a position to create change. For example, reaching a point where PAPD is at least included in an organisations strategy, with the intention to institutionalise the process providing evidence from micro-level use is approved at meso/macro level.

CNRS has a broad understanding of the context for NRM in Bangladesh. They also have very close working relationships with the main organisations involved in NRM. With this knowledge and based on a previous NRSP research, a list of potential target organisations was identified. Within the organisation meso level decision makers were targeted for this assessment. The assessment intended to give an indication of suitable and relevant media for promoting PAPD. It is not a

² meso level refers to middle-management and those people who can influence and communicate to macro level decision makers (may include policy makers, managers in development organisations, decision makers in donor institutions; local government heads)

statistically validated sample, as the number of target organisations is relatively few and PAPD has a particular target audience.

A checklist of questions was used in one to one discussions (ANNEX A I). Interviews took between 1-2 hours. The main objectives were to identify:

- Current practice and knowledge of community based management processes, especially in relation to consensus building and/or conflict management in the context of natural resources management.
- Current practice and knowledge of participatory methodologies and experience with using participatory methodologies (the processes rather than individual tools)
- Their awareness, knowledge and practice of PAPD
- If they know about PAPD, how did they find out about it, have they used it, etc
- Level of interest in being involved with PAPD (e.g. training, receiving information, attending workshops, exposure visit etc.
- How they would like to receive information about PAPD.

3.1.2 The surveyed organisations:

A total of twenty two personnel from nineteen organisations were interviewed on a one to one basis. Each interview lasted between 60 and 90 minutes. The majority of organisations are based in Dhaka. The following organisations and personnel were interviewed. The aim was to speak with a person identified as being in a position to create change within the organisation; a person with influence.

Name of Organisation/ Project	Type of organization	Person Interviewed	Designation
Community Based Fisheries Management Project Phase 2 (CBFM-2) Department of Fisheries	Government Organization	Mr. Nasiruddin Md. Humayan and Mr. G. M. Shamsul Kabir	Project Director and Assistant Director
Fourth Fisheries Project Department of Fisheries	Government Project	Mr. Zahirul Islam	Fisheries Management Specialist
ICZM (Integrated Coastal Zone Management)	Governmental Project	Mr. Abu M Kamal Uddin	Senior National Expert, Environment & Natural Hazard (PDO-ICZM)
Management of Aquatic Ecosystem through Community Husbandry (MACH)	MACH is a USAID supported project, the project which implemented by one International and 3 National Organization, viz. CNRS, CARITAS, BCAS.	Mr. Darrel Deppert and Md. Mahbubur Rahman	Chief of Party and Fisheries Biologist
Action Aid – Bangladesh	International Organization	TIM Zahid Hossain	Coordinator, HIV/AIDS
Bangladesh Agricultural Research Council (BARC)	Research Organization.	Dr. Khabir Ahmed	Chief Scientific Officer, Fisheries Division
BCAS (Bangladesh Centre for Advanced Studies)	Independent, non-profit, non-government, policy, research, and implementation institute.	Dr. A. Atiq Rahman	Executive Director
BRAC (Bangladesh Rural Advancement Committee)	National Non-Governmental Organization	Mr. Anwaruzzaman	Project Coordinator, BRAC-CBFM-2
Banchte Shekha (BS)	National Non Government Organization	Mr. Tarun Kumar Mustafy	Coordinator, BS-CBFM-2
CARE-Bangladesh	International Organization.	Mr. Sajedul Hasan	Project Coordinator, Flood Proofing Project, Integrated

Name of Organisation/ Project	Type of organization	Person Interviewed	Designation
			Food Security Program
CARITAS	National Organization.	Dr. Anwara Begum Shelly	Director, Fisheries Division
Coastal Fisherfolk Community Network (COFCON)	Network Organization	Mustafa Kalimullah Al Mamun	Program Officer
CRED (Centre for Rural and Environment Development)	Local non-profit, voluntary organization.	Md. Ruhul Amin	Executive Director
ITDG (Intermediate Technology Development Group)	International Organization	Mohammad Ali,	Team Leader, Vulnerability Reduction and NRM Program
IUCN- Bangladesh	International Non-Governmental Organization, International World Conservation Union	Dr. Ainun Nishat and Mr. Anisuzzaman	Country Representative and Senior Programme Officer
Nature Conservation Movement (NACOM)	National Non-governmental Organization	Dr. Abdur Rob Mollah	Chairman
NABOLOK	Local non-government Organization	Mr. Kazi Wahiduzzaman	Chief Executive
PROSHIKA	Non Governmental Organization	Md. Abdur Rahman	Senior Program Coordinator, Fisheries Development Program
The World Bank	International Organization	S. A. M. Rafiquzzaman	Irrigation Engineer South Asia Rural Development Sector

Full details of the organisations' characteristics are provided in ANNEX A I.

3.1.3 The PAPD promotion brochure

The research sought to produce a promotion booklet that was fully developed and tested with a wide range of stakeholders, to ensure it was appropriate to their needs and contained enough information to promote the product such that people would be interested in finding out more about PAPD.

The researchers produced the first draft of the brochure. It took more than five months to produce the leaflet and two tests were carried out. See Annex B-2 for a full report on testing and producing the PAPD promotion booklet. The process was as follows:

- First draft (December 2002): This provided a relatively detailed explanation of the process and was developed by someone with no practical experience of PAPD.
- Second draft (January 2003): CNRS modified the first draft to draw-out the key points in the process.
 - Comments on second draft received from CNRS staff familiar with PAPD
- Third draft (January 2003): The third draft was developed by CNRS and ITAD following comments received from CNRS staff on the second draft.
- Fourth draft (February 2003): The fourth draft was copied using a colour laser printer and circulated to a selected group for pre-testing.
 - Fourth draft circulated to a selected group of peer reviewers (see Annex B-2 for full list)
- Fifth draft (March 2003): Reviewers comments were incorporated into this final draft. The major changes were in the font size, use of photographs and the PAPD diagram.

- Six draft (April 2003): A selected group of reviewers in Bangladesh reviewed the draft produced following comments made by the reviewers listed in the Annex B-2.
- Seventh draft (May 2003): Final draft, incorporating reviewers' comments, minor edits and changes to colour.
- Final copy: 3000 copies produced in May 2003 (Typeset and design: CNRS Printers: Kamala Printers, Dhaka) (see Annex B-2)
- Bangla version to be produced by June 2004.

3.1.4 Sensitisation and Exposure visits

During the PAPD needs assessment (and from results of PD114), target organisations expressed a desire to actually see PAPD in action. They also recognised a need for short presentations and discussions about PAPD.

Exposure visit

One exposure visit was carried out to a live PAPD in March 2003. The visit was planned to coincide with the last day of a PAPD, when the community presents their action plan (for managing the NR resource under conflict) to a range of stakeholders, including village elites and district staff. It was felt this was the ideal time for potential uptake organisations of PAPD to view the PAPD process as it illustrated the wide stakeholder involvement that is established through the PAPD method.

The exposure visit lasted a full day and an evaluation was carried out at the end of the visit (ANNEX A II).

Sensitisation workshops

The sensitisation workshops were planned as short events (1-2 hours) as these type of meetings were identified during the needs assessment as being more suitable than for example, day long workshops. The objective of the sensitisation workshops were to raise awareness about (i) what is PAPD and (ii) the costs and benefits of PAPD (iii) further training and information about PAPD.

The communications needs assessment identified that short (thirty minutes to one hour) face to face meetings, or small group meetings were a useful method for keeping people informed and aware about PAPD. Time and resource constraints limit how often this can be done and for this method, the research team felt it more cost effective and efficient to meet with a larger group for people, but maintain a short meeting time and identify a suitable day. Saturday was selected as a day when senior staff are more flexible and a duration of a maximum two hours seemed appropriate. Presentations were timed to take 30 minutes followed by a discussion session.

At the first sensitisation workshop there was a lot of interest in PAPD, hence the meeting (mainly discussion) continued for 3 hours. Participants were free to leave at any time.

At the end of each workshop a short evaluation was conducted (see ANNEX A II)

3.2 The PAPD Resources Pack and training

The resources pack is designed to comprise a stand-alone Facilitator's guide on how to conduct a PAPD combined with supporting video clips, which illustrate different parts of the PAPD method.

3.2.1 The PAPD Facilitator's Guide

The process of producing the PAPD facilitator's guide has involved stakeholder consultation including reviews by professional trainers, a communications specialist and people experienced in

facilitating PAPD. The first draft of the training guide was initially based on the manual produced by R7562 (in English). This was revised according to changes in the method that CNRS have introduced. The first draft was only available in Bangla and was used during the first test of the PAPD training. Comments on this first draft were sought from participants and these are presented in Annex AIII. After the second training and a further follow-up on trainees six months after the training, a second draft of the resources pack was produced (in Bangla).

Four trainers and 3 CNRS staff critically reviewed the revised PAPD Facilitator’s Guide and video during a 3-day retreat held at Alenga, Kalihati during the end of November, 2003. This was an important part of the process as it brought together experience users of PAPD (from CNRS), external professional trainers and an illustrations expert and the video producer. Since the retreat a revised Facilitator’s Guide was produced in Bangla and this draft was translated into English, to allow for an initial review of the content, format, etc. The English draft version is presented in Annex B-III and reviewers comments are presented in Annex A-VI.

Table 1:PAPD Resources Pack – List of Reviewers

Name	Organisation	Position
Dr Motiur Rahman	CNRS	Trainer
Harun ur Rashid	Independent – formerly with CARITAS	Trainer
Mr GM Shamsul Kabir	Assistant Director, DoF/CBFM2	Trainer
Mr Daniel Bhuiyan.	Independent – formerly head of training CARE	Trainer
Mahbubur Rahman	MACH Project	Trainer
Mainur Rahman Arzoo	CNRS	Illustrator/fine artist
Naimur Rahman Leetu	CNRS	Research assistant
Dr Pat Norrish	Independent Consultant	Communications specialist

The language problem raises a number of issues, mainly the poor appreciation of time taken to review and modify the manual in two languages. The ideal would be to produce the full Bangla version, then translate to English, but time did not allow this. Currently there are two drafts, one of the English version and another in Bangla. Care must be taken to ensure they are mirror images.

An external professional adult trainer/communications specialist reviewed the first English translation of the Facilitator’s Guide. The comments from this review have been presented to CNRS who will incorporate comments, where appropriate into the Bangla version of the Facilitator’s Guide. The Bangla version will be the version that is then translated into English. This part of the research is delayed, due to the researchers not appreciating how much time is required to produce professional and well tested training materials. After the first review of the Facilitator’s Guide the team at CNRS identified a need to do a thorough review of the guide, hence the reason for organising a 3-day retreat to fully revise the guide. The main comments from the external review of the English version include:

Two important questions

- Who is the Guide for?

It is understood that the Bangla guide is intended as a refresher for those who have already had a course in PAPD and are already using it and as a basic guide on the main steps in PAPD for those wishing to learn about it. It is assumed that the needs in both cases are similar. Who the guide is for and how they might use it is important for deciding on what to leave in and what to take out, and also in looking at the structure of the document.

- What is the role of the video clips?

It needs to be clear from the text where the video clips fit in, the use of some kind of symbol to highlight the use of a video clip would be helpful.

What needs to be done

Work is needed:

- on the overall structure of the guide
- on editing of the content, particularly those areas of content which are not central to carrying out PAPD
- on the design and layout

Each one of these areas affects the other and comments on editing and presentation are woven into the comments on the overall structure and the structure of the Introduction, Pre PAPD, PAPD, and Post PAPD.

3.2.2 The video - Method

Originally the research team were going to hire a professional cameraperson and editor to produce supporting video material for the Resources Pack. FemCom was consulted but it was decided that their skills lay more in producing films and theatre rather than material for training purposes.

Within CNRS there is a fully trained cameraman, capable of using a broadcast quality camera. As CNRS wishes to build its capacity in in-house media skills, the NGO purchased a good quality broadcast digital camera and this was hired by the research project. To build up skills a professional cameraman was hired to support the CNRS person.

The first video was taken during the first 'live' PAPD held by the research project (March 2003). This, however, proved to be problematic as it caused some disruption, especially when the cameraman wanted to re-take a session, or needed to adjust the light or sound for the video. Trainees and community members commented on these disruptions. This also meant the video material was not planned as well as it should have been and the filming had to take place alongside the training. In future, it would be better to stage a false PAPD just for the purposes of producing video material, though this would cost more in time and resources. When it came to editing the video, there was a vast amount of material that for some sessions was too short and for others it was too long.

The process involved skilled PAPD facilitators producing a draft script that highlights different stages in the PAPD process. During the live PAPD a hired professional cameraman filmed each stage. The video material (vast quantities) was then edited at a professional editing house in Dhaka. This again took a long time and the pictures were selected to match the video script (rather than the pictures being taken for the script). Professionals were hired to provide voice-overs. The video is in Bangla.

The video script is presented in Annex A-IV.

3.2.3 The PAPD training

Initially the researchers considered an apprentice type training programme for PAPD, but due to the level of interest in being trained in PAPD, and due to CNRS previous experience in training people in PAPD it was decided that a more formal training may be more suitable.

The training was designed to run concurrently with a real PAPD, though trainees received a day-long introduction session prior to the PAPD starting. This introduction session took them through the concepts and basic steps of PAPD. During the actual PAPD, participants followed the resources guide and ‘observed’ the PAPD being facilitated by a professional facilitator. Trainees could ask questions and at regular intervals short discussions were held between the facilitator and the trainees (for example when community members were involved in group work). All the training materials were in Bangla and are therefore not included in this report.

At the end of everyday trainees had their own evaluations and re-cap sessions. There are points in the PAPD process where the facilitator summarises PAPD participants’ group work and trainees were actively involved in this process.

The first PAPD training for trainee facilitators was held in March 2003 at CNRS Field Station Kalihaty, Tangail. There were 9 trainees representing 8 organisations. After this training, there was an evaluation by trainees and these results were incorporated into a revised PAPD resources pack. These trainees were also involved in a full testing of the video.

A second training was held in CNRS Field Station Kalihaty, Tangail with 9 participants from 7 organisations.

4 Results

The main results from the research are presented below. They comprise findings from the communications needs assessment, evaluations for the exposure visit and sensitisation workshops and the Resources Pack and video clips.

4.1 Awareness Raising and Promotion

The results of carrying out the awareness raising and promotion activities are presented below. The communications needs assessment provided the information to complete the communications plan, which is presented in Table 3.

4.1.1 The communications needs assessment

All organisations interviewed use community based planning methods, though the nature of these methods varies considerably. The tendency has been to use PRA or RRA tools independently rather than as part of a process. All but one organisation (COFCON) has heard of PAPD and most of heard about PAPD through CNRS, the Community Based Fisheries Management Project (World Fish Centre) and Sustainable Environment Management Programme (SEMP).

Most of the PAPD information organisations have received has been from CNRS, the World Fish Centre and CBFM-2. Few have received formal training in PAPD and if they have, it’s either from CNRS or the World Fish Centre. This training was before any materials had been prepared, so tended to be observation sessions and on-the-job training, but it is important to note that skilled facilitators provided support throughout the training. On a larger scale this would not be possible, hence the reason to produce a facilitator’s guide and supporting video clips.

All organizations expressed an interest in knowing more about PAPD (through various means – see below) with a view to using on projects yet few explained how it would be implemented or mentioned ongoing training/support required.

Issues raised during the needs assessment include:

- 8 to 9 day training course is too long due to staff constraints.

- Not all of the smaller organisations have a website for the dissemination of information
- Many of the organizations are linked so could costs/time be shared
- Some limitations with the method; it's difficult to build up trust, it's a short process, and it cannot explore the wishes of the community.

Communication Expertise and activities

More than half of the organisations interviewed mention that they have a separate communication unit or expertise. These tend to be advocacy and lobbying units, producing reports, videos, brochures to promote the organisation and its activities. Around a third of the organisations mention that they have either a communications or information dissemination strategy. The most common media for sharing information is through newsletters.

Almost half the organisations have websites and most mentioned access to the internet. The frequency of access was not addressed in this survey, but it became apparent that many personnel do not have regular (e.g. daily) access to internet or email.

Knowledge, Attitude, Skills towards PAPD

Most organisations had heard about PAPD and mainly through donor supported projects (e.g CBFM2 and MACH). Many spoke positively about the qualities of PAPD including: level of stakeholder involvement; stakeholders are made aware of their role and responsibilities; problem identification and sorting the problem by the group work; a comprehensive approach to Problem Census; Action planning workshop; and conflict resolution.

Respondents had some comments about perceived weaknesses of PAPD including, the use of unnecessary tools like resource mapping and facilities in the village level, the time spent actually doing a PAPD and the opportunity costs to the community. Some mentioned that with PAPD it is difficult to build up trust of all participants as it is a short process and cannot, therefore, explore desires of all the community members.

The respondents showed an interest in PAPD and some senior personnel mentioned that they would send their staff on PAPD training.

Use of PAPD

Although many of the organisations are aware of PAPD, around half are not yet using it, mainly because they don't have trained staff. All respondents were interested in knowing more about PAPD through various media. Mention was made that visits and video could be useful.

Media preference

The research project aimed to promote PAPD to a wider audience, but needed to understand how people would like to receive information on PAPD. The project also needs to know whether they'd be interested in any activities that involve monitoring PAPD and providing feedback on PAPD. Table 2 provides a summary of respondents' feelings about how they would like to receive information on PAPD.

Table 2: Summary of media preferences for dissemination of information

Media Type	Details/ reasons/ requirements
Poster	<ul style="list-style-type: none"> • Greater access to general public and they will relate to it, using photo not text
Video	<ul style="list-style-type: none"> • Brief summary of entire PAPD process for practical use/knowledge • Details of practical steps to make PAPD easier to apply • Videos easy to use/maintain • Real demonstration/observation, to learn facilitation & details of PAPD

Media Type	Details/ reasons/ requirements
	<ul style="list-style-type: none"> • Easy to understand and portable
Hard copy	<ul style="list-style-type: none"> • To act as a reference/ manual • Printed materials for field staff – portable and easier to send
Electronic/CD	<ul style="list-style-type: none"> • Providing detailed information covering whole process • For summary of important points, findings • Easy access and good for preparing proposals, reports, etc
Website	<ul style="list-style-type: none"> • Easy to access, for updated information • Details and photos
Email	<ul style="list-style-type: none"> • Quick response to queries, easiest method
Newsletter	<ul style="list-style-type: none"> • For up-to-date information, eg. Every 6 months
Training Manual (Audio Visual)	<ul style="list-style-type: none"> • Detailed training for better understanding • For clear overview • Voiceover and pictures to understand concepts of whole process.
Personal meeting	<ul style="list-style-type: none"> • To get clear overview of PAPD process
Leaflet	<ul style="list-style-type: none"> • Information at a glance
Booklet	<ul style="list-style-type: none"> • For general info

Media Type	Requested by
Poster	CBFM-2
Video	CBFM-2, COFCON, Banchte Shekha, CARITAS
Hard copy	CBFM-2, COFCON, CARITAS, MACH
Electronic/CD	CBFM-2, COFCON, ICZM, CARE-Bangladesh, CARITAS, BRAC, NACOM, WINROCK International, IUCN, ITDG
Website	COFCON, Banchte Shekha, NACOM, WINROCK International, MACH
Email	COFCON, BRAC, WINROCK International, IUCN, ITDG
Newsletter	COFCON, ICZM, CARE-Bangladesh, BRAC, WINROCK International, IUCN, ITDG
Training Manual (Audio Visual)	ICZM, CARE-Bangladesh, BRAC, NACOM, WINROCK International, IUCN, ITDG
Personal meeting	CARE-Bangladesh, ITDG
Leaflet	Banchte Shekha
Booklet	Banchte Shekha

The above findings provided information to complete the communication plan, as presented in Table 3.

Table 3: Communications Plan

Clients to communicate with:	Characteristics of Client	Communication Media	Timing	Intended result
Department of Fisheries	Very influential in setting policy on fisheries, floodplain management, sustainable use of water resources	Individuals have limited access to internet. Face to face meetings, short group discussions. PAPD booklet. Training. Materials on CD?	Prior to strategy planning. During preparation of project/program me design.	Wider awareness of community based planning methods and participation of resource users. Use of participatory methods as standard practice in all projects and programmes.

Clients to communicate with:	Characteristics of Client	Communication Media	Timing	Intended result
World Fish Centre	Influential in research and policy. Office in Bangladesh. Wide use of PAPD in CBFM2	Web, email	continuous	Potential to test PAPD in other Asian countries, especially Vietnam, Cambodia and Laos.
Community Based Fisheries Management Project 2 (CBFM2)	DFID supported community based fisheries project. Large component on policy influencing. Managed by WorldFish Centre. Fully support and have invested in PAPD	Training, PAPD booklet, web	PAPD used in CBFM2 sites as standard planning process. Good communication strategy – include PAPD in this?	As an advocator of community based planning methods. Provides evidence of cost/benefit of PAPDs.
Fourth Fisheries Project	Government and donor supported project. Some influence in policy as under DoF	PAPD booklet, training	Prior to planning field activities and methods	Awareness and promotion of PAPD in all activities as it's a community based project. Use of PRA tools in a process not only for extracting information.
MACH Project	USAID supported project.	Web, PAPD booklet, CD, email	Prior to planning field activities and methods	Use of PAPD as a method in community based planning activities. Promote PAPD to an international audience
Integrated Coastal Zone (ICZM) Management Project	Under WARPO, who is responsible for developing masterplan for water resources in Bangladesh.	Web, PAPD booklet, CD, email, training	Prior to strategy development	Good for policy influencing at higher level and for process of scaling-up PAPD (i.e. from micro community level to macro district level planning)
Action-Aid Bangladesh	Strong focus on advocacy and participatory methods. Strong poverty focus.	Web, PAPD booklet, CD, email, face to face meetings, training	Prior to strategy planning. During preparation of project/program me design.	Good advocator of PRA methods/tools need to include PAPD in the methods they use.
Bangladesh Agricultural Research Council	Research organisation. Interested in research efficiency and effectiveness	PAPD booklet, CD, email		Informing about the research. Awareness of the need to include clients, or resource users views in planning and implementation of NR research
BCAS (Bangladesh Centre for Advanced Studies)	Independent, non-profit policy and research organisation. Focus on people-centred sustainable	Web, PAPD booklet, CD, email		Familiar with PRA tools – introduce to concept of participatory processes for community development

Clients to communicate with:	Characteristics of Client	Communication Media	Timing	Intended result
	development. Policy advocacy. Promoting peoples participation.			
BRAC (Bangladesh Rural Advancement Committee)	National NGO. Works in fisheries, health, education	Web, PAPD booklet, CD, email		Familiar with PRA tools – introduce to concept of participatory processes for community development
Banchte Shekha (BS)	National NGO. Partner in CBFM2, potential trainer and promoter of PAPD. Focus on women and children	Web, PAPD booklet, CD, email	Prior to strategy planning. During preparation of project/programme design.	Wider use of PAPD. Share experiences with PAPD. Training provider?
CARE-Bangladesh	International NGO. Wide experience in community planning methods – advocator of participation	Web, PAPD booklet, CD, email, face to face meetings	During strategy development/project and programme planning	Use of PAPD in CB programmes
CARITAS	National NGO, partner in CBFM2. focus on education, health, fisheries and integrated community development	Electronic, Video clips, Hard copy	Prior to strategy planning. During preparation of project/programme design.	Familiar with PRA tools – introduce to concept of participatory processes for community development
Coastal Fisherfolk Community Network (COFCON)	Network organisation, capacity building of NGOs. Disseminate information.	Hardcopy, Website, Newsletter, E-mail, Video CD	Regular updates	Interested in training package. Good route for spreading information – distributor of PAPD info?
CRED (Centre for Rural and Environment Development)	Local non-profit, voluntary organisation. Adult literacy, fisheries, women.	Web, PAPD booklet, CD, email		Familiar with PRA tools – introduce to concept of participatory processes for community development
ITDG (Intermediate Technology Development Group), Bangladesh	International NGO, good relations with many organisations. Policy advocacy.	Web, PAPD booklet, CD, email, face to face meetings	Prior to strategy development/project and programme planning	Training support in PAPD and M&E of PAPD method
IUCN- Bangladesh	International NGO. High level policy advocacy, international organisation with good reputation	Web, PAPD booklet, CD, email, face to face meetings	Provide information on PAPD experiences for IUCN events. Identify when/where involved in policy dialogue	An advocator of PAPD.

