

# PAPD

## Participatory Action Plan Development

*“A tool for building consensus amongst stakeholders”*



*A Facilitators' Guide*



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## Key to symbols used in this Guide

 <b>Objective</b>	Explains what should be achieved by the end of the session
 <b>Time</b>	Indicates the amount of time that should be allocated for the session
 <b>Materials</b>	Specifies what materials (for example, pens, paper, ) are needed for the session
 <b>Method</b>	Specifies which method to use
 <b>Preparation</b>	Explains what you need to do BEFORE the session commences (sometimes this may require preparation a few hours before the session starts)
 <b>Processes</b>	Explains the steps in the method

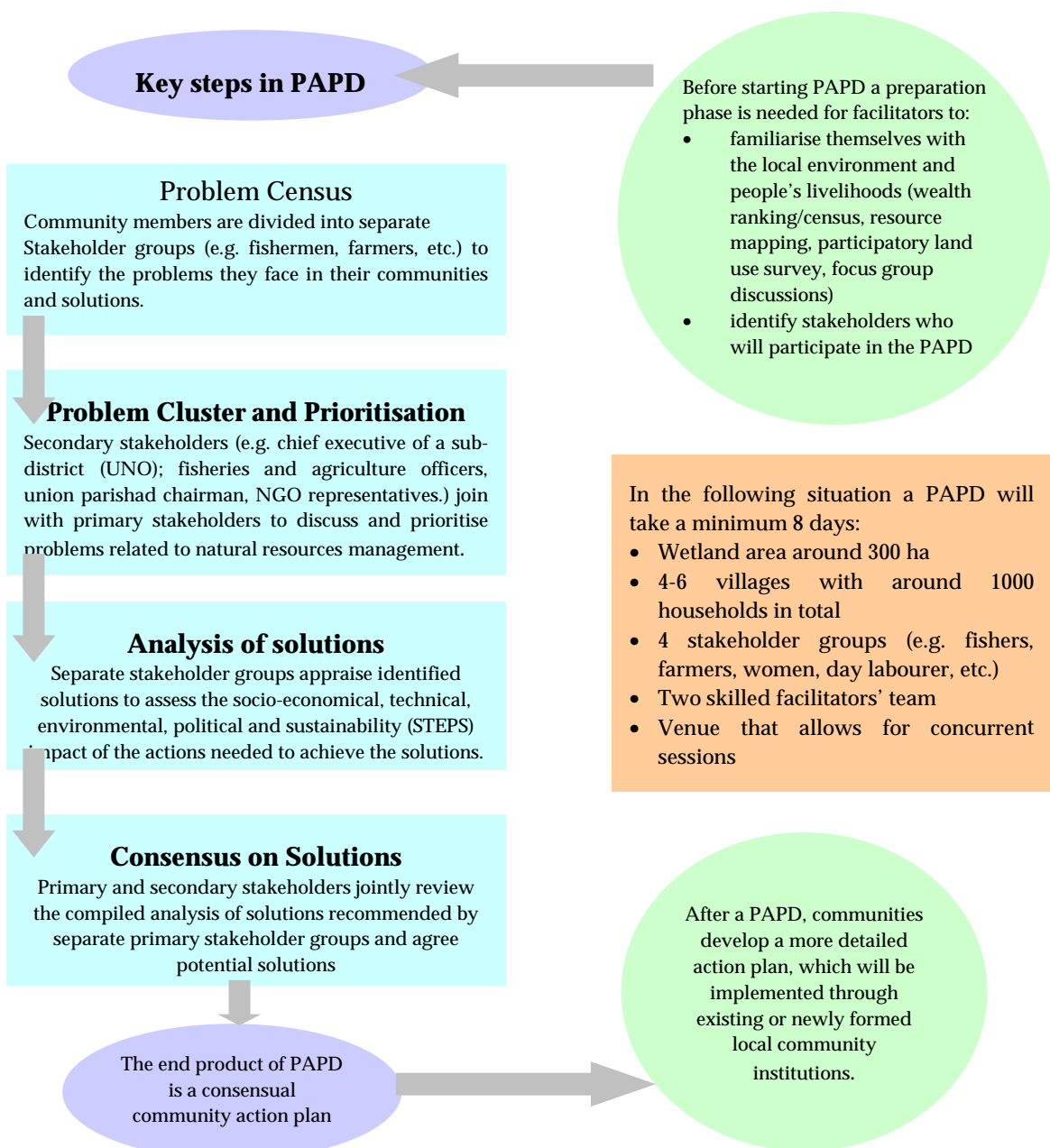




# Chapter 1 : Introduction to this Guide

## What is PAPD?

PAPD (Participatory Action Plan Development) is a participatory method for building consensus among multiple stakeholder groups on the sustainable management of natural resources. PAPD uses different participatory tools to reach consensus amongst the community on actions that are needed to improve the management of natural resources. The method recognizes the many stakeholders involved in the management and use of natural resources and ensures that all stakeholders' views are represented. PAPD encourages community participants to respect others' concerns and appreciate their



**Figure 1: Flow chart showing major steps of PAPD**



dependency on the resource base as well as the function and values of the resource systems. A flowchart below shows the PAPD process sequentially.

In PAPD processes the participating stakeholders will identify problems related to the natural resources within their locality and prepare a consensual plan on solutions through analysing each of the prioritised problems. An action plan is then developed with the participation of all stakeholders' (both primary and secondary). The method requires active participation of stakeholders from different occupational groups and classes as it gives an opportunity for their opinions and concerns to be discussed and recognised. The method can potentially reduce conflict during project implementation and if the situation arises it assists the local people with resolving it. Through the process the local users of certain resources understand the importance of their participation in all the steps (starting from identification of problems, deciding upon solutions, preparing a work plan and in implementation). This enables them to feel a sense of ownership and play a more effective role during implementation of solutions.

### When is PAPD used?

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Rural people, especially the poor, are directly dependent on common pool resources within their locality. The increasing pressure on these resources, along with unplanned use causes rapid degradation of the resources. Considering all these factors, the need to practice sustainable resource management is inevitable, where all the stakeholders and their representatives participate in planning and implementation processes through consensus.

At present both non-government and government sector projects involved in natural resources management emphasise the participation of local stakeholders for their improved livelihood and sustainability of resource base. Government agencies in Bangladesh are central to any common pool resources management in the country (for example, the Department of Environment, Department of Forests and Department of Fisheries). There are also many national, international and UN organizations involved in participatory resource management initiatives, which aim to benefit the poor. PAPD is an appropriate method for all these organisations. PAPD can ensure effective participation of user communities to achieve their development goals. Some of these organisations in Bangladesh have already started using PAPD in developing management plans for natural resource management.

PAPD can be used at different levels to involve stakeholders from different professional groups, agencies and departments and specialists from different disciplines, to prepare a sustainable resource management plan. PAPD can help to build multi-level stakeholder platforms for decision-making. The potential levels for practicing PAPD are at local, regional and national.

So far many projects involved in the management of natural resources (e.g. wetlands, fisheries, forests, land, coastal resources, etc.) have received encouraging results through using PAPD, though primarily at a local level. Initiatives are currently underway in testing the use of PAPD at a regional level.



## Who is the guide for?

PAPD is an effective and important method for use by those organisations involved in common pool resources management such as wetlands, forests, charlands and the coastal zone where participation is a central consideration. It is also relevant to those organisations involved in community based planning and management. This guide is equally important to organisations working at local, regional or national levels.

The guide is a refresher for those who have already been trained in PAPD and are already using it. It is a basic guide for those who wish to learn about and practice PAPD.

## Who are the Participants of PAPD?

Participation of both primary and secondary stakeholders of any resource system is considered important and essential in PAPD. Primary stakeholders are those who get direct benefits (e.g. through harvesting, using and selling their products) from the resources for their livelihoods. Secondary stakeholders may not be directly involved in resource management, but they may have some influence (e.g. administrative, legal) or be affected (either positively or negatively) by decisions made by primary stakeholders. Participation of secondary stakeholders in PAPD is therefore very important. Types of participants might vary depending on the type of resources and the objectives of conducting PAPD.

The table below shows examples of primary and secondary stakeholders of two different resource systems in the context of Bangladesh.

Stakeholder type	Floodplain Resource Base	Coastal Resource Base
Primary Stakeholders	<ul style="list-style-type: none"> <li>• Fulltime fishers</li> <li>• Subsistence fishers</li> <li>• Farmers (land owner and share croppers)</li> <li>• Landless</li> <li>• Women</li> <li>• Other resource users</li> <li>• Pump owner, boatman etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Fishers;</li> <li>• Shrimp fry collectors (male, female, children);</li> <li>• Workers in fish handling;</li> <li>• Net/boat owners;</li> <li>• Firewood collectors;</li> <li>• Crab other resource collectors</li> <li>• Small money lenders/fishers</li> </ul>
Secondary Stakeholders	<ul style="list-style-type: none"> <li>• UP Chair, members;</li> <li>• Upazila Nirbahi Officer;</li> <li>• Upazila Fisheries Officer;</li> <li>• Upazila Agriculture Officer;</li> <li>• Upazila Social Welfare Officer;</li> <li>• Upazila Cooperative Officer;</li> <li>• Lessee, local elites;</li> <li>• Involved NGO staff etc.</li> </ul>	<ul style="list-style-type: none"> <li>• UP Chair, members;</li> <li>• Upazila Nirbahi Officer;</li> <li>• Upazila Fisheries Officer;</li> <li>• Local Forest Officer;</li> <li>• Upazila Social Welfare Officer;</li> <li>• Upazila Cooperative Officer;</li> <li>• Money lenders, local elites;</li> <li>• Involved NGO staff etc.</li> </ul>

Besides, participating stakeholders' types and numbers for PAPD will depend on its goal and objectives and the social boundary of the locality, extent of resource base and other related factors.

