

## Module 3

### Step 2: Participatory Communication and Documentation of geographic and demographic information

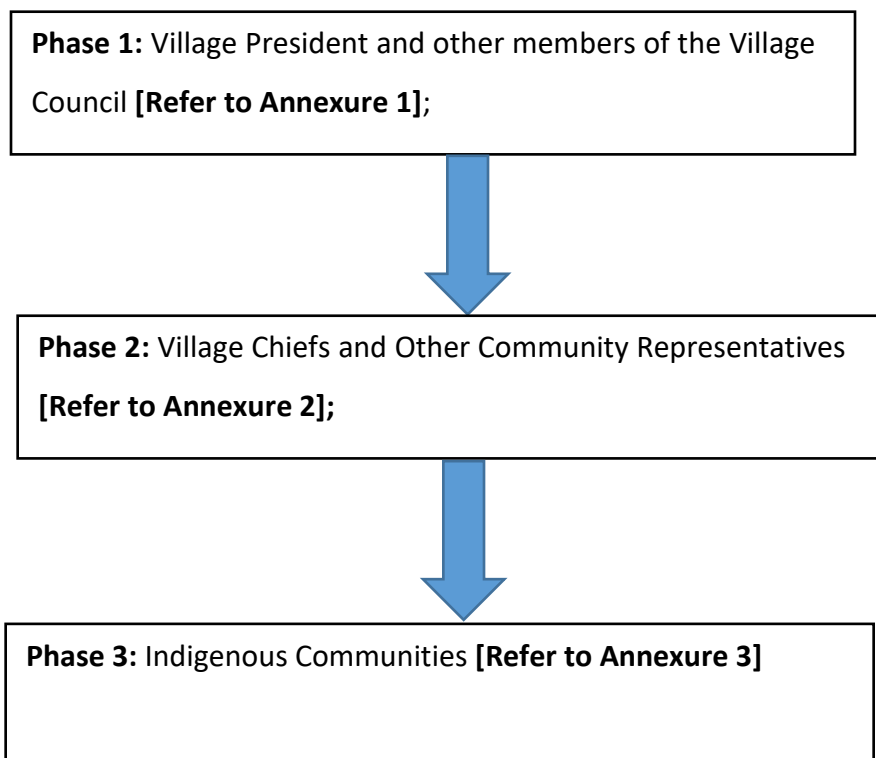
#### Introduction:

In Step 1, identification of various stakeholders, their relevance to the overall FPIC process, information needs, modes of engagement etc. have been detailed. This module provides guidance to the facilitators on how to engage with key stakeholders in the Dampa landscape in a phased manner.



- Have prior discussions with Village Council members, followed by traditional Village Chiefs.
- Such interactions will help test the appropriateness of engagement approaches and confirm the engagement methods and communication channel.

The details of phased engagement process are as follows:



## Annexure -1

### Phase 1: Project Sensitization to Village President and other members of the Village Council

- In this phase, you, as project representatives will visit the President and the other members of the Village Council.
- Seek their time and agree upon the place of the meeting. The chances are likely that you may meet them in their office premises or at their residence as per the convenience of the Council members. The meetings can be one-on-one with the President and other council members in different sessions or a group meeting with two or more members of the Village Council taking part in the consultations.
- Clearly explain to them, whom you represent, the nature of the project, your intention to respect the rights of indigenous people through FPIC process, and draft timelines of the entire process.
- The protocols to be followed for the meeting is detailed below:

#### 1.1 Preparatory Work:



#### **a) Materials Needed:**

- A4 and A5 sheets of paper and marker pens;
- Two tape recorders and extra batteries; / Camera/Video camera
- Record sheet to write down the name, sex, age, marital status, education level, role of the participants in the Village Council
- Communication Product - Handouts (in local languages) with general overview of the project, illustrations on FPIC, with emphasis on the inclusivity of the process and a Factsheet about Dampa landscape, Mizoram

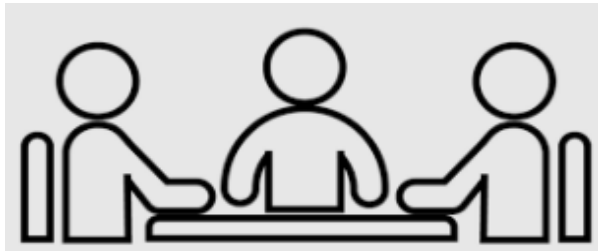
**b) Venue:** Office Premises or Residence of the Village Council Members

## **1.2 Consultation Process:**

Below are a set of prescriptive narratives to be used during your interactions with the Village Council members. Please note that these are only indicative and may change based on local circumstances.

### **1.2.1. Introduce Yourself:**

During the discussions, introduce yourself as “I am <Name of the Person>, working as the <Designation of the person> in the Green-Ag project.”



#### **1.2.1.1. State few observations on Mizoram, which will enable the participant(s) to understand the rationale behind their State being chosen for the project interventions.**

- After brief introductions and exchange of pleasantries by either of the parties, start the process by disclosing information about the project through a brief overview of the project and its objectives.
- For the engagement to be more effective, you may strive to make the conversation more engaging by making few broad initial statements and seeking validation from the participants to evoke their interest and setting the context for discussion in the meeting.
- You may say, “Mizoram is a land of never ending natural beauty. It is a home to rolling hills and mountains with deep valleys, beautiful streams, rivers and waterfalls, variety of thick forests, rich flora and fauna including many rare species.
- However, as per our recent findings and research, we feel that Mizoram is slowly losing its beauty and natural resources with current practices that pose a threat not only to its rich resources like forests, wildlife, local food varieties etc., but also to the livelihoods of the local people. What do you people think? “.

- After receiving responses from the participants, you may further add, “The State Government of Mizoram is striving hard to conserve the natural resource base and improve the livelihood options of its people in the State through implementation of many people-friendly programmes and schemes. However, we still see that there exist certain bottlenecks, which are contributing towards environmental degradation in the state. How do we try to minimize these problems?”

### **1.2.2 Introduce the Project – Explain its nature and mandate**

Here, you can introduce the project to the participants. You may say “This where the Green-Ag project comes into the picture.



- “The project acknowledges the relentless efforts put by the State Government in balancing conservation and production priorities”.
- “It seeks to build on the ongoing efforts of the Governments at State and National level and strives to bring a progressive change through improved agricultural and conservation practices without compromising on the food security and income of the farmers”.
- “It is being implemented in five states namely Mizoram, Madhya Pradesh, Odisha, Rajasthan and Uttarakhand. The project sites are an amalgamation of production landscapes where agriculture and other developmental activities are undertaken and conservation landscapes which act as critical habitats of biodiversity and endangered species”.

### 1.2.3 Distribute Handouts to create awareness about the project



Distribute the following communication products during the consultations

- Handouts to the participants, which will include basic information about the project (an overview and background of the project),
- A factsheet about the Dampa landscape (outlining various notable features like globally significant biodiversity, current threats in the landscape and the proposed

Please bear in mind that these communication materials are vital for creating awareness among these stakeholders and hence should be designed in local languages and culturally appropriate formats for easier comprehension.