Clients to communicate with:	Characteristics of Client	Communication Media	Timing	Intended result
Nature Conservation Movement (NACOM)	National NGO. Conservation. Interested in innovative and proactive approaches towards eco-development	Web, PAPD booklet, CD, email		PAPD as an innovative method
NABOLOK	Local NGO	Web, PAPD booklet, CD, email		Make aware of participatory tools/methods
PROSHIKA	Large NGO. Many community based activities. Wide appreciation of participatory tools and client needs	Web, PAPD booklet, CD, email, training	Prior to strategy planning. During preparation of project/programme design.	Potential training organisation for PAPD?
The World Bank	Donor of FFP. Very influential	Web, PAPD booklet, CD, email	Make information available prior to OPR/EoP	Raise awareness of PAPD, especially resource pack and training. Also costs and benefits

4.1.2 Exposure visit

The objective of the exposure visits was to promote PAPD as a method by personnel from identified organisations actually seeing a PAPD in action. The aim was especially to expose *meso* level personnel in organizations to the way PAPD involves and encourages participation by a broad range of stakeholders. The exposure visit was held on the final day of a PAPD when community members and village leaders present their action plans to District personnel, Upazilla Chairperson and members, local elites and NGO representatives, to obtain feedback and support in what they intend to do.

Seven meso level decision makers were invited to the exposure visit and despite all seven responding positively, only four attended on the day. They were Ms. Olena Reza of BCAS, Mr. Faruk-UL-Islam, Coordinator, Food Production Program, ITDG (Intermediate Technology Development Group), Mr. G. M. Shamsul Kabir, Assistant Director of Community Based Fisheries Management Project Phase 2 (CBFM-2) of Department of Fisheries, Tangail, Mr. Kayum, APM, Sirajganj, IFSP of CARE Bangladesh. The District Fisheries Officer for Tangail, Mr. A. K. M. Kaikobad, also attended. The visit took place on 27th March 2003, to the CNRS Field Station Kalihaty.

Three months after the visit CNRS interviewed each participant to assess what they had done since seeing a PAPD in action. The following table summarises responses from participants:

Table 4: Follow-up on PAPD Exposure Visit

Participant	Events held post- PAPD exposure visit	Future use of PAPD in the organisation
BCAS	2 meeting with other BCAS staffs of SEMP project on PAPD. One for mid-level staff on what is PAPD, the other to field level staff on the need for and importance of PAPD	Colleagues were enjoying it. They are very much interested on PAPD. According to my colleagues training on PAPD is essential in the starting phage of a project.

ITDG	<p>Discussed among our team members as ITDG is adapting and modifying the tool in a char/sand bar context under a NRSP project R8103.</p> <p>ITDG recognizes CNRS and other related organizations' role in the process of developing the tool.</p>	<p>ITDG thinks that the tool could be more flexible to allow it to be internalised in local institutions.</p> <p>PAPD should not be an expert-driven or NGO driven tool. We have to find how people like to apply the tool.</p> <p>Facilitators have good skill. But the process is still too formal. What people express in a meeting/workshop may be superficial (some times) to some extent. It is difficult to explore the real fact related to some root problems. Formal and informal inquires are needed to investigate the real conflict issues. We also think how could we make the tool people friendly?</p>
CBFM-2, DOF	Held discussions with colleagues on the importance of PAPD as a method for identifying different problems & issues and also their possible solutions. Involvement of beneficiaries and other stakeholders is very important	This tool would be helpful to resolve conflict at community level, because it helps them identify their problems and solutions. The community is likely to be more sincere about finding a solution to the problem.
DOF	The PAPD method is for identifying the problems and probable solutions for a given area. A discussion took place with the Upazila fisheries officer after the following day of PAPD, four fisheries officer were present.	Problem and solutions, which are identified through discussions by the administration, NGO, & local participants.
CARE	During observing the discussion and presentation session I think in many cases our PLA process is like as PAPD. Through PLA we made village wise activities plan and ensure community people involved in planning and implementation stage, which is followed in PAPD process. Women participation ensured in both processes. Related government-department and local government personnel are involved in both processes.	I think this process is effective for rural development activities, through this process beneficiaries can be involved in planning through to implementation activities. Also they discuss amongst themselves what would be best. Besides this they monitored their activity as well as impact analyses. I am very much impressed when I have seen the government administration and related department, local elite persons NGO personnel are socially involved with this process and they are committed to play an active role.

During the follow-up survey, respondents were also asked what further information they required on PAPD and what is there current interest in PAPD having attended the exposure visit.

Table 5: Further information required on PAPD

Participant	Information required on PAPD	Current level of interest in PAPD
BCAS	more reference and books on PAPD if I would promote PAPD in my organization.	would like to have some reports or results of PAPD that you have conducted in the field level as a part of project implementation. (Not as study)
ITDG	More information needed on pre-PAPD and post PAPD stage.	Yes, because, the tool must be adapted in different rural context. We want a "flexible PAPD"

Participant	Information required on PAPD	Current level of interest in PAPD
	It could be promoted to organizations but they have to think to make it more people-friendly. How long it may take to prepare people for a real PAPD under different context? How “community planning” and “consensus building” happens together?	guideline. We need sufficient evidence and analysis on how PAPD may work in reality or may not?
<i>CBFM-2, DOF</i>	Procedure of PAPD, step by step is needed for my organization. We expect your cooperation whenever we will implement PAPD	Yes, further information on PAPD procedure is required
<i>CARE</i>	PAPD is similar to the methods we already use.	Out of PAPD follow up session I have keen interest to visit the implementation system of CNRS activities.

4.1.3 Sensitisation Workshops

The first sensitisation workshop was hosted by IUCN on 29 March 2003. The intention was to hold short meetings with the primary objective of raising peoples’ awareness of PAPD to the extent that they would seek more information, or request PAPD training. A total of 23 people attended representing 12 organisations.

There were a number of general comments made during the discussions that related to current use of community based planning methods and the potential for advocating PAPD as a widely used method, particularly in government programme. For example, the NEMAP (National Environmental Management action Plan) was the first national level participatory action plan which was facilitated to involve community people to identify and prioritise environment related problems, however, it did not consider social, political and technical aspects and alternatives. At this meeting a representative from WARPO recognized that PAPD could be a useful method for implementing the GPWM (participatory water management guidelines developed by BWDB (Bangladesh Water Development Board)).

Another participant recognized that the Government has 17 policies and is signatory of Ramsar convention and CBD. Most policies emphasise that the community must be involved in the decision making process, therefore the Government should look at PAPD as a method for improving community participation.

Concerns about the suitability of PAPD as a widely used planning method included the recognition that so far it has only been used for micro level planning. Since the sensitisation workshop, ICZM has decided to test PAPD in district level planning (Annex A V). It was also noted that the time to carry out a PAPD can be very long and varies from the standard 8-10 days in a small watershed area to 4-6 months in a project covering a large site (e.g. Hakaluki Haor, which covers 20,000 ha).

The second sensitisation workshop was hosted by ICZM-PDO Lecture Series on Coastal Issues and held on 27th January 2004 between 10-12am. There were 26 participants representing 10 organizations.

The main discussion points from the second sensitisation meeting were around:

- **Role of PAPD in project planning**

A concern was raised about whether carrying out a PAPD half-way through a project might identify problems that cannot be resolved by the project. One of the presenters responded to this question by presenting a case study of such an experience from the MACH project:

MACH project overall objective is to improve wetland management (beels and haor). PAPD is being used as a method to reach consensus in the management of these shared resources. During a PAPD it was found that the problem of silting in the beels was due to pineapple farming on the hill (previously it was forest, which was privatised, de-forested and converted to agriculture land). Once the problem was realised, this was raised at MACH project planning meetings and it was decided to work with the pineapple farmers to find a solution to the excessive run-off from the pineapple plots, which was causing silting in the beels. The solution was to move to contour farming (over 3 years 30 farmers are now practicing contour farming).

- **Links between planning at different levels.**

There was concern over how community level planning links to or feeds into national level planning and vice versa, or affects regional planning. As yet PAPD has not addressed the downstream effects of implementing an action plan, especially over larger areas. PAPD was developed for community/mirco level planning, but it is recognised that scaling-up the process may be possible.

- **Sustainability of PAPD**

Concerns were raised over how sustainable is the PAPD method. The actual method is only as sustainable as the mechanisms established to train people in PAPD and to continue developing the method. The results of PAPD are only sustainable if processes are in place to implement the action plans (for example the in the MACH project CNRS is investigating sustainability of RMOs to implement the action plans).

- **Skills needed**

There was concern that special support and resources are needed to use PAPD. Skilled facilitators (preferably outsiders, or those with no influence/stake in the outcomes of a PAPD) are needed for PAPD. CNRS has trained a number of organisations and project staff in how to conduct a PAPD.

Outcomes of the meeting:

- The national water development plan identifies that there should be community participation in micro-level planning. After this meeting they (M. Shajhahan) is convinced that PAPD could be a method to help them implement this part of the plan.
- WARPO have therefore, requested a half-day workshop on PAPD to its staff, to provide more detail about the process.
- IPSWAM have requested PAPD training
- ICZM have requested PAPD training

4.2 The PAPD Resources Pack

The first version of the PAPD resources pack was produced in Bangla. The second version was revised in Bangla following review by professional trainers, and then translated into English. The first revision of the Facilitator's Guide (Annex B-III) was based on a number of concerns raised by professional trainers (who reviewed the guide during a one-day workshop and a 3-day retreat) and trainees.

- Manual should be self-explanatory. The steps for doing PAPD are explained, but the procedure for actually doing the steps is not so clear.
- This is a workshop manual rather than a training manual.

- There should be clear sessions with supporting facilitator’s notes.
- There should be clear objectives for each session.
- CNRS experiences and results of PAPD should be described to prove that PAPD is an effective tool.
- The reason for marketing PAPD is not clear
- Mention should be made of the organisations already using PAPD and the number of trained facilitators in PAPD
- A clear idea of the costing of a PAPD would be helpful for trainees to practice and promote PAPD.
- There should be a flowchart to help understand what is PAPD and it helps for re-cap of the process

Following comments received from the reviewers and trainees a second draft in Bangla was produced and used during the first PAPD training in March 2003. In November 2003, CNRS staff and the professional reviewers held a 3 day retreat to substantially revised the Facilitator’s Guide and this is the version Annex B-3. A UK Professional trainer and communications specialist was identified to review the English version of the Resources Pack. The current English version is draft 2 and the main comments on this version include:

- The current draft is good, though it now needs time to ‘polish it’. The reviewer recommends that this stage isn’t rushed.
- There are lessons here for all projects in relation to the skills and time needed to reach such a level
- The current draft is very much orientated towards those working in Bangladesh
- The English version was reviewed, but it should be a mirror of the bangla versions, it is therefore important to get a good Bangla version in place.
- The structure needs simplifying and more of the technical/background information can be omitted from the guide.

Full details of the external review are provided in ANNEX A VI As the Facilitator’s guide is still in draft from by the end of the research programme, these comments will now be incorporated in to the Bangla version of the Facilitator’s Guide before it is translated into English. A Full edit will still be required.

4.2.1 PAPD Video

The PAPD video was initially designed as a short (20 minutes) documentary about PAPD. Its aim was to introduce trainees to what is PAPD and provide short extracts (30-90 seconds) about different stages of PAPD. The first script for the video is provided in Annex A-IV.

The cost of producing the video is very high (around GBP12,000 for 20 minutes long video, Beta and DV format with CD, professional quality. Cost includes script development, shooting, editing, music composition (background), computer graphics, sound system, honorarium of vocal artist). The benefits, if it is actively used and is beneficial to the training process, have yet to be evaluated.

Evaluation of the first video

The 18 PAPD trainee facilitators (from the first and second PAPD) and 3 external reviewers (training experts from CBFM2, Caritas, CNRS and PMTC) evaluated the video. A summary of their comments included:

- The *real voice of community participants* should be included (the video uses a professional male and female voice over)
- The *video length should be increased* to get a real feeling of PAPD. For each PAPD session it was felt that 30-90 seconds was not sufficient to clearly relate the visual to the Facilitator's Guide and then allow facilitators to implement the step.
- There should be a clip that *includes children/youth* helping adults to write on cards as this is important where non-literates are involved.
- Part of PAPD, which are not clear steps, should be included. For example, dealing with conflicts between participants and during discussions should somehow be captured in the video.
- The section on STEPS should provide much more detail.
- There should be more detail on the outcomes, or products of each stakeholder groups' work, before showing the final product of the PAPD.
- There needs to be a final section on the action plan and how to implement the action plan.

This video can be used for providing a very brief overview to the steps in PAPD, but it does not provide enough material or information to support trainees in using the Facilitator's Guide. A vast amount of video material was taken during the PAPDs and it is currently being edited to provide longer clips on each of the sessions as suggested by trainees. As yet the final set of the video clips are not available.

There are lessons to be learnt from producing the video, including the need for (i) very clear objectives of the purpose of the video, (ii) the script for the video should be written and commented on before filming and (iii) different stages of the PAPD should be acted or staged specifically for the purposes of the video, rather than trying to film an actual PAPD. The latter leads to a poor quality video and much lengthier editing requirements (time and cost).

4.2.2 PAPD training

Through the research two trainings in PAPD were carried out. Once in March 2003 and the other in July 2003. Nine persons from eight organisations attended the first training. After revision of materials a further nine participants representing seven organisations attended the second test of the PAPD training. The trainees were mainly middle level managers, who attended the training to learn about PAPD but also to provide feedback to their organisations. At both trainings, participants were involved in a full training evaluation. All trainees completed the training.

An evaluation of the first training revealed a relatively positive response. A main comment from the training has been the fact that trainees are being trained during a 'live' PAPD, therefore, in some cases, they felt that the PAPD facilitators were not providing enough support to them. The research team, however, believes that the complex nature of PAPD requires the training to take place during the PAPD so that sessions can be observed. Concerns over the video indicated that clips on each session should be longer to also illustrate the complexity of the sessions. These comments were used, along with those from the Professional reviewers in the developing the second draft of the Facilitator's Guide.

Although participants generally felt comfortable with facilitating individual sessions, they were not confident about facilitating all sessions. For example, only 1 participant in the second training felt confident in facilitating the closing plenary session and only 3 from 10 participants felt confident about reaching consensus on interventions and solutions. The solutions, it appears, is to provide more support whilst the trainees themselves facilitate these sessions. Observing is not enough to enable people to then go and run these sessions themselves. The reason maybe that

these particular sessions are very new to trainees and where they are are not familiar with the concepts and have no previous experience.

4.2.3 Follow-up of PAPD trainees

Six months after the first PAPD trainees participated in a PAPD, CNRS carried out a follow-up evaluation. The results of this evaluation are presented in Table 6. They indicate that although the trainees valued the training, after six months few have conducted a PAPD, except ITDG who had already sourced funds to use PAPD in their research project R8103.

Table 6: First PAPD trainees – impact of PAPD training after 6 months

Organisation	Impact from training	Future use of PAPD in the organisation
Scientific Officer in DOF	Shared knowledge with other colleagues, but nobody outside the organisation	Hope to use PAPD in new project sites
Technical Officer, DOF	Requires more facilitation skills	Intend to use PAPD in new projects
Research Associative, ITDG	Shared knowledge with other colleagues and Unnayan Sangha and MAEP (Danida)	Using PAPD in two Char communities.
Field Officer, Nature Conservation Management (NACOM)	Discussed various aspects of training with colleagues, especially the process of community consultation	Using PAPD in most NRM project, but plans to improve its use of the method
Education Coordinator, Action Aid Bangladesh	Arranged a meeting with colleagues to discuss PAPD, but not enough time to share with senior management staff	Practicing PAPD. Similarities with REFLECT.
Programme Officer, Coastal Fisherfolk Community Network (COFCON)	Shared information with partners NGOs. Encouraged ICZM to learn about PAPD	As a networking NGO, it promotes PAPD to partner organisations – one is ICZM, who has recently included PAPD in its policy.
Social Assistant Manager, Social Development Foundation	Shared information with <i>Unnayan Sangha, Jamalpur</i> and ITDG, Bangladesh	Working with ITDG Bangladesh and using PAPD in Chars NRSP project
VSO, Bangladesh	Shared information with other volunteers in VSO and wrote article about PAPD in VSO newsletter	Volunteers work for NGOs and would like to receive training in PAPD.

4.3 Monitoring PAPD

The research developed a monitoring plan to document experiences and progress with PAPD. CNRS has implemented some of the suggested activities for example, by tracking exposure of PAPD in the mass media; by tracking who receives PAPD brochures and then monitoring enquiries received; monitoring how many enquiries about PAPD come through email or telephone. They have also followed-up with trainees to see how they are using PAPD and where appropriate make follow-up visits to organisations who express a desire to know more about PAPD. The monitoring plan is presented in Annex A-VII.

Overall, it appears that the best form of marketing and promotion of PAPD has been CNRS and its personal contacts. The access to funds for PAPD through developing whilst undertaking donor supported projects (e.g. CBFM2, MACH, FFP) has also allowed for its widespread use. The cost and manpower requirements of the method are still an issue.

5 Discussion

The research aimed to promote and scale-up a community based planning method known as Participatory Action Plan Development. The identified target organisations in Bangladesh, and to a limited extent regional organisations, were those with a mandate for managing natural resources and who are involved with community development. The overall objective was to identify mechanisms for these organisations to institutionalise the method within their training programmes and project and programme planning.

Although the research was contracted through a UK based organisation, the majority of the work, including planning, training, data collection and analysis, was managed and carried out by CNRS a local NGO based in Dhaka, Bangladesh. Hence, nearly all project outputs were written in Bangla first and then translated into English. The sensitisation workshops were held in English, but all other activities were done in Bangla. It must be acknowledged and recognised that the success of this project was very dependent on the local organisation, their capacity and commitment to the research and especially the continued development of PAPD.

Recommendation: a strong recommendation is to provide international organisations with the opportunity to manage their own research, with UK based researchers providing support and advice. To facilitate this, there is a need to simplify the application and reporting process to make them more user-friendly to in-country organisations. This is particularly important in countries where English is not the main language. In this research project ITAD's primary role was in the initial design of the research project and in dealing with the reporting and administrative side of the research. Capacity to manage this was spread to the Bangladeshi organisation (CNRS) and this is reflected in them later becoming the project leader of R8306.

Promotion to meso level decision makers

This has been relatively successful and is primarily due to the networks CNRS maintains with target organisations. The further promotion of PAPD through the booklet and the Resources Pack (still in draft format) has added to the success of raising awareness about PAPD at this level. A recent development is the inclusion of PAPD as the method to be used in district planning for the management of coastal resources by the Water Resources Planning Organization (WARPO), Ministry of Water Resources. ICZM has offered to host information on PAPD on its website. PAPD is also being used extensively in the Community Based Fisheries Management Project. Most recently IPSWAM have requested training in PAPD and their training unit is very interested in promoting the PAPD training resource pack. (ref: Annex A V)

Currently CNRS, a national NGO, is using PAPD in the majority of its development projects. Around 25-30 field staff are trained in PAPD. ITDG-Bangladesh has field staff trained in PAPD and is currently using the method in R8103.

CBFM2 and MACH are donor supported projects (DFID and USAID respectively) and both work through a team of local organisations. At these projects use PAPD, so the local organisations have been exposed to it and trained in PAPD. Under CBFM2 these include BRAC, PROSHIKA, CARITAS and Banchte Shekha.

Fourth Fisheries Project is a government project, based within the DoF and supported with funding from DFID and the World Bank. Although PAPD is demonstrated as an effective method for including wide stakeholder involvement in the management of common pool resources, getting to the point of actually seeing it included in a Government Institutions strategy is difficult in such a short time period. The awareness has been raised and CNRS's relationship with influential persons in DoF indicates that PAPD could become a widely used method in the near future. Methods develop and change as they are used and it is therefore necessary to ensure that there is an institutional home for PAPD. At the present time, CNRS is the institutional home and is very committed to the further development of PAPD and other community based planning methods.

Recommendation: for issues of sustainability it is important to identify an institutional home near the start of the research. This is especially important for ensuring that research products remain available to potential users. Projects tend to produce many materials (whether reports, CDs, videos, brochures) but unless a distribution and reproduction system is identified and functions well to enable people to access the research then uptake and impact may be limited.

Scaling-out and Institutionalising the process

Since the beginning of the research the team has been considering how best to promote PAPD to target organisations with the objective of institutionalising it within their systems. This would require that PAPD becomes the method that the organisation uses in any of its projects concerned with community based planning. Many organisations already use the methods that are used in PAPD, but it is the process of PAPD that is new for many organisations.

Many organisations would say they are using participatory planning as a tool for community development. The level of participation or consultation is however the critical element in PAPD. The method relies on identifying and including the relevant stakeholders in the decision making process. PAPD is a complex and long process. It requires that facilitators have a very good understanding of the context; that they have good relations with the local community, which takes months, if not years. The actual PAPD takes 7-10 days, but the pre and post PAPD activities take years. It is therefore difficult to scale-up and institutionalise a method in a research project of 12 months. CNRS already has more than 8 years experience of developing PAPD and has instituted its use in a number of organisations. During this research the integrated Coastal Zone Management Project under WARPO decided to use PAPD for District Development Planning. Evidence is provided in Annex A-V, the draft policy document and a statement made at the PAPD Sensitisation Workshop, 27th January 2004. However, it should be recognised that some decision makers in WARPO have had long-term exposure to PADP and have close working relations with CNRS.

It is likely that the decision to formalise the PAPD training into a structured course and to provide good quality support material (PAPD Resources Pack) has led to wider uptake and interest in PADP. The distribution system for the resources pack will be through CNRS and the deciding factor on long-term use and uptake with PAPD is likely to rest on CNRS's ability to respond to demand and provide necessary back-up support.

There may be a need to carryout more activities to raise awareness about participatory and community-centred methods, which encourage and allow for wide stakeholder involvement especially of the disadvantaged and excluded sectors of society who are usually dependent on the common resources. Raising awareness of PAPD is one method for community planning, but planners and policy makers need exposing to a wider range of tools and methods, which emphasise the overall benefits of being more participatory and people-centred.

Scaling up the method to other organisations outside Bangladesh is unlikely to be achieved before the end of 2004. Initially the research team were going to work with World Fish Centre, Dhaka on promoting PAPD in Vietnam or Cambodia, however, due to staff movements this has not been achieved, though independently World Fish have used PAPD in Vietnam (see Sultana and Thompson, 2003). The slow progress with developing the Resource Pack, especially translation into English has limited its use outside Bangladesh. To test and develop the method in other South East Asian countries would require more resources and especially translation into local languages. An oversight in planning the research project is the assumption that an English version of the resource pack is transferable to other countries. The method is very much field based and it is likely that the capacity of fieldworkers in the English language would limit the use of the Resource Pack. There were limited resources available in the research to fully fund the testing and development of the Pack outside Bangladesh.

Recommendation: Scaling-up is a long-term and complex process. This research has learnt that networks and personal working relations contribute significantly to the scaling-up process. A promotion and networking strategy becomes crucial and should be developed from the start if scaling-up is to occur. Even then it is unlikely success will be experience during the life of research projects of less than three years. It is important that a strategy for communication (and scaling-up where appropriate) is put in place at the start of the research.