## How to use this Guide?

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This guide has been prepared for PAPD practitioners. The Guide attempts to highlight the practical aspects of conducting PAPD at the field level. The Guide contains 4 chapters and an Annex. There is also a supporting video, which provides visual material for each stage in the PAPD process. Throughout the Guide, reference is made to the video clips you should watch for further information about the PAPD method.

Below is a sequential description of '*where to find what*' in the Facilitators' Guide.

**Chapter 1** contains general description of PAPD, its use and how to use this guide. This gives a preliminary concept of PAPD and its usefulness. It also helps prospective facilitators on how to use this guide. Time, resources and skills required for conducting PAPD are also found in Chapter 1.

**Chapter 2** describes the activities that must be completed before conducting a PAPD. This chapter is not as detailed as chapters 3 and 4 because the methods for pre-PAPD activities are already widely in use in the country and also because the choice of methods depends on the goals and scope of the organisations or projects.

**Chapter 3** contains the steps for conducting a PAPD. Objectives, timing, materials, methods, preparation, processes and expected outputs for each of the eleven PAPD activities are described through 4 sequential steps. This chapter also presents proposed daily activities, timetables, daily working schedules and dos and don'ts for facilitators (Other chapters are nevertheless important for conducting the whole process).

**Chapter 4** describes the post PAPD activities, how to proceed with the plan prepared, how to utilise the consensus built amongst multiple stakeholders who are dependent on same resource systems. The activities include informing the wider communities, detailed planning, collection of resources, implementation and monitoring and evaluation.

**Annex** The annex provides formats for different PAPD activities.

**Video** A video is also a part of the PAPD Resources Pack. This gives a practical idea on the PAPD sessions. It will be wise to see the referred video clips where it is mentioned while reading the Guide

Finally, before conducting a PAPD at field level it will be wise to read this guide thoroughly and see the corresponding video clips.



## What Resources Needed?

Time and other resources required to conduct PAPD are not fixed. These can vary considerably depending on the objectives of conducting PAPD, hence this Guide does not prescribe a structured timetable and resources. Instead the Guide provides scenarios based on the field experience of CNRS.

### CNRS Example of resources needed for a PAPD

A PAPD is planned for a wetland resource management project where 4 primary stakeholders groups are identified (e.g. fishers, farmers, women and landless).

It will take 8 days to complete a PAPD with the following resources:

- A team of 2 experienced facilitators' and a local assistant (i.e. someone who is very familiar with the local communities, ecosystem and context)
- A venue where it is possible to conduct 2 concurrent workshops in the same day.

An 8 day long PAPD might require Tk.30,000 to 37,000. This amount will mainly required to purchase materials, entertainment and transportation for the participants and miscellaneous purposes. An item wise estimated expenditure presented below.

Major Items	Costs (Taka)	Costs (US\$)
Participants logistics and entertainment	20,000 - 23,000	\$339 - 390
Local assistants	2,000 - 2,500	\$34 - 42
Materials	3,000 - 3,500	\$51 - 59
Rental for venue	3,000 - 3,500	\$51 - 59
Documentation	2,000 - 2,000	\$34
Miscellaneous	2,000 - 2,500	\$34 - 42
<b>Total</b>	<b>30,000 - 37,000</b>	<b>US\$ 542 - 627</b>

November 2004 GBP£1 = 109 taka and US\$1 = 59 taka

The facilitators must have basic knowledge and some experience on PRA and have properly gone through this guide. Besides a clear idea of the locality, socio-economic condition of the local people, local tone, conflicts, users of the resources, history of entitlement, physical situation of the resource etc will help the facilitators conducting a successful PAPD.

In Bangladesh dry winter season is suitable for conducting PAPD, though the schedule should be synchronized with the farming system and local practices. Rice planting and harvesting times should be avoided. In rural settings of Bangladesh, schools, NGO offices, fields with tree sheds can be used as venues for conducting PAPD. Introduction





## Chapter 2 Pre-PAPD Activities

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PAPD is a method that involves different local stakeholder groups to come together and prepare a consensual resource management plan through identification and analysis of problems. It is therefore important that representatives of the relevant social and occupational groups are identified and participate in the PAPD processes. The PAPD facilitators and project staff should have a basic understanding of the local social and biophysical situations, types and extent of problems, types and roles of stakeholder groups, any conflicting issues and access and use pattern relevant to natural resources management under multiple use regimes.

Considering the above, pre-PAPD activities are targeted to gather relevant primary information on the area, which helps in planning the steps of PAPD. Relevant data can be gathered from the concerned villages using various data collection tools. However, it may not be necessary to collect all this information at the pre-PAPD stage if the information is already available at project level. Activities to be performed in pre-PAPD stage are briefly described in the following sections.

### Acquire knowledge of the local area

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The objective of the pre-PAPD activity is to gain a clear understanding of the local situation where the PAPD will be practiced. Activities at this stage are to collect and analyse data on socio-economic conditions, livelihood strategies, the nature and extent of conflicting issues, the state of natural resources, current management systems, relationship amongst various social/occupational groups and biophysical variations in the local area.

This activity can be accomplished through carrying out a **Transect Walk** and **Rural Appraisal** methods. The outputs of the methods are a transect map (or data sets) showing a cross section of all the physical/resource attributes as well as qualitative data on socio-economic conditions. This activity should be carried out in all the villages linked with the resource systems for which the PAPD will be practiced.

### Acquire Knowledge on natural resource systems

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Before conducting the PAPD workshops, it is important to acquire knowledge on various aspects of natural resource systems in the area so that the actual PAPD can be better facilitated to develop a pragmatic management plan. Information on resource systems should include wetlands, forests, crop lands, flooding extent, dry season water extent, biodiversity, critical habitats, aquatic vegetation, degraded habitats, canals, rivers, drainage systems and other resource attributes.

Under this activity the physical boundary of the resource systems should be drawn for effective planning and management purposes. This activity can be better accomplished by applying **Resource Mapping** and **Focus Group Discussion (FGD)**. The outputs of these activities will generate a database on resource systems of the current state and status, which will be of good use in further planning exercises like PAPD.



## Acquire Knowledge on Social and institutional systems

Physical or resource mapping with physical details of the target area does not mean that all the beneficiaries/users of this resource base are living within the defined resource boundary. There is evidence to suggest that the people living at the vicinity of a resource base (viz. within the resource boundary) are not the only primary users, rather people from outside the physical or resource boundary can also be the direct or primary user of the resources. Therefore, it is important to know who are the users, where do they come from, what are the social relations and what are the institutional arrangements for access and use of resources.

Adequate information on social and institutional characteristics of the area in relation to resource use and control should also be gathered before conducting the PAPD. This information is necessary to facilitate a PAPD. Tools such as **Social Mapping** and **FGD** can be used to collect this information.

## Identify Stakeholder Groups

Local people of different social and occupational classes are in many ways linked to resource use, management and control either directly or indirectly. These people or groups of people can be defined as stakeholders for that particular resource system.

Depending on the nature, extent and type of dependence or linkages with the resource systems the stakeholders can be broadly divided in to two groups:

- **The primary stakeholders** (direct resource users) and secondary stakeholders (indirect users, managers and controllers). Common primary stakeholders for wetland resources are the fishers who catch fish, farmers who grow crops and use water for irrigation, landless poor who work as wage labourers in fishing and farming activities, women who collect aquatic vegetation, medicinal plants from wetlands.
- **The secondary stakeholders** include the local union council, district/sub-district level government officials (e.g. department of fisheries, agriculture, water development board, AC Land), irrigation pump owners, local elites, NGO's working in that area are all have interests and can influence in wetlands management issues).

Application of **RA**, **FGD** and **personal interview** using a checklist can be the best methods for identification of both primary and secondary stakeholders.

## Acquire Knowledge on Households Socioeconomic Features

Gathering primary information on household socio-economic features can provide important and reliable information on social and occupational status and the extent of households involvement or dependence on natural resources. Such information can guide the selection of stakeholders for participating in a PAPD and for implementing the resulting community action plan.

Information to be collected includes:

- the name of household heads
- primary and secondary occupations and income





- land holding
- housing types
- asset holding
- fishing gear/crafts and farming equipment holding
- livelihood strategy
- dependence on natural resources
- association with NGOs/institutions and
- other relevant information based on project goal.

For identifying household socio-economic features a **Household Census** and/or **Wealth Ranking** are effective methods. This activity should be conducted in all the relevant villages where people (stakeholders) will attend PAPD sessions.

## Select Participants for PAPD

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Based on the information collected above as well as that available from secondary sources, the participants for the PAPD workshop can then be selected. Whilst selecting the participants it is important to ensure that all concerned stakeholders relevant to the resource systems for which the management plan would be developed are included. Household socio-economic features are the main source of information for identifying stakeholders. The database related to social and institutional systems will help identify the social groups and local institutional settings needed for participatory development of the community plan and implementation of the proposed actions.

From all the available data sources, a preliminary list of stakeholders (both primary and secondary) can be developed. Once the preliminary list is developed then other relevant attributes can be overlaid to assess whether all the relevant issues are covered. It should ensure inclusion of management issues as well as representation of all social and occupational groups for PAPD.

Participants can be selected through purposive random sampling from a list of stakeholders that has been stratified based on various attributes. When selecting women participants, poor households and women who use natural resources should get preference.

It is important to note that once the participants are selected they should not be changed or replaced after the start of PAPD workshops. Inclusion of new participants in the middle of PAPD workshop will break harmony between different sessions and create problems for other participants that may lead to produce poor output.