### 1.2.4 Clearly state all the important key stakeholders of the project at National, State and District levels

- The participants should be made aware of the key stakeholders in the project at the National State and District levels to evoke positive reception from them.
- Here, you may say, “The project is funded by Global Environment Facility (GEF), which is an external funding agency. However, the funds of the project are routed through the Mizoram State Government for implementation of the project activities. At the National Level, the Department of Agriculture and Farmer’s Welfare (DAC&FW), Ministry of Agriculture and Farmers’ Welfare (MoA&FW) is the National Executing Agency of the project. The Food and Agriculture Organization is the designated GEF implementing agency of this project. At the State level, the Department of Agriculture (Crop Husbandry), Government of Mizoram is the lead executing partner at the State level”.

### 1.2.5 Talk about how the project was designed in a participatory manner

- Once the project is introduced to the participants, you can give a background of how the project was designed adopting a participatory approach.
- Please say, “We have engaged actively with the indigenous communities in your villages, the representatives of Village Councils, the local and District Administration and State Government and subsequently arrived at a broad consensus over finalizing the project sites in the State.
- “Your representatives played a critical role by providing their local knowledge and critical inputs throughout the design phase of the project. Such consultative processes have helped us to take cognizance of underlying causes of concerns of various stakeholders and ensure their proper representation and make informed decisions during the design phase of the project”.
- Further, you may add, “FAO had no role in the decisions pertaining to identification of the villages and project areas and has merely facilitated the entire process.”

**1.2.6 State few general observations about the target landscape and the visible changes (degradation of the landscape) it has undergone over a period of time**

- Now, you can talk about the Dampa landscape in Mizoram and why it has been chosen as a target landscape in the Green-Ag project.
- You may say, “The Dampa landscape has notable biodiversity, including several species of global importance. However, unfortunately, the current scenario of increased population pressure has made traditional agricultural practices such as jhum detrimental to environmental sustainability. The shortening jhum cycle has reduced the time for natural rejuvenation leading to degradation of land and reduced agricultural production and income to farmers. The recent shift towards intensive agriculture and commercial plantations is leading to loss of the traditional crop varieties. Other anthropogenic activities like establishment of industries, mining, commercial activities are adding severe pressure to the critical habitats in the landscape. The Dampa tiger reserve unfortunately has not had any tiger sightings lately. The tiger is the apex species of the ecological pyramid and hence the presence of tigers indicate ecological health. Moreover, the Dampa is also known as an Important Bird Area. All these factors makes the Dampa landscape an area of critical biodiversity and a priority area for the project”.

### **1.2.7 Clearly state your intention to respect the rights of indigenous communities in the landscape through FPIC process**

- After giving reasons why Dampa landscape is one of the hotspots in the project, you can throw light upon the prior engagement of the project representatives with the key stakeholders at the village, district and State levels during the stage of project formulation.
- You may say, “Although, we had visited this landscape during the project design phase, we are here again to seek consent of all the important key stakeholders, predominantly the traditional indigenous tribal communities inhabiting the landscape on the proposed project, before we embark upon the project interventions in your landscape.
- “We feel that the project belongs to these indigenous marginalized communities, who are often alienated from the fruits of mainstream development process, however bear the brunt of such indiscriminate practices”. In this regard, we intend to conduct preliminary consultations with the communities and explain the nature of the proposed project.

### **1.2.8 Request the Council Members for wider dissemination of project related information**

As you approach towards the end of the meeting, say, “As you are one of the most important decision-makers of your village, we request you to share project-related information among wider community groups and their representatives and encourage them to participate in consultations with us. Also, it will be really helpful if you can facilitate meetings with Village Chiefs and other key representatives for further focused discussions with them and to obtain their consent for the project”.

### **1.2.9 Appreciate the time and efforts of the Village Council President and members**



Say “ we sincerely thank you for sparing your precious time and giving valuable insights which will certainly help the project take informed decisions. Thank you once again. Looking forward to closely working with you”.

### **1.3 Documentation of the Meeting:**

Document the proceedings of the meeting in the following ways:



- Record proceedings of the of the meeting
- Take photographs, audio, and video recording of the meeting
- Distribute attendance sheet and get it duly signed by the participants . Please refer to Annexure 5 for the template



## Annexure – 2: Phase 2: Project Sensitization to Village Chiefs and Other Community Representatives

- In this phase, you, as project representatives will hold consultations with Village Chiefs in nearby villages and important community representatives, especially from marginalized groups.
- Seek their time and agree upon a suitable place as per their convenience for consultations.
- Clearly explain to them, whom you represent, the nature of the project, your intention to respect the rights of indigenous people through FPIC process, and draft timelines of the entire process.
- The protocols to be followed for the consultations are detailed below:

### 2.1 Preparatory Work:



#### **Materials Needed:**

- A4 and A5 sheets of paper and marker pens;
- Two tape recorders and extra batteries; / Camera/Video camera
- Record sheet to write down the name, sex, age, marital status, education level, role of the participants in the Village Council
- Communication Products – **Handout** (in local languages) with general overview of the project, illustrations on FPIC, with emphasis on the inclusivity of the process and a **Project Banner**



#### **Venue of the Meeting**

- A common place in a village accessible by everyone (including disabled people), which is mutually agreed upon by the community representatives.
- Position adequate seats (in a round or in a U shape so that participants can look each other, or in desired places for different groups).

## **2.2 Consultation Process:**

Below are a set of prescriptive narratives to be used during your interactions with the Village Chiefs and other community members.



*Source: Guide to Free Prior and Informed Consent - Oxfam*

Please note that these are only indicative and may change based on local circumstances

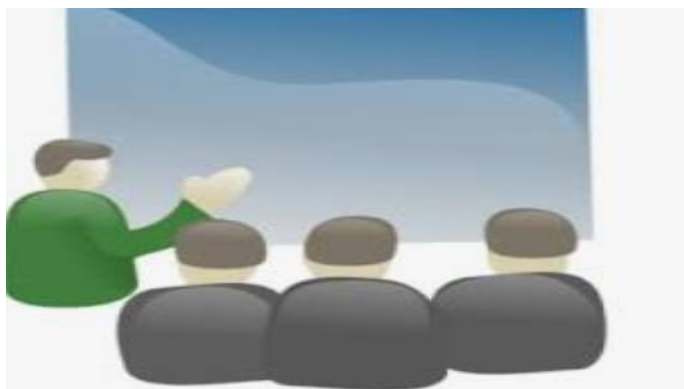
### **2.2.1 Welcome the Participants:**

Say, “We are pleased to meet you today. Thank you for accepting our request. As leaders and representatives who are genuinely interested in your respective communities’ interests and welfare, we would like to explain you about our project and how it will be beneficial to you and your community members”.

### **2.2.2 Introduce Yourself:**

During the discussions, introduce yourself as “I am <Name of the Person>, working as the <Designation of the person> in the Green-Ag project.”