The previous recommendation of identifying an institutional home for PAPD also holds here. CNRS has been able to provide support and is currently a central contact point for PAPD. If the method is to be more widely used then a strategy needs putting in place for regular support, advice and back-up for the method.

Transaction costs of PAPD

The transaction costs of PAPD can be high. To date, most costs have been covered through donor-supported projects, although the ICZM project under WARPO now intends to use PAPD in district level planning. It will be interesting to monitor this process and estimate costs. The research has provided estimates of costs of implementing a PAPD in a range of situations, but benefits still need to be estimated. Benefits from PAPD have only been evaluated through qualitative assessments at the end of the PAPD. The post-PAPD process and what has happened 6-12 months after the action plan has been approved have not been fully documented, though what is likely to be more important is whether PAPD has achieved its aim of building social capital. Sultana and Thompson (2003) have attempted to estimate changes in social capital as a result of PAPD.

The costs of implementing a PAPD action plan are specific to each individual plan and depend on the activities in the plan. For example, for an eight day PAPD with around 60 participants the minimum cost is between USD542 and USD627. But again this is very variable for example, depending on the venue, the type of materials used and whether or not in-kind payments should be made to participants

Recommendation: More analysis should be conducted to gain a better understanding of the minimum cost and resources needed to carryout a PAPD. This could be done through selecting case studies from different organisations and providing full costings. There is a need to identify ways of reducing the cost. For example, holding sessions for a few hours over a longer period, rather than all day over a short period. Until now, the majority of PAPD's have been carried out in donor supported projects where PAPD's have been fully budgeted.

PAPD Training

Through the research there have been two full trainings of PAPD covering 19 participants from 13 organisations. Follow-up from the first group of trainees revealed that they have shared information from the training with others in their organisations, but actual uptake within the organisation has been limited either due to (i) cost of PAPD (e.g. transport, accommodation, refreshments) (ii) at least two facilitators are needed, but so far most organisations have only sent one facilitator to PAPD training (partly due to limited space on the training) and related to this trainees feeling they need more support in running a PAPD (iv) planning within the organisation may not provide for PAPD, for example, a PAPD is not included in project plans at the start of the financial year and therefore funds may not be available.

Overall the response from trainees towards the training has been positive, though some commented that the PAPD facilitators did not have enough time to spend with trainees as the training was being conducted during a live PAPD.

Where possible the revisions of training materials have incorporated trainee comments. Professional trainers have also been involved in revising the Facilitator's Guide in the resources pack. Issues here include the problems of continually translating from Bangla to English so that the UK based researchers have an opportunity to comment on material and also recognizing that the final version should be in English and Bangala. This questions whether the whole training process should be developed in the national language first and then translated to a more universal language later. In this case, however, the initial manual (from R7563) was written in English, then later translated to Bangla. This is time consuming and care has to be taken in the translation as it should be done by someone with a good understanding of the method as many 'jargon' terms are used, which are not easy to translate.

The main issues around the training material and developing the pack are:

- The time it takes to do this effectively
- The need to do a thorough testing and revision process of all materials
- The time taken to translate between languages
- A need to get professional trainers involved in the process of developing the Facilitator's Guide and linking this to video material
- Good quality (broadcast) video material of a PAPD, which is 'staged' rather than using an actual PAPD to do the filming.

Recommendation: In planning research projects adequate time must be allocated to testing training materials and courses with identified audiences. Ideally video material should be produced and edited by a professional organisation and produced to broadcast quality standard if it is going to be widely distributed. Professional reviewers should also be brought in to review the content and layout of any training material (in all forms –whether print, video, verbal, drama).

5.1.1 Further promotion

The research planned to hold a stakeholder workshop on PAPD, however, during the research and following the communication needs assessment it has become apparent that such an event is unlikely to do more than raise awareness about PAPD to those already familiar with PAPD. What may be more relevant is to hold a broader workshop, with different organisations presenting their experiences with community based planning methods and specifically concentrating on the impact of these methods.

There has been a broad interest from a wide range of organisations, in PAPD. Reasons for this include it being a step-by-step process, using different participatory tools and methods, to bring stakeholders to consensus on problems and issues that affect them. It is a pro-poor method and

attempts to include all stakeholders. Regarding the promotion of PAPD, there is a need to widely promote the Resources Pack once it is completed. CNRS will be the home of PAPD and has the resources and capacity to widely distribute the first version of the Pack. As yet, there is no consideration for costing future versions of the Pack.

CNRS has been the main driver behind PAPD since it was first developed in 1997. They have continued to develop the method and have used it in a wide range of natural resource environments from coastal and floodplains through to livestock and forest systems. CNRS has good working relations with many organisations in Bangladesh, both Government and NGO and International organisations and donors. It is committed to the development of PAPD and will continue to promote and use it at the end of this research. The research was a catalyst in promoting PAPD and developing the Resources Pack.

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ANNEX A I: Communications Needs Assessment

Characteristics of target organisations and identified meso level decision makers

1. Type of Organization: NGO (National and local), Government agencies, International agencies, Academic institutions, Project, Donor, Networking Body, Research Institution and Consulting firm.
2. Field of interest: Wetland management, Natural resource management, and environmental development.
3. Vision of the organization: Improvement of livelihood of poor.
4. Implementation strategy of the organization: Community based management, people's participation.

List of Potential organizations

Sl	Name of Organization/Project	Type of organization	Persons to be contacted
1	IUCN, Bangladesh	International Agency	Dr. Nishat, Rashed, Rakib, Ms. Krazai
2	ITDG, Bangladesh	International Agency	Ms. Bina, M.Ali, Faruk
3	CARE, Bangladesh	International Agency	Mr. Sazed, Shofiqul, Ms...
4	ICLARM, Bangladesh	International Agency	Dr. Paul, Nasim, Muzaffar, Dr. Matiar
5	PROSHIKA	National NGO	Mr. Rahman, Shabuz, Swapan
6	BRAC	National NGO	Mr. Mokarram, Zaman
7	CARITAS	National NGO	Ms. Shelley, Alamgir, Ms. ..
8	NACOM	National NGO	Dr. Anwar, Mannan
9	BCAS	National NGO	Dr. Atiq, Dwijen, Ms. Olena
10	Uddipan	National NGO	Mr. Imran
11	ADI	National NGO	Ms. Runa, Iqbal
12	TARA	National NGO	Dr. Monir
13	NABALOK	Local NGO	Mr. Zaman
14	IDEA	Local NGO	Mr. Nazmul Haque
15	MACH Project	Project	Mr. Bill Collis
16	FAO-Coastal Fish. Projt.	Project	Dr. Dilip
17	Fourth Fisheries Project	Project	Ms. Saleha, Mr. Zahir
18	PBAEP	Project	Mr. Mike Akester, Nittananda Bala
19	ICZM-PDO	Project	Mr. Kamal, Dr. Rafiq, Dr. Mohiuddin
20	SEMP-PMU	Project	Dr. Babar Kabir, Otin Dewan
21	UNDP-Bangladesh, GEF	Donor	Dr. Amin, Tareq, Valdemar
22	USAID-Bangladesh	Donor	Mr. Mamun, Dr. Mazumdar, Latif
23	DFID-Bangladesh	Donor	Mr. Duncan King, Nazir, Humayun (FTEP-II)
24	World Bank-Bangladesh	Donor	Mr. Intiaz, Mr. Rafiq
25	Shell Bangladesh	Donor	Ms. Ruba Islam, Mr. Ejaj
26	Action Aid Bangladesh	Donor/Int. agency	Mr. Zahid, Mr. Bari
27	Department of Fisheries	Government Dept	Dr. Nazmul, Kabir
28	LGED (Local govt. Engr)	Government Dept	??
29	BARC (Agri res.)	Government Dept	Dr. Khabir
30	DAE (Agri. Ext.)	Government Dept	??
31	Department of Forest	Government Dept	Mr. Ohab
32	Dept of Sociology, Dhaka University	Academic Institution	Dr. Monir
33	Dept of Zoology, DU	Academic Institution	Dr. Rob

SI	Name of Organization/Project	Type of organization	Persons to be contacted
34	BETS	Consulting Firm	???
35	RMC	Consulting Firm	Mr. Mahfuz
36	PRA Promoters Society- Bangladesh	Networking Body	Ms. Jebunnessa, Ahmad Salahuddin (PETRRA)
37	COFCON	Networking Body	Mr. Mamun
38	BARCIK	Networking Body	Mr. Sukumar
39	CERU, Chittagong University	Research Institution	Dr. Shahidul
40	BIDS	Research Institution	???

Communication needs assessment - checklist

The aim of the focus discussion is to obtain the following information from key informants:

- Current practice and knowledge of community based management processes, especially in relation to consensus building and/or conflict management in the context of natural resources management.
- Current practice and knowledge of participatory methodologies and experience with using participatory methodologies (the processes rather than individual tools)
- Their awareness, knowledge and practice of PAPD
- If they know about PAPD, how did they find out about it, have they used it, etc
- Level of interest in being involved with PAPD (e.g. training, receiving information, attending workshops, etc.

1. Background information

[collect documents, e.g. annual reports, strategy documents, etc., where possible. Also any dissemination/communications materials, especially those relating to policy/influencing and those developed with communities]

1. Name of organisation	
2. Contact details of the person interviewed	
3. Contact details of meso level contact	<i>(i.e. someone in a senior position who is able to initiate change within an organisation)</i>
<i>If possible get a copy of the organisations annual report and their strategy. If these are available, it may be possible to skip questions 4 - 9</i>	
4. Type of organisation	<i>e.g Non-Governmental Organisation, private, international research, etc.</i>
5. Size of organisation (i.e. number of employees)	<i>Number of employees (if possible distinguish between technical and admin/support staff)</i>
6. Vision of the organisation	<i>If possible, get a copy of the organisations annual report, or strategy document</i>
7. Key sectors/Field of interest	<i>e.g. fisheries, marketing, etc – get examples of current projects/programmes</i>
8. Location of work	<i>Name regions in Bangladesh and countries if international</i>
9. Type of funding and/or size of budget	<i>e.g. through government grants; bilateral aid support; local funds, etc.</i>

10. What is your organisations overall approach towards community based work	<i>e.g. do they take a systems approach towards understanding a situation? Are they aware of livelihoods approaches, the need to address gender, poverty, rights and environment issues in projects?</i>
11. Training in Participatory approaches	<i>Do they provide training? How many are trained in PRA and/or community based approaches?</i>
12. Level of participatory activities used in organisations work	<i>We need to define levels, e.g do they only use odd PRA tools, or do they combine PRA tools in processes; do they have their own ways/adaptations of using PRA tools, if yes, how.</i>
13. Percentage of work involving communities / implementation strategy of the organisation	<i>e.g. how much staff time or budget is spent on actually working with or facilitating communities</i>
14. Communications expertise/support	<i>Does the organisation have specific communications expertise, or access to communications expertise? – especially lobbying, policy, advocacy Are communications materials produced in-house or contracted out – if latter who undertakes this work?</i>
15. Communication and/or dissemination strategy	<i>Does the organisation have a communications strategy and/or a policy for sharing, producing and distributing information?</i>
16. Communications activities	<i>Do they have a newsletter, website, regular meetings, etc?</i>
17. Training/M&E officer	<i>Are their specific staff roles for training and M&E?</i>
18. Is there any type of Monitoring and Evaluation system in place for any projects/programmes	<i>Are there any internal systems in place?</i>
19. Do you have any links with other organisations who use CBM approaches	<i>Name the organisations/key contact people</i>
20. What type of linkages do you have with these organisations	<i>Explain the type of linkage, e.g. through a network, meeting 1-2 times each month with other NGOs, email contact, etc</i>
21. Does your organisation have a functioning website?	<i>Get web address</i>
22. Do you have regular access to email?	<i>Regular means at least once per day. If not find out how often they can access email</i>
23. Do you have regular access to the world wide web?	<i>Regular means at least once per day. If not find out how often they can access email</i>

2. Knowledge/Attitude/Skills of PAPD

1. Have you heard of PAPD?	<i>[if yes go to 2; if no go to Q7] If you know that the interviewee has heard of PAPD don't ask this question.</i>
2. How/where did you hear about PAPD?	<i>We want to know how the interviewee first heard about PAPD, for example did they attend a workshop and hear someone talking about PAPD, or did they read a newsletter and see an article on PAPD. If a workshop, find out which workshop, if through video find out where they saw the video. Did they hear about PAPD through someone in their organisation, if they did ask for a name or position, etc</i>

<p>3. Have you had training in PAPD?</p> <p>a. Where did you have training?</p> <p>b. Who organised the training?</p> <p>c. How did you find the training? (ask for 3 negative points, 3 positive points)</p> <p>d. Could/did you conduct a PAPD after the training?</p> <p>e. Was there any follow-up support/training from the organisation/person that gave you training in PAPD?</p> <p>f. What other support/training would you like?</p>	<p><i>This is to find out who is now doing training on PAPD (there may be others apart from CNRS, e.g. WorldFish). It is also to get some idea of the quality of training is (i.e. does it give enough skills to allow people to facilitate a PAPD directly after training). We also want to find out whether enough support is available after the training (e.g. if they need more advice, or help on parts of PAPD, who can they ask for help?).</i></p>
<p>4. Have you received any information about PAPD? [specify type and source of information]</p> <p>a. How did you use the information?</p> <p>b. What type of information would you like to receive on PAPD?</p>	<p><i>If they say yes, investigate this further by finding out the type of information received (e.g. was it a report with detailed information about PAPD? was it through a workshop that briefly mentioned PAPD but gave no detail?). In this question we are trying to find out what message was given in the information and how this was used. For example, the information may have been a workshop presentation, but the interviewee was not able to use the information (i.e. go out and start facilitating a PAPD)</i></p>
<p>5. Do you use PAPD now?</p> <p>a. How do you use PAPD (the whole process or parts?)</p> <p>b. Does anyone else in your organisation use PAPD? If yes, how did they learn about it?</p> <p>c. Have you adapted/modified PAPD in anyway? If yes, how</p> <p>d. Have you evaluated/tracked the method? If yes, please detail and give examples</p>	<p><i>This question is to find out who is using PAPD, whether they are implementing the whole process (e.g. pre PAPD, a PAPD, post PAPD and the action plan), or they are just using parts of PAPD (e.g. only the problem census and action plan). We also need to know whether they have added to PAPD in anyway, for example they may have added another activity, or adapted the materials.</i></p> <p><i>An important issue to discuss here is whether they have done any monitoring of PAPD. For example do they get community members to evaluate the facilitators? Do they get facilitator to monitor community responses to PAPD?</i></p>
<p>6. Do you use other community based planning methodologies, especially for consensus building? If yes, elaborate</p>	<p><i>We want to know if the interviewee/their organisation is using other similar methodologies, if they are find out exactly what is involved in their method (e.g. does it involve stakeholder analysis, problem census, etc.). Try to get more information about the approach (e.g. they may produce a booklet, leaflet or have a website)</i></p>
<p>7. Are you or your organisation interested in knowing about PAPD?</p>	
<p>8. How would you like to be informed about PAPD (e.g. training, video, leaflet?)</p>	<p><i>Try to get more information than a one word answer. For example if someone says 'training', ask them why training and what they would hope to learn through having the training.</i></p>
<p>9. How might you use PAPD in your organisation/activities?</p>	

10. How would you tell others in your organisation about PAPD?	<i>Ask for examples and what type of message they need to tell others (e.g. if the interviewee says they would mention PAPD at a meeting, ask what they would say about PAPD)</i>
11. Are you interested in PAPD training?	<i>If yes, what type of training are they interested in? e.g. a one-day overview, or a full 6 day training?</i>
12. Are you interested in attending a real life PAPD	

Media preference types

We are thinking about promoting PAPD to a wider audience, but we first need to understand how people would like to receive information on PAPD. We also need to know whether they'd be interested in any activities that involve monitoring PAPD and providing feedback on PAPD.

13. How would you like to receive information on PAPD

Media type/activity	Needs from the information	Reason for selecting this media type
<i>Add rows as necessary</i>		

14. Are you interested in providing feedback on PAPD?

(e.g. we may ask the person/organisation to complete a simple monitoring form, or carry-out self-reflection activities about the use and impact of PAPD)

Detailed survey results from the communications needs assessment

SL #	Name of Organization/ Project	Type of organization	Person Interviewed	Designation	Size of organization
1.	Community Based Fisheries Management Project Phase 2 (CBFM-2) Department of Fisheries	Government Organization	Mr. Nasiruddin Md. Humayan and Mr. G. M. Shamsul Kabir	Project Director and Assistant Director	A total of 30 Staff Project (Project Director-1, Assistant Director-1, Scientific Officer-3, Technical Officer-3, Fisheries Assistants-15, Supporting Staff-7) are with the CBFM-2 project.
2.	Fourth Fisheries Project Department of Fisheries	Government Project	Mr. Zahirul Islam	Fisheries Management Specialist	The project has a total of 400 staff, out of them 50 are consultant, 280 are Technical and 70 are the support staff. Moreover the NGO have the same number of staff for implementing the activities.
3.	ICZM (Integrated Coastal Zone Management)	Governmental Project	Mr. Abu M Kamal Uddin	Senior National Expert, Environment & Natural Hazard (PDO-ICZM)	A total of 18 staffs are working there.
4.	Management of Aquatic Ecosystem through Community Husbandry (MACH)	USAID supported project. Implemented CNRS, CARITAS, BCAS.	Mr. Darrel Deppert and Md. Mahbubur Rahman	Chief of Party and Fisheries Biologist	A total of 150 staff are working in the project, out of these 50 staff are administrative and others and rest are working for the project implementation.
5.	Action Aid – Bangladesh	International Organization	TIM Zahid Hossain	Coordinator, HIV/AIDS	A total of 110 staffs are working there.
6.	Bangladesh Agricultural Research Council (BARC)	Research Organization.	Dr. Khabir Ahmed	Chief Scientific Officer, Fisheries Division	The organization has a total of 280 staff, out these 80 are technical and rest of them is supportive staff.
7.	BCAS (Bangladesh Centre for Advanced Studies)	Independent, non-profit, non-government, policy, research, and implementation institute.	Dr. A. Atiq Rahman	Executive Director	A total of 60 staff is working with the organization, Support staff 15 and Technical staff 45. Moreover a number of part time expatriate are working with the organization.
8.	BRAC (Bangladesh Rural Advancement Committee)	National Non-Governmental Organization	Mr. Anwaruzzaman	Project Coordinator, BRAC-CBFM-2	A total of 27608 staff, 33541 School Teachers, 3654 Community Veterinarians, 21282 Community Health Workers, 52227 Poultry Workers, 7926 Community Nutrition Workers, 71910 Nutrition Women Members are with the BRAC human resources.
9.	Banchte Shekha (BS)	National Non Government Organization	Mr. Tarun Kumar Mustafy	Coordinator, BS-CBFM-2	CBFM-2, (9, Technical-7, Support-2)
10.	CARE-Bangladesh	International Organization.	Mr. Sajedul Hasan	Project Coordinator, Flood	CARE is a big organization and have total of 2500

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SL #	Name of Organization/ Project	Type of organization	Person Interviewed	Designation	Size of organization
				Proofing Project, Integrated Food Security Program	staff, out of this 500 is administrative.
11.	CARITAS	National Organization.	Dr. Anwara Begum Shelly	Director, Fisheries Division	CARITAS is a big organization. They have got more than 40 on going projects. Number of total staff is near about 4300.
12.	Coastal Fisherfolk Community Network (COFCON)	Network Organization	Mustafa Kalimullah Al Mamun	Program Officer	A total of 23 staff is working with the organization, Support staff 10 and Technical staff 13.
13.	CRED (Centre for Rural and Environment Development)	Local non-profit, voluntary organization.	Md. Ruhul Amin	Executive Director	A total of 40 staff is working with the organization, Support staff 5 and Technical staff 20 and 15 are School Teacher.
14.	ITDG (Intermediate Technology Development Group)	International Organization	Mohammad Ali,	Team Leader, Vulnerability Reduction and NRM Program	A total of 45 staffs are working here. Out this 7 are field staff, 23 are Technical staff and 15 are Support staff.
15.	IUCN- Bangladesh	International Non-Governmental Organization, International World Conservation Union	Dr. Ainun Nishat and Mr. Anisuzzaman	Country Representative and Senior Programme Officer	A total of 42 staffs are working there: At support level number of employees-8, Finance and administration-8, Country Representatives Secretariat-4 and Program-22
16.	Nature Conservation Movement (NACOM)	National Non-governmental Organization	Dr. Abdur Rob Mollah	Chairman	52
17.	NABOLOK	Local non-government Organization	Mr. Kazi Wahiduzzaman	Chief Executive	A total of 155 staff is working with the organization, Support staff 20, Micro finance staff 40 and Technical staff 95.
18.	PROSHIKA	Non Governmental Organization	Md. Abdur Rahman	Senior Program Coordinator, Fisheries Development Program	PROSHIKA is one of the largest NGO of Bangladesh. It has 9216 staff. Only 350 staff are supported the organization administration and rest of the staff are implementing the organizations activities.
19.	The World Bank	International Organization	S. A. M. Rafiquzzaman	Irrigation Engineer South Asia Rural Development Sector	Local staff in field offices numbers 2082. About 491 of the headquarter-based workforce are also assigned full-time to field offices.

SL #	Name of Organization/ Project	Vision	Field of interest	Location of work	Volume of Fund (Tk)
1.	Community Based Fisheries Management Project Phase 2 (CBFM-2) Department of Fisheries	To increase fish production through community based approach and to meet the protein deficiency.	Fisheries	17 District and 44 Upazila of Bangladesh, the Districts are Rangpur, Dinajpur, Bogra, Naogaon, Pabna, Tangail, Mymensingh, Netrakona, Sunamgonj, Kishoregonj, Narsingdi, Brahmanbaria, Bhola, Gopalganj, Narail, Jessore, Gaibandha, (may be included Magura and Moulavibazar)	Donor, DFID. Tk. 41,968,000 of which Tk. 6,000,000 for CD-VAT from GOB and Tk. 35,968,000 as grant aid.
2.	Fourth Fisheries Project Department of Fisheries	Not available	Not available	All over the Bangladesh	The fund is grant money from the DFID, GEF and Loan from World Bank, IDA. Tk. 120,000,000,000
3.	ICZM (Integrated Coastal Zone Management)	Not available	Integrated Coastal Zone	Sub National (19 districts)	Bilateral (GOB and Dutch not mentioned)
4.	Management of Aquatic Ecosystem through Community Husbandry (MACH)	All the partners organizations have a clear vision is poverty reduce through sustainable manage of the Natural Resources.	The field of interest of MACH project is wet land resource management i.e. water, Fisheries, quality of life, forests and Bio-diversity.	Floodplains of Moulvibazar District under Sreemongal and Moulvibazar Upazilas (North corner of Bangladesh), Lower Turag-Bongshi River Basin in Gazipur District under Kaliakoir Upazila and part of Tangail District (Center of Bangladesh), The wetland portions of Sherpur, Jhinagati, Nalitabari and Nokhla Upazilas of Sherpur District (North corner of Bangladesh).	USAID supported, Grant money, Tk. 610,000,000.
5.	Action Aid – Bangladesh	A confident and responsible nation, free from poverty and indignity, in which its citizen can lead an active life of freedom and livelihood security.	Immediate distress of poor people, especially girls and women and work with them to reclaim their rights. Some of these poor and marginalised people include> Adolescent girls and young women/ Disabled people/	Action Aid works in Kurigram, Bogra, Jamalpur, Netrokona, Sunamgang, Manikganj, Dhaka, Faridpur, Tangail, Nawga-Pachbibibi, Pabna, Chandpur, Shatkhira, Khulna, Bhola, Patuakhali, Chittagong, Rangamati, Khagrachari	It's related to the budget section (Confidential).