## Preparations for conducting a PAPD

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At the end of the pre-PAPD stage and before the start of PAPD workshops the following preparations need to be undertaken for the better management of sessions:

- A suitable venue for conducting PAPD should be identified. The venue should have at least three medium sized rooms, each with a capacity for sitting 25 people. Sessions will run in two rooms concurrently and the third is for facilitators to use for planning and storing materials. Ideally the venue should also have a room that can



accommodate around 60 people for holding the plenary sessions. If such hall room is not available then the plenary sessions can be organized outside.

- Finalise the participating stakeholder groups (primary and secondary) and contact each individual mentioning the dates, times and venue.
- Arrange all necessary materials required for conducting PAPD sessions and check whether the materials are in adequate quantities.
- Prepare all necessary forms and formats to be used in different sessions before the start of PAPD.
- Brief the whole processes of PAPD to the facilitators' team and orient the Co-Facilitators and Session Assistants of their specific roles during the whole course of PAPD workshops.
- Arrange a large envelope (A4 size brown colour) in required quantities for filing each of the session outputs for compilation and use at a later stage in the workshop.
- The facilitators' team should prepare themselves with all necessary arrangements before the participants come to the venue on session days.
- Special attention should be paid to personal choices (preferences) of food and snacks if participants are of mixed religious classes.
- Check the toilet facilities in the venue with special attention for women participants.

## Chapter 3 PAPD Sessions

### Introduction

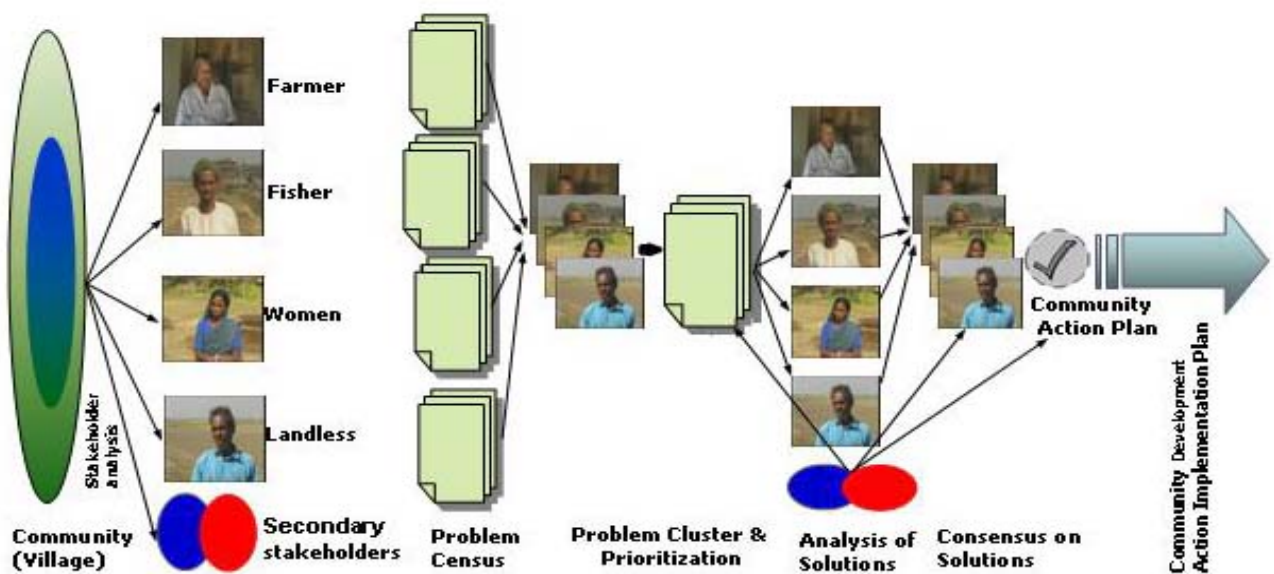
This chapter describes the core activities of PAPD for building consensus among the different concerned stakeholders on actions (interventions) relevant to sustainable management of natural resources. This Chapter details the steps in the Planning stage of a PAPD (illustrated in Figure 1):

Step-1: Problem Census

Step-2: Problem Cluster and Prioritisation

Step-3: Analysis on Solutions

Step-4: Consensus of Proposed Activities.



PAPD Activity Flow Chart

### Planning for PAPD

As described earlier, for conducting a full PAPD at micro level, a total of 8 consecutive days will be required if a team of two facilitators conduct the sessions concurrently with 4 stakeholders' groups. It is important that the facilitators prepare a detailed work plan for each of the activities to be carried out in 8 days, before starting the PAPD. The work plan should include the daily activities, materials needed, time requirement and responsibility of facilitators, co-facilitators and session assistants.

For assisting the PAPD facilitators, daily activities, time requirement, participants (stakeholders) for each day and other related aspects are presented in Figures 2 and 3 below.

**Figure 2: Daily Activities with Time Schedule for conducting a full 8-day long PAPD**

Day and Time	Session	Description	Participants
<b>Day-1</b> 9 am to 5 pm	<b>Problem Census</b>	Conduct two concurrent sessions in two venues for 2 stakeholders' groups (fishers and farmers) by two facilitators' teams.	30-40 persons (15-20 fishers and 15-20 farmers)
<b>Day-2</b> 9am to 5pm	<b>Problem Census</b>	Two concurrent sessions for 2 stakeholders' groups (landless and women) by 2 facilitators' teams. (If 4 facilitators' teams and required venues are available, activities Day 1 and 2 can be accomplished in 1 day).	30-40 persons (15-20 landless and 15-20 women)
<b>Day-3</b> 9am to 5pm	<b>Compilation of out comes of day-1 and day-2.</b>	Finish all preparatory activities for day 4. Compile outputs of Problem Census conducted with 4 groups (see Appendix). Require table and long scale to work on big brown papers.	Facilitators, Field Officers and Assistants
<b>Day-4</b> 9 am to 1 pm	<b>Problem selection and consensus on solutions</b>	Conduct sessions with representative members from each of the 4 primary stakeholder groups as well as secondary stakeholders viz. UP Chairman and members, govt. officers NGOs and local elites. Display a set of problem list and VIPP cards with selected problems.	5-8 members from each of the 4 groups and 10-12 from secondary stakeholders (altogether around 40 participants).
<b>Day-5</b> 9 am to 5 pm	<b>Impact analysis for proposed solutions</b>	Discuss with two stakeholder groups (fishers and farmers) in two different rooms.	30-40 persons (15-20 fishers and 15-20 farmers (who participated in Day-1).
<b>Day-6</b> 9 am to 5 pm	<b>Impact analysis for proposed solutions</b>	Discuss with two stakeholder groups (landless and women) in two different rooms. (If 4 facilitators' teams and venues are available, tasks of Day 4 and 6 can be accomplished in 1 day).	30-40 persons (15-20 landless and 15-20 women) who participated in Day-2.
<b>Day-7</b> 9 am to 5 pm	<b>Preparation for Day-8</b>	Finish all preparatory activities for Day-8. Prepare posters on mount boards based on the compiled outcomes of previous sessions (see Appendix).	Facilitators, Field Officers and Assistants
<b>Day-8</b> 9 am to 1 pm (Last day)	<b>Final plenary</b>	Fix all the posters prepared in Day 3 and 7 in the venue before the session starts. All the participants will observe the display out puts in small groups and then reach in to a consensus in the plenary after necessary corrections	5-8 members from each of the 4 groups and around 10 from secondary stakeholders (altogether around 40 participants who attended the first plenary on Day-4).

**Figure 3: PAPD Daily schedule (\*=full day (9 am – 5 pm), \* =half day (5 pm–10 pm), †=half day (9 am–1 pm))**

Participants	Day-1	Day-2	Day-3	Day-4	Day-5	Day-6	Day-7	Day-8
Fishers (First day)	Problem census Everybody *							
Farmers (First day)	Problem census Everybody *							
Women (First day)		Problem census Everybody *						
Landless (First day)		Problem census Everybody *						
Facilitators, Project staff and Assistants		Compilation of works of Day- 1 and 2 * *	Compilation of work of Day- 1 and 2 * *					
Fishers, farmers, women and landless (Second day)				Consensus on proposed activities (selected participants) †				
Fishers (Third day)					Analysis of solutions *			
Farmers (Third day)					Analysis of solutions *			
Women (Third day)						Analysis of solutions *		
Landless (Third day)						Analysis of solutions *		
Facilitators, Project staff and Assistants						Compilation of works of Day-4 and 5 * *	Compilation of works of Day-4 and 5 * *	
Fishers, farmers, women and landless (Fourth day)								Primary plan preparation †

- **Fishers and Farmers to attend 2 full days ( Day 1 and Day 5) and 2 half days (Day 4 and Day 8)**
- **Women and Landless to attend 2 full days (Day 2 and Day 6) and 2 half days (Day 4 and Day 8)**
- **Secondary Stakeholders to attend 2 half days (Day 4 and Day 8)**

PAPD STEP 1: Problem Census

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**Special note for the facilitators:**

- Participants registration
- Participants: numbers, types and social and occupational classes
- Day: Detailed activities of this step (Problem Census)
- Session Introduction and Ice Breaking
- Each facilitator should work with a different stakeholder group (either fishers or farmers). This resource pack is prepared assuming that two facilitators' groups will work concurrently with two different stakeholder groups everyday.

**Activity 1: Problem Identification**

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**Objective :**

- To assess the biophysical state and status of natural resources, resource use pattern and arrangement of different relevant social/occupational groups.
- To identify the problems finally from the social occupational group relevant to all aspects of natural resources upon which they largely depend for their livelihood.