### **2.2.3 Introduce the Project – Explain its nature and mandate**



- “The Green-Ag project aims to empower all of you to protect and manage your natural spaces and ecosystems and make you resilient to vagaries of climate change. The project strives to bring a progressive change through harmony between agricultural and other developmental activities and conservation practices without compromising on your income”.
- “To achieve this objective, we cannot function in oblivion to your interests, issues and concerns. You are one of the important stakeholders to our project and your consent and support is of paramount importance to us in implementing our project in your areas of habitation”.
- “As project representatives, we feel that you are the best custodians of your lands and forests. We understand that territories and lands are not only the basis of your economic livelihoods but also are a source of your spiritual, cultural and social identities. Your ancient traditional knowledge is imperative to protecting the rich biodiversity and central to conservation of natural ecosystems. In this regard, we have come to talk to your respective community members, discuss about our project, listen to their opinions and concerns and take their consent before we implement our project in your village”.
- Further say “ we have identified the presence of many indigenous communities in this landscape. We feel that these communities are important stakeholders for our project. For designing our activities that are beneficial to these them, we would like to gain some firsthand account of your lands, natural resources, their usage, your customary rights, the social structure in your villages, any existing conflicts etc. which will give us a better idea of your immediate priorities and concerns that need to be addressed. In addition, we feel that these community groups have greater understanding of local conditions and we would like to involve them at all levels of decision-making and build on their strengths and traditional knowledge. For this, we would like to jointly map and document geographic and demographic information of your villages with the help of community members.
- Request the participants to discuss about the project information and the intended joint mapping exercise with their respective communities in detail and ask them to communicate their communities’ willingness to participate or not in the consultation process. For this, you may say, “We request you to widely disseminate the project information among your respective communities and our request to hold meetings with them. Take ample time to

discuss amongst yourselves and within the communities and let us know your decision – to participate in further consultations with our project representatives or not”

#### **2.2.4 Distribute Handouts to create awareness about the project**



Distribute handouts to the participants, which will include basic information about the project (an overview and background of the project).

Please bear in mind that these communication materials are vital for creating awareness among these stakeholders and hence should be designed in local languages and culturally appropriate formats for easier comprehension.

#### **2.2.5 Request the Village Chiefs and Community Representatives for wider dissemination of project related information**

- Request the participants to discuss about the project information and the intended joint mapping exercise with their respective communities in detail and ask them to communicate their communities’ willingness to participate or not in the consultation process.
- For this, you may say, “We request you to widely disseminate the project information among your respective communities and our request to hold meetings with them. Take ample time to discuss amongst yourselves and within the communities and let us know your decision –to participate in further consultations with our project representatives or not”

#### **2.2.6 Appreciate the time and efforts of the Village Council President and members**



Say “ we sincerely thank you for sparing your precious time and giving valuable insights which will certainly help the project take informed decisions. Thank you once again. Looking forward to closely working with you”.

### 2.2.7 Documentation of the Meeting:

Document the proceedings of the meetings in the following ways:



- Record the proceedings of the of the meeting
- Take photographs, audio, and video recording of the meeting
- Distribute attendance sheet and get it duly signed by the participants. Please refer to Annexure 5 for the template.

### **Annexure - 3: Project Sensitization to Indigenous Communities in Dampa landscape**

- During your preliminary mapping exercise, if it is found that the landscape consists of various heterogeneous community groups, you need to seek time from each of these communities through their representatives and at a common place in the village that is easily accessible by all the communities.
- Sometimes, it may be difficult to mobilize all the communities in the landscape at once. In that scenario, organize separate meetings with different communities. This way, the neglected communities or social groups within those communities do not feel inhibited in the presence of other dominant communities in the landscape.
- If the community decides to consider the project, agree with them on the most convenient time and place for consultations. Allow ample time for discussion and negotiation within the community, so they can decide who will represent them in different stages of the consultation process.

#### **Points to Note and Remember:**

- Agree with indigenous communities that you wish to engage with them on the most convenient time and place for discussions in their territory, where they may feel safer and are able to express themselves than in an unfamiliar place, and where they have the support of their community to discuss the issues. This will help them to have negotiations and deliberations and decide freely.
- Work with different groups and genders at separate times in order to maximize wide participation. This means avoiding both the seasonal and daily periods of peak labour demands, such as times of harvest and meal preparation. It may even be necessary, for example, to engage with men in the mornings and women in the afternoons. However, please decide on how you want to engage with each of these social groups based on the local circumstances. Ensure that the meetings are not timed to coincide with festivals, holy days or prayer times.

### **3. 1 Preparatory Work:**

As facilitators, you need to ensure that the following things are in place before every consultation session



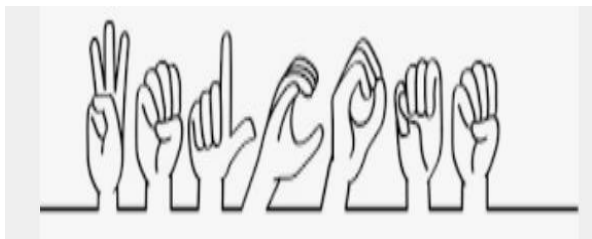
#### **3.1.1 Facilitators Preparation**

- Jointly read and discuss the description of the session in this manual with all community facilitators
- Remember what all needs to be discussed and questions to be asked to the participants.
- Agree which community facilitator will take the lead for each exercise and what the other facilitators will do to support him/her
- Assign one facilitator to be responsible for filling in the session record sheet (Please refer to Table 2 in Annexure 6).
- Assign one facilitator for keeping the time.
- Make sure that all materials needed for the session are prepared.
- Make sure you bring the session record sheet



#### **3.1.2 Venue of the Meeting**

- A common place in a village accessible by everyone (including disabled people), which is mutually agreed upon by the community representatives.
- Position adequate seats (in a round or in a U shape so that participants can look each other, or in desired places for different groups).
- For women who suffer mobility constraints, it may be best if the consultations takes place close to their home.
- For disadvantaged socio-economic groups, it is important to avoid places that are restricted to them, such as the holy site of the predominant religious group, or the grounds around the water point of a high caste group.
- Make sure that the meeting place is clean and decorated.



### 3.1.3 Materials Needed

- A4 and A5 sheets of paper and marker pens;
- Two tape recorders and extra batteries; / Camera/Video camera
- Record sheet to write down the name, sex, age, marital status, education level, role of the participants in the Village Council
- Communication Products –
  - **Handout** (in local languages) with general overview of the project, illustrations on FPIC, with emphasis on the inclusivity of the process;
  - **Project Banner;**
  - **Posters** depicting various stages of FPIC process and how inclusive FPIC process will be with representation drawn from marginalized social groups like women, elderly, youth etc.
- Refreshments; Access to bathrooms; Wheelchair accessibility and sign language interpretation for people with disabilities  
Other language interpretation as necessary



### **3.2. Consultation Process:**

Full and effective participation is vital for component of FPIC process. You need to understand that a robust participation ensures a community-driven process that creates a sense of ownership towards the project. For this, you need to ensure widest possible participation of communities in decision-making, including youth, women, the elderly and persons with disabilities who are often neglected.

Below are a set of prescriptive narratives to be used while interacting with the communities' members. Please note that these are only indicative and may change based on local circumstances

#### **3.2.1 Welcome the Participants:**

- Before starting the session, take a few moments to welcome the participants. If you make everyone feel comfortable, there are chances of increased active participation from all the members.
- Acknowledge that they are contributing their valuable time to attend this meeting and thank them for coming. By doing so you validate and legitimize their comments and contributions.