SL #	Name of Organization/ Project	Vision	Field of interest	Location of work	Volume of Fund (Tk)
6.	Bangladesh Agricultural Research Council (BARC)	The vision of the organization is improved research effectiveness and efficiency.	Indigenous communities/ Landless Groups/ Sex workers/ Men at greatest risk of contracting and passion on sexually transmitted diseases and HIV/Water and Sanitation, The key field of interest of the organization is Technology Transfer, Research coordination, Research management and monitoring, National and international level liaison.	etc. The organization is working all over the country.	Government financing is regular source of fund. Outside sources, such as bilateral country aid and grants, foundation support and loans from international sources are also received.
7.	BCAS (Bangladesh Centre for Advanced Studies)	BCAS envisions to promote people-centered sustainable development by applying and advancing scientific, technical and local knowledge through research, by developing models, demonstration, policy advocacy and project implementation. To achieve the goal, BCAS gives great importance to integration of environment and development, promoting people's participation and good governance, encouraging rapid economic growth, and facilitating public-private partnership for poverty alleviation and sustainable livelihoods. BCAS is committed to develop southern perspectives, ensure north-south dialogue and environmental justice and access to resources and knowledge for the poor.	Natural resource Management (Land, Water, Fisheries, forestry, agriculture and bio-diversity), Livelihood analysis, poverty reduction strategy and food security, Environmental Impact Assessment and Social Impact Assessment, Renewable and conventional energy, Trade and Sustainable Development, Policy analysis and training, Governance and advocacy, publication and outreach.	Bangladesh and South Asia.	Project based funding and self funding. No grant. It is impractical to share the budget. Average Tk. 3,000,000,000

SL #	Name of Organization/ Project	Vision	Field of interest	Location of work	Volume of Fund (Tk)
8.	BRAC (Bangladesh Rural Advancement Committee)	A just, enlightened, healthy and democratic Bangladesh free from hunger, poverty, environmental degradation and all forms of exploitation based on age, sex, religion and ethnicity.	Fisheries Tree plantation, Adult literacy, Health Education, Sanitation, training and education etc programs.	BRAC is world's largest NGO, its working in 61924 villages in all the 64 Districts of Bangladesh.	Donor Funding, grants and own resources. Annual Budget Project Tk. 10,090,000,000 for the year 2003.
9.	Banchte Shekha (BS)	Not available	Women development and Child development Credit, Community Base Fisheries, Development of Sustainable Aquaculture Project, SHAR, Legal Aid, Health, Sericulture, Handicraft, etc.	Jessore, Kustia, Khulna, Narail, Gajapur districts are the working area of the organization.	Grant and others Norad, Novib, DFID etc.
10.	CARE-Bangladesh	We seek a world of hope, tolerance and social justice, where poverty has been overcome and people live in dignity and security. CARE International will be a global force and partner of choice within a worldwide movement dedicated to ending poverty. We will be known everywhere for our unshakable commitment to the dignity of people.	Guided by the aspirations of local communities, CARE Bangladesh works together with poor and vulnerable people to eliminate poverty and foster human dignity. As part of the dynamic global and local network, CARE facilitates lasting change by the challenging the forces in society that produce and reinforces poverty and injustice. In solidarity with others, CARE pursues their mission with excellence, compassion and humility. CARE- Bangladesh have got several programs. Under each programs there are few projects.	CARE-Bangladesh is implementing its projects all over Bangladesh through direct service delivery or its partner organizations	Bilateral aid support, Grant and sub-grant. It is difficult to say the budget amount.
11.	CARITAS	In accordance with the social teachings of the Catholic Church in Bangladesh, Caritas is in search of a new Humanism which will enable humanity today to find itself a new by	Formal education, Literacy and Health care, Environment, Fisheries, Women Development Program, Integrated community development, Trade school etc.	CARITAS works in the 52 Districts in Seven Regions of the countries.	Caritas gets fund through bilateral aid support. For the year 2001-2003 Caritas budget was Tk. 553,650,000.

SL #	Name of Organization/ Project	Vision	Field of interest	Location of work	Volume of Fund (Tk)
12.	Coastal Fisherfolk Community Network (COFCON)	embracing higher values of life and friendship, of prayer, contemplation and compassion. Caritas professes the growth of the person from less human to a more human state of life through integral development of the "whole person".	Socio economic development of the fishers of the coastal belt of Bangladesh. The organization have few current project i.e. Identification of Alternative Income and Employment Generation Activities for Coastal Fisher-folk of Bangladesh with particular Emphasis to the Women, Logistic Support for COFCON member NGOs, Training support for COFCON members NGOs.	Coastal belt, i.e. 40 Upazilla of 12 Districts of Chittagong, Cox's Bazar, Laxmipur, Feni, Borguna, Bhola, Patuakhali, Jhalakhati, Pirojpur, Bagerhat, Satkhira and Khulna.	The main donor is DFID, PRIP TRUST, Storm Foundation-Norway and Local funds. The donor funded as grant. In the year 2001, the budget was 624,000.
13.	CRED (Centre for Rural and Environment Development)	Poverty alleviation is the vision of the organization	Adult Literacy, Fisheries, Destitute Women Self Employment Programme, Credit Programme etc.	Monohardi, Belaboo, Shibpur Thana of Narasingdi, Katiadi, Kuliarchar, Bhairab Thana of Kishoregonj, Bera, Santhia, Sujannagar and Faridpur Thana of Pabna and Dhaka city.	Grant, loan from PKSF and self funding. The total one year budget is approximately Tk. 8,000,000 – 9,000,000. The major donor of the organization is WFP, USAID, WFC, DFID, CIDA and GOB.
14.	ITDG (Intermediate Technology Development Group)	A world free of poverty in which technology is used sustainably for the benefit of all equally.	IGA for man and women, Food Production, Agro-processing, Manufacturing, Small enterprise, Disaster Mitigation etc.	ITDG is working almost every district in Bangladesh through partnership and sometimes on their own. Among the partnership Shunamgani, Sylhet, Chittagong, Comilla, Pabna, Natore Naogaon etc. Districts are covered.	The total budget of the organization is approximately, Tk. 4,050,000,000. The budget type is food for works.

SL #	Name of Organization/ Project	Vision	Field of interest	Location of work	Volume of Fund (Tk)
15.	IUCN- Bangladesh	CEC Added Value to IUCN and comparative advantage of CEC. The vision of IUCN is to have a just world that values and conserves nature. CEC's added value is to show how to connect to people who are not particularly interested in the IUCN cause. CEC supports the principle that people need to be educated about sustainable development in schooling, though this is not the main focus of CEC work.	Biodiversity Conservation, natural resource management, Environmental Law, Planning and Assessment, Water, Wetland and Disaster Management. There on going and Planned Programs are BIOCON (Biodiversity Conservation, Natural Resource Management (NRM), ELPA (Environmental Law, Planning and Assessment) and WAWDIM (Water, Wetland and Disaster Management).	Sundarban (the largest mangrove forest in the world) (Khulna), Shunamjanj Haor basin in north-east side of Bangladesh in association with CNRS, CHT (Chittagong Hill Tracts), Trishal, Mymansingh (flood plain), Gopalganj, St. Martin and also Coastal Region of Bangladesh.	Donor Funding. Tk. 305,000,000 up to 2006
16.	Nature Conservation Movement (NACOM)	Conservation of Biodiversity with an innovative and proactive approach towards Eco-development	Wetland Management, Natural Resource Management, Biodiversity, Fisheries, Awareness, Advocacy, Environmental Pollution	Manikganj, Mymansingh, Gazipur, Shunamganj, Chittagong Hill Tracts, Sylhet, Sherpur, Jamalpur.	Bilateral aid support
17.	NABOLOK	A poverty free prosperous society.	The organization is presently working on Peoples organization, gender, human rights, health, education, environment, micro-credit etc.	The organization works in the Khulna, Bagerhat and Gazipur District of Bangladesh.	The organization fund is mainly grant and loan from PKSF. The organization has partnership programme with CARE-Income and RVCC project.
18.	PROSHIKA	PROSHIKA envisages a society which is economically productive and equitable, socially just, environmentally sound, and genuinely democratic.	Areas of PROSHIKA activities are, People's Organization Building, Human Development, Training, Employment and Income Generating, Ecological Agriculture, Livestock, Fisheries, Sericulture, Apiculture and Irrigation and Environmental Protection and Regeneration, Social Forestry and Natural Forestry Protection, Ecological Agriculture, Eco Practice in Crop land, Homestead	PROSHIKA works all over the Bangladesh and covers 244 Upazilla of 57 Districts.	The source of the organization's fund is Grant form the donor community, Bank loan, PKSF and own fund. The fiscal year 2001-2002 budget amount is Tk. 18,611,270,500

SL #	Name of Organization/ Project	Vision	Field of interest	Location of work	Volume of Fund (Tk)
19.	The World Bank	Not available	Gardening and Seed Production, Housing, Health, Small Economic Enterprise Development, Impact Monitoring and Evaluation, Computer in Development, Assistance to Other Organization, Disaster Management	All over the world	Not available

SL #	Name of Organization/ Project	Organizations approach	Training in Participatory approaches	Level of participatory activities	Percentage of work
1.	Community Based Fisheries Management Project Phase 2 (CBFM-2) Department of Fisheries	The project is focussing resource system approaches viz. Natural resource system are addressing gender and poverty issues.	We have our own training and M&E unit (Implementation unit) and in the project we implementing PRA with the assistance of CNRS.	We are not directly implementing, they implement through Partnership. The partner's organization use PRA approaches. CNRS follows combine PRA tools, i.e. PAPD, some method also focused by Bachte Shekha (through WorldFish Center). Other partners NGO like BRAC, PROSHIKA, CARITAS have their own packages.	The project is totally involving work with the communities and the money is spend for the project implementation and the staff are facilitating the communities. About 80% of staff time spend with the community.
2.	Fourth Fisheries Project Department of Fisheries	The project overall approach towards community based work is livelihood. The project also addresses the gender issues in the project.	The project provides 150 staff of the Department of Fisheries and same number of staff member from NGO.	The project uses the odd PRA tools for baseline survey.	It is difficult to say the budget and staff time spending to implementing the project intervention, I am not exactly aware about the matter. However the average 40% of staff time is spending for implementing the project.
3.	ICZM (Integrated Coastal Zone Management)	No Comments	No. They do not provide training.	FGD (Focus Group Discussion), Consultant meetings, Case study	20%
4.	Management of Aquatic Ecosystem through Community Husbandry (MACH)	The project address gender, poverty and environment issues through partnership. And developing local body	Our partner's organization particularly CNRS provides participatory training.	The project uses the participatory method through partnership. Partner organization like CNRS is using PRA tools in process that is PAPD.	75% staff time working with the communities.

SL #	Name of Organization/ Project	Organizations approach	Training in Participatory approaches	Level of participatory activities	Percentage of work
		institution (viz. Resource management organizations).			
5.	Action Aid – Bangladesh	They are aware of livelihood approaches. Gender and poverty, Human rights etc.	Action Aid has got separate training unit and providing PRA training Nationally and Internationally.	They have their own Participatory tools naming REFLECT, STEPPING STONES using in Literacy and Empowerment and HIV-AIDS respectively.	We don't have any community level staff, because we don't work directly. Our partner organizations are working directly with the community and they spend about 70% of their staff time at community level.
6.	Bangladesh Agricultural Research Council (BARC)	The organization overall approach is livelihood. The organization also addresses the gender, poverty and the environmental issues.	No, it is difficult to say the number of trainee.	The organization uses the odd PRA tools. The organization don't have any combine process.	The organization staff time is spends 50% for the community people but it is difficult to say the budget amount.
7.	BCAS (Bangladesh Centre for Advanced Studies)	The organization follow the participatory approach.	The organization trained in PRA 20 persons and PAR 10 persons staff in last 3 years	The organization use odd PRA tools and not developed any process for our own.	The organization spend its 40-50% of staff time to work with the community and same percentage of the budget is allocated for the implementation strategy of the organization.
8.	BRAC (Bangladesh Rural Advancement Committee)	The organization applies a holistic approach encouraging innovative interventions.	We are providing training. I am not aware about the PRA trainee number, the training division could inform it and the number is huge.	The organization uses the odd PRA tools.	The organization spend 80% of staff time for the community and 66-70% of the budget is spend for implementing the community intervention.
9.	Banchte Shekha (BS)	Livelihood approach are followed towards community based work. We also work on Gender, Poverty, Rights, and Environment.	No training was provided out side organization. Organization staff is provided training but the number is not mentionable.	Not exactly known, PRA tools is used.	Time-70%
10.	CARE-Bangladesh	CARE-Bangladesh has various programming approaches like Household	We are providing PRA training of our partner organization staff. The FPP	CARE- Bangladesh use various combine PRA tools. We have different PRA tools.	In the project maximum percentage are involve with the communities. The staff spend their 60% time and same

SL #	Name of Organization/ Project	Organizations approach	Training in Participatory approaches	Level of participatory activities	Percentage of work
		Livelihood Security approaches, Rights Based Approaches, Advocacy, Partnership, Capacity Building, Gender Equity, Agriculture and Natural Resource Approaches, Health and Nutrition, Education, Water, Sanitation and Environment, Building Infrastructure, Relief and rehabilitation, Small Economic Activity Development etc.	trained 500 staff on PRA, community mobilization and supervision ability.		percentage of the budget amount is spend for implementing the organization strategy
11.	CARITAS	Caritas is well aware about livelihood approach, need to address gender, poverty, human rights and environmental issues. They have more than 40 on going programs regarding the above issues.	Caritas is providing training frequently. They have a training institute naming Caritas Development Institute (CDI). The CDI provides both short and medium term training courses to social workers and leaders on social analysis and development issues. In depth study and evaluation of projects are also conducted. Research is an integrated component with an applied nature.	Generally they use PRA tools. But most often they have their own ways of using PRA tools.	The staff are spending their time for the community is an average 65% and the money is spend in an average 70%-75%.
12.	Coastal Fisherfolk Community Network (COFCON)	We do not have any system approaches towards understanding a situation.	We do not provide any sorts of participatory training.	COFCON formed newly. We don't have much intervention regarding PRA tools.	The approximate time and budget spend for communities is 3-5%
13.	CRED (Centre for Rural and	The organization follows the	The organization not trained	The organization uses odd PRA tools and	The organization spend its 60-70% of staff

SL #	Name of Organization/ Project	Organizations approach	Training in Participatory approaches	Level of participatory activities	Percentage of work
	Environment Development)	livelihood approach. The organization not yet follows any system for situation analysis. The organization is working for the poor people to eradicate the poverty and address the gender and environmental issues.	any personnel in PRA	not developed any process for own.	time to work with the community and 70% of the budget is allocated for the implementation strategy of the organization.
14.	ITDG (Intermediate Technology Development Group)	The organization overall approach is livelihood. Gender and poverty, Human rights etc. are also covered in the program implementation strategy.	The organization provides participatory training to the staff and community people. To use the tools and educate to deal with.	We have our own ways of using PRA tools. But now we are trained on PAPD process and they are utilizing.	The organization average spends 60% of staff time and budget for implementation of the project activities.
15.	IUCN- Bangladesh	Basically we do not involve directly in project management. We implement our project through partner organization.	No. We do not provide training.	We have got their own ways of using tools naming RACE (Rapid Assessment of Coastal Environment), RBA (Rapid Biodiversity Assessment), SSC-Species Survival Commission	5%-10%
16.	Nature Conservation Movement (NACOM)	Ecosystem/Habitat based approach, Problem and Issue based Approach, Resource based planning Approach	We provided PRA training to 30 persons of their staff and Natural Resource Management Training to Organizations.	We have got their own adaptation using PRA tools. Sometimes they customized PRA tools for the betterment of the project activities.	60%
17.	NABOLOK	The organization has livelihood approach and social mobilization with natural resource management.	The organization provides formal participatory training for two staff and informal for eight staff.	We don't have much intervention regarding PRA tools.	The approximate time and budget spend for communities is 60-70%
18.	PROSHIKA	The organization overall approach is livelihood and we are call it as the Holistic	In Participatory approach, the organization provides training approximate 500	The organization mostly uses the odd PRA tools.	The organization staff is spending their time 90% for the community and the Budget is about 95%.

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SL #	Name of Organization/ Project	Organizations approach	Training in Participatory approaches	Level of participatory activities	Percentage of work
		Approach.	staff and community base approaches is about 150 staff. Some of the staff member may receive the training twice.		
19.	The World Bank	No Comments	No Comments	No Comments	No Comments

SL #	Name of Organization/ Project	Communications expertise/ support	Communication / dissemination strategy	Communications activities	Training/ M&E officer	Monitoring and Evaluation system
1.	Community Based Fisheries Management Project Phase 2 (CBFM-2) Department of Fisheries	DoF produces in-house communications materials. We have our own communication expertise especially in lobbying, advocacy and policy level. But for video documentation we hire FemCom, for poster printing. We hire any commercial public organization. We produce our own report.	The organization has a communications strategy and/or a policy for sharing, producing and distributing information.	Yes, we have newsletter and regular meetings.	We have our own Training and M&E cell.	We have our own M&E methods for each project as well as programs.
2.	Fourth Fisheries Project Department of Fisheries	The project and also the Department of Fisheries have the communication expertise. The project organizes mass awareness by street drama and documentary film show.	The project has no specific dissemination strategy, but the department may have, I am not exactly aware about it.	The project has the training, workshop, regular meeting. The project has no Website as yet functioning, but it is under process.	The project has M&E cell and no specific training cell, but the department has training cell.	The M&E cell is doing the part and I am not aware about it.
3.	ICZM (Integrated Coastal Zone Management)	Yes, the organization has access to communication	No Comments.	Yes, they have newsletter, Website and regular	They have their client based training and M&E officer.	Not Applicable.

SL #	Name of Organization/ Project	Communications expertise/support	Communication / dissemination strategy	Communications activities	Training/ M&E officer	Monitoring and Evaluation system
		expertise in lobbying, policy and advocacy. They have their in-house communication materials like reports, newsletter etc.		meetings.		
4.	Management of Aquatic Ecosystem through Community Husbandry (MACH)	The organization has poor communication expertise. They have their in-house communication materials like technical reports, posters, power point presentation. On behalf of the project, CNRS and to some expert of the hired performed to the work.	The organization has no specific communications strategy about communication. But we have a policy for sharing, producing and distributing information.	Yes, we have newsletter very occasionally, web site and regular meetings, posters and billboard etc.	We have our own Training and M&E officer.	We have our own M&E cell.
5.	Action Aid – Bangladesh	We have a separate communication unit.	No.	Yes, we have newsletter, web site and regular meetings, workshops, seminars etc.	They have their own Training and M&E cell.	They have their own M&E cell.
6.	Bangladesh Agricultural Research Council (BARC)	National and International personnel are working with the organization.	The organization has no communication strategy, but have the dissemination information with other organization.	The organization has publications include scientific monographs, bulletins, technical papers, annual reports, bibliographies and technical directories.	Yes, the organization has training and M&E division.	Yes, the organization has its own monitoring and evaluation system.
7.	BCAS (Bangladesh Centre for Advanced Studies)	The organization has own communication expertise and some times contact on the job basis.	The organization has no written communications strategy but a policy for sharing, producing and distributing information.	Yes, we have newsletter, web site and regular meetings.	We have our own Trainer and M&E expertise on research but no specific Training and M&E cell.	We have our own M&E methods for each project as well as programmes.

SL #	Name of Organization/ Project	Communications expertise/support	Communication / dissemination strategy	Communications activities	Training/ M&E officer	Monitoring and Evaluation system
8.	BRAC (Bangladesh Rural Advancement Committee)	Yes, the organization has access to communication expertise in lobbying, policy and advocacy. They have their in-house communication materials like technical reports for their office use only. But they don't have contracted out material.	Yes we have advocacy cell and communication cell.	Yes, we have newsletter, Website and regular meetings.	We have our project-based training and M&E officer.	We have our internal monitoring and evaluation system.
9.	Banchte Shekha (BS)	No communication expertise is working in the organization. The ED develops the idea and consultant or vendors perform the work.	Communication materials developed by organization. Some of the materials for distributed among the donors or partner organization and there is an opportunity to purchase the materials from the organization.	The organization produces newsletter, annual report, leaflet and paper circulation for communication but we have no Website and we meet regularly in our organization.	The organization has Training cell, training officer and M&E Officer.	Yes, we have monitoring and evaluation system in our organization and we not named it but we have the guideline.
10.	CARE-Bangladesh	CARE produces in-house communications materials. We have our own communication expertise especially in lobbying, advocacy and policy level.	The organization has a communications strategy and/or a policy for sharing, producing and distributing information. Out of the above activity the organization also organize training, LRSP, meeting, Study PRA etc.	Yes, we have newsletter, web site and regular meetings.	We have our own Training and M&E cell.	We have our own M&E methods for each project as well as programmes including the Participatory Monitoring and Evaluation (PME).
11.	CARITAS	Caritas have own communication expert. They are also work on lobbying, policy and	Caritas is open for all as they noticed. The organization has communication strategy for	Caritas has Regular Annual Reports, Newsletter and meetings. But they don't have any web-site now.	Caritas has a big M&E cell with some expert M&E officers.	Caritas has an internal M&E system. To provide management with accurate and timely information in

SL #	Name of Organization/ Project	Communications expertise/support advocacy.	Communication / dissemination strategy sharing, producing and distributing information.	Communications activities	Training/ M&E officer	Monitoring and Evaluation system
12.	Coastal Fisherfolk Community Network (COFCON)	The organization has a communications expertise and have work on lobbying, policy advocacy.	The organization has not any specific communications strategy, but have policy for sharing, producing and distributing information.	Yes, we have newsletter, annual report, brochure and regular meetings.	We don't have any training or monitoring and evaluation unit or Officer designated.	We don't have any monitoring and evaluation system, but we have follow up mechanism to monitor our member organization activities.
13.	CRED (Centre for Rural and Environment Development)	The organization has no communication expertise, but the Executive Director have the knowledge.	The organization has no communications strategy but a policy for sharing, producing and distributing information.	Yes, we have brochure, booklet, pamphlet, calendar and regular meetings	We have no Trainer and M&E expertise.	We have no M&E methods, but a short of staff supervision system is there.
14.	ITDG (Intermediate Technology Development Group)	ITDG is producing in-house communication materials. The organization have communication expertise especially advocacy, Training and Transfer of Technology, Institutional capacity Building, Gender and technology, networking and policy advocacy etc.	ITDG has a policy for sharing, producing and distributing information.	Yes, we have newsletter, web site and regular meetings.	We have Training and monitoring officers.	In every projects/programs we have internal monitoring system in place.
15.	IUCN- Bangladesh	Yes, the organization has access to communication expertise in lobbying, policy and advocacy. They have their in-house communication materials like technical reports for	The organization has a communications strategy and/or a policy for sharing, producing and distributing information	Yes, we have newsletter, Website and regular meetings.	We have our project-based training and M&E officer	They have got their internal monitoring and evaluation system.