**Time :** 1 Hour.



**Materials :** VIPP (Visualization in Participatory Programs) Cards (poster papers), marker pens (sketch pen), display board (wall, paper), pushpin, both side tape and Process Documentation Format.



**Method :** Small group discussions and presentation in large group and open discussions.



**Preparation:** Facilitators be prepared with the following:

- Should have prior knowledge on

local resources, relevant problems, social and physical conditions that are gathered in pre-PAPD activities (described in section 2 of this Guide).

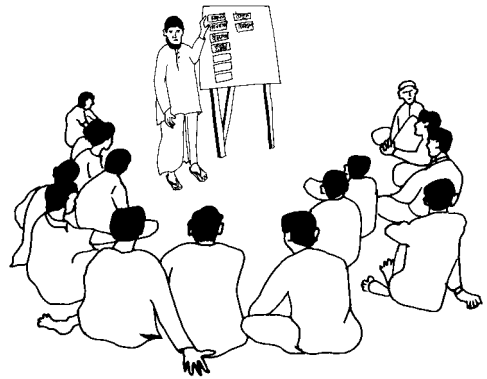
- Collect all the materials needed for the sessions as stated above.
- Make arrangement for 1 Co-facilitator and 1 Session Assistant to provide assistance
- Explain and guide the Co-facilitator to take notes on the whole process (see appendix)
- Explain to the Session Assistant that he/she is responsible for distributing different materials, serving food and other inputs in time.
- Facilitators should have a clear understanding of the definition of problems so that he/she can assist the participants to identify and write the right problems (see instructions in Appendix).
- Ensure presence of 4/5 primary school children from the village to help participants writing problems if there is none among them can write.



#### Processes :

1. The Facilitator welcomes all the participants (15-20) in a stakeholder group for the session and asks them to sit together in a “U” shaped large group.
2. The Facilitator explains the purpose, processes (steps) and use of PAPD as well as the detailed tasks of today’s sessions (problems census) so that the participants can freely participate in the sessions.
3. The Facilitator describes the reasons for forming sub-groups and asks the participants to sub-divide into 3–4 small groups (4–5 members in a small group). The facilitator supplies necessary materials to the sub-groups.
4. The Facilitator explains the activities to be done in the sub-groups and explains some of the principles of working in groups. If assistance (such as school children) is needed to help with writing, then the available people should be distributed amongst the sub-groups.
5. The Facilitator now clearly explains the definition of problem causes and effects and then asks the participants to identify problems they encounter relevant to their natural resources through discussions among them. Once the problems are identified in small groups ask them to write the problems on VIPP cards (one problem on each VIPP card).
6. After identification of problems in small groups, the participants will again sit in a “U” shaped large group.

7. Now one person from a small group will display their VIPP cards and present the problems they identified in their small group. It is important to note that while one group will present their problems, other groups should carefully listen and put ticks (√) on similar problems, which they also identified in their small groups. Once the presentation of the first small group is over, other groups will sequentially present their identified problems excepting the common once, which are marked with ticks (√).
8. The presenter of each group will answer the questions from other groups, if any and explain the reasons for selecting the problems as problems.
9. The Facilitator now prepares a problem list compiling all the problems identified by the small groups without duplication.



**Output** : A primary list of problems relevant to natural resources is prepared from the perspective of different stakeholders' groups (primary user groups).

### Activity 2: Problem Selection



**Objective** : To select project related problems from the primary list of problems.



**Time** : 30 Minutes.



**Materials** : Primary problem list (VIPP cards), display board, push pin, tape, marker.



**Method** : Large group discussions



**Preparation**: Facilitators should take preparation on following aspects:



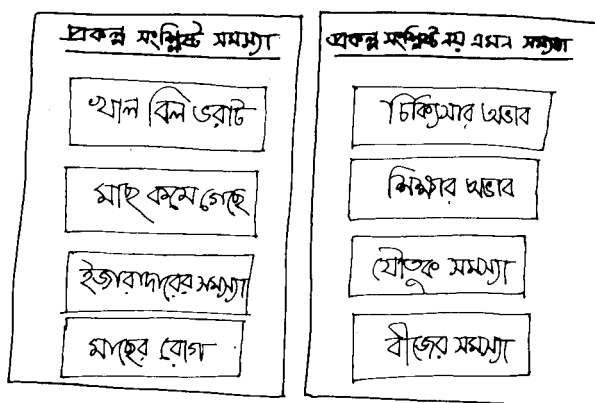
- Facilitator should have a clear idea about the objectives of PAPD, the intended program/projects goal and activities, the scope of work of the project/organisation and the extent of use of PAPD outputs in the area.
- Clear understanding of the type and nature of problems the project or organization will address.




**Processes :**


1. The facilitator will explain the participants about the goal of the project or organization and potential future actions to be undertaken from the project.
2. Facilitator will then display and fix two separate cards side by side of which one showing '**Project Related Problems**' and the other '**Non-project Related Problems**'.

3. The participants are then asked to categorise the problems under 'project related' and 'non-project related' based on participants' opinions.
4. Once the problems are categorised, the Facilitator will then explain to participants that PAPD will address only the '**project related problems**' in the next steps.




 **Output :** List of '**project related problems**' and '**non-project related problems**' based on the opinion of the participants.


**Activity 3: Problem Prioritisation**

 **Objective :** To assess the importance of relevant problems and select 10 most priority problems, which the project address.

 **Time :** 45 Minutes.

 **Materials** : Project related problem list (VIPP Cards), zip stick, picture card, empty picture cards, marker (pen, sketch pen), display board (wall, paper), push pin, both side tape, Process Documentation Format.

 **Method** : Scoring.

 **Preparation:** Facilitators should take preparation on following aspects:

- Colour the zip sticks with different colours
- Arrange the relevant materials as stated above
- Arrange 5 zip sticks per participants
- Prepare picture cards as required (see Appendix-2)



 **Processes** :

1. The Facilitator explains to participants about scoring and methods to be followed.
2. The facilitator will then present project related problem list to the participants and explain them of how to use zip stick for scoring the problems.
3. Facilitator should fix picture cards beside each of the problems, which depict the problems for better understanding of the illiterate members (If the picture cards are not ready then facilitator should draw the relevant pictures instantly).

**Scoring:** Scoring is such a method by which we can evaluate mathematical values by putting numerical numbers for any problem/solution/subject that help ranking process.

**Example:** Let us think that 'less fish production' and 'less crop production' are in the 1<sup>st</sup> and 2<sup>nd</sup> place in any problem-ranking table. At first place the mathematical value for 'less fish production' is 40 and in second place 'less crop production' is 20 although they are close by position. But we can measure the difference using numerical numbers.

4. After fixing the picture cards read out every problems to the participants at least 2 times so that every body understands and recognizes each of the problems
5. Provide 5 zip sticks to each participant and ask them to score the problems with zip sticks according to their own choice. In doing so, one participants can fix all the 5 zip sticks on one problem or 2, 3, 4, 5 zip sticks on problems of their own choice/priority.
6. All the participants will one by one, put zip sticks on VIPP cards as per their own priority and order.

7. Once the scoring is over, count the zip scores and write the score on VIPP cards with respective problems.
8. List problems in ascending order according to the score and write it on a separate poster.
9. Facilitator will seek participant's opinion, if more than one problem gets same score, for prioritising these problems through consensus among themselves.
10. The Facilitator will read out the problems according to priority based on participants scoring.
11. Select 10 priority problems in consensus of the participants for projects consideration and further analyses throughout the rest of PAPD sessions/ activities.



**Output** : List of prioritised project related problems and a list of 10 priority problems for further analyses in the PAPD.

## PAPD STEP 2: Problem Cluster and Prioritisation

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### Activity 4: Problem Analysis and Solutions

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**Objective** : To formulate of doable solutions (interventions) through analyses of causes and effects of each of the priority problems.



**Time** : 3 Hours.



**Materials** : Prioritised problem list, required formats (see Appendix 3), marker/sketch pen, tape, pushpin, display board, process documentation format, and clip board.



**Method** : Large group discussions and answering questions.



**Preparation**: Facilitators should take preparation on following aspects:

- Draw at least 5 formats on brown papers as suggested in the Appendix.
- Should have clear understanding of causes and effects of problems.
- If not experienced in cause and effect analysis, it is advised to practice before facilitating PAPD sessions.
- Remember that there could be more than one cause, effect and solution for a problem.
- Collect 4 copies (for 4 groups) of resource maps developed in Pre-PAPD activities (Chapter 2).



**Processes :**

1. Display the Problem Analysis Format on board or wall and write the most priority problems at respective problem cell.
2. Explain the participants about procedures of Problem Analysis following the format in Chart-3.
3. The facilitator will then explain how this problem is created (reason)? What are the effects? Who or which groups is most affected? And what could be the probable solutions?
4. For better understanding of the participants, life examples can be given. However, examples should not be related to not any of the 10 priority problems they identified for analysis, which may bias (or influence) the participants.