#### **3.2.2 Introduce Yourself:**

- During the discussions, introduce yourself as "I am <Name of the Person>, working as the <Designation of the person> in the Green-Ag project."
- When all participants have arrived, start the session with a song, a story or a prayer that is culturally appropriate to the indigenous communities

#### **3.2.3 Explain the purpose of the meeting:**

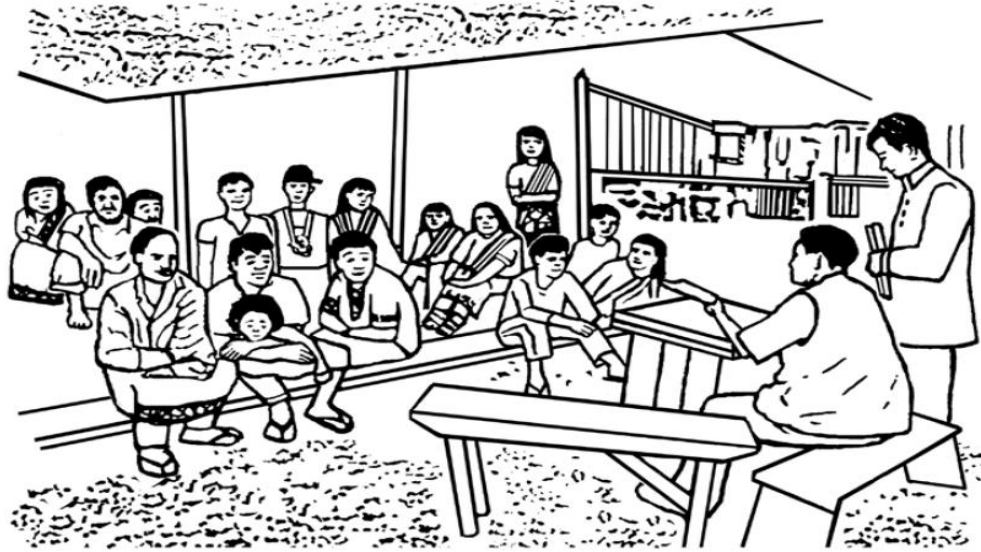
- Clearly tell the members of the communities' that you have come here to implement a project that could affect them and the purpose of this meeting is to discuss with all of them about what the project is, how does it benefit the communities' and how important it is to take their consent to implement the project in their villages. (For detailed content for consultations, refer below points).
- Also, convey to them about their right to say, "no" or "we don't know" making clear that they are not obliged to make a decision if they are not completely sure. Inform them that

they can accept, reject, partially accept, or choose not to give an opinion on a proposal, and can request as much time as they need to decide what is best for them.

#### **3.2.4 Start the sessions with icebreakers**

- You may initiate the conversations with few ice-breaking questions on areas of concern for these communities. This will be done to garner their attention and espouse their interest in the discussions. The following points could stimulate food for thought and enable them to reflect on their current actions.
  - “Do you know that with your size of families increasing, your dependence on fuel wood increases to feed your families? Simultaneously, your animals need more grass and water. You depend on forests for your needs. This increased dependence on forests through removal of forest produce and uncontrolled grazing of animals is creating a lot of pressure on your pristine forests. What can you do to meet your needs without degradation/loss of forests?”
  - “Have you observed that springs which provide you with fresh water are drying up so soon, despite frequent rainfall? To the women participants, you may say “Don’t you spend a lot of your time fetching water and with less time left to work on your fields and hence lose out on your income?”
  - “Have you observed that the number of food varieties have drastically come down? You used to eat many varieties back then. Now, there are very few varieties available. ”How about you grow these long cherished varieties once again and still reap significant profits out of sale of this produce”?
  - “Do you often encounter frequent interfaces with wild animals and experience the havoc created by them on your agricultural fields?”

#### **3.2.5 Introduce the Project – While explaining the nature and mandate of the project, also emphasize upon how important these communities are for the success of this project**



*Source: Oxfam Guide to Free Prior Informed Consent*

- Now, you may say “ Don’t you think its high time we protect our degrading forests, endangered wildlife on the verge of extinction, revive our lost local landraces and conserve our natural resources for our own sustainability and as well as for our future generations”?
- “The Green-Ag project is a step in this direction to empower all of you to protect and manage your natural spaces and ecosystems and make you resilient to vagaries of climate change. The project strives to bring a progressive change through harmony between agricultural and other developmental activities and conservation practices without compromising on your income”.
- “To achieve this objective, we cannot function in oblivion to your interests, issues and concerns. You are one of the important stakeholders to our project and your consent and support is of paramount importance to us in implementing our project in your areas of habitation”.
- “As a project, we feel that you are the best custodians of your lands and forests. We understand that your territories and lands are not only limited to enhancing your economic livelihoods but are also source of your spiritual, cultural and social identities. Your ancient traditional knowledge is imperative to protecting the rich biodiversity and central to conservation of natural ecosystems”.

### **3.2.6 Distribute Handouts to create awareness about the project**



**Distribute handouts** to the participants, which will include basic information about the project (an overview and background of the project), the broad interventions of the project, illustrations, on FPIC, explaining what is FPIC and the process.

Please bear in mind that these communication materials are vital for creating awareness among these stakeholders and hence should be designed in local languages and culturally appropriate formats for easier comprehension.

### **3.2.7 Undertake joint mapping of demographic and geographic information of indigenous communities**

- Under this step, actively engage with the indigenous communities' to know more about where they live, what their land and natural resources are and their usage patterns, and what are their customary rights in order to undertake informed decisions for a successful FPIC process.
- Please note that the indigenous communities can reveal a true reflection of various aspects of their inhabited areas. Thus, engaging with all community groups will give adequate data for the project personnel to gather, analyze, and decide on the effective ways to engage with the communities for FPIC process. Such a participatory mapping process with representation from various marginalized indigenous communities will help stimulate community members to engage in the FPIC process more proactively and build ownership among them towards the proposed project.
- As facilitators, jointly undertake the mapping with indigenous communities in a participatory manner, to identify all those elements relevant for the FPIC process and indicate them on a map.
- During the consultations, you may say the following:
  - “As locals, you are the best judges of your habited areas and can give a true account of the existing practices, natural resources, usage patterns, and any important elements that

you consider important for us to know and be mindful of". Since their time is precious, it is therefore important for the communities to determine, at the outset the purpose of undertaking this activity and how it is beneficial, especially, in terms of addressing issues faced by them.

- Say "we would want your participation in this mapping exercise. You can demonstrate to us how much you value your traditional lands; communicate to us your long, often invisible history of sustainably managing resources. By doing so, you would make us aware of your spiritual values and sacred ties with your lands and resources. This will, in turn, help us in protecting your interests and safeguarding your rights while planning our project activities, which are beneficial to your lives and livelihoods"
- Further, add, 'you have a right to decide who will represent your communities in the in the mapping process;
- Make it clear to the communities and tell them " you have the **right to withhold the consent to this exercise at this stage**, in case of which the project will not go forward".
- **Allow time for the community** members to **ask questions and seek clarifications** if any. Answer them as clearly as possible.
- Once the participants for the mapping exercise are finalized by the communities, tell the participants "your **participation is voluntary**, that there are no right or wrong answer. You have every right not to answer certain questions if you do not want to. All the information shared by you will be confidential and that it will be recorded so that data does not get lost". **Please refer to [Annexure 4]** for further details on the mapping exercise, the tools to be used and steps to be followed.

### **3.2.8 Acknowledge the support of the communities in undertaking participatory mapping exercise**

After the completion of the mapping activity, extend your thanks and gratitude to all those participants who have helped you and other members of the project team in undertaking mapping of demographic and geographic information. Say " We thank you for your immense support to in putting in you time and efforts in jointly undertaking the mapping exercise and helping us understand your ways of life, your culture, traditions, spiritual practices, livelihoods and your concerns which have helped us gain an overall idea of your landscape and appreciate its uniqueness".