SL #	Name of Organization/ Project	Communications expertise/support	Communication / dissemination strategy	Communications activities	Training/ M&E officer	Monitoring and Evaluation system
		their office use only. But they don't have contracted out material., advocacy				
16.	Nature Conservation Movement (NACOM)	The organization has a communications strategy for sharing, producing and distributing information.	The organization has a communications strategy and/or a policy for sharing, producing and distributing information.	We have no newsletter, web site but they have regular access to internet and meetings.	We have training officers	We have no M&E cell.
17.	NABOLOK	The organization has poor communications expertise.	The organization has no communications strategy, but have policy for sharing, producing and distributing information. The organization has MIS cell and NABOLOK Barta	Yes, we have newsletter, annual report and regular meetings.	We don't have any training or monitoring and evaluation cell, but we have Training Officer and M&E Officer.	We don't have any monitoring and evaluation system, but we have follow up mechanism to monitor our organization activities.
18.	PROSHIKA	Information and Documentation Resource Cell, and Development Policy Analysis and Advocacy A multidisciplinary team works on issues of poverty eradication, governance and democratization gender issues, sustainable development, human resource development and income and employment generation.	No, but the information and documentation resource cell have comprehensive dissemination system and development support communication programme produce different communication materials.	The organization produces video, audio, slide and still photographs for dissemination. The organization also publishes annual and semi annual activity report, annual diaries, PROSHIKA brochures, quarterly Bangla and English newsletters etc.	The organization has human development training cell and Impact monitoring and evaluation cell. In the both cell a number of skill staff are devoted to work.	Yes, we have our internal monitoring and evaluation system. For this job an impact monitoring and evaluation cell is working.
19.	The World Bank	No comments	No comments	No comments	No comments	No comments

SL #	Name of Organization/ Project	Linkages with	Type of Linkages	Functioning Website	Regular Access to E-mail	Regular Access to Website
1.	Community Based Fisheries Management Project Phase 2 (CBFM-2) Department of Fisheries	BRAC, PROSHIKA, Banchite Shekha, BELA, CARITAS, CNRS, FemCom, WorldFish Center	Through partnership, the organizations meet each other in the time of coordination meeting and have regular communication.	No.	Yes.	Yes.
2.	Fourth Fisheries Project Department of Fisheries	The project has linked with other community base project, like CBFM-2, MACH and government other project.	The project has the link as partner of the project and network with other project for sharing the learning.	No.	Yes.	Yes.
3.	ICZM (Integrated Coastal Zone Management)	CDSP-II, KJDRP, FAO-Cox's, BWDB	CNRS, NACOM and BCAS are the Partner organizations in SEMP component 2.2.1. They are linkages through network, membership with IUCN and email contact.	Yes.	Yes.	Yes.
4.	Management of Aquatic Ecosystem through Community Husbandry (MACH)	BCAS, CNRS, CARITAS, TARA, World Fish Center, SEPDA	The organization are the partner of the project, they sit a regular coordination meeting and communication with each other.	Yes, www.mach.org , but it is not functioning yet.	Yes.	Yes.
5.	Action Aid – Bangladesh	They have linkage with near about 70 organizations who are using CBM approaches.	CNRS, NACOM and BCAS are the Partner organizations in SEMP component 2.2.1. They are linkages through network, membership with IUCN and email contact.	Yes, www.actionaid.org	Yes.	Yes.
6.	Bangladesh Agricultural Research Council (BARC)	Yes, the organization has close links with the CBM approaches other organization.	The linkage is networking with the organization.	Yes, www.saic-dhaka.org	Yes.	Yes.
7.	BCAS (Bangladesh Centre for Advanced Studies)	CARITAS, CNRS, MACH, IUCN, SDPI-Pakistan, DA -India	Network, Partner.	Yes, www.bcas.net	Yes.	Yes.
8.	BRAC (Bangladesh Rural Advancement Committee)	BELA, BCAS, Banchite Shekha, Department of Fisheries, CNRS, World Fish Center, PROSHIKA, CARITAS	The organization has linkage with the above organization as the partner of CBFM and Network.	Yes, www.brac.net	Yes.	Yes.
9.	Banchite Shekha (BS)	BRAC, WFC, CNRS, PROSHIKA, CARITAS, CRED, FemCom, BELA	Partnership, Co-management and meeting	No.	Yes.	Yes.
10.	CARE-Bangladesh	CNRS, BCDM, PROMT, CARE Partners.	They are our partner organization.	Yes, www.carebanglade	Yes.	Yes.

SL #	Name of Organization/ Project	Linkages with	Type of Linkages	Functioning Website	Regular Access to E-mail	Regular Access to Website
11.	CARITAS	BELA, BCAS, Bancte Shekha, Department of Fisheries, CNRS, World Fish Center, Winrock, DANIDA, UNDP	We have a Partnership and network Linkage with the organizations.	sh.org	Yes.	Yes.
12.	Coastal Fisherfolk Community Network (COFCON)	ISDE, UDDIPAN, YPSA, VERC, CODEC	Network	No.	Yes.	No.
13.	CRED (Centre for Rural and Environment Development)	CARITAS, CNRS, WorldFish Center, BRAC, PROSHIKA	Partner	No.	Yes.	Yes, weekly
14.	ITDG (Intermediate Technology Development Group)	We have linkage with near about 70 organizations who are using CBM approaches.	CNRS, NACOM and BCAS are the Partner organizations in SEMP component 2.2.1. They are linkages through network, membership with IUCN and email contact.	Yes, http://www.itdgbangladesh.org	Yes.	Yes.
15.	IUCN- Bangladesh	CFSD, BELA, BCAS, NACOM, CNRS	CNRS, NACOM and BCAS are the Partner organizations in SEMP component 2.2.1. They are linkages through network, membership with IUCN and email contact.	Yes, http://www.iucn.org	Yes.	Yes.
16.	Nature Conservation Movement (NACOM)	IUCN, BCAS, CNRS, BELA, CFSD	BCAS-, CNRS, CARITAS, TARA, WFC, SEPDA is our partner organization	Yes.	Yes.	Yes.
17.	NABOLOK	ADAB, RVCC (CARE)	Partnership	No.	Yes.	Yes, need base.
18.	PROSHIKA	BELA, BCAS, Bancte Shekha, Department of Fisheries, CNRS, World Fish Center, BRAC, CARITAS	We have a Partnership and network Linkage with the organizations	Yes, www.proshika.org	Yes.	Yes.
19.	The World Bank	CFSD, BELA, BCAS, NACOM, CNRS	CNRS, NACOM and BCAS are the Partner organizations in implementing SEMP component 2.2.1. They are linkages through network, membership with IUCN and email contact.	Yes, http://www.worldbank-bangladesh.org	Yes.	Yes.

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SL #	Name of Organization/ Project	Have you heard about PAPP	From Where/ Whom	Received Training	Received Information	Use PAPP	Community Based Planning Methodologies
1.	Community Based Fisheries Management Project Phase 2 (CBFM-2) Department of Fisheries	Yes.	CNRS, in a sensitization workshop.	No.	Yes, In the sensitization workshop, presentation slides paper.	Yes, we use the whole process of PAPP in our CBFM-2.	We use customized PRA tools in our different projects.
2.	Fourth Fisheries Project Department of Fisheries	Yes.	CNRS and MACH. From field site visit.	No.	Yes, I receive few informations by email and hard copy.	Yes, we use the PAPP partly.	No.
3.	ICZM (Integrated Coastal Zone Management)	Yes	CNRS	Was involved in PAPP development and practiced in different project of CNRS.	Yes. Report writing, documentation and interventions specially MACH project of CNRS.	No	Yes. FGD, Case Study, Consultation meeting.
4.	Management of Aquatic Ecosystem through Community Husbandry (MACH)	Yes.	CNRS	No.	Yes, We receive the information from our partner organization, especially the CNRS.	Yes, we use in our field site and full process of the PAPP.	No, we use only the PAPP.
5.	Action Aid – Bangladesh	Yes.	CNRS and other agencies those implement PAPP.	No.	Yes, one of our staffs received training on PAPP from CNRS.	No, because we do not implement programme directly, so it is our partners, who may have programme on PAPP.	We specially use two types of community based participatory planning methodologies like REFLECT (for literacy and women empowerment), STEPPING STONES (for HIV-AIDS). We have other participatory tool, as well as PV and Participatory budget analysis.
6.	Bangladesh Agricultural Research Council (BARC)	Yes.	CNRS, in a workshop.	No.	No.	No.	No, we use the RRA and PRA.
7.	BCAS (Bangladesh Centre for Advanced Studies)	Yes.	Working on PAPP.	No.	We use it in our community and research activity.	No, we use part of the PAPP process in our different project.	We use customized PRA tools in our different projects.
8.	BRAC (Bangladesh Rural Advancement Committee)	Yes.	CBFM project.	I had a short training on PAPP.	From CNRS I received details information.	We use PAPP in PRA	We use other consensus building methodologies.

SL #	Name of Organization/ Project	Have you heard about PAPP	From Where/ Whom	Received Training	Received Information	Use PAPP	Community Based Planning Methodologies
	Advancement Committee)			on PAPP but not in total process. But I am interested to have the training.	detail information about PAPP. I would like to receive every updated information of PAPP.	way. But we use the part of the PAPP process. Some times we have to customize as required.	community based planning methodologies. It is true that community needs information about PAPP but we have little opportunity to use it.
9.	Banchte Shekha (BS)	Yes.	CNRS and WFC, in a workshop.	Yes, I had the training in Pusna, the training was organized by CNRS. WFC supported to conduct the session. No	Yes, we have received the information from the WFC and use it in our CBFM-2.	We are using the whole process of the PAPP in our organization.	No, we only use the PAPP in our CBFM-2 project.
10.	CARE-Bangladesh	Yes.	CNRS	No	We did not use the PAPP information yet. But we like to receive the PAPP information through electronically and also the hard copy.	We don't use PAPP now.	We use customized PRA tools in our different projects.
11.	CARITAS	Yes.	CBFM 1& 2	We have training in PAPP. One is in Digshi Beel by CNRS and experience CBFM and another is in Banchete Shekha by World Fish Center.	I have received information about PAPP from CNRS. But I don't know the detail about PAPP process. I would like to know how PAPP differs from PRA. Why it is uninformd?	We are using PAPP in our CBFM-2 and MACH projects.	We use PRA and sometimes we use FGDs for conflict resolution. The process is implemented in CBFM-2 and MACH projects.
12.	Coastal Fisherfolk Community Network (COFCON)	No.	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
13.	CRED (Centre for Rural and Environment Development)	Yes.	In a workshop at WorldFish Center.	No	Yes, I receive the information from	No	No

SL #	Name of Organization/ Project	Have you heard about PAPP	From Where/ Whom	Received Training	Received Information	Use PAPP	Community Based Planning Methodologies
14.	ITDG (Intermediate Technology Development Group)	Yes.	CNRS.	We had training on PAPP organized by CNRS.	CNRS, BRAC and WorldFish Center. Yes. Report writing, documentation and interventions. Two of our staff received training on PAPP by CNRS and we shared our acquired knowledge among our staff. We didn't get any manual of the training. So we need it now. It would have been better to get video clips.	Currently we are using PAPP to formulate village development plan. We have discussed about the method of PAPP. But we have found some limitations.	We use mainly two type of community based planning methodologies called PTD, FSR.
15.	IUCN- Bangladesh	Yes	Through SEMP component 2.2.1/A	No. But introduced with PAPP through workshop, SEMP output form CNRS under Community Based Haor Resource Management. N/A	Yes. CNRS Reports on PAPP under SEMP.	Partner Organization (CNRS) using PAPP in their respective projects.	No.
16.	Nature Conservation Movement (NACOM)	Yes.	As I am related with development activities for ages I know detail about the process. We ourselves developing the PAPP process also.	N/A	N/A	We are not using PAPP exactly.	It is true that community need information about PAPP. But they are not involved with promoting PAPP.
17.	NABOLOK	No.	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

SL #	Name of Organization/ Project	Have you heard about PAPP	From Where/ Whom	Received Training	Received Information	Use PAPP	Community Based Planning Methodologies
18.	PROSHIKA	Yes.	CBFM-2 meeting.	No	No.	No.	Yes, we are using PRA tools and I have some confusion about the PRA and the PAPP. I think it should be clear in the seminar, workshop or by the leaflet or in an articles.
19.	The World Bank	Yes	Through SEMP component 2.2.1/A	No. But introduced with PAPP through workshop, SEMP output form CNRS.	Yes. CNRS Reports on PAPP under SEMP.	Partner Organization (CNRS) using PAPP in their respective projects.	Yes, using tools naming RACE (Rapid Assessment of Coastal Environment), RBA (Rapid Biodiversity Assessment), SSC(Species Survival Commission)

SL #	Name of Organization/ Project	Interest About PAPP	To Learn More About PAPP	Use PAPP In Organization	How Can We Disseminate This to Others	Interest in Getting Training	Interest to Observe real life PAPP
	Community Based Fisheries Management Project Phase 2 (CBFM-2) Department of Fisheries	Yes, Obviously I would like to know about the PAPP.	We want to get Newsletter, electronic mail and training.	We would like using the PAPP in the project through our partner organizations.	We may organize workshops on it and deliver the information.	Yes.	Yes.
	Fourth Fisheries Project Department of Fisheries	Yes, we are very much interested to have the training.	I would like to inform about the PAPP by training. In training community fisherman and the stakeholder interaction.	I can share with the Deputy Director – Planning and other project personnel for using its.	It can be share in the coordination meeting or organize workshop.	Yes.	Yes.
	ICZM (Integrated Coastal Zone Management)	Yes	All	Would be used in Socio-Economic based projects	N/A	No	No
	Management of Aquatic Ecosystem through Community Husbandry (MACH)	Yes, our organization is interested to know more about the PAPP.	We would like to be informed by training, Video, Leaflet, Booklet, and other related documents.	We are using the PAPP in our MACH project, with the assistance of the CNRS.	Some time related organization and MACH partners. We can share about the PAPP in my	Yes	Yes

	Action Aid – Bangladesh	Off course.	I want to get Newsletter, electronic mail.	No, we are not using PAPD and we don't have any direct filed implementation.	organization in the coordination meeting and can be arrange workshop for sharing the PAPD.	Yes.	Yes.			
	Bangladesh Agricultural Research Council (BARC)	Sure, we are interested in knowing the PAPD.	We would like to be informed about PAPD by interaction with the concern person, arrange field visit, meeting, workshop and seminars.	We can share with our BARC colleagues.	We can organize seminar and workshop for sharing the PAPD.	Yes.	Yes.			
	BCAS (Bangladesh Centre for Advanced Studies)	Sure off course	I want to get Newsletter, electronic mail	We use it in our research work at community level.	May be we will organize workshops on it and deliver the information.	Yes.	Yes.			
	BRAC (Bangladesh Rural Advancement Committee)	I want to know every detail about PAPD.	I think half yearly newsletter about PAPD will be effective. But video clips will be more effective knowing all PAPD process.	Would be used in Socio-Economic based projects	May be we will organize workshop.	Yes.	Yes.			
	Banchte Shekha (BS)	Yes, we are very much interest to know the PAPD and its update information.	It will be very effective by Training, workshop, cross visit etc. and the VDO is very effective to better understanding of the PAPD.	One day briefing session and training may organize for the activities.	In a briefing session.	Yes.	No, I observe the session in our project and in the training time.			
	CARE-Bangladesh	Sure off course	I want to get Newsletter, electronic mail.	No comments	May be we will organize workshops on it and deliver the information.	Yes.	Yes.			
	CARITAS	We are really interested knowing in PAPD	We would like to have video clips and hard copy. We also required the Training.	Would be used in Natural Resource based projects	In the training session/work shops/seminar we would like to inform others	Yes.	I have got the interest but I am busy now.			
	Coastal Fisherfolk Community Network (COFCON)	We are very much interested knowing about PAPD	We want to have training first.	We will use PAPD in our coming projects	May be we will arrange meeting or send few of our people for having a training.	Yes.	Yes.			

CRED (Centre for Rural and Environment Development)	Yes	I want to get Journal, Internet correspond and practical real training.	Yes, we would like to use the PAPD after getting the training.	We can share with other.	Yes.	Yes.
ITDG (Intermediate Technology Development Group)	Off course	I want to get Newsletter, electronic mail	As a democratic process to formulate a holistic development plan.	We will disseminate our knowledge organizing meeting, workshop and in table talks.	Yes.	Yes.
IUCN- Bangladesh	Yes	All	Would be used in Socio-Economic based projects	In the training session/work shops/seminar we would like to inform others	No. not now	No.
Nature Conservation Movement (NACOM)	I know the every up gradation of PAPD process.	It would be better if I could attend in a real life PAPD. But I will not get such a longer time of 8/9 days.	No comments	No comments	Yes.	No. Not right now.
NABOLOK	We are very much interested knowing about PAPD, as we are emerging organization.	We want to have training first and then other related documents like leaflet, manual etc.	We will use PAPD in our organization	We may arrange meeting or send few of our people for having training.	Yes.	Yes.
PROSHIKA	Yes, we are very much interested in knowing about the PAPD.	We would like to be informed about the PAPD by Training (whole process), regular sharing in the seminar or workshop, update all information by using electronic media.	We would share with our senior management and get the knowledge from the training and then we may able to use it in our organization.	We can organize a meeting, seminar, workshop, and for mid or grass root level it can be share by arranging training	Yes.	Yes.
The World Bank	I am really interested knowing in PAPD	All	Would be used in Socio-Economic based projects	In the training session/work shops/seminar we would like to inform others	No. not now	No

ANNEX A II: Exposure visits and sensitisation workshops

Participant evaluation of the Exposure visit to PAPD

Name & Address	Q1. What did you see in the day either follows up discussion in your own organization? (Why, when,.....)?	Q2. What was your feelings/ understood?	Q3. What sorts of information do you need for promoting this in your organization- when it is required, (do you need it before-during- after exposure visit)?	Q4. Whether you have further interest to know more about PAPD?
<p>Ms. Olena Reza Bangladesh Centre for Advanced Studies (BCAS) House # 23, Road # 10A, Dhanmondi R/A, Dhaka-1209, Bangladesh, Phone: 9113682 (Off), 8125279 (Res), Fax: 880-2-8111344, E-mail: atiq.r@bdcom.com , Website: www.bcas.net</p>				
<p>Mr. Faruk-UL-Islam Manager, VR & NRM ITDG (Intermediate Technology Development Group) House # 27 or 32, Road # 13/A, (1st & 2nd floor), Dhanmondi R/A, Dhaka-1209, Bangladesh, Phone: 8111934, Fax: 880-2-81113134, E-mail: faruk@itb.bdmail.net</p>	<p>Yes, we have discussed among our team members as ITDG is adapting and modifying the tool in a char/sand bar context under a NRSP project R8103. ITDG recognises CNRS and other related organisations' role in the process of developing the tool. ITDG thinks, that the tool could be more flexible to internalise in local institutions. It should not be an expert-driven or NGO driven tool. We have to find how people like to apply the tool.</p>	<p>I think they have identified some good issues. Facilitators have good skill. But the process is still too formal. What people express in a meeting/workshop may be superficial (some times) to some extent. It is difficult to explore the real fact related to some root problems. Formal and informal inquires are needed to investigate the real conflict issues. We also think how could we make the tool people friendly?</p>	<p>It could be promoted to organisations but they have to think to make it more people-friendly. More information needed on pre-PAPD and post PAPD stage. How long it may take to prepare people for a real PAPD under different context? How "community planning" and "consensus building" happens together?</p>	<p>Yes, because, the tool must be adapted in different rural context. We want a "flexible PAPD" guideline. We need sufficient evidence and analysis on how PAPD may work in reality or may not?</p>
<p>Mr. G. M. Shamsul Kabir, Assistant Director Community Based Fisheries Management Project Phase 2 (CBFM-2) Department of Fisheries Matshya Bhaban, (10th floor), Park Avenue, Ramna, Dhaka-1000, Bangladesh, Phone: 9571698 (Off), 8954284 (Res), Mobile: 017-1979230, Fax: 880-2-9558883, E-mail:</p>	<p>Discussion for identification of different problems & issues and also their possible solutions related to project waterbodies by beneficiaries and other stakeholders through participatory</p>	<p>This tool would be helpful to resolve conflict among community level because they find their problems and by themselves. They would be sincere about the solution of the problem.</p>	<p>Procedure of PAPD, step by step is needed for my organization. We expect your cooperation whenever we will implement PAPD.</p>	<p>Yes, further information on PAPD procedure is required.</p>

Name & Address	Q1. What did you see in the day either follows up discussion in your own organization? (Why, when,.....)?	Q2. What was your feelings/ understood?	Q3. What sorts of information do you need for promoting this in your organization-when it is required, (do you need it before-during-after exposure visit)?	Q4. Whether you have further interest to know more about PAPD?
cbfm@dhaka.net gmskabir@dhaka.net	approach is really helpful for management of project activities which we have shared with our colleagues.			
Mr. A. K. M. Kaikobad DFO Department of Fisheries Tangail, Phone: 0921-53678	The PAPD method is for identifying the problems and probable solutions for a given area. A discussion took place with the Upozila fisheries officer after the following day of PAPD, four fisheries officer were present.	Problem and solution identified from the integrated discussion of the administration, NGO, & local participants. If the institution realizes its responsibilities, and try to solve them.	They want to implement the PAPD. It is necessary to know the methodologies. During visit necessary fund needed as well.	During visit show the fish of any given swamp or pond and arranging any cultural program. Arranged video-show, cap and booklet distributed, and arranged training by skilled trainer.
Mr. Kayum APM, FPP, IFSP, CARE- Bangladesh, Sirajganj CARE-Bangladesh House # 63 or 66, Road # 7/A, Dhanmondi R/A, Dhaka-1209, Mobile: 011-815048, Fax: 880-2- 8114183, E-mail: sajedul@carebangladesh.org	During observing the discussion and presentation session I think in many cases our PLA process is like as PAPD. Through PLA we made village wise activities plan and ensure community people involved in planning and implementation stage, which is followed in PAPD process. Women participation ensured in both processes. Related government-department and local government personnel are involved in both processes.	I think this process is effective for rural development activities, rough this process beneficiary has access to involve in planning to implementation activities. Also they make discussion what would be right. Besides this they monitored their activity as well as impact analyses. I am very much impressed when I have seen the government administration and related department, local elite persons NGO personnel are socially involved with this process and they are committed to play active role.	During external visit I show almost maximum process we followed in our project mentioning different name. Our implementation strategy is almost same.	Out of PAPD follow up session I have keen interest to visit the implementation system of CNRS activities.