**Figure 4: Problem Analyses Format**

Problem	Cause	Impact	Affected group	Solution
<ul style="list-style-type: none"> <li>▪ Swamp forest in Haor basins degraded</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fuel wood collection</li> <li>▪ Reclaim land for farming</li> <li>▪ No forest guard</li> <li>▪ Lack of awareness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Erosion of village mounds</li> <li>▪ Crop damaged due to logging of water hyacinth</li> <li>▪ Dykes damaged due to soil erosion</li> <li>▪ Lack of shelter while storm/rains</li> <li>▪ Declining fish yield due to habitat destruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fishers</li> <li>▪ Landless</li> <li>▪ Farmers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Plantation in fallow lands</li> <li>▪ Plantation on dykes</li> <li>▪ Recruit forest guards.</li> <li>▪ Plantation on fallow <i>kandi</i></li> </ul>

Source: PAPD, Gilachara, Fenchuganj, Sylhet. CNRS – SEMP

5. The facilitator encourages the participants to analyse the causes and effects of each problem as well as ask to assess the affected groups and suggest possible solutions. Once these are completed, the facilitator will write down their opinion in the format.
6. If more than one solution is suggested for a single problem, the facilitator asks the participants to prioritise the solutions before stepping into the next problem analysis (Otherwise participants may loose consistency). During prioritisation of solutions, put 1 for the most accepted solution and then 2, 3, 4 or so for the less priority solutions. Following this process complete analysing 10 problems.

7. Once the problem-solution exercise is done, the facilitator will show the resource map of the area and ask the participants to locate and describe problems on the map.
8. In locating problems areas on maps, use different colored pens legend for clarity and understanding of all concerned for further use.
9. This is the end of the day. However, the Facilitators will select 5-8 representatives from the participants to attend sessions on Day-4. (For selection of representatives see Appendix 5). Invite all participants to attend the sessions to be held on Day-5 (impact analysis of solutions) and close session for the day.



**Output** : Causes and effects of the problems, affected groups, and a set of solutions are identified through analysing priority problems.

### Activity 5: Problem Cluster and Consensus on Solutions



**Objective** : To build consensus among the participants on problem clusters and solutions.



**Time** : 4 Hours.



**Materials** : 9 sets of problem cluster (8 sets for 8 different groups and 1 for display purpose), zip sticks, pushpins, tape, markers, sign/sketch pen, and display board.



**Method** : Small group discussions and ranking in large group (plenary).



**Preparation** : Facilitators should prepare the following:

- Ask field staffs to ensure presence of concerned secondary stakeholders in the session in time (invitation should make 2 days prior to the session)
- Compile analysed problems based on last 2 days work with 4 participants groups (Avoid duplication of problems - same problem may come more than once).
- Write one problem on one VIPP card
- Cluster the similar problems based on solutions viz. fish production related problems, aquatic vegetation related problems, water logging related problems, bio-diversity related problems and so on. Remember, headings of problem cluster would be considered as problems here.
- Select headings for each such problem clusters that represent the



best problems in each cluster.

- Write each heading on VIPP cards and write respective problems under the headings of specific cluster by sign pen.
- This way, prepare 9 sets of problem clusters.
- Rearrange the out comes obtained from 4 participant groups over the last 2 days related to causes, effects, affected groups, and solutions according to problem clusters. Note that, all problems under each cluster were analyzed in activity 4 and thus facilitator should have a look into those while working.
- Write this findings in a Problem Solution Format on a large brown paper (see Appendix 6)
- Write priority solutions obtained from Activity-4 according to the matrix given in Appendix-7.
- It is noted that the Facilitator, Co-facilitator and Session Assistants should collectively accomplish above tasks of Day-4 before stepping into the activities of Day-4 (Activity-5).
- Remind the selected representatives from each group to attend the sessions in time.
- Fix one set of problem-clusters at the venue before the session starts. It is better that a set of '**project related problems**' and 'non-project related problems' (Activity-2) are also displayed in the venue.
- Co-facilitator prepares for the problem solution matrix.


### Processes :

1. Facilitator will explain how they arrange the findings of previous sessions as well as explain the nature and types of preparatory works needed for this activity.
2. Facilitator shows the displayed Problem-Cluster-Sets and explains to participants the problems identified in the 4 participant groups and the processes of categorisation of the problems in clusters. The Facilitator, along with the participants, checks whether every problem suggested from each group is present in the clusters.
3. In doing so, the Facilitator will read out all the VIPP cards by turns to the participants and instantly include any missing problem from any groups on respective Problem Cluster Cards. Once participants reach consensus on the clustered problem the facilitator can move on to the next.
4. Divide the participants into 8 small groups using any suitable method (e.g 4 participants in 8 mixed groups) and provide them with one VIPP card and zip sticks e.g. if the number of problem clusters is 5, deliver  $5+4+3+2+1=15$  zip sticks to each group.



- Participants will then score problem clusters by putting 5 zip sticks for the most important Problem Cluster and then 4, 3, 2, 1 to the relatively less important clusters
5. The facilitator will clearly explain to everybody the rules to put zip sticks on problem clusters. The facilitator should ensure that the group leaders taking opinion from all members of small groups.
  6. The group leaders will put zip sticks on respective problem cluster VIPP cards according to priority as set in consensus by the group members.
  7. Once the zip sticking is finished, every group, one after another, will display their VIPP cards with zip sticks under respective problem cluster headings on the display board.
  8. The facilitator will count zip stick scores for each of the problem clusters and write scores on VIPP cards in big fonts for each problem cluster and rank them according to the number (number of zip sticks) obtained.
  9. Display and read out first, second and third priority Problem Cluster Solution Matrices to the participants in turn and ask participants for their opinions.
  10. Select 5 solutions of 3 main problem clusters (2 from the first problem cluster, 2 from the second problem cluster and 1 from the third problem cluster totaling  $2+2+1=5$  solutions) according to the Solution Priority Compilation Matrix (see Appendix 7).
  11. Facilitator will explain the Solution Priority Compilation Matrix to the participants and take their opinions (see Appendix 7).
  12. Write the selected 5 main solutions on a poster paper and explain the rationale for selecting these 5 solutions (Further analyses of more than 5 solutions would take long time that may contribute to deteriorate the quality of group works).
  13. The Facilitator will then ask the participants to express their opinion on selected 5 solutions and adopt the solutions for further analysis.
  14. This is the end and Facilitator will close the session inviting participants to join the next session.




 **Output** : A set of selected 5 main solutions from 3 main problem clusters for discussion in next PAPD steps.


## PAPD STEP 3: Impact Analysis of Solutions


### Activity 6: Stakeholder analysis

 **Objective** : To identify of stakeholders for each of the participants groups.

 **Time** : 1 Hour.

 **Materials** : Brown paper, markers, one side sticky papers or post it/small VIPP cards, marker/sketch pens, display board, tape, pushpins and papers.

 **Method** : Small group discussions and discussion and presentation in large group.

 **Preparation** : Facilitators should take preparation on following aspects:

- Prepare small post-it cards or cut one big (4'' x 8'') VIPP card into 4 pieces as an alternative. Make 40-50 small VIPP cards for each group (120 – 150 cards for 3 small groups).
- Arrange sufficient numbers of pens for small groups and arrange 6 school students (3+3 =6 students for 2 different groups) to help in writing if there is no literate member in groups.

 **Process** :

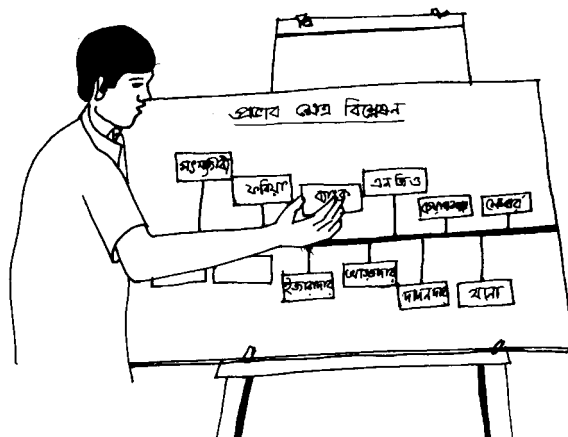
1. The Facilitator should review the previous days activities with all participants. The Facilitator should seek clarification and comments from participants to ensure that everyone is on the same level and understands what is happening.
2. The Facilitator then asks participants to identify and analyse the stakeholders relevant to the participants' groups based on their opinion as per the following steps:
3. The facilitator will clarify the participants about the stakeholders (stakeholders are those individuals or groups or institutions having interests and can influence the livelihoods of any groups of participants can be treated as stakeholders for those group of participants, viz. teachers, students, guardians, library owners, etc.





are all stakeholders for a student or a group of students).

4. Once the participants have clear understanding of the stakeholders, the Facilitator divides the participants in to 3–4 small groups and supplies them with the relevant materials. The Facilitator then asks each small group to identify their stakeholders and write the name of stakeholders on VIPP cards.
5. Once each small group has finished their work, the Facilitator will ask the participants to sit in a large group and invite group presenters to present their respective group's work.
6. The Facilitator will arrange all stakeholder names on a display board whilst the small groups are presenting.
7. To avoid duplication, the Facilitator will discard any stakeholder names that are repeated from other groups, whilst adding new names on the board as other groups present. This way a list of stakeholders will be prepared from the groups.
8. Once a list of stakeholders is generated, the facilitator asks participants to select 15 most important stakeholders based on consensus.
9. Now the facilitator will facilitate a force-field analysis to sort out the stakeholders based on their positive and negative roles. A horizontal line is drawn across the middle of a large sheet of paper. The names of stakeholders having a negative impact on the participants are placed below the line and those having a positive impact above the line.
10. Stakeholders having the highest positive impact should be placed highest above the line and those showing the most negative impact are placed at the bottom of the sheet. Place all stakeholders accordingly on the paper and draw vertical lines from the stakeholder to the centre line. Before drawing vertical lines, get opinion of participants about the location of each stakeholder.



**Output** : A list of stakeholders with their positive and negative impacts on the livelihoods (Force Field Analysis) of participating groups.