### 3.2.9 Communicate the findings of the mapping exercise with larger groups of communities' members.



*Source: Training Manual for Indigenous People on FPIC, AIPP*

- Make use of the maps created in the participatory mapping process. Show these maps to them and put forth your observations before the communities to lead a discussion to evaluate and verify the overall quality, completeness, accuracy and relevance of the mapped data.
- At this stage, community members (even if they were not directly involved in the map-making process) should have the right to add, remove or modify the information presented on the map. This will build confidence among the communities and develop in them to know more about the project.
- Say, “These are our preliminary findings on land usage pattern, natural resource base, customary rights to resources and territories that we got to know through an exercise we undertook, with the help of some of your community members. Please have a look at it and let us know if we have mapped them properly or if we have missed out anything that you think is important and needs to be captured in those maps”.

**Questions to ask when evaluating participatory maps with the communities**

The maps need to accurately represent the views and knowledge of the community. It is therefore important to allow community members to evaluate its content and usefulness.

- Should more information have been included on the map?
- Is any information incomplete?
- Is the information displayed on the map accurate?
- What are the most important parts represented on the map?
- What areas need to be improved or addressed?
- If genders were separated, what are the main differences represented on the maps and why do you think this is?

**3.2.10 Give them a break:** If you sense the group is losing energy or the ability to concentrate, take a break and distribute refreshments to them.

**3.2.11 Explain the broad interventions of the project:**

- Once the relevance and significance of indigenous tribal communities for the project is communicated to them and relevant information mapped, you may give a brief overview of the project interventions.
- Here, you may provide a handout detailing the broad interventions of the project to the communities.
- You may say “We would like to present our broad set of interventions, planned throughout the course of our project for your information. You may have discussions among yourselves and see how beneficial are these in coping with your current challenges. You may note that these are not finalized interventions and we are open to discussion on improvising them and contextualizing them to your landscape based on your suggestions and critical feedback. After saying this, you may list them as follows:
  - “This project aims to revive and promote indigenous varieties of traditional crops. You may be of the opinion that cash crops are more fetching than your indigenous varieties. This is where this project makes a difference to your lives. It encourages you farmers to grow local varieties of food to not only increase the diversity of food on your plate but also fetch you

good income. We will look at various indigenous crops, analyse their market demand within the State, across the Country and the globe. Then, we will assist you in cultivating these crops through proper market linkages which will have dual benefits of earning profits and as well as conserving your precious natural resources like land, soil, water, forests etc. through sustainable management of these scarce resources and environment friendly agricultural practices. Through this project, you all will be empowered to grow and feed your local varieties of food across the world. “

- “Similarly, through this project, you may find rearing of your indigenous livestock breeds more profitable over exotic breeds through proper nutrition and disease management. We will look at generating market demand for your indigenous breeds which are more nutritious and tastier, more resilient to local conditions and diseases and more economical in terms of their maintenance”.
- “We understand how deeply rooted you are to your land, forests and water resources and how important it is for you to preserve and protect them in their pristine forms. Through this project, we will undertake assessment of existing natural resources in the landscape with your support and guidance and analyze the causal reasons for depletion of these resources. Based on the findings, you people will devise natural resource management plans, implement and monitor them regularly to understand how best you can manage amidst competing demands for these scarce, limited resources. To supplement your incomes, we are planning for rehabilitation of abandoned jhum plots with fast growing native plant and fodder species to ensure continued income to you and mitigate the chances of land degradation and soil erosion and improve the soil ecosystem in these plots.”
- “We are aware that forests in your area are highly revered and have spiritual values and you all are the guardians of these forests. However, we have observed a declining trend in the traditional management of forests through Village Supply and Safety Reserves. This project will work closely with the Village Councils and Forest Department in reviving this tradition”.

### **3.2.12 Explain the different stages of consent seeking process with the communities during the project implementation:**

Explain to the communities that you will be engaging with them at various stages of the project implementation and that their consent would be obtained at every stage before the start of project activities in their areas of inhabitation.



- **Stage 1: Initial Consent being obtained to start the landscape assessment process in the village**

Say that “we need to undertake an assessment of the entire landscape you inhabit to clearly understand the interplay of various dynamics like the different land-use types, natural resource conditions and trends, threats, strengths, challenges, opportunities, available capital, the demand and supply mechanisms etc. to design our interventions in such a way that they are beneficial and do not cause any negative impacts on your lives and livelihoods. We need your consent before initiating this assessment in your village. To initiate landscape assessment in your villages, we need your prior consent and support in terms of participation in Focus Group Discussions, one of the key sub-activities of the landscape assessment

- **Stage 2: Sharing the findings of the assessment and then discuss the interventions with the communities.**

“We will present to you our findings for further discussions and deliberations. You may have a look at them, have internal discussions among yourselves and let us know, if our findings are accurate and in line with the current scenario by validating, them or you may contest our findings, flag your concerns and suggest any recommendations on the same. The findings of this process will help us in finding out the priority areas that need immediate attention and give us valuable insights on how to devise our interventions in your villages for optimum results. Once you are in agreement with our observations through the assessment, you may give your consent to proceed further”.

- **Stage 3: Consent to be obtained once the interventions are finalized**

- “Once, we reach a common consensus on these findings, based on your inputs and suggestions, we will decide upon the high priority areas, that have an urgent need to be addressed, based on the local needs, to avoid further degradation. Once we identify the high priority areas, we will again come to you to seek your consent once the interventions are finalized.
- As part of the project interventions, we will help you people prepare your own landscape management plans based on the findings of the assessment combined with your traditional knowledge. These will be prepared by consulting with all the communities and their representatives inhabiting the landscape so that all of your interests and concerns are given adequate consideration while devising these plans. These will be rolling plans, prepared year after year. After every year, you all can sit together and analyze how well the plan was implemented the previous year, identify the learnings, best practices and drawbacks and try incorporating all these into the next year plans”.

### 3.2.13 At the end of each session:

- Choose a way of letting the participants evaluate the session. Ask participants to say what they liked most and what they found most challenging about the session.



Before the participants leave, thank them and remind them to tell other community members about the session and to get their views on the issues that were discussed.

Say “ we sincerely thank you for sparing your precious time and giving valuable insights which will certainly help the project take informed decisions. Thank you once again. Looking forward to closely working with you. ”

- When the participants have left, sit down together with the other facilitators and evaluate the session.
- Clean up the meeting place and collect all the things you will need again in the subsequent session

### 3.2.14 Documentation of the Meeting:

Document the proceedings of the meetings in the following ways:



- Record the proceedings of the of the meeting
- Take photographs, audio, and video recording of the meeting
- Distribute attendance sheet and get it duly signed by the participants. Please refer to Annexure 5 for the template.

## Annexure 4: Participatory Mapping of Demographic and Geographic Information



*Source: Guide to Free Prior and Informed Consent, OXFAM*

### 4a) What to Map?

Local communities should be able to choose what goes into the maps and what does not. They should select the map legend according to their own needs and wishes.