Sensitisation Workshops – Participants list

Sensitisation workshop 1: IUCN conference room, 29 March 2003, 3-6 pm

Name & Address
<p>Dr. Khabir Ahmed Chief Scientific Officer, Fisheries Division Bangladesh Agricultural Research Council Farm Gate, Dhaka-1215, Bangladesh Phone: 8111463, 8110618 (Off), 7712436 (Res), Fax: 880-2-813032 E-mail: kahmed@barcbgd.org</p>
<p>Mr. Mayen Uddin Tazim, Community Management Specialist Fourth Fisheries Project Department of Fisheries, Matshya Bhaban (7th floor), Ramna, Dhaka 1000, Bangladesh, Phone: 9560525 (Off), E-mail: maveen.tazim@fourthfish.org, tazim@bdonline.com</p>
<p>Mr. Clustojhe Magnet, Fisheries Specialist Fourth Fisheries Project Department of Fisheries, Matshya Bhaban (7th floor), Ramna, Dhaka 1000, Bangladesh, Phone: 9560525 (Off), E-mail: chris.magnetaA@fourthfish.org</p>
<p>Mr. Mahbubur Rahman Fisheries Biologist Management of Aquatic Ecosystem through Community Husbandry (MACH) Winrock International, House 2 (4th floor), Road 23/A, Gulshan-1, Dhaka-1212, Bangladesh, Phone: 8826556 (Off), 9138463 (Res), Fax: 880-2-8826173, E-mail: mrahman@winrockbd.org mis@mach.bangls.net</p>
<p>Mr. G. M. Shamsul Kabir, Assistant Director Community Based Fisheries Management Project Phase 2 (CBFM-2) Department of Fisheries Matshya Bhaban, (10th floor), Park Avenue, Ramna, Dhaka-1000, Bangladesh, Phone: 9571698 (Off), 9571696 7210407 (Res), Mobile: 017-1979230, Fax: 880-2-9558883, E-mail: cbfm@dhaka.net gmskabir@dhaka.net</p>
<p>Mr. Md. Anwar Hossain Project Coordinator, BRAC-CBFM-2 BRAC BRAC Centre, 75 Mohakhali C/A, Dhaka-1212, Bangladesh, Phone: 9881265 (Off), 8824180-7 Ext. 2212, Fax: 880-2-8823542, 8824185, E-mail: bractd@bdmail.net training@brac.net</p>
<p>Mr. Sajedul Hasan, PC, Flood Proofing Project, IFSP CARE-Bangladesh House # 63 or 66, Road # 7/A, Dhanmondi R/A, Dhaka-1209, Phone: 8114207 (Off), 9343197 (Res), Fax: 880-2-8114183, E-mail: sajedul@carebangladesh.org</p>
<p>Mr. Mohammad Ali Manager, Food Production Program ITDG (Intermediate Technology Development Group) House #27 or 32, Road # 13/A, (1st & 2nd floor), Dhanmondi R/A, Dhaka-1209, Bangladesh, Phone: 9123671 (Off), 8111934 Fax: 880-2-8113134, E-mail: ali@itb.bdmail.net</p>
<p>Mr. Valdemar Holmgren Biodiversity Management Expert UNDP, BGD-99-431. Coastal and Wetland Biodiversity project, Department of Environment, Room # 405 (3rd floor), Paribash Bhaban, Agargaon, Dhaka-1207, Phone: 9111379, Mobile: 017-1595009, vholmngren@sdnbd.org</p>
<p>Dr. Aminul Islam UNDP, Dhaka IDB Bhaban, Agargaon, Dhaka, Phone: 8118600, Fax: 8113196, aminul.islam@undp.org</p>
<p>Dr. S. M. A. Rashid Executive Director Centre for Advanced Research in Natural Resources and Management (CARINAM) Phone: 9120434, carinam95@hotmail.com</p>
<p>Mr. Md. Rakibul Haque, PO IUCN Bangladesh House No. 11, Road No. 138, Gulshan 1, Dhaka 1212, Bangladesh, Phone: 9890395, 9890423, 9690395, E-mail: rakib@iucnbd.org</p>

Name & Address
<p>Mr. Rashiduzzaman Ahmed, Sr PO & TM IUCN Bangladesh House No. 11, Road No. 138, Gulshan 1, Dhaka 1212, Bangladesh, Phone: 9890395, 9890423, 9690395, Mobile: 018-252394 (Rashed), E-mail: rashed@iucnbd.org</p>
<p>Dr. Ainun Nishat, CR IUCN Bangladesh House No. 11, Road No. 138, Gulshan 1, Dhaka 1212, Bangladesh, Phone: 9890395, 9890423, 9690395, E-mail: nishat@iucnbd.org, iucnbd@citechco.net</p>
<p>Mr. Sabuj Kr. Chowdhury, Project Coordinator (CBFM-2) PROSHIKA Proshika Bhaban, 1/1-Ga, Section-2, Mirpur, Dhaka-1216, Bangladesh, Phone: 9005797, 011-812183, Fax: 880-2-8015811, E-mail: fdp@proshika.bdonline.com</p>
<p>Mr. Abu M Kamal Uddin, Senior National Expert, Environment & Natural Hazard PDO-ICZM Program Development Office-Integrated Coastal Zone Management Water Resources Planning Organization (WARPO), Ministry of Water Resources, Bangladesh (MoWR), Saimon Centre, 5th floor Road 22, House 4/A, Gulshan-1, Dhaka-1212, Bangladesh, Phone: 9892787 (Off), 9348568 (Res), Mobile: 017-1736888, E-mail: kamal@iczmpbd.org kamal-abu@yahoo.com</p>
<p>Mr. Abdul Halim, Principal Scientific Officer WARPO House # 4/A, Road # 22, Gulshan-1, Phone: 8814217, 8814554, E-mail: warpo@citechco.net, dg_warpo@bangla.net</p>
<p>Mr. Sadequl Islam, PSO WARPO House # 4/A, Road # 22, Gulshan-1, Phone: 8814217, 8814554, E-mail: warpo@citechco.net, dg_warpo@bangla.net</p>
<p>Mr. Md. Shahjahan WARPO House # 4/A, Road # 22, Gulshan-1, Phone: 8814217, 8814554, E-mail: warpo@citechco.net, dg_warpo@bangla.net</p>

Participant Evaluation of the first Sensitisation Workshop on PAPD

Name & Address	Q1. Please explain which part (s) is (are) not clear?	Q2. What else to know about PAPD?	Q3. How could you use PAPD in your organization?
<p>Dr. Khabir Ahmed Chief Scientific Officer, Fisheries Division Bangladesh Agricultural Research Council Farm Gate, Dhaka-1215, Bangladesh Phone: 8111463, 8110618 (Off), 7712436 (Res), Fax: 880-2-813032 E-mail: kahmed@barcbgd.org</p>	<p>On 29/03/03, it was a one-hour discussion meeting, where PAPD briefed to the participants. The time was so limit to understand the whole process of PAPD. As I understood, the PAPD is ongoing process of planning to develop the natural resources, which has the similarities with PRA approach of planning as we exercise during the planning phase of our FSR&D. PAPD deals with multi stakeholders whose desire and interest is different. Each of them will try to draw their own part, thus, there may arise conflict. How successfully PAPD can address such issue in our complex socio cultural system?</p> <p>What are different tools that were used in a particular case you studied (?). As noted it takes days, weeks or months to reach the implementation phase. What would be ways to match the activities if PAPD is planned to excise in a day instead of month or vice a vise? However, the part/s is /are not clear to me! Would be grateful, if, you kindly let me know more about the PAPD.</p>	<p>Cycle of PAPD? Sustainability of PAPD process? Possibilities of PAPD exercise at GOs level?</p>	<p>It is not sure at this stage, because, we know very little about the process. Even we do not have any field orientation on PAPD exercise. The possibilities of PAPD at our end may be explored during the planning of future program. As I crossed many of the extension providers knows very little about the PAPD, indicated that CNRS need extensive extension thrust among the GOs stakeholders. As PAPD is a useful tools of planning, wishing its maximum exercise among the users.</p>
<p>Mr. Mayeen Uddin Tazim, Community Management Specialist Fourth Fisheries Project Department of Fisheries, Matshya Bhaban (7th floor), Ramna, Dhaka 1000, Bangladesh, Phone: 9560525 (Off), E-mail: meyeen.tazim@fourthfish.org, tazim@bdonline.com</p>	<p>No Comments.</p>	<p>It is not understood that how PADP would be used for the monitoring and evaluation of a project/program. No indication is observed with respect Community Management approach for using the natural resources properly. What are the mechanisms to establish a sustainable community management system? The mechanisms for resource control pattern are absent that can be considered Local initiatives with respect to managing the Natural Resources</p>	<p>During the project identification PADP can be used for finding out the beneficiaries needs and attitude towards the proposed program/project with respect to "Natural Resource Management". Through the PADP process, the concern organization can be able to identify the negative/adverse impacts of the future or proposed project. Moreover, through PADP, people can be involved in the early stage of the project.</p>

Name & Address	Q1. Please explain which part (s) is (are) not clear?	Q2. What else to know about PAPD?	Q3. How could you use PAPD in your organization?
<p>Mr. Clustojhe Magnet, Fisheries Specialist Fourth Fisheries Project Department of Fisheries, Matshya Bhaban (7th floor), Ramna, Dhaka 1000, Bangladesh, Phone: 9560525 (Off), E-mail: chris.magnetaA@fourthfish.org</p>	<p>Both speeches of Abigail and Mokhles were clear to me. I have been using the PAPD (without knowing the name) for more than 20 years: at first in Oxbow project 91980-1984) where we designed structures (box culverts, drainage facilities) only after consulting the local dwellers, stakeholders; second, during the preparation of Jamalpur priority project (1995), where over a year we explained the project (protective embankments, bridges, concrete structures etc.) to more than 200,000 people, and received their comments, feedback and valuable information.</p>	<p>should be considered</p> <p>How to monitor the impact of PAPD, and how to chose indicators to evaluate the positive outcomes of the exercise?</p>	<p>We use PAPD every day in our organization, whether through contracted NGOs (16 different ones in FFP, Open Water management Component, which work on 57 different sites all over the country), or during our field trips (interviews of fishers and importance of the information they give on biodiversity, changes in flowing patterns, siltation etc.).</p>
<p>Mr. Mahbubur Rahman Fisheries Biologist Management of Aquatic Ecosystem through Community Husbandry (MACH) Winrock International, House 2 (4th floor), Road 23/A, Gulshan-1, Dhaka-1212, Bangladesh, Phone: 8826556 (Off), 9138463 (Res), Fax: 880-2-8826173, E-mail: mrahman@winrockbd.org mis@mach.bangls.net</p>	<p>PAPD and its process are clear to me.</p>	<p>Is there any process how a project evaluated at the end or after the project in the same process?</p>	<p>PAPD is being used in my project at the beginning to id problems and possible solutions from the invited stakeholders. This helps to identify problem areas, sometimes new areas to address.</p>
<p>Mr. G. M. Shamsul Kabir, Assistant Director Community Based Fisheries Management Project Phase 2 (CBFM-2) Department of Fisheries Matshya Bhaban, (10th floor), Park Avenue, Ramna, Dhaka-1000, Bangladesh, Phone: 9571698 (Off), 9571696 7210407 (Res), Mobile: 017-1979230, Fax: 880-2-9558883, E-mail: cbfm@dhaka.net gmskabir@dhaka.net</p>	<p>Sequence of some steps of PAPD, as tool of consensus building is not clear.</p>	<p>As PAPD is a tool of consensus building and develop ownership among community People. In future, whether they could organize PAPD by themselves for resolving any conflict?</p>	<p>We will train our project staff and develop a mechanism to help staff to use techniques and methods of PAPD to help BMC/RMC in turn to successfully run project activities.</p>
<p>Mr. Md. Anwar Hossain Project Coordinator, BRAC- CBFM-2 BRAC BRAC Centre, 75 Mohakhali C/A, Dhaka-1212, Bangladesh, Phone: 9881265 (Off), 8824180-7 Ext. 2212, Fax: 880-2-8823542, 8824185, E-mail: bractd@bdmail.net training@brac.net</p>	<p>PAPD process is a good tool, as it is grass root people focused; but there is a drawback within the process- i.e. it is not gender sensitive. I am not clear how it can be effective in ensuring participation of all sections of people, especially disadvantage women or children.</p>	<p>Replication process.</p>	<p>I think, before growing to replicate it in any organization, adequate knowledge and skills are necessary. Only dialogue is not enough. But there are some techniques of the process – PAPD, can be used scatteredly and these are going on.</p>

Name & Address	Q1. Please explain which part (s) is (are) not clear?	Q2. What else to know about PAPD?	Q3. How could you use PAPD in your organization?
<p>Mr. Sajedul Hasan, PC, Flood Proofing Project, IFSP CARE-Bangladesh House # 63 or 66, Road # 7/A, Dhanmondi R/A, Dhaka-1209, Phone: 8114207 (Off), 9343197 (Res), Fax: 880-2-8114183, E-mail: sajedul@carebangladesh.org</p>	<p>I found the PAPD document clear. Again most of the issues were nicely clarified in the Dhaka meeting by Mokhles and his team.</p>	<p>I would be interested to know "Preparatory activities for PAPD" as well challenges in PAPD. Also, I wonder to know about lessons learnt from application of PAPD.</p>	<p>The Flood Proofing Project is implementing its activities in Jamalgonj through active partnership with CNRS. Also, the project has several approaches for community participation.</p> <p>CNRS can think to apply PAPD in Jamalgonj FPP and CARE would appreciate it.</p>
<p>Mr. Mohammad Ali Manager, Food Production Program ITDG (Intermediate Technology Development Group) House #27 or 32, Road # 13/A, (1st & 2nd floor), Dhanmondi R/A, Dhaka-1209, Bangladesh, Phone: 9123671 (Off), 8111934 Fax: 880-2-8113134, E-mail: ali@itb.bdmail.net</p>	<p>Everything is clear and nicely presented by Mokhles and Abigail.</p>	<p>Sharing opportunity of the related organization. Household interest address process, is it in-build in the PAPD or incorporate in future. Micro level should addressed in the PAPD process.</p>	<p>We are using the PAPD in our char development project. But not full process, partial process we are implementing.</p>
<p>Mr. Valdemar Holmgren Biodiversity Management Expert UNDP, BGD-99-431. Coastal and Wetland Biodiversity project, Department of Environment, Room # 405 (3rd floor), Paribash Bhaban, Agargaon, Dhaka-1207, Phone: 9111379, Mobile: 017-1595009, vholmngren@sdnbd.org</p>			
<p>Dr. Aminul Islam UNDP, Dhaka IDB Bhaban, Agargaon, Dhaka, Phone: 8118600, Fax: 8113196, aminul.islam@undp.org</p>			
<p>Dr. S. M. A. Rashid Executive Director Centre for Advanced Research in Natural Resources and Management (CARINAM) Phone: 9120434, carinam95@hotmail.com</p>	<p>The PAPD process is self-explanatory, which is clear but overlaps with the processes of some of the previously used consultation processes.</p>	<p>I would reiterate what I said after the consultation that the process is not new. What needs more to be done is to further refine the process. CNRS is almost there, congrats! In this context both good and bad examples from previous existing consultation processes be analysed more critically and the pros and cons of the previous processes thoroughly reviewed and compared</p>	<p>The process no doubt has a democratic principle allowing all levels of stakeholders to contribute to the planning and implementation processes. Further all forms of resources and resource use patterns are documented making it logical to take strong, bold and democratic decisions in the planning and implementation processes, a process that my organization upholds.</p>

Name & Address	Q1. Please explain which part (s) is (are) not clear?	Q2. What else to know about PAPD?	Q3. How could you use PAPD in your organization?
		<p>with the proposed PAPD process. Standardization of the PAPD process (or a set of parameters) for different ecosystems, where the stakeholders, problem may be different so that there is consistency when data from different localities are used for compositional analysis or comparative studies. This may probably help in the planning and designing of the project approaches (e.g. may possibly be based on the nature of the problems).</p>	
<p>Mr. Md. Rakibul Haque, PO IUCN Bangladesh House No. 11, Road No. 138, Gulshan 1, Dhaka 1212, Bangladesh, Phone: 9890395, 9890423, 9690395, E-mail: rakib@iucnbd.org</p>	<p>All parts of the PAPD Sensitization workshop are clear. In each part consent of the local people has been valued.</p>	<p>PAPD process is comprehensive and output oriented. But the process is very little practiced by the development organizations. To enhance the use of the process more capacity building training could be organized for NGOs and government relevant officials and departments. So the bottom-up planning process would be adopted and practiced.</p>	<p>PAPD is used in the primary stage of any development project for formulating the plan with local multi stakeholder groups.</p>
<p>Mr. Rashiduzzaman Ahmed, Sr PO & TM IUCN Bangladesh House No. 11, Road No. 138, Gulshan 1, Dhaka 1212, Bangladesh, Phone: 9890395, 9890423, 9690395, Mobile: 018- 252394 (Rashed), E-mail: rashed@iucnbd.org</p>			
<p>Dr. Ainun Nishat, CR IUCN Bangladesh House No. 11, Road No. 138, Gulshan 1, Dhaka 1212, Bangladesh, Phone: 9890395, 9890423, 9690395, E-mail: nishat@iucnbd.org , iucnbd@citechonet</p>			
<p>Mr. Sabuj Kr. Chowdhury, Project Coordinator (CBFM-2) PROSHIKA Proshika Bhaban, 1/1-Ga, Section-2, Mirpur, Dhaka-1216, Bangladesh, Phone: 9005797,</p>	<p>Earlier I attend PAPD training arranged by World Fish Center as an observer and listen the presentation of Mokhles bhai at IUCN – I enjoyed both of programs. All the tools seem</p>	<p>I think it would be more helpful if the total procedure and tools that are using in PAPD were available in a binding book.</p>	<p>PRA program that available in our organization and the tools used in that program can be shuffled comparing with PAPD tools. Thus, the</p>

Name & Address	Q1. Please explain which part (s) is (are) not clear?	Q2. What else to know about PAPD?	Q3. How could you use PAPD in your organization?
011-812183, Fax: 880-2-8015811, E-mail: fdp@proshika.bdonline.com	to me well equipped.		tools that are using recently in PAPD, all of them would be very helpful.
<p>Mr. Abu M Kamal Uddin, Senior National Expert, Environment & Natural Hazard PDO-ICZM Program Development Office- Integrated Coastal Zone Management Water Resources Planning Organization (WARPO), Ministry of Water Resources, Bangladesh (MoWR), Saimon Centre, 5th floor Road 22, House 4/A, Gulshan-1, Dhaka-1212, Bangladesh, Phone: 9892787 (Off), 9348568 (Res), Mobile: 017-1736888, E-mail: kamal@iczmpbd.org kamal-abu@yahoo.com</p>	Everything is clear!	Nothing!	No way!
<p>Mr. Abdul Halim, Principal Scientific Officer WARPO House # 4/A, Road # 22, Gulshan-1, Phone: 8814217, 8814554, E-mail: warpo@citechco.net , dg_warpo@bangla.net</p>	What are the specific objectives of Participatory Action Plan Development (PAPD) are not clear. What are the basic difference between PAPD and Guidelines for Participatory Water Management (GPWM) used in Water Sector Project.	How PAPD process could be used in Planning and Management of Water Sector Projects. What are the methodologies to be followed in PAPD for collecting primary data of a project. How PAPD could be used for making linkage with other organization i.e. how it could help to build up consensus among different stakeholders.	Water Resources Planning Organization (WARPO) is presently developing Organizational Development Plan (ODP) for its strengthening and capacity building for expected new dimension of works after the approval of National Water Management Plan (NWMP). I think PAPD process could be used in organizational development plan of WARPO and internal development of relationship among sector agencies.
<p>Mr. Sadequl Islam, PSO WARPO House # 4/A, Road # 22, Gulshan-1, Phone: 8814217, 8814554, E-mail: warpo@citechco.net , dg_warpo@bangla.net</p>			
<p>Mr. Md. Shahjahan WARPO House # 4/A, Road # 22, Gulshan-1, Phone: 8814217, 8814554, E-mail: warpo@citechco.net ,</p>			

Sensitisation workshop 2: ICZM-PDO Lecture Series on Coastal Issues, 27th January 2004 10-12am.

Name and Designation	Organisation	E-mail & Phone
A Jenkins	BWDB -IPSWAM	andrewjenkins@btinternet.com
A Mulhall	ITAD	abigail.mulhall@itad.com
M Anisul Islam	CNRS	cnrs@dominox.com anis_cnrs@dominox.com 9886700
M. Mokhlesur Rahman	CNRS	cnrs@dominox.com 9886700
Sayed Iftekhar	PDO-ICZMP	Iftekhar@icmpbd.org
Muhammad Taher	Consultant PDO-ICZMP	nupur@citechce.net.
Afsana Yasmeen	PDO-ICZMP	afsana@icmpbd.org
M. Abul Kasham	IPSWAM Trg. Specialist	kasem@dhaka.net 9132818
Grace C Ignacio	BWDB -IPSWAM	gigna@i-manila.com.ph
J. Samarakoon	IPSWAM / BWDB	
Robert Enns	IPSWAM	robenns@bangla.net
John Marandy	IPSWAM	johnm@bangla.net
Md. Shahjahan	WARPO	dg_warpo@bangla.net 9895163
Md. Hasan Parvez	WARPO	
Mohiuddin Ahmed	PDO-ICZMP	
Kazi Muzammel Hoque Deputy Director, WM&AE Wing	DAE	kmhoque@bdonline.com 9124778
Md. Noorul Islam Mia Livestock Statistical Officer	D.L.S.	9110115(0) 0171207945 (M)
Md. Saeedur Rahman CE / PD, CERP	BWDB	9565420
Md. Shahjahan	WARPO	8814218
Dr. Hamidul Huq Livelihoods Spicialist	PDO-ICZMP	
Zakia Yasmin Joarder Deputy Director (Plan)	Department of Women's Affaires	yasminjoarder@hotmail.com 9347594
Dr. Md. Liakath Ali	SNE, PDO-ICZMP	8826614
Abu M Kamal Uddin	SNE, PDO-ICZMP	

ANNEX A III: Trainees Comments on PAPD training

The participatory action plan development training was organized by CNRS at Elenga Resort and Kalihaty field site, Tangail. The first training comprised a day's orientation, followed by eight days' 'observing' a PAPD. Ten trainees representing eight organisations participated in the training. The trainees were mainly mid-level field staff in their organisations. The participants were asked to evaluate the PAPD Facilitators' Guide whilst observing the real PAPD.

The participants at the first training were:

Trainee	Position	Organisation
Britta Lipper	Volunteer Natural Resources	VSO, Bangladesh
A. K. M. Mahbubur Rahman	Social Assistant Manger	Social Development Foundation (SDF),
Mustafa Kalimullah Al Mamun	Program Officer	Coastal Fisherfolk Community Network (COFCON)
Md. Abdul Aziz Munshi	Education Coordinator	Action Aid – Bangladesh
Mohidur Rahman Khan	Field Officer	Nature Conservation Management (NACOM)
Tofayel Ahmed	Research Officer	Bangladesh Centre for Advanced Studies (BCAS)
Laila Bilkish Banu	Research Associate	ITDG (Intermediate Technology Development Group)
Nasrin Akter,	Technical Officer	Community Based Fisheries Management Project Phase 2 (CBFM-2), Department of Fisheries
Susmita Choudhury,	Scientific Officer	Community Based Fisheries Management Project Phase 2 (CBFM-2), Department of Fisheries

A summary of comments from the first trainees included:

Difference between the Session and the Manual and suggestion

No difference was observed in the session with the manual, a few exceptions like

- In the manual, page 15 mention that the prioritisation of the solution, but it was not practiced in the session.
- All the energizer game was not practiced.
- In the session 3.3, solution analysis should be written in the manual.

The participants suggested followings:

- The flow chart of the PAPD session and the facilitators guide should be attached in the manual.
- Seasonal Calendar example copy should be attached in the manual.
- Include the Pre-PAPD and the Post-PAPD in the manual.
- The PowerPoint presentation sequence was irrelevant.
- The Resource Mapping and the Seasonal Calendar may practice in the Pre-PAPD.
- Some example may incorporate instead of the blank format.
- The materials requirement list should be include in the manual, it also assist the facilitator and in preparation of the budget.

Font size

90 % of the trainee facilitator was mentioned that the font size is easy to read and 10 % mention that it is a bit small.

Accumulation description of problem census

60 % of the trainee facilitator was mentioned that the accumulation description of the problem census is easy to understand and 20 % mention that it is not easy to understand, 10 % mentioned it is medium and same percentage mentioned that it is understandable. Moreover they have some suggestions as follows:

- *The result of Problem census should be visualized.*
- *Pictures should be more meaningful.*
- *Proper instruction needed about problem clustering.*
- *It's very important to discuss posters of the format in this stage and citing example.*
- *Proper instruction should be given on how much problem class (VIPP card set) set may required.*
- *The process should be more clear and understandable.*
- *Solution analysis of the problem census seems complex. To make it easy need cooperation of all relevant personnel.*

Difference between the first plenary Session and the Manual and suggestion

The plenary session was conducted according to the manual, but some deviation was also observed, like

Short briefing about the plenary session was not clearly expressed.

Required to change the representative number (as manual stated 5-8) for the plenary session.

Opinion on layout, diagrams, and format

30 % of the trainee facilitator was mentioned that the layout, diagram, format is enough and 40 % mention that it is medium, 20 % mentioned it is not enough and 10 % have no comment in this regards. Moreover they have some remarks as follows:

- *Most of the cases there were no relevancy with the discussion and the photographs of the manual.*
- *In the final plenary compilation, solution analysis display and reporting format were landscape & portrait respectively that creates confusions.*
- *Season calendar diagram should compiled in Bangla.*
- *Social impact analysis diagram and identification process: +, -, () etc. are confusing and complex, especially for the participants.*
- *Pictures are not clear, visible and not relevant, in page 16 & 24.*

- Picture, diagram, & format in multicolor and these should be well decorated & well structured.