### Activity 7: Impact Analysis of Solutions




**Objective** : To select doable solutions through analysis of impacts of each solution.



**Time** : 4 Hours.

 **Materials** : List of selected 5 main solutions (out put of activity 5) specific formats (see Appendix 8), marker/sketch pens, display board, tape/pushpins, and 5 copies of Solution Impact Analysis Matrix

 **Method** : Large group discussions and answering questions.

 **Preparation** : Facilitators should take preparation on following aspects:

- Write list of 5 important solutions prepared yesterday on a big poster paper and display before participants come to the venue.
- Prepare 5 copies of the Solution Impact Analysis Matrix (Appendix 9) on big brown papers. Also bring some brown papers, which the facilitator may require to draw any matrix/format instantly, if required.
- Prepare a copy of specific format required for social impact analysis on a big brown paper according to Appendix 10.

 **Processes** :

1. Display the Solution Impact Analysis Matrix on display board.
2. Explain the subjects of discussions according to the matrix so that the participants can effectively participate in session.
3. Write solutions for the 5 main problems and fill the Solution Impact Analysis Matrix through discussion with the participants.
4. Basically, information in this activity to be collected through question and answering. Following questions can help filling the matrix (facilitator can cite suitable examples for lively discussion):

**Objective:**

- Why participants proposed this solution/activities?
- Objective should be related to the problem and facilitator will explore the main objectives through questioning.

**Alternatives:**

- Is there any alternative solution to meet the objective (either fully or partially)? Cite examples to assist participants understanding about alternative solutions (e.g. bread is an alternative for rice, etc).

**Political/social:**

- Would any occupational /social group might be affected due to the proposed solutions/interventions?
- Would any occupational /social class go against this intervention/activity?
- Would any assistance from others require for implementation of this intervention?

- Would prior permission required for implementation of this intervention from any agency?

***Technical/financial:***

- Would any technical/economic considerations for implementation required?
- Would any anybody loose or gain out of this intervention?
- What will be the width, length and depth for that proposed intervention (say canal re-excavation)?
- When is the suitable time (month) for carrying out excavation work?
- Would the canal get dry during the proposed time for excavation? If not, what volume of water retains? And how to drain out this water?
- What is the soil type (sandy, loamy, clay)?
- Is there any *khas* (government owned) land on the bank (canal) to dump excavated soil? If not, whether land owners by the canal side permit to heap soils on their land?
- Whether any crops on the bank during excavation? The re-excavation work may damage the crop? Would the owners accept this loss? Or what would be the compensation?
- Would there be sufficient local labourers for excavation work during the proposed time?
- Whether the work can be done manually or may require excavator?
- Would any committee be suitable for smooth functioning of excavation work? Who will be the committee members?
- What is the source of fund, approximate cost and how fund to complete the work be collected etc.

***Environmental:***

- Would there be any positive impact on environment after project implementation? If yes, what impacts?
- Would there be any negative impact on environment? If yes, then what impacts and how it could be reduced?

***Sustainability:***

- How long this work/activity/solution could sustain if implemented?
- What steps could make this work/activity/solution more sustainable?

***Social impact analysis:***

- Use required format (see Appendix 10) for social impact analysis.



- Write names of stakeholders in the format and use different symbols (positive/negative/neutral) to indicate the types of impacts of solutions on stakeholders as per the opinion of the participants.

**Figure 5: Solution Impact Analysis Matrix**

Problem	Solution	Objective	Alternative solution	Political/Social	Technical/Financial	Environmental	Sustainability
Silted up of <i>Juri</i> river bed	River excavation	-Reduce flood vulnerability  Increase fish production  Protection of rice from water logging  Reclaim and for <i>man</i> rice	-Construct sluice gate on <i>juri</i> river  -Divert flow of <i>Borodol</i> through <i>Hazibari</i> to <i>juri</i> river	-Govt. assistance for dredging equipments  -Form local committee  -Discuss with local chairman and members	-Use dredging machine for excavation  -Financial assistance from Govt. and donors  -Plantation on dykes, river banks	-Increase fish yield and species diversity  Reduce water logging problem	-Excavation of <i>kushiara</i> river for increased water flow and less siltation.



**Output** : Results on impact analysis for 5 important solutions including social impacts.

**Activity 8: Analysis of Indicators for Consensus Building**



**Objective** : To build consensus among participants on consensus building indicators.



**Time** : 1 Hour.



**Materials** : Required format as shown in Appendix 11, display board, markers and picture cards on which facilitator will write participants opinion.



**Method** : Large group discussions and answering questions.



**Preparation** : Facilitators should take preparation on following aspects:

- Prepare and bring formats according to Appendix.
- Prepare picture cards related to various aspects of consensus building so that the participants can easily understand the subject.



 **Processes** :

1. Facilitator will briefly explain the consensus building methodology to the participants.
2. Show all the indicators (with pictures) as per as shown in Chart-4 and explain how to assess the indicators and put the scores against each indicator.
3. Once all the indicators are scored, the Facilitator will arrange the indicators according to priority as set by the participants and write in a format in descending order.

**Chart-4: Score the following indicators in order of importance for building community consensus.**

**Group:** woman

Date: 23<sup>rd</sup> Nov 2002

Consensus building indicators	Ranking
Mutual trust/belief	1
Social cohesion	2
Advocacy/lobbying to overcome resistance	4
Mutual cooperation	2
Care for community interest not only self interest	1
Social unity	1
Compromising attitude	1
Work for the community well being	2

**1. Very important 2. Important 3. Fairly important 4. Not important**




**Output**


: Participants consensus on community consensus building indicators.


## PAPD STEP 4: Consensus on Proposed Activities


**Activity 9:** Consensus among primary and secondary stakeholders for proposed activities

 **Objective** : To build consensus among the participants and stakeholders on proposed activities (interventions).

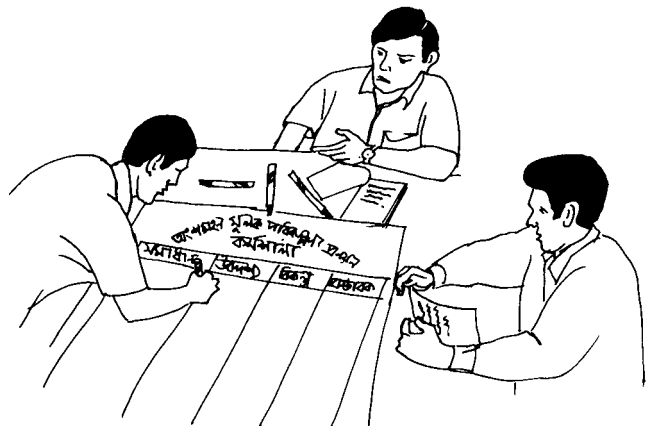
 **Time:** 2 Hours.

 **Materials** : Meter scale, markers, cutter, stick, signature pen, knife, note pad, pen, prepared posters, brown paper, scotch tape (both side), masking tape, ezel, display board, fluid pen, pushpin and VIPP cards.

 **Method** : Discussions, exchange of views, display of posters and open discussions.

 **Preparation** : Facilitators should take preparation on following aspects:

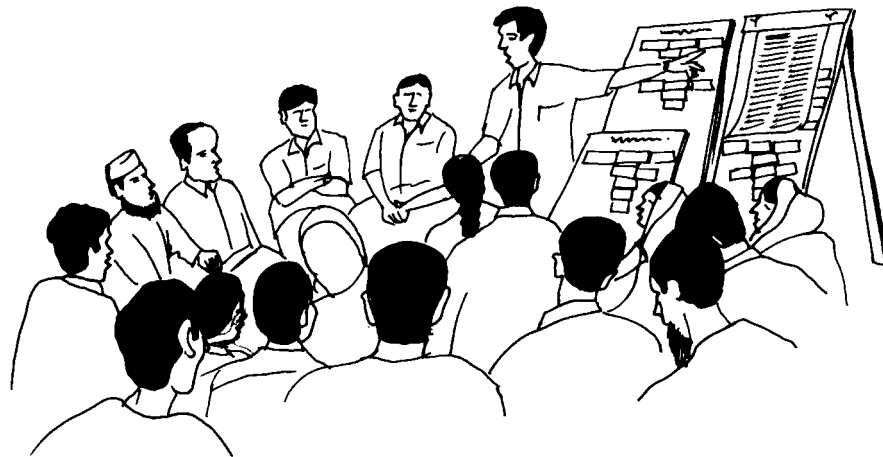
- Compile all the findings derived from discussions with all groups in Activity 7.
- Facilitator discusses with Co-facilitator, Session Assistants and project staff about the outcomes obtained from all the participating groups over the sessions conducted from Day 1.
- Compile all the findings in a poster from discussions with all groups in the previous activities.
- Display the compiled findings in the last plenary according to the format as shown in Appendix.
- Display the list of “**project related problems**” and “**non- related problems**”
- Prepare problem solution matrix for each problem cluster (completed in Activity-5)
- Write the compiled findings from all groups on posters so that they can be displayed. Prepare the posters using large fonts with coloured marker pens so that everybody can read them easily.
- Compile stakeholders' impact analysis outcome and prepare a poster showing the impact of each interventions (solutions) on important stakeholders.



- Check whether posters are displayed in specific locations before the session starts.
- Check whether all necessary materials are taken to the venue in time.
- Display all the posters and display materials at the venue so that it is readable by the participants in three groups.
- Prior to starting the session, ensure that at least 2 co-facilitators are available to document the processes, discussions and comments or suggestion that arise during the discussions.

### **Processes** :

1. Facilitator explains the findings of all the sessions conducted over the last few days and all the preparatory works to the participants (primary and secondary stakeholders) so that they can understand what activities have been done so far and what activities to be carried out.