The following information is worth considering in the mapping process, and can be incorporated into the map:

#### **Geographic Information**

- the types of land and resources that the communities use and depend upon;
- possible overlapping and/or conflicting claims to land by different communities or within communities, and how these are customarily managed and accommodated;
- agricultural practices;
- sites of cultural, historic and spiritual value to the local communities. These may include graveyards; sacred forests, mountains and rivers; ritual grounds; and places of worship;
- any areas containing globally, regionally or nationally significant concentrations of biodiversity (e.g. primary and secondary forest, mangroves or conservation areas);

- any man-made improvements and properties on the lands in question. These may include settlements, crops and trees, irrigation systems, bridges, buildings and roads, sacred sites and graveyards;
- customary land boundaries and markers. These may include natural boundaries such as riverbanks, vegetation, forest land or other such geographical features;
- landmarks seen as evidence of historical occupation by local communities. These may include planted trees, old burial sites, ruins of former villages and so forth;
- areas that provide some services of nature, such as watershed protection, streamflow regulation, water catchments, erosion and destructive fire control;
- any private sector operations and conservation areas adjacent to the targeted project site. These may include logging, mining or plantation concessions, as well as protected forests and national parks. Also take note of any overlaps between these areas and the targeted project area

#### **Socio –economic and Demographic Information:**

- Different types of indigenous communities in the village
- Age, Gender, Marital Status
- Groups of locals and migrants
- Status and role of women within communities – role in division of labour, decision-making authority, access to resources
- Types of livelihoods in the communities
- Literacy Levels – literate or semi-literate etc.

#### ***Note to the Facilitator During Mapping Activities:***

##### **Seek Diverse Representation**

Keep a close watch on diverse representative range of community members including women, youth, poor families and elders as this will reflect the range of values, uses and resources that need to be included in the maps. The higher the level of participation by all the members of the communities' the more beneficial will be the outcome of this activity because the final map will reflect the collective experience of the groups.

- **Elder's Knowledge:** Ensure the participation of elders from the indigenous communities. They often possess unique local knowledge that has been transferred by successive generations.

Communities have used it to sustain themselves and to maintain their cultural identity. They are the most knowledgeable about sites of cultural and historical importance. Their wisdom and knowledge is highly honored within the indigenous communities. Thus, engaging elders in this mapping process is very important.

- **Ensure Gender Sensitivity:** Sensitivity to the role of women in the mapping process and the need for their voices to be included in the map is of great importance to the overall outcome of this participatory mapping initiative. Men and women may use lands and resources differently. Women often have a unique perspective about a community's land. If women are not explicitly invited to be involved with the mapping process, there is a possibility of the final map reflecting only the knowledge and views of men in the communities.

### ***Tip to the Facilitator***

Sometimes, women can find it hard to engage in mapping activities when they are in the presence of men, as they may feel inhibited.

Then how do we ensure inclusive mapping process?

#### **Engage in Separate Mapping Activities!**

Undertake the mapping process separately with men and women and create two separate maps. This can provide useful insights into any differences between men's and women's priorities or values attached to particular areas and resources. It is likely that maps will differ in many aspects, Using this technique will result in a more complete final picture than in the case of only one gender's map.

## 4b) How to Map?

A broad range of participatory mapping tools exists. However, you need to choose those tools, which are easy to understand, use and interpret the data collected, since this task requires you to work jointly with the indigenous communities, who are often disadvantaged in terms of access to information on and usage of these mapping tools, with low-literacy levels in comparison to the project proponents.

### Tips to the Facilitator:

- Most community members are not accustomed to being asked by outsiders for their expertise and opinions. A good way **to start the process is with a no sensitive visual method** in which nearly everyone can participate, such as mapping the village using local materials.
- During the community mapping process, **use simple starting questions** like, "I do not know this area very well. I see the tree we are sitting under and the road in the distance, but can you show me what the rest of the community looks like?"

The following are some of the tools, which could be used for creating the maps.

### 1. Village Resource Maps

The Village Resources Map is a good tool to begin with because it is an easy exercise that initiates dialogue among the members of different communities and the project representatives.

<b>Tool Name:</b> Village Resource Maps	
<b>What is it?</b>	A tool that helps us to learn about indigenous communities' and their resource-base. It shows information regarding the occurrence, distribution, access to and use of resources; topography; human settlements; and activities of a community from the perspective of indigenous

	communities. Participants should determine the contents of the map focusing on what is important to them.
<b>Elements in the Map</b>	<p>Maps may include all those elements that the locals perceive as resources:</p> <ul style="list-style-type: none"> <li>• Topography, terrain and slopes;</li> <li>• Water sites and resources;</li> <li>• Forests, vegetation and tree species;</li> <li>• Land and land use, command area, tenure, boundaries and ownership</li> <li>• Grazing areas and Hunting Areas;</li> <li>• Land and land use, command area, tenure, boundaries and ownership</li> <li>• Agricultural Lands (Crop varieties and location)</li> <li>• Sites of important cultural or historical value (shrines, cemeteries )</li> </ul>
<b>What does it tell you?</b>	<ul style="list-style-type: none"> <li>• How people within a community view their environment.</li> <li>• Community members' analysis of the natural resources found in their community and how they are used.</li> </ul>
<b>Requirements</b>	
<b>Time</b>	Around two – three hours should be allowed to produce and analyze a village resource map and ensure a full discussion occurs with communities' members.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Large sheets of paper and markers.</li> <li>• Notebooks/paper and pens will be needed to make a copy of the diagram and also for the note-taker to record the discussion generated during the diagram development.</li> </ul>

	<ul style="list-style-type: none"> <li>The map can be drawn on the ground – if this is the case then a large area will be needed together with a range of objects such as sticks, stone, leaves, seeds etc. which the communities can use to represent features on the map.</li> </ul>
<p><b>Human Resources</b></p>	<p>The discussion group will consist of facilitator, observer/note-taker and selected representatives of the communities.</p>

**Steps to follow in this process:**

***Step 1: Identify the representatives of different indigenous communities for this exercise***

- Based on the local circumstances, identify representatives of different communities for the mapping process, to know more about their perceptions of their local resources. These representatives in the mapping exercise should be chosen in by their respective community members.
- Sometimes, it may be difficult to mobilize all the communities in the landscape at once. In that scenario, organize separate meetings with different communities. This way, the neglected communities or social groups within those communities do not feel inhibited in the presence of other dominant communities in the landscape.
- Also, since this is a participatory exercise with representation drawn from various social groups including marginalized groups within communities, you need to ensure that representative of every group has a chance to present their own views.
- One way to do this is to form separate focus groups by gender, socio-economic group etc. to make their own maps or diagrams or charts. Separate groups of men and women may be useful because women and men might use different resources: women will map the resources they think are important (e.g. water sources, firewood sources, etc.) and men will map the resources they think are important (e.g. grazing land, infrastructure, etc.).
- If the groups choose to further divide or to organize themselves differently, they should be supported in their decision. Groups of between five and ten representatives will be ideal to



undertake the process. The number of groups and the participants in each group depends upon the number of participants

- Distribute the attendance sheet to participants and ask them to fill all the details. (Please refer to **Annexure 5** for the template)

***Step 2: Introductions and explanations***

- Plan and organize meetings with these identified representatives of all the indigenous communities in the village.
- Make sure that it is scheduled for a time when both women and men can attend and that all socio-economic groups have been invited.
- Begin by introducing yourselves and other project representatives'. Explain carefully and clearly the objectives of the discussion.
- Check that the members of the communities' understand and feel comfortable with what is going to be discussed.