Relevancy the layout, diagram, and format

50 % of the trainee facilitator was mentioned that the layout, diagram, format is relevant and 30 % mention that it is nearly relevant, 10 % mentioned it is moderately relevant and 10 % mentioned that it is less relevant. Moreover they have some remarks as follows:

- Most of the cases there were no relevancy with the discussion and the photographs of the manual.
- Formats should discuss citing examples and this should not be placed in the appendix rather in the related chapter.

The text of the manual

80 % of the trainee facilitator was mentioned that the text of the manual is easy to understand, and 20 % have no comments. Moreover they have some suggestion as follows:

- ✦ Proof reading & grammatical errors should consider.
- ✦ Concentration should give in sentence making and spelling.

Using of manual

50 % of the trainee facilitator was mentioned that the manual is very easy to use and 20 % mention that it is easy to use, 30 % mentioned it is moderate. Moreover they have some improvement opinion as follows:

- *In the manual days should be remarked clearly, like 1st day→2nd day→3rd day→4th day→5th day*
- *Example can be attached for each and every format. (Though instances drawn for few cases.)*
- *Color photograph could be include in the final manual. It will be good if the group photo printed in full page.*
- *Instructions for the facilitator should be more specific.*
- *Required to more cautious for each session's objective.*
- *Voting system required to more realistic*
- *Without practical idea and instruction, this manual cannot be used.*
- *Idea for preparing complimentary manual pack adding relevant video clip seems very effective.*
- *Cluster/segment of different chapter- pre PAPD, PAPD, post PAPD and format is in Annex.*
- *Incorporate Schedule and flow diagram.*
- *Manual's topic should be keep similar with the session.*
- *It would be good if the pictures appear more clearly.*

- *Elaborate idea should not keep in the manual rather it can come as a handout with the manual.*
- *It would be good if the material chart kept separately, and approximate budget for PAPD program can be mentioned.*
- *It would be better if the manuals found in good binding form.*
- *Easy presentation, adequate & proper picture attachment, diagram should be presented.*

Other annotation

- *The manual is prepared as project related; and noted that it is possible to use in other cases. In that case PAPD used reference could be added at the manual appendix.*
- *In the Plan development workshop, only few problems analyzed.*
- *Voting system appears to me good.*
- *Aware about time management.*
- *It should be considered how course could be carried out with minimum facilitators & other staff.*
- *It is required to reduce the course time.*
- *It should be think how PAPD can be conducted by less expenditure.*
- *Facilitator should have role in PAPD (for special case). Unless good output may not come.*
- *One example could be used in all chapters for its relevancy, may be form an ideal PAPD.*
- *A discussion meeting among the trainee facilitator and comments on final draft can be improved the efficacy of manual.*
- *This training required more facilitator; as a result total training cost may increase.*
- *The first plenary representative selection, (in the manual mentioned 5-8 persons) should be more or less.*
- *It would be good to use the correct spell and the proper photographs in description places.*

Findings from the second test of the PAPD resources Pack

Participants at the second PAPD training, 15th – 23rd July 2003 were:

Name	Position	Organisation
Md Rafiqul Islam	Associate Project Coordinator (CBFM-2)	PROSHIKA
Md. Kawsar Hossin	Technical Officer	DOF-CBFM-2
Md. Shahidul Islam	Trainer,	BRAC
Md Yaqub Ali	Senior Trainer	BRAC
Khan A A Emon Bin Reza	Unit Coordinator	NABOLOK
Farhana HOq	Programme Officer	CARITAS
Salam Begum	Research Associate	ITDG-Bangladesh
Kamal Hossain	Research Associate	ITDG-Bangladesh
Md. Saiful Islam Khan	Research Associate	IUCN-Bangladesh

At the second training, participants completed an evaluation form to comment on each step in the training. Overall results were very positive. Comments on the second PAPD training include:

Question	Score	Other comments
Do you think that the project introducing session is important?	10/10 – very important	
How was the selecting session of PAPD participants?	3/10 - easy 7/10 – quite easy	<i>Session of selecting project related beneficiaries needs to be more clear.</i>
How is the problem census session?	8/10 – quite easy 2/10 - ok	
Do you understand output-accumulating session of problem census? How it can be made easy?	Generally understood	There may have flexibility to extending the process on voting system in first day of problem clustering by the whole participants. Output compilation session of the problem census was easy, so there was no problem in understanding.
In your opinion, how important were the alliance developing issues?	8/10 – very important 2/10 – quite important	<i>It was tough to reach in agreement with the project-related topics. Later on those were not included in the problem analysis, but it should consider in the analysis.; Secondary stakeholder involvement is needed in more concentrated way, through sensitizing in pre-PAPD stag; Steps should be taken for further improvement of issue ranking; Key words should use before phrase, for e.g. "Assistance" is more effective than "Assistance with each other". At least three issues: regards, patience, and sacrifice should come with importance. The issue of "Influence" should come at the end of the list, the term "Influence" also appears in negative, which is confusing in real sens; It could be done by VIPP card; If it done by posters, it should not show all 8 together rather can be shown one by one.</i>
How was the field analysis	9/10 – important	<i>In fact it is necessary, but before including in the</i>

Question	Score	Other comments
session of stakeholder force?	1/10- not very important	<i>PAPD participants should have a clear idea about stakeholder. List of stakeholder should relate with occupation and project.; wide discussion can practice with the project related and other-related stakeholders and about their role. In most cases if the discussion appears open, some sort of control should be required in the facilitation.</i>
How important is the steps analysis session?	10/10 – very important	<i>Emphasis as well as opportunity should be given on the expression of participant's own opinion during group discussion and STEPS analysis.</i>
According to your observation how was the participation rate in different phase of PAPD?	9/10 – good 1/10 - ok	<i>Degree of participation varied by professional group and moreover basing on participant's criteria.</i>
In your opinion, how was the role of facilitator?	9/10 – good 1/10 - OK	Needs to be aware of time; some subject matter needs to be clearer;
Is PAPD relevant with your working area?	5/10 – relevant 4/10 – quite relevant 1/10 – not very relevant	<i>Uses of different concepts of PAPD tools in suitable field. There is no opportunity to use whole tool in the ongoing project; little opportunity in future. Concerns about the time and manpower required for PAPD</i>
What is your opinion about the timetable of PAPD workshop?	4/10 – long 6/10 - ok	Depends on facilitator; should take less time
Does this PAPD training meet your expectations?	9/10 – achieved 1/10 – moderately achieved	Training is too short
Which training-topic do you like?		All topics; participation by all kinds of stakeholder; identification of problems; communities drawing their own resource maps; active participation of men and women; documentation and record keeping; COBWEB and problem analysis; <i>Grass roots level problem identification and analysis.</i>
Which training-topic did you not like?		Awareness of time; re-drawing training activities on posters; trainers not paying enough attention to the trainees (more concerned with doing the PAPD)
In which PAPD-topics emphasize should be given?		Group discussion Primary stakeholder selection, group discussion, and decision-making. Awareness raising through pre-PAPD stage; More involvement of secondary stakeholders Giving emphasis and enough time in open discussion in the first and final plenary. Project related topics, in which all beneficiaries can participate. Pre-PAPD & problem identification of PAPD.
In which PAPD-topics emphasize should be relaxed?		Too much time on problem identification;
How were the training venue/privileges?	9/10 – good 1/10 - ok	
Other comments on PAPD-		For development of the method, CNRS should

Question	Score	Other comments
training:		make further contact, through letter or any other way, with the trainee for their assistance & suggestion. If needed contact can be made with questionnaire. I think if trainees try their best PAPD method may prepare a movement in the social development. And for this reason development of this method is necessary.
Do you want to continue to be informed about PAPD?	10/10 - yes	If possible further network can be made with the PAPD research persons. A workshop for opinion sharing can be arranged after completion of PAPD.

At the second PAPD training an evaluation was carried out at the end of the course to identify what trainee facilitators felt they had learnt. The following summarises their response (total 10 trainees)

The participatory action plan development training was organized by CNRS at Elenga Resort and Kalihaty field site of Tangail. The training program was for one day class room training. The participants were asked to evaluate the PAPD facilitator training.

In the training program ten participants from eight organizations was participated. All the participants are mid level staff of the concern organization. Following are the evaluated comments of the participant trainee facilitators.

The Blind test of training resource pack (After classroom training) of R8223: PAPD, by trainee facilitators.

In the evaluation process, the trainee facilitator was asked that they are confident to facilitate following sessions of the process at community level independently in your working areas. The answer is as follows:

a. Cobweb

All of them are confident to facilitate the session, except one person (IUCN, as he is not present at the session)

b. Problem listing

All of them are confident to facilitate the session.

c. Problem separation (project related and non-related)

All of them are confident to facilitate the session, except two women, one from CARITAS and another from ITDG Bangladesh as they are think complexities exist in the causes and impacts and not clear.

d. Problem scoring

All of them are confident to facilitate the session.

e. Problem prioritisation (ranking)

All of them are confident to facilitate the session

f. Cause-effect-affected group-solution analysis

All of them are confident to facilitate the session.

g. Differences among cause, effect and problems

40% of them are confident to facilitate the session and rest of them is confused in the topics. They suggested to clear the subject matter.

h. Resource mapping

70% of them are confident to facilitate the session and rest of them is needed to practice and observe the field session.

i. Seasonal diagram

70% of them are confident to facilitate the session and rest of them is needed to practice and want to know the difference of seasonal diagram with seasonal calendar.

j. Selection of participants for first plenary

70% of them are confident to facilitate the session and rest of them is need to practice and required to rapport building with the community people.

k. Problem clustering

70% of them are confident to facilitate the session and rest of them is need to clarification.

l. Problem-solution matrix

60% of them are confident to facilitate the session and rest of them is need to practice and required to observe practical session in the field and also some clarification.

m. Facilitation of opening plenary

50% of them are confident to facilitate the session and rest of them is need to practice and required to observe practical session in the field.

n. Problem cluster prioritisation

60% of them are confident to facilitate the session and rest of them is need to practice and facilitation skill.

o. Stakeholder listing

80% of them are confident to facilitate the session and rest of them is need some clarification.

p. Force-field analysis

30% of them are confident to facilitate the session and rest of them is need to practice and required to observe practical session in the field and also some clarification.

q. Analysis of purposes and alternatives of solutions

50% of them are confident to facilitate the session and rest of them is need to practice and required to observe practical session in the field and also some clarification.

r. STEPS analysis

50% of them are confident to facilitate the session and rest of them is need to practice and required to observe practical session in the field and also some clarification and required assistance of co-facilitator.

s. Social impact analysis

70% of them are confident to facilitate the session and rest of them is need to practice and required to observe practical session in the field.

t. Testing of consensus building indicators

40% of them are confident to facilitate the session and rest of them is need to practice and required to observe practical session in the field. One of the participants confused about the facilitation of the session in the training.

u. Compilation of primary group level output

70% of them are confident to facilitate the session and rest of them is need to practice and required to observe practical session in the field. Two of the participants confused about the facilitation of the session in the training.

v. Development of posters

60% of them are confident to facilitate the session and rest of them is need to practice and required to observe practical session in the field. Two of the participants confused about the facilitation of the session in the training.

w. Facilitation of closing plenary

Only 10% of them are confident to facilitate the session and rest of them is need to practice and required to observe practical session in the field and required some clarification. One of the participants confused about the facilitation of the session in the training.

x. Explanation of posters to participants

70% of them are confident to facilitate the session and rest of them is need to observe practical session in the field and required some clarification. Two of the participants confused about the facilitation of the session in the training.

y. Consensus on interventions/solutions

30% of them are confident to facilitate the session and rest of them is need to practice and required to observe practical session in the field and required some clarification. Two of the participants confused about the facilitation of the session in the training.

z. Indication on future course of action

Only 10% of them are confident to facilitate the session and rest of them is need to practice and required to observe practical session in the field and required some clarification. Three of the participants confused about the facilitation of the session in the training.

Overall comments (if any) compared to your (organization) present practice:

The participants also give some overall comments, which are as follows:

- There are some research hypothesis to explore the CB process/avenue from the community in our organization; where oversee the scope/ time of CR stage to low medium high risk issue then implementation odd PAPD PPR/CPR (ITDG Bangladesh).
- Our present practice is about Char development. So PAPD application is possible; especially more sensitising work is needed with pre-PAPD (ITDG Bangladesh).
- In our working area we generally elaborately discussed with the beneficiary and in case of problem identification or solving, we help or motivate or suggest take the best or we facilitate on understanding the problem specially in the group meetings (CARITAS).
- This method is not familiar to my organization. So there is no provision to apply, but we use some tools of PRA and FGD (NABOLOK Parishad).
- At present the organization is practicing as traditionally but after completing PAPD program we must practice this method (CRED).
- We don't use this method in our organization. I think, it is more effective for training session to find out the real problems, causes and effects. To develop an effective action plan, we can use this method (BRAC).

ANNEX A IV: Video Script

The following outlines the video script used in the preparation of a 20-25 minute for the PAPD resources Pack. First Draft – 8th July 2003

Introduction:

1. Logo: CNRS & ITAD
2. Pictures or photographs for this video are taken from a real life PAPD conducted at Kalihati, Tangail under CBFM2 project
3. PAPD (Participatory Action Plan Development)
4. This video is audio-visual support to a PAPD training manual. The video should be watched in conjunction with the manual.

5. Main Section:

Video	Audio
TITLE PAPD (Participatory Action Plan Development) INSERT BANNER WETLAND BEEL (Typical Beel fishing and interaction viz. fishing and surface water extraction), FLOOD PLAIN) RESOURCE MAP SEASONAL CALENDAR PROBLEM LIST (WITH VOTE) VOTING/SCORING GROUP WORK PRESENTATION CLOSE SHOT (PARTICIPATORY FACILITATOR) BANNER LONG SHOT VENUE PARTICIPANTS COMING SOME ACTIONS (ABIGULLE, BRITTA, TRAINEES) TRAINING LOCAL ELATES	PAPD is a method used for consensus building with different stakeholder groups in the community in their management of common pool resources (CPRs). In 1997 CNRS initiated this process in Charan Beel (Tangail) and associated villagers for improved management of wetland resources. Technical assistance provided by Newcastle and Durham Universities in the UK and financial support was provided by NRSP, DFID In 2000, with support from NRSP, CNRS, WorldFish and some partner organisations from UK and Bangladesh further developed the method [and in 2003 CNRS with support from NRSP and ITAD started developing a PAPD communications programme] This method is also effective in hill, forest, haor (deep floodplain) and costal areas.

Video	Audio
<p>COBWEB</p> <ul style="list-style-type: none"> - Briefing (original) - Different groups exercise 	<p>VIDEO CLIP-1:</p> <p>Cob-web/web of life is a game used for participants to get to know each other. It is also used as an 'ice-breaker'.</p> <p>Other games can be substituted for the cob-web, but they should serve the purpose of bringing participants together in a team and helping them to get to know each other.</p>
<p>INSERT</p> <p>Four different groups (photograph & subtitle)</p> <ul style="list-style-type: none"> - Grouping (using chocolate or cards) - Group work - Writing problems on VIPP cards - Problem listing one small group presently their problems and other groups cross-checking and using (✓) marks. - Setting photo card along with the VIPP cards. 	<p>VIDEO CLIP-2:</p> <p>Problem census sessions are conducted separately in primary stakeholder groups, such as farmers, women, fishers and landless so that in all steps of the process we can capture each stakeholder group characteristics and opinions. Problems are identified and analysed in this session.</p> <p>To ensure the participation of all participants a large group (i.e. 20 participants) is divided into 3 –4 small groups. The group is divided randomly by for example, distributing four different sizes of chocolates or coloured card. Those will large form one group, medium another group, etc.</p> <p>Small groups record their problems on a flip-chart. A general list is made from the problems identified by all small groups by one group listing their problems whilst the remaining three groups check whether they have identified the same problem. If they have, they discard the card. The process is repeated until all the problems are listed. The general list is displayed on a board and each problem is visualised (using pre-drawn picture cards, or one drawn by a participant). This enables non-literates to be involved in the process.</p>
<p>Problem sorting</p> <ul style="list-style-type: none"> - Facilitators & participants are discussing about problems and placing for both project related and problems not related to the project 	<p>The participants divide all identified problems into two lists. One list is for all problems that directly relate to the organisation or project and can be resolved to some extent. The other list is for all problems that cannot be addressed by the project or organisation. This process is conducted in a large group.</p> <p>If a facilitator describes the purpose, objective and scope of work of the organisation/project before hand, then it is easy for participants to split the problems between the two lists.</p>

Video	Audio
<p>Problem scoring</p> <ul style="list-style-type: none"> - Description on voting/scoring (original voice) - Participants are scoring (close shot & long shots) of different primary stakeholder groups. - Scoring and ranking problem scores (different groups & subtitle) 	<p>Participants score problems using adhesive labels. Each participant has five labels. The participant can decide how many stickers are assigned to each problem.</p> <p>The scores for each problem are counted and the problems are then ranked according to scores. The highest ten scored problems are then used in the next exercise.</p>
<p>Problem Analysis:</p> <ol style="list-style-type: none"> 1. Setting formats (insert) 2. Discussion on problem analysis (original) 3. Long shot (Action) 4. Close shot (Action) 5. Interaction and comment of participants 	<p>Cause, effect, affected social class and possible solutions are discussed and identified for each of the ten problems. This analysis is recorded in a pre-designed matrix.</p>
<p>All steps of analysis action shots</p> <p>Cause – CS Effect – LS Affected group – MS Solutions – PAN</p> <p>Seasonal calendar & RP</p> <ul style="list-style-type: none"> - Small group work (LS) - Training Resource map LS + MS + CS drawing - Seasonal calendar - Group presentation on resource mapping & seasonal calendar (women group) presentation reaction of audience 	<p>A large group is divided into two. One for developing a seasonal calendar and the other to develop a resource map. After completion the groups come together. One participant from each group presents their work. Comments and clarifications for improvement are sought from the participants.</p>
<p>Preparation for first plenary:</p> <ul style="list-style-type: none"> ▪ Staff and trainees working together ▪ Debate among training/staff ▪ Preparing problem solution matrix ▪ Preparing problem lists (project related) 	<p>VIDEO CLIP- 3: Opening Plenary [<u>change to: Preparation for joint meeting of secondary and primary stakeholders for problem cluster and prioritisation</u>].</p> <p>Facilitators compile all information from the previous activities to present back to the participants in a joint meeting with all stakeholders.</p> <p>Facilitators make two posters; one listing the problems related to the organization/project the other listing all the other problems.</p> <p>Facilitators make 4-8 problem clusters, where each cluster is based on a common theme and contains similar types of problem. This is only done for project/organisation related problems. Expertise is sought from local project staff to assist facilitators</p>

Video	Audio
	<p>with problem clustering.</p> <p>A problem solution matrix is developed for each of the problem clusters to present at the joint meeting.</p>
<ul style="list-style-type: none"> - Setting problem solution on board: (MS/LS) - Discussion on problem cluster (original voice) and participants agreements on problem cluster - Small group work - ranking - Problem clusters (different small groups) - Setting on display boards and counting - Final Ranking (total votes & position) - Display important problem solution matrix (03 Matrices) - Selection of 10 important solutions - interactions of participants - Bargaining among participants - Finally selected 10 major solutions. 	<p>VIDEO CLIP-4: joint meeting</p> <p>Some participants from primary stakeholders join with other stakeholders (e.g. union council chairman, member, local influential, government officials and NGO representatives) in the joint meeting.</p> <p>All compiled information is presented in the joint meeting.</p> <p>The rationale of problem clustering is described to the participants and their agreement is sought regarding the clustering.</p> <p>Participants are divided into 5-8 mixed stakeholder groups. A set of problem clusters is distributed to each group for prioritisation. They rank the problems using sticky labels. After compilation of all the groups' findings, the three top prioritised problems are selected for the next part of the process. The problem solution matrices for these three problems are presented to the participants.</p> <p>Participants identify the ten most important solutions for a STEPS analysis.</p>
<ul style="list-style-type: none"> - Listing stakeholders in small groups - Sorting for common list - Final listing & setting on brown paper or display boards (different groups) 	<p>VIDEO CLIP-5: STEPS ANALYSIS <u>[change to solution analysis to match PAPD booklet]</u></p> <p>Participants are separated into their primary stakeholder groups (e.g. fisher, farmer, women, etc).</p> <p>Primary stakeholder groups identify and produce a list of all stakeholders who influence their livelihoods. The large group is divided into 3-4 small groups and each small group produces a stakeholder list. All lists are compiled and one single list of stakeholders produced. If the small group does not have any literate people, then school children help them record information.</p>
<p>STEPS Analysis</p> <ul style="list-style-type: none"> - Questioning by facilitator and replying from participants, LS, CS, MS, (original 	<p>STEPS Analysis</p> <p>The purpose, possible alternatives, political/social, technical/economical and environmental/</p>

Video	Audio
<p>voice) For all STEPS</p> <ul style="list-style-type: none"> - Purpose - Alternate - Socio-political - Technical & Financial - Environmental - Sustainability - Reaction & reply of participants 	<p>sustainability aspects for the ten solutions are detailed and discussed with participants for testing feasibility of the solutions.</p>
<p>Stakeholder Analysis</p> <ul style="list-style-type: none"> - Paper setting - Interaction among participants and reaction of participants - Setting VIPP cards - Complete output (insert) CS/LS/MS 	<p>Force field analysis is done with the identified list of stakeholders.</p>
<p>Format - Insert Facilitators and participants presentation and reaction CS/LS</p>	<p>Participants rank their preferences for measuring level of consensus (e.g. using measures of trust, reciprocity, unity, etc.)</p>
<p>Format – Insert</p> <ul style="list-style-type: none"> - Discussion on social impact analysis (original voice) - Reaction and participation of participants 	<p>Social impact analysis is carried out to assess the potential impact (negative, neutral or positive) of the solution on each of the identified stakeholders. The analysis is recorded in a matrix.</p>
<p>Preparation for final plenary [<u>change to second joint meeting</u>]</p> <ul style="list-style-type: none"> - Group work (staff and trainees) – LS - Conversation among trainees & facilitators and staff. CS/MS. - Preparation of posters for final plenary MS/CS 	<p>VIDEO CLIP 6: Preparation for final plenary [<u>change to second joint meeting</u>]</p> <p>The STEPS analysis from each separate stakeholder group is compiled into one matrix that analyses all the data. The assistance of project level staff is necessary when compiling the matrices.</p>
<p>Poster Display</p> <ul style="list-style-type: none"> - Staffs and facilitators setting posters for presentation LS/MS <p>Briefing a PAPD</p> <ul style="list-style-type: none"> - Briefing a PAPD by facilitator (original voice) - Audience – MS - Guest – MS/CS/Action <p>Observation of posters</p> <ul style="list-style-type: none"> - LS all participants - Group shot - Attentively observing (MS/CS) - Presenters’ presentation CS/LS - Open discussion (Sub title) <ul style="list-style-type: none"> ▪ Participants ▪ Guest ▪ Facilitator 	<p>VIDEO CLIP 7: Closing Plenary (change to Second joint meeting)</p> <p>Participants from the first plenary (change to : joint meeting) are involved in the closing plenary.</p> <p>A brief description of the process is presented to participants who give their opinions, suggestions and potential assistance.</p> <p>Participants are divided into three small groups and each group circulates to look at each poster (<u>change to: community action plan</u>).</p> <p>Participants sit together and discuss what they have observed in the posters. Particularly suggestions from Government officials and local influentials are</p>

Video	Audio
<ul style="list-style-type: none"> ▪ President (UNO, UFO, UP Chairmen) - Audience reaction & nurses <p>Evaluation</p> <ul style="list-style-type: none"> - Participants filling up formats - Trainees & staffs helping participants 	<p>noted.</p> <p>All participants evaluate the PAPD process.</p>

LAST PART

Acknowledgements

- Participants from the following villages: Hasra, Agbaniara, Pasbaniara and Konabara
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- AVGRAPH

Edited by

- Arif, Dom and Bidyut [add full names]

Camera

- Lenin [add full name]

Camera Assistant

- Shahin [add full name]

Lighting

- LIGHTHOUSE

Sound Recordist

Script writing and planning

- Naymul Kabir Leetu

Voice over

- Ruma, ? [full names]

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- Maimur Rahman Arzoo

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- CNRS Resource Unit

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[add at the bottom of video] This document is an output from a project funded by the UK Department For International Development (DFID). The views expressed are not necessarily those of DFID.