2. The facilitator then divides the participants into three different groups. Each group observes each poster. Identify one participant (who should be literate) to read out all the posters displayed. The facilitator should be careful to ensure that the participants concentrate on displayed posters and clearly understand the contents.
3. Once the observation of posters is over, the Facilitator will invite everybody to sit in a large group and ask them to present their opinion by turns.
4. Once everybody presented their views, Facilitator will discuss on it and answer participants' questions, if any.
5. At this stage Facilitator may add or alter some points or issues if most of the participants so desire.
6. The Facilitator then asks the participants about any differences in opinion on any proposed solutions or interventions. If there are any, then the facilitator will ask them to explain the reasons and will build consensus among them. If necessary,

the facilitator will take initiative for building consensus by giving them the opportunity to present ones opinion or proposal to the others.



**Output** : Built consensus among the participants (primary and secondary stakeholders) on proposed solutions (interventions).



### Activity 10: Opinion of local government and local administration on proposed solutions



**Objective** : To seek opinions/advise from local elite, local government, NGO and local administration on consensual proposed interventions (solutions).



**Time** : 1 Hour.



**Materials** : Scale, markers, note pad, pens, prepared posters, brown paper, display board, fluid pen and flip chart.



**Method** : Discussions, exchange of views, display of posters, and open discussions.



**Preparation** : Facilitators should take preparation on following aspects:

- Ask field staff to ensure that relevant secondary stakeholders are present in the session.
- Check contents of the displayed posters (there might be questions from primary and secondary stakeholders on relevant or irrelevant issues which the Facilitator needs to answer).
- Facilitator should have discussed relevant issues, which participants may ask for clarification, with the project staff.
- Facilitator will take necessary preparation on issues where assistance from the local administration, local government, NGOs and local elites are required.
- Ask at least two facilitators to document the process and comments or suggestions that might be derived from the discussion.



**Processes** :

1. The Facilitator invites primary stakeholders to present their opinion and findings to the secondary stakeholders.



2. Facilitator presents the list of “**project related problems**” as well as “**non- related problems**” to the secondary stakeholders. Ask relevant secondary stakeholders to look into non related problems from their end.
3. Once these presentations are over, invite the secondary stakeholders to express their views on overall processes and on proposed interventions
4. After everybody has expressed their views and comments on consensual solution package, the Facilitator will discuss every opinion and then close the session.

অবশ্যই সমস্যা	অবশ্যই নয় সমস্যা
১। খান খনি ভাট	১। চিকিৎসার সমস্যা
২। মাছ কমে গেছে	২। যোগাযোগের সমস্যা
৩। কাঠের কাঠের সমস্যা	৩। পানির খাবার সমস্যা
৪। মাছ বিক্রি করা সমস্যা	৪। বিদ্যুৎ এর সমস্যা
৫। হাঁকাবা সমস্যা	৫। যৌক্তিক সমস্যা
৬। মাছের স্তর কমে গেছে	৬। মালের সমস্যা
৭। মাছ বিক্রির চাঁদা দিতে হয়	৭। বিক্রির খরচ
	৮। বৌকোর সমস্যা
	৯। ছোর জালার সমস্যা



**Output** : Received opinion on community consensual intervention plan from the concerned local government bodies, local administration and local elites.

### Activity 11: Community Action Plan for Implementation of activities



**Objective** : To prepare an action plan for implementation of consensual intervention of primary and secondary stakeholders.




**Time** : 1 Hour.



**Materials** : Meter scale, marker, note pad, pen, prepared posters, brown paper, display board, fluid pen, flip chart




**Method** : Discussions, exchange of view, display of posters and open discussions.

 **Preparation:** Facilitators should take preparation on following aspects:

- Prepare 3 copies of plan implementation format as per the Appendix.
- Prepare 3 copies of solution/activity list.
- Check whether all necessary materials are taken to the venue.

 **Processes :**

1. At the out set, the Facilitator will explain the activities to be carried out in this session to the participants.
2. Show them a sample format (see Appendix) for plan preparation.
3. Cite an example related to Plan Preparation Format so that they can fill the format properly.
4. Divide the participants into three small groups.
5. Ask and guide the participants to fill the plan development format in small groups
6. Once the small groups fill in the formats, the facilitator will invite them to sit in large group to present their group work.
7. The Facilitator will then close the workshop and thank everybody.

 **Output :** An implementation plan is developed on proposed consensual interventions or activities relevant to sustainable natural resource management.



## Chapter 4 Post PAPD Activities

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### Introduction

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Post PAPD activities are not very structured because they are:

- ✓ Dependent on PAPD outcomes, the totality of which may not be predictable;
- ✓ Dependent on the goal and scope of organization/programme or project;
- ✓ Dependent on time range of the implementation plan (short, mid or long term).

This Chapter therefore presents a range of post PAPD activities based on the experience of CNRS in implementing some projects. These activities may not necessarily be so important or relevant to other projects/organization. They are described here to give an indication of what might take place post-PAPD.

The time required for post PAPD activities is difficult to prescribe. It might take 1–3 months, 6 months or longer. Some activities such as implementation, monitoring and evaluation are continuous processes and keep going on at least until the end of a project. Possible post PAPD activities are described below.

#### Activity 1: Informing Resource Users about the Plan

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In PAPD a plan is prepared through participation of representatives from all the stakeholders groups, where a wider community is still not informed and are unable to express their views on a proposed plan. This activity is done to create such an opportunity for them. The concerns and ideas brought forward by them can be incorporated into the plan. The plan is considered to be a living document where changes can be done when required.



**Objective** : To inform and explain the plan prepared in PAPD to the relevant wider communities and incorporate their suggestions and concerns on the proposed plan and thereby involve them with the process.



**Time** : 3 – 7 days.

**Resources** : Some money will be required to organize the meetings.



**Materials** : Poster paper, marker, tape, board.



**Method** : Presentation and open discussion at courtyard level of concerned villages .



 **Preparation :**


- Main items of the plan written on poster papers, if needed picture can be used.
- Prepare for question and answer on the plan.
- Select some of the stakeholders who participated in the PAPD as co-facilitator especially during explaining things to the wider audience.
- Invite well in advance as much as possible people from the communities and make arrangement for their sitting at subsections of villages (para). Local assistants will be helpful in doing this.


 **Processes :**

- Target a part of a village or a para for organizing one meeting so that the size is manageable.
- Present all the issues to the audience and allow them to discuss. Document their opinions and concerns. Also inform them if any of their suggestion can be accepted, for others tell them they will be considered in the process.
- In this way organize subsequent meetings/sessions as required to cover the whole communities and thereby enrich the plan.

**Activity 2:** Formation of Plan Implementation Committee or Institution

To implement the plan the beneficiary users needs to be organized. This can be achieved through forming a local level committee or an institution. If the activities are decided for long term it is better to form a community based institution (CBO), not a committee. The institution should be formed in a well-accepted democratic process. The membership and the number of members of the committee/institution should be as per the size of the resources in question, locality and the diversity of resource users. For legal status the organization can be registered with the Social Welfare Department or the Cooperative Department of the government.

 **Objective :** To form a local committee/institute with the resource users with a view to take over the responsibility of the prepared plan implementation for resource management.


 **Time :** 2 to 5 months (depending on the number of committees/institutions need to form).

**Resource :** Some money will be required to organize training and meetings, training.



 **Materials** : No materials needed.

 **Method** : Individual contacts, group discussions, meetings.

 **Preparation:** The facilitator need to collect information about target people, occupation, interest groups, conflicts among community groups. Plan about the possible structure of the proposed committee/institution. Collect information on the registration requirements with the concerned authorities and prepare accordingly.


 **Processes** :


- Arrange village/para level meetings, discuss and explain the objectives and process and invite the participants to elect/select their representatives.
- The organization will be formed with the participation of the elected village/para level representatives.
- Organize meetings to elect executive committee and the office bearers of the organization.
- Inspire them to take initiatives for registration and undertake resource management activities as per the plan, fund mobilization, etc.

### Activity 3: Detailed Planning, Budgeting, Approval and Resource Collection





At this stage the organization with the technical support from the project/organization will develop a detailed implementation plan and budget. During the process a joint team of the CBO and project personnel's will work to examine the technical and socio-economic feasibility more objectively of the activities proposed by the community through PAPD. Based on their findings this joint team will prepare a detailed action plan and budget. This plan and budget needs approval of the concerned authorities. This approval is mainly from the project that is going to fund the interventions though approval may also be require for physical interventions in government owned resources like excavation of a government owned wetland from the respective authority.

The CBO might require collecting partial or entire resource themselves to implement the plan. In this situation they along with the project staff will look for opportunities. Local government, other government departments or projects, other NGOs can be the potential development partners. Gradually the CBO should be strengthened to implement and mange activities independently.

 **Objective** : To prepare a detailed implementation plan and budget examining the proposals obtained; approval of the concerned authorities and mobilize resources.




 **Time** : The total process may take 4 to 7 months.





- Resource** : Specialists on required areas, project staff, expenses for transportation
-  **Materials** : This will depend on the interventions.
-  **Method** : Gathering information through field visit, Meeting, discussion, process of approval and funding of concerned organizations.
-  **Preparation**: Selection of suitable time as per activity is important, organize CBO meetings as per need invite specialists as per requirement. Arrange required materials as per need. Also learn about approval and fund obtaining procedure of different organizations.
-  **Processes** : The CBO and project specialists will jointly sit to prioritize activities, to decide which are possible to implement at this moment start working on them. Others will be kept apart for suitable time. After that the team will examine the prioritized activities prepare proposal, activity wise action plan and budget for approval following the procedure of respective authorities.
- Once approved by the project/organization and money released initiative should be taken for implementation. Otherwise the plan and budget needs to submit to potential funding agencies after obtaining fund activities implementation will start. During the process the procedure of the targeted organizations/agencies should be followed. Besides, the CBO will gradually obtain monitory capability to implement development activities by themselves.