***Step 3: Producing a village resource map***

- First decide what type of an area the map will show or any limitations – i.e. a village, an indigenous ancestral domain, a watershed etc.
- With the help of the participants, select a suitable place and medium. This could be on the ground using stones, seeds, sticks and coloured powder; on the floor using chalk; or directly onto a large sheet of paper, using pencils and pens.
- Ask the participants to start by preparing the outline or boundary of the map. It may be helpful for them start by placing a rock or leaf to represent a central and important landmark. Participants are then asked to draw other things on the map that are important in the village.
- It is not necessary to develop an absolutely accurate map – the main aim should be to get useful information about local perceptions of resources. The participants should develop the content of the map according to what is important to them. These might include: infrastructure and services (e.g. roads, houses, bridges, schools, health clinics,); water sites and sources; agricultural lands (e.g. crop varieties and locations), forest lands, grazing areas; soils, slopes, elevations; shops, markets; churches; special places (e.g. sacred sites, cemeteries, bus stops).
- Once the map is underway, sit back and watch, and only interrupt when absolutely necessary or if they stop drawing. Alternatively, it may be helpful to actually go away for a time and come back later

- Although it might take some time to get going, the process should not be rushed. Participants should not be interrupted unless they stop drawing.
- If the map is being drawn on the ground, ask the participants to start making a copy on to paper, with the help of the facilitator (including a North direction indicator) once the broad outline has been established. It is important that they should do this since extra information and corrections can often arise as a result. Also ensure that a copy or permanent record of the map is provided to them should they want it.
- Once the participants stop, ask whether there is anything else of importance that should be added. When the map is completed, ask the participants to describe the map. Ask questions about anything that is unclear.
- Finally, you may want to ask participants to indicate some things they would like to see in their village that are not currently on the map -- in other words to draw a picture of what they would like the future to look like. This allows for some preliminary planning ideas and encourages people to begin contributing their thoughts at an early stage in the participatory process.

#### ***Step 4: Analyzing a village resource map***

- Once the map has been completed, use it as a basis for conducting semi-structured interviews on topics of interest (e.g. how land use patterns have changed and why); or for collecting more statistical data (e.g. how crop yields vary from one area to another) and for the participants to conduct their own discussions and analysis.
- These discussions should be noted or recorded.
- It may be useful to have a list of key questions with which to guide a discussion about community resources.

For instance, key questions might include:

- Where is the original part of the village? In which direction has the village expanded?
- What resources are abundant or scarce? What resources are used and unused? Which are degrading or improving?
- Who makes decisions about who can use land, water and other important resources?
- Are the rights of access different for women and men, or for people from different ethnic or other socio-economic groups? How does access to land (or another specified resource) vary?

- Does the village have land that is held in common? Who decides how common resources will be used?
- Where do people go for water, firewood and grazing? How long does it take? How long did it take 5 years ago?
- Who collects water and firewood?

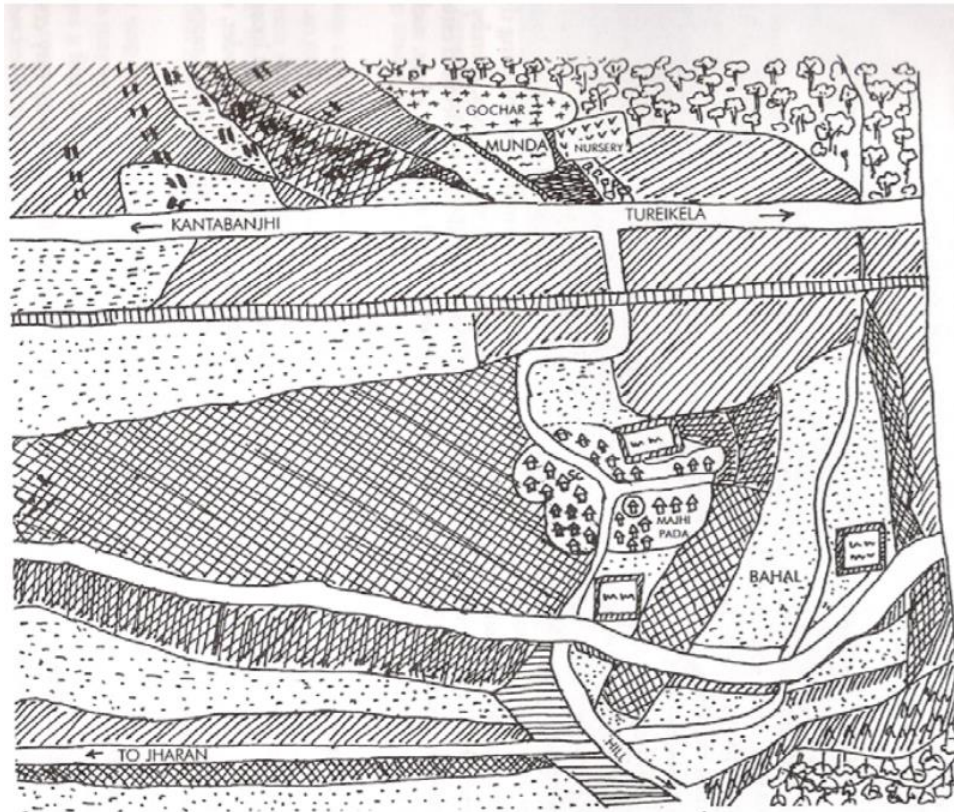
- If participants have sufficient time, it may be useful to ask them to draw a series of maps to illustrate how things have changed overtime.
- If there are several different groups, ask each group to present its map to the others for their reactions and comments. Are there any serious disagreements? If so, note these and also, in case a consensus is reached or not.

***Step 5: Ending the activity***














- Check again that they know what the information will be used for.
- Ask the participants to share their experiences and challenging in the mapping process.
- Before the participants leave, thank them and remind them to tell other community members about the session and to get their views on the issues that were discussed.
- When the participants have left, sit down together with the other facilitators and evaluate the session. Complete the session record sheet (Refer to Table 2 in **Annexure 6**).
- Clean up the meeting place and collect all the things you will need again in the subsequent sessions.

**Note to the Facilitator:** The approach outlined above is a very general guide – be flexible and adapt the tool and approach to local contexts and needs.

***Please refer to the resource map of Naupada Village in Andhra Pradesh for your reference***



Legend

-  Aat ( Up land )
-  Maal ( Medium up land )
-  Berna ( Medium land )
-  Bahal ( Low land )
-  WHS (Water harvesting structure)
-  Railway line
-  Prahari mandap ( Watch tower )
-  Gochar (Grazing ground)
-  Nursery
-  Forest
-  Gully control
-  Hill
-  Munda

## 2. Transect Mapping

- The transect mapping is a tool that directly builds upon the Village Resources Map to help us learn more details about the environmental, economic and social resources in a community. Hence, this exercise needs to be carried out subsequent to developing village resource maps.
- You need to undertake a systematic walk along a defined path across the project village together with the different representatives of the communities, who are the participants of this activity to explore the natural resources, present land use, vegetation, changes in the physical features and cropping systems, etc. in the village area.
- The information is gathered by observing, asking, listening, looking and producing a transect diagram

<b>Tool Name: Transect Walk</b>	
<b>What is it?</b>	A tool for describing and showing the location and distribution of resources, features, the landscape and main land uses along a given transect.
<b>What does it tell you?</b>	Natural resources, present land use, vegetation, changes in the physical features and cropping systems, etc. in the village area.
<b>Requirements</b>	
<b>Time</b>	<ul style="list-style-type: none"> <li>• Around two to three hours should be allowed to do a transect walk, produce and analyze a transect diagram and ensure a full discussion occurs with the local participants.</li> <li>• In the case of large areas where a transect walk would take longer to produce (e.g. four or more hours), it may be sensible to divide it up into smaller transect segments which can be combined later. Ask the participants their views on this.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• The materials required are large sheets of paper and markers. Notebooks/paper and</li> </ul>