ANNEX A V: WARPO Draft Policy Document

Extract from: Water Resources Planning Organization (WARPO), Ministry of Water Resources, Government of Peoples Republic of Bangladesh. Terms of Reference (ToR) For Development of Integrated Coastal Resources Database (ICRD) Under Integrated Coastal Zone Management Plan Project (ICZMPP). MARCH 2004. Draft document.

BACKGROUND

147 Upazillas of 19 Districts of the southern part of the country and Exclusive Economic Zone (EEZ) in the Bay of Bengal constituted the coastal zone of Bangladesh. This area of the country, like other areas of the world are resourceful but it also paces vulnerabilities like cyclone, storm surge etc.

Development activity in this area is implemented by different agencies of the Government of Bangladesh (GOB). As usual, each agency has its own mandate, which, often is narrowly focused towards a particular sector (for example water development, road building etc) without giving proper attention about the effect of such development activities on other sectors. Obviously, such mono-sectoral development activities cause adverse impacts on the environment of the areas.

To reduce the vulnerabilities of the coastal lives (of all living organisms), for improving the living standard of costal people by enhancing their livelihood capacities (poverty reduction) and to coordinate and harmonize the development activities of all implementing agencies working in coastal area for maintaining a healthy eco-system, the concept of Integrated Coastal Zone Management (ICZM) has been evolved.

GOB in 1999 adopted a policy note entitled "Integrated Coastal Zone Management: Concept and Issues" to materialize ICZM concept in the country. Consummately, World Bank (WB), The Netherlands Government (GON) and World Food Program (WFP) fielded a mission (in 1999) to define the concept, goal, objective and policy for ICZM in Bangladesh. Based on the findings of the Mission and GOB policy note, Integrated Coastal Zone Management Plan Project (ICZMPP) was framed.

Out of six outputs of ICZM, ICRD will provide better information and a better understanding of coastal conditions and processes in support of ICZM. This involves development of tools for ICZMP planners.

ICRD has an important function in structuring a sustainable ICZM. From the beginning the ICRD has been conceived as an important tool in bringing about the required interactions between among agencies in the coastal zone. The ICRD output aims to structure a database and information so as to make usable information available and accessible to all stakeholders of the coastal area.

The Knowledge generation and dissemination has been emphasized by the MTR held during November-December 2003 period. Therefore, this TOR covers the ICRD development, Dissemination and awareness building of the stakeholders and knowledge Gap filling as was suggested by the MTR. Although Bangla version profile of the coastal zone and district information packages are the two components of knowledge base but those will be done under separate TOR. Some other components like website maintenance, brochure and newsletters will done under TA component.

District development plan

Objective of the district development plan is to develop priority interventions for the district that demonstrate ICZM policy and strategy implementation as priority investment as well as method documentation of priority intervention formulation through participation of all level stakeholders.

Scope of work includes followings;

- i. Review of Previous Initiatives and Knowledge
- ii. Inception workshop
- iii. Awareness, Information Dissemination, Capacity Building (All Level Stakeholders)
- iv. Participatory action plan development (PAPD)
- v. Concluding workshop

Methodology

- TC will select two Districts for this exercise.
- Inception workshop will be done for information sharing and to describe the purpose of the District Development Plan.
- District Information package will be distributed to the stakeholders
- Participatory Action Plan Development (PAPD) tool shall be used to develop the district development plan. PAPD shall be conducted in each of the upazilas of the district and a final PAPD at district level. Participants of the upazila PAPD includes upazila level officers of all the relevant Go agencies, Representatives of the functional organizations of the upazila, representatives of the farmer, fisher, landless and women organizations, civil societies, local NGOs and private sector representatives. Cooperation and participation of Local Government forums, pourashava (if any), journalists shall be ensured. The PAPD steps like problem census, problem clustering and prioritisation. Analysis of solution and consensus on solutions shall lead to a final out put: the action plan. The district level PAPD shall be conducted in the district with participation of district level representation similar to that of upazilas and the steps of PAPD shall take upazila out puts to compile and come to an consensus for the district development plan. Few sessions shall be necessary for each upazila level PAPD and to develop district development plan. Special area and resources of the district will be given priority while developing the plan (e.g, if there is forest patch in the district then the forest resource users shall be consulted in the process). Field visit and data collection will be covered as per requirement. Identification of stakeholders and steps of PAPD methodologies shall be followed in close consultation with ICZMP (WARPO).
- Concluding workshops will be done to finalize and to agree about priority of the interventions in the plan.

This plan development activity will be done in association with competent and experienced NGOs.

Output

- i. District development plan including maps (for two districts)
- ii. Reports for district development plan including a method of development

ANNEX A VI: External Reviewer's Comments – English Draft

Review of PAPD (Participatory Action Plan Development) Resource Pack (English version)

Pat Norrish (12 May 2004)

General comments

This is one of the best drafts of a guide (which is it by the way , the word Guide is used and the word Manual -it would be useful to use the same term throughout) I have seen. There are lessons here for all projects in relation to the skills and time needed to reach such a level and I look forward to the research report. However, it will now take some time to polish. I recommend that this stage isn't rushed.

Function of the English Language draft

A decision needs to be made about the status and function of the English language draft. The current draft is, I assume, a parallel version to the Bangla version, if not a direct translation. In order for us to comment on the Bangla version we need to address this English version. The current draft is very much orientated towards those working in Bangladesh.. For the present purpose, which I think has to be to get a good Bangla version in place, I have critiqued the draft for use in editing the Bangla version. If there is also a need for an English version in Bangladesh then this editing will provide that version. Whether this then gives a Guide suitable for wider distribution is open to discussion. For wider use it may need to be further adapted.

Two important questions

- Who is the Guide for?

My understanding is that the Bangla guide is intended as a refresher for those who have already had a course in PAPD and are already using it and as a basic guide on the main steps in PAPD for those wishing to learn about it. It is assumed that the needs in both cases are similar. Who the guide is for and how they might use it is important for deciding on what to leave in and what to take out, and also in looking at the structure of the document.

- What is the role of the video clips?

It needs to be clear from the text where the video clips fit in, the use of some kind of symbol to highlight the use of a video clip would be helpful.

What needs to be done

Work is needed:

- on the overall structure of the guide
- on editing of the content, particularly those areas of content which are not central to carrying out PAPD
- on the design and layout

Each one of these areas affects the other and comments on editing and presentation are woven into the comments on the overall structure and the structure of the Introduction, Pre PAPD, PAPD, and Post PAPD.

No detailed analysis has been made of the contents of the individual activities, although some general comments are made.

The overall structure

The overall structure of the PACK in the draft is as follows:

PAPD training manual

Tools of PAPD

A Dummy report of PAPD

VIDEO clips (VCD) supporting tool of training manual

This structure does not appear to reflect what I received which is a document called 'Introduction to this Guide'. It has an extensive set of appendices. I am unclear what it corresponds to in the four item list above. It is not clear whether Tools of PAPD and A Dummy report of PAPD are integral to the manual or will appear as separate items. Consistency is important for users and therefore what the item is called in the pack and on its own front cover should be the same. A good editing job will need to be carried out to check for other inconsistencies.

The structure of the guide is complex and this is where some considerable work is needed. There is no contents page which makes work on the structure very difficult. I have extracted what appear to me to be the main headings (chapters?), and the text headings and sub-headings (see attached contents pages). However, I may not have captured everything as the heading systems are extremely poorly thought through and confused.

The presentation of the structure is a mix of visual structuring through the use of bold and italic combined unsuccessfully with two different numbering systems. The use of italic is particularly unsatisfactory as it makes the headings difficult to find quickly. The use of decimal numbering is not really appropriate for a manual and is used here in a very confusing way. A visual approach to all headings using different sizes of text which are sufficiently different from each other for that difference to register with the reader would be the best solution.

The comment which follow refer to specific chapters/sections as set out in the draft. Each set of comments starts on a new page. The headings as given in the draft are:

- 1 Introduction to this Guide
- 2 Background to PAPD
- 3 Pre PAPD Activities
- 4 PAPD
- 5 Post PAPD Activities
- 6 Conclusion
- 7 Annex
- 8 Dos' and 'Don'ts' for the facilitators

Introduction to the Guide, Background to PAPD, Pre PAPD, Conclusion, Annex and Do's and Don'ts for the facilitators (1, 2, 6, 7 & 8)

The **Introduction to this Guide** and **Background to PAPD** contain more information than is needed by the intended reader. At the same time there is too little information given in terms of how to use the guide (where the main sections are, what the function of the different chapters or sections might be) and a quick and easy overview of the PAPD process (such as was given in the PAPD leaflet).

There seems to be little place for a **Conclusion** in a guide such as this. Any particular issues which people need to think about should come at the start of the guide rather than at the end. Some of the material could well be omitted altogether.

Why is **Dos' and 'Don'ts' for the facilitators** consigned to the end of the manual? Facilitators need to know what they should and should not be thinking about before they set out to carry out a PAPD.

The **Annex** combines a mixture of planning tools and tips for facilitators, materials which can be used in activities and a set of fully set out tools for use mainly in the pre-PAPD stage (Note: I have sent the sorted Annex as three separate Annexes to Abigail Mulhall for reference). I would suggest that anything needed by a facilitator is put into the text at the point where they might need it.

Tools for use in the **Pre PAPD** could be omitted in favour of giving references to resources which are easily available in Bangladesh, or which could be provided on a CD for those who cannot easily get hold of them. there is little point in setting out exercises which are already well known and produced in a variety of manuals and guides already. I suggest contacting whoever runs the PRA network in Bangladesh to see what is already available and what the copyright situation is.

One possible editorial route would be to bring together in an Introduction the current **1, 2, 6, and 8**. However, some major decision need to be made about what to cut as this would come to a considerable number of pages before people get to PAPD, which is presumable what they want to do. I suggest the following alternative structure and possible content (**Headings in Black, suggested content in red**).

Introduction to this Guide

What is PAPD?

This should be short and show the main steps. probably the best place to start would be the PAPD leaflet which sets things out very clearly.

Who is the guide for?

Those who have had a course in PAPD and are about to start, or are already, using it and as a basic guide on the main steps in PAPD for those wishing to learn about it.

How to use the guide

This should explain structure and where to find things.

Explain where the video clips fit in

Resources needed

e.g.:

- Time, resource and skill requirements for PAPD
- Arrangements for honorarium and other facilities for participants
- Selections of suitable season and venue for PAPD exercise

Pre PAPD Activities: What you need to know about the community before you can carry out a PAPD

This could either be a new 'chapter' equivalent in weight to Introduction to this Guide or become part of the introductory

Introduction – This just needs to say something akin to what is in the leaflet 'Before starting PAPD a preparation Phase is needed for facilitators to: familiarise themselves with the local environment and peoples livelihoods and to identify stakeholders who will participate in the PAPD' with an indication of what is in the section.

The activity sections from the draft need to be edited down so that they convey the kind of information needed and the kind of approach which should be taken. Fully set out and detailed tools are not needed. Instead a reference to the kinds of tools that could be used to carry out the pre-PAPD activities should be made.

PAPD

The PAPD needs to have a properly signalled and titled introduction which covers the practical issues of running a PAPD for facilitators. I suggest this is called Planning for PAPD. There is considerable confusion about what is a step and this needs to be sorted out to avoid confusion. The approach that I have taken below is based on the PAPD leaflet. The draft uses a pretty consistent set of headings which is useful for the reader and works reasonably well at the moment. But the detailed content needs to be consistent as well. It also needs to be presented in such a way that the facilitators can see easily what they need to do. Symbols could possible help here. VIP needs to be explained, or a different term used.

The individual exercises need a visually strong heading and each should start a new page. Anything that is important to the running of the exercise should be in the text, NOT in a box at the side. These boxes would be better left for photographs or other illustrative matter.

PAPD

Planning for PAPD

- Introduction
- Proposed Daily Activities Timetable
- Proposed Daily working schedule
- Dos and Don'ts for facilitators

PAPD Step 1: Problem Census

- Activity 1: Problem identification
- Activity 2: Problem Selection
- Activity 3: Problem Prioritisation

PAPD Step 2: Problem Cluster and Prioritisation

- Activity 4: Problem Analysis and Solution
- Activity 5: Problem Cluster and Solution Consensus

PAPD Step 3: Analysis of solutions

- Activity 6: Identification of stakeholders and analysis
- Activity 7: Impact analysis of problem solutions

PAPD Step 4: Consensus on proposed activities

- Activity 8: Indicator analysis for consensus building
- Activity 9: Primary/secondary stakeholder consensus building for the implementation of proposed activities
- Activity 10: Opinions of Local government and administration for proposed project
- Activity 11: The Community Action and Implementation Plan

Post PADP activities

Most of the activities listed in this chapter appear to be essential. However there is some confusion about Conflict Resolution, which is a more general activity which could be employed at any time. A decision needs to be made about where this should go possibilities are to put it in Planning for PAPD or in Pre PAPD. My own choice would be Planning for PAPD

Post PAPD Activities

- Introduction
- **Activity 12: Conflict resolution (to be moved as suggested above)**
- Activity 13: Informing resource users about action plan
- Activity 14: Formation of plan implementation committee/organization formation
- Activity 15: Detailed planning and budgeting is this
- another activity?

- Activity 16: Approval from the respective authority is this another activity
- Activity 17: Collection of resources for implementation is this another activity
- Activity 18: Plan implementation
- Activity 19: Monitoring and Evaluation

Overall new structure

The possible new structure for the guide is shown below. resources could either be referred to within the text or a separate Resources chapter /section could be given at the end as shown, or included as a CD.

1 Introduction to this Guide

What is PAPD?

This should be short and show the main steps. Probably the best place to start would be the PAPD leaflet, which sets things out very clearly.

Who is the guide for?

Those who have had a course in PAPD and are about to start, or are already, using it and as a basic guide on the main steps in PAPD for those wishing to learn about it.

How to use the guide

This should explain structure and where to find things.

Explain where the video clips fit in

Resources needed

e.g.:

- Time, resource and skill requirements for PAPD
- Arrangements for honorarium and other facilities for participants
- Selections of suitable season and venue for PAPD exercise

2 Pre PAPD Activities: What you need to know about the community before you can carry out a PAPD

This could either be a new 'chapter' equivalent in weight to Introduction to this Guide or become part of the introductory

Introduction – This just needs to say something akin to what is in the leaflet 'Before starting PAPD a preparation Phase is needed for facilitators to: familiarise themselves with the local environment and peoples livelihoods and to identify stakeholders who will participate in the PAPD' with an indication of what is in the section.

The activity sections from the draft need to be edited down so that they convey the kind of information needed and the kind of approach which should be taken. Fully set out and detailed tools are not needed. Instead a reference to the kinds of tools that could be used to carry out the pre-PAPD activities

3 PAPD

Planning for PAPD

- Introduction
- Proposed Daily Activities Timetable
- Proposed Daily working schedule
- Dos and Don'ts for facilitators

PAPD Step 1: Problem Census

- Activity 1: Problem identification
- Activity 2: Problem Selection
- Activity 3: Problem Prioritisation

PAPD Step 2: Problem Cluster and Prioritisation

- Activity 4: Problem Analysis and Solution
- Activity 5: Problem Cluster and Solution Consensus

PAPD Step 3: Analysis of solutions

- Activity 6: Identification of stakeholders and analysis
- Activity 7: Impact analysis of problem solutions

PAPD Step 4: Consensus on proposed activities

- Activity 8: Indicator analysis for consensus building
- Activity 9: Primary/secondary stakeholder consensus building for the implementation of proposed activities
- Activity 10: Opinions of Local government and administration for proposed project
- Activity 11: The Community Action and Implementation Plan

4 Post PAPD Activities

- Introduction
- Activity 12: Conflict resolution (to be moved as suggested above)
- Activity 13: Informing resource users about action plan
- Activity 14: Formation of plan implementation committee/organization formation
- Activity 15: Detailed planning and budgeting is this another activity?
- Activity 16: Approval from the respective authority is this another activity
- Activity 17: Collection of resources for implementation is this another activity
- Activity 18: Plan implementation
- Activity 19: Monitoring and Evaluation

5 Resources

ANNEX A VII: PAPD Monitoring Plan

R8223: PAPD Communications and Learning Project

Monitoring and Evaluation Plan

Performance Questions and related targets	Information Needs and Indicators	Baseline information requirements	Data methods, frequency and responsibilities	Planning and resources	Information Use: Analysis, Reporting, Feedback, Change Processes, Responsibilities
Goal: Improved resource-use strategies in floodplain production systems developed and promoted					
<p>How has PAPD benefited the poor? Have organisations strategies changed to include PAPD as a regular planning process in regular activities? How does the use of PAPD contribute to the goals of organisations responsible for NRM?</p>					
Purpose: PAPD scaled-up in national level organisations					
<p>Which decision makers and organisations are using PAPD on a regular basis? Which organisations have tested PAPD in their programmes? Which organisations have adopted a participatory planning approach in regular project and programme development? Which NGOs are using PAPD? Which Government Departments and</p>					

Performance Questions and related targets	Information Needs and Indicators	Baseline information requirements	Data methods, frequency and responsibilities	Planning and resources	Information Use: Analysis, Reporting, Feedback, Change Processes, Responsibilities
<p>which projects are using PAPD? Which international organisations have tested and are using PAPD?</p>					
Output 1: Key (meso) decision makers are aware of participatory planning processes for managing common pool resources					
<p>Which PAPD promotional activities were conducted? <i>In at least 5 target NGOs key decision makers attend at least 2 PAPD promotional activities</i></p>	<p>Number of participants actively involved in promotional activities (exposure visit and sensitisation workshop)</p>	<p>Number and type of organisations with some exposure to PAPD at start of project</p>	<p>Evaluation form completed by all participants</p>	<p>Evaluation form</p>	<p>Understanding of type of promotional activities demanded and preferred by meso level stakeholders. Indication of capacity to promote PAPD after minimal exposure to the process.</p>
<p>Who attended and when? <i>In at least 2 Government Departments senior policy makers attend at least 2 PAPD promotional activities</i></p>	<p>List of participants (name and organisation, position) to promotional events</p>		<p>Attendance list</p>	<p>Format for attendance list</p>	
<p>Who has tested PAPD in regular programmes? <i>At least 3 key decision makers test PAPD in their organisation programmes</i></p>	<p>Name and organisation who has tested PAPD Reports on PAPDs</p>		<p>Visits/phone calls to participants of promotional events</p>		<p>Reasons for decision makers deciding to test PAPD in their organisation following PAPD promotional activity</p>
<p>How have meso level decisions makers indicated their support for PAPD, when and where? <i>At least 3 key meso-level decision-makers indicate their support for PAPD in influential</i></p>	<p>Number of meso level decision makers mentioning PAPD at influential fora</p>		<p>6 month follow-up with people who attended PAPD promotional activities</p>	<p>Phone call/meeting. Record form to detail where PAPD has been promoted and by whom</p>	<p>Analysis of the type of organisations and people who are/have promoted PAPD and why?</p>

Performance Questions and related targets	Information Needs and Indicators	Baseline information requirements	Data methods, frequency and responsibilities	Planning and resources	Information Use: Analysis, Reporting, Feedback, Change Processes, Responsibilities
<i>fora</i>					
Output 2: Cases of PAPD good practice and experience with training for PAPD promoted internationally					
Which organisations have promoted experience with PAPD, where, when and how? <i>At least two organisations promote their experience with PAPD</i>	Number of trained PAPD facilitators and organisations	Skills of trainees prior to PAPD training	List of trainees Evaluation form from trainees	Evaluation form for end of PAPD training Follow-up evaluation form for PAPD training (after 6 months)	
Who has received a PAPD leaflet and how? <i>At least fifty copies of a PAPD 'good practice' booklet are distributed or available on-line</i>	Number of leaflets distributed. Number and type of organisations receiving leaflet Number of enquires from web page Number of organisations contacting CNRS/ITAD as a result of leaflet		Distribution list	Distribution list Database of organisations to receive leaflet	Estimate the spread of leaflets and to see whether the leaflet provoked interest and the reader to seek more information
Output 3: Capacity of facilitators, from different organisations, to conduct a full PAPD developed					
How was the training package developed, distributed and evaluated? <i>PAPD training package produced and tested, and a relevant training course and supporting structures developed</i>	Number and qualification of reviewers Reviewers comments on resource pack PAPD trainees comments on resource pack International training reviewers comments on PAPD resource pack		Workshop to review first draft of resource pack with reviewers Workshop to review resource pack and video clips with trainees	Review forms for Resource Pack (for reviewers and trainees) Review forms for video (reviewers and trainees)	Document process of producing the resource pack. Especially problems encountered. Testing process of the pack

Performance Questions and related targets	Information Needs and Indicators	Baseline information requirements	Data methods, frequency and responsibilities	Planning and resources	Information Use: Analysis, Reporting, Feedback, Change Processes, Responsibilities
	No. copies of resource pack distributed No. copies of CD distributed No. comment/evaluation forms received		2-day retreat to review final version of resource pack include comment/evaluation form in resource pack	Distribution list for resource pack Comment/evaluation form for resource pack	
Who has received training in PAPD?	Number of PAPD trainees Number of organisations represented in PAPD training		Training evaluations Follow-up evaluation/progress from (after 6 months)	End of training evaluation form Short questionnaire for trainees post PAPD training (after 6-9 months)	Capacity within organisations to conduct a PAPD
Which organisations have carried out a full PAPD with no support from CNRS? What are their experiences? At least 10 facilitators from different organisations conduct a full PAPD by the end of 2003	No. organisations who have conducted full PAPD. Organisations report on PAPD		Follow-up on PAPD trainees and their organisations.	Short questionnaire for trainees post PAPD training (after 6-9 months)	Better understanding of capacity need to carry out a PAPD. Indication of uptake of PAPD or adaptations of PAPD Document cases of good practice with PAPD.
Who knows about PAPD training? <i>At least fifty organisations are aware of PAPD training and support by the end of 2003</i>	Distribution list of PAPD resource pack Number of organisations requesting PAPD training Number of organisations requesting PAPD sensitisation meeting		Follow-up to sample of organisations who received leaflet, resource pack or attended event	Short evaluation form	Establish which media

Performance Questions and related targets	Information Needs and Indicators	Baseline information requirements	Data methods, frequency and responsibilities	Planning and resources	Information Use: Analysis, Reporting, Feedback, Change Processes, Responsibilities
Output 4: A mechanism for recording and evaluating institutional learning around the use of PAPD developed and pilot tested.					
What have organisations learnt through monitoring their experience with PAPD? <i>By project month 10, at least one organisation identifies indicators to track the institutional learning from its use of PAPD</i>	Number and type of indicators to track institutional learning. Number of completed quarterly interviews on use of PAPD in the organisation Number of completed quarterly self-evaluations on use of PAPD Number of learning/reflection meetings on experiences with PAPD		Case studies with selected organisations Individual interviews with sample of organisations using PAPD Send Self-monitoring form 1-2 hr group discussion	Outline for content of case studies Checklist of questions Design self-monitoring form Guidelines for managing reflection meeting	Understand how PAPD is developing and being adapted to different situations by different organisations. The changes/learning should be built into the continuous development of PAPD where appropriate
What are organisations experiences with PAPD? <i>By the end of project at least one organisation has evaluated its experience with PAPD</i>	No. and type of organisations evaluating experience with PAPD Results of evaluation		Follow-up with organisations using PAPD Evaluation report of PAPD		Document cases of good practice with PAPD. Understand how PAPD is being used in other organisations Modifications needed to PAPD