#### Activity 4: Implementation of Activities

Implementation of activities is the last stage, but also the most challenging in the whole process. Because money is involved here, interest groups may show up and lack of transparency can also occur within the CBO. All these are harmful so care should be taken in this regard from the beginning.

-  **Objective** : To implement approved activities through CBOs and project partners.
-  **Time** : Depends entirely on the type of intervention, physical interventions like re-excavation of beel /khal will require 1-3 months. Activities related to education may be continued throughout the year or more.
- Resource** : Money should be ensured as per budget of activities. Assistance of technically sound person might require.
-  **Materials** : As per plan and budget allocation.

 **Method** : Preparation through training-workshops and physical implementation as per plan.


 **Preparation:** The implementation committee will require training on different procedure based on the plan and implementation modality and financial aspects.


 **Processes** :

- After completion of all preparatory works the joint committee will go for fieldwork.
- Involve local administration with the process.
- Take all precautionary measures to successes fully complete the work.
- Prepare a detailed report at the end.

### Activity 5: Monitoring and Evaluation


Monitoring and evaluation for every activity is a must. In this case the process should be understandable to the CBOs so that effectively participate and measure the changes. Training may require for this purpose. The implementation committee will take necessary actions based on monitoring findings or will go to the CBO and/or project.


 **Objective** : To monitor and evaluate the progress and outcomes of approved activities along with the community.

 **Time** : To be continued.

**Resource** : Training for the concern persons on M and E, PRA.

 **Materials** : Depends largely on the activity under monitoring.

 **Method** : A combination of PRA tools and technical methods based on the activity.

 **Preparation:** Process should be developed in advance and the CBO representatives are trained. All the monitoring persons must be clear about all steps and aspects of activity and monitoring and evaluation to avoid misunderstandings.

 **Processes :**

- Collect baseline information.
- Identify important steps of on going or planed activities.
- Identify indicators to analyse the activities.
- Identify process to verify indicators and record (The indicators and process should be familiar or understandable to the local people).
- Data generated through monitoring process to be analysed for decision making and reporting.



# **Annex**

Tool 1: Picture Card

Tool 2: List of the 10 Prioritised problems

Tool 3: Problem analysis and identification of Possible Solutions

Tool 4: Format for selection of Participants for the planning workshop

Tool 5: Format for selection of Participants for the planning workshop

Tool 6: Problem -Solution Matrix

Tool 7: Format for Solutions Prioritisation

Tool 8: List of 5 prioritised solutions

Tool 9: Analysis of impact of solutions

Tool 10: Analysis of Impact of Proposed Solutions on Stakeholders

Tool 11: Analysis of Consumes building indicator

Tool 12: Opinion of Local Administration and Local Govt. on the proposed Activity





**Annex 1: Tools and formats for recording group sessions**

**Tool 1: Picture Card**




**Tool 2:** List of the 10 Prioritised problems

Sl. No.	Identified Problem	Score	Position

**Tool 3:** Problem analysis and identification of Possible Solutions

Problem	Cause	Impact/Effect	Affected group	Possible Solution





**Tool 4: Format for selection of Participants for the planning workshop**

SL	Name of Participant	Father's name/ Husband name	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	Total Vote
1.			0															
2.				0														
3.					0													
4.						0												
5.							0											
6.								0										
7.									0									
8.										0								
9.											0							
10.												0						
11.													0					
12.														0				
13.															0			
14.																0		
15.																	0	

**Tool 5: Format for selection of Participants for the planning workshop**

Sl	Name of participants	Village	1	2	3	4	5	Total Vote	Position
			0						
				0					
					0				
						0			
							0		
			0						
				0					
					0				
						0			
							0		
			0						
				0					
					0				
						0			
							0		





**Tool 6: Problem -Solution Matrix**

Solutions				

Causes				

Problem				
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Effects				

Affected groups				



**Tool 7: Format for Solutions Prioritisation**

1	2	3	4	5	6	7	8	9	10	11
Problem	Solution	Obtained Vote/score				Total Vote/score (3+4+5+6)	Highest number of solution	Total (7x 8)	Position based on total score in 9	Solution/s Selected give tick
		Farmer	Landless	Women	Fisher					

**Tool 8: List of 5 prioritised solutions**

Sl.	Problem	Sl.	Solution
1			
2			
3			



**Tool 9:** Analysis of impact of solutions

Problem	Solution	Purpose	Alternative	Social/ Political	Technical/ Economic	Environmental	Sustainability

**Tool 10:** Analysis of Impact of Proposed Solutions on Stakeholders

Sl. No.	Problem	Problem 1:		Problem 2:		Problem 3:
	Solution	Solution 1:	Solution 2:	Solution 3:	Solution 4:	Solution 5:
	Stakeholder					
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

+ Benefit, - Loss, - (+) Might benefit, + (-) Might loss, = No impact





**Tool 11:** Analysis of Consumes building indicator

Group:

Date:

<b>Subject</b>	<b>Ranking</b>
Mutual trust and confidence	
Social solidarity and dignity	
Use influence to avoid resistance	
Mutual cooperation	
Considering others interest	
Social cohesion and unity	
Compromising feeling	
Willingness to work for all	

1. Very important, 2. Important, 3. Moderately important, 4. Not important.







**Tool 12: Opinion of Local Administration and Local Govt. on the proposed Activity**

**Poster 1: Determination of objective and possible alternative of solutions**

Problem	Solution	Purpose	Alternative	* Proposed by

\* Proposed by: To find proposed by, look which stakeholder group proposed what solutions in problem census sessions.

**Poster 2: Feasibility assessment of solution**

Problem	Solution/ Activity	Political/ Social	Technical/ Economic	Environmental	Sustainability

**Example (poster 2):**

Problem	Solution Activities	Political Social	Technical Economic	Environmental	Sustainability
Fish production decreased	<ul style="list-style-type: none"> <li>• Beel need to be re-excavated</li> <li>• Wetland plants need to be protected</li> <li>• Catching of fry and brood fishes need to be stopped</li> </ul>	<ul style="list-style-type: none"> <li>• Inform Department of Fisheries (DoF), DC, UP chairman, and member, Police station</li> <li>• Assistance of villager, fisher cooperative society, local elites political leader is needed</li> <li>• Fishermen among resist</li> </ul>	<ul style="list-style-type: none"> <li>• Need to know which area of the beel is leased out.</li> <li>• Organize villagers and contact local Chairmen for assistance</li> <li>• Contact UNO and DC through letter</li> <li>• Need to know about fish act</li> <li>• Need to know the lease tenure</li> <li>• Fisher should be organized and united to stands on the issue</li> <li>• Inform lease holder repeatedly about the importance of fish</li> </ul>	<ul style="list-style-type: none"> <li>• Fish production will increase</li> <li>• Water bird population will increase</li> <li>• Environmental balance will be restored</li> <li>• There will be year round water in the beel</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of Village committee (VC) in the area</li> <li>• VC should remain united</li> <li>• Unity among villagers</li> <li>• Keep regular contact with leasing authority</li> </ul>

**Poster 3: Social Impact Analysis**

<b>Problem</b>					
<b>Solution</b>	Solution-1	Solution-2	Solution-3	Solution-4	Solution-5
<b>Stakeholder</b>					

+Benefit, - Loss, -(+) Might benefit, +(-) Might loss, = No impact

**Poster 4: Analysis of Consensus Building Indicators**

<b>Subject</b>	<b>Ranking</b>			
	<b>Farmer</b>	<b>Landless</b>	<b>Fishermen</b>	<b>Women</b>
Mutual trust and confidence				
Social solidarity and dignity				
Use influence to avoid resistance				
Mutual cooperation				
Considering others interest				
Social cohesion and unity				
Compromising feeling				
Willingness to work for all				

1. Very important, 2. Important, 3. Moderately important, 4. Not important.



**Annex 2: List of Material used in PAPD**

Items/Particulars	Quantity	Cost (Tk)/unit	Total Amount (Tk.)
Writing pad	24		
Pencil	12		
Sharpener	04		
Eraser	04		
VIPP card	800		
Permanent Marker, Flat tip, 4 color	24		
Permanent Marker Fine tip, 4 color	12		
Spiral note pad	12		
Fluid pen	02		
Sketch pen, 4 colour, 25 sets	48		
White board marker fine tip 4 colour	12		
Adhesive label	02		
Ruler	02		
Mount board	10		
Art paper	10		
Flip chart (50 page)	02		
Oho Stake	02		
Anti cutter	02		
Scissor	02		
Knife	02		
Poster paper	20		
Scotch tape 1" (with cutter)	02		
Both side tape (size 1:)	04		
Blank name card	04		
Post it (large size: 73 X 123)	06		
Masking tape	20		
Thumb tacks	02		
Film and processing	04		
Banner	02		
Envelope (A3)	25		
Envelope (A4)	25		
Envelope (4.25x 4.5)	02		
Still Scale	02		
Plastic clip file	24		
Ball pen	24		
Blue tac	04		
Paper KPM A4	01		
Paper offset A4	01		
Safety pin	20		
Brown paper	100		
Battery for Camera	04		
Gunny bag	04		
Clip board	04		
Name tag	04		
Tissue paper	04		
Brown clip file	12		
Binder clip (.)	08		
Binder clip (Small)	01		
James clip	02		
Thread ball (Big)	06		
Stapler and staples	02		
Rubber band	06		