	<p>pens will be needed to make a copy of the diagram and also for the note-taker to record the discussion generated during the diagram development.</p> <ul style="list-style-type: none"> <li>• The diagram can be drawn on the ground – if this is the case then a large area will be needed together with a range of objects such as sticks, stone, leaves, seeds etc. which the participants can use to represent features on the diagram.</li> </ul>
<p><b>Human Resources</b></p>	<p>The group will consist of facilitator, observer/note-taker and selected representatives of the communities.</p>

**Steps to follow in this process:**

***Step 1: Identify the representatives of different indigenous communities for this exercise***

- Based on the local circumstances, identify representatives of different communities for the mapping process, to know more about their perceptions of their local resources. These representatives in the mapping exercise should be chosen in by their respective community members.
- Sometimes, it may be difficult to mobilize all the communities in the landscape at once. In that scenario, organize separate meetings with different communities. This way, the neglected communities or social groups within those communities do not feel inhibited in the presence of other dominant communities in the landscape.
- Also, since this is a participatory exercise with representation drawn from various social groups including marginalized groups within communities, you need to ensure that representative of every group has a chance to present their own views.
- One way to do this is to form separate focus groups by gender, socio-economic group etc. to make their own maps or diagrams or charts. Separate groups of men and women may be useful because women and men might use different resources: women will map the resources they think are

important (e.g. water sources, firewood sources, etc.) and men will map the resources they think are important (e.g. grazing land, infrastructure, etc.).

- If the groups choose to further divide or to organize themselves differently, they should be supported in their decision. Groups of between five and ten representatives will be ideal to undertake the process. The number of groups and the participants in each group depends upon the number of participants.
- Distribute the attendance sheet to participants and ask them to fill all the details. (Please refer to **Annexure 5** for the template)

***Step 2: Introductions and explanations***

- Plan and organize meeting with these identified representatives of all the indigenous communities in the village.
- Make sure that it is scheduled for a time when both women and men can attend and that all socio-economic groups have been invited.
- Begin by introducing yourselves and other project representatives. Explain carefully and clearly the objectives of the discussion.
- Check that the members of the communities' understand and feel comfortable with what is going to be discussed.

***Step 3: Doing a transect walk and producing a transect diagram***

- Discuss with the participants which route they would like to follow on the walk. This could be done based on the community resource map if one has already been produced.
- Ask the participants to think carefully and plan a route that covers the main variations in topography and other features together with anything they want to see and show during the walk. Explain that the route does not have to be straight but can also meander if necessary.
- The line chosen should take in as many of the different physical zones, types of vegetation, land-use areas and sections of the community as possible.
- If the geographic location and/or number is large, then group must be divided into teams and multiple routes maybe walked.
- With the participants, start at the edge of the area and begin the walk. As the walk progresses, stop at key features or where a new zone (e.g. residential, topographic, land usage etc.) starts and record the distance since the last zone. An alternative is to start walking and stop every 100 paces (or other suitable interval).

- Ask the participants to discuss and describe everything encountered or noticed and to explain the key characteristics of areas/features and what can be seen.
- Facilitate this by asking questions about the details being explained (along the same lines as the community resource map) and making observations.

**Prompt the group by asking:**

- What do you see?
- Who do you see and what are they doing?
- What assets are being used (natural, physical etc.)?
- What assets are not being used?

**Identify and talk to people along the way to ask:**

- What is this (a structure, landscape) or what is going on (activity)?
- What else typically happens?

- Observe and record in detail all the things that the participants come across. Make notes of all vital information gather and draw sketches wherever necessary.
- It is not necessary to stick to the original planned route. Deviate when useful or interesting, or even at random, to observe the surrounding area and gather any relevant and useful information. Walk slowly with the participants and try to understand the physical features in the village from different perspectives.
- During the transect walk, take time for brief and informal interviews with women and men met along the way. During these interviews, discuss the critical issues, if any, already identified by you and other project team members, and ask whether there are other issues as well.
- One of the advantages of doing a transect is that you will get to interview people, who might not have been able to join the participant group (e.g. this may provide interesting perspectives from people usually marginalized during formal activities). Also, often, people are more willing to discuss sensitive issues such as land ownership patterns when they are away from the village. Allow sufficient time for the transect. It may take several hours.
- After the transect walk has finished, sit down in a suitable place with the participants to discuss and record the information and data collected. Prepare an illustrative diagram of the transect walk using the information already gathered. Where more than one transect walk has been completed, prepare a combined chart and compare results.



- The diagrams can be prepared by illustrating the different zones the participants passed through along the top of a large sheet of paper (or on the ground). Down the side, use headings of the areas of interest (plants found, land use, problems, drainage system etc.) and then fill in the details of what has been observed in each zone.
- The diagram can be drawn on the ground – if this is the case then a large area will be needed together with a range of objects such as sticks, stone, leaves, seeds etc. which the participants could use to represent features on the diagram.
- Ask the participants to start making a copy on to paper, with the help of the facilitator (including a North direction indicator) once the broad outline has been established. It is important that they should do this since extra information and corrections can often arise as a result. Also ensure that a copy or permanent record of the map is provided to them should they want it.

#### ***Step 4: Analyzing a transect diagram***

It may be useful to have a list of key questions to guide a discussion about the information gathered during the transect walk.

**For instance, key questions might include:**

- What are the major activities carried out in each zone of the community and by whom?
- What services and infrastructure are available in each zone.
- What are the natural resources available in each zone? Who uses them and for what purposes?
- What resources are abundant or scarce?
- What economic opportunities are available in each zone? Are the rights of access in each zone different for women and men, or for people from different ethnic or other socio-economic groups.
- Where do different population sub-groups live? Are they segregated or mixed? Do the poorest households live in certain areas (e.g. on the edge of an area/community)?
- What are the principle problems?
- What interventions for improvement have been made?

- If the participants have sufficient time, it may be useful to ask them to draw a series of diagrams to illustrate how things have changed overtime.

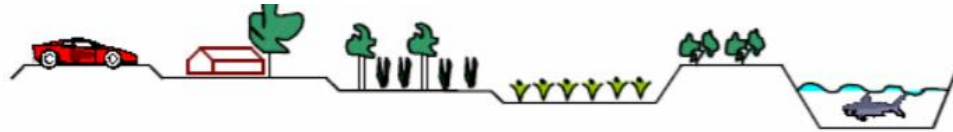
- If there are several different groups, ask each group to present its diagram to the others for their reactions and comments. Are there any serious disagreements? If so, note these and also in case a consensus is reached or not.

***Step 5: Ending the activity***

- Check again that they know what the information will be used for.
- Ask the participants to share their experiences and challenging in the mapping process.
- Before the participants leave, thank them and remind them to tell other community members about the session and to get their views on the issues that were discussed.
- When the participants have left, sit down together with the other facilitators and evaluate the session. Complete the session record sheet (Refer to the Table 2 in **Annexure 6**).
- Clean up the meeting place and collect all the things you will need again in the subsequent sessions.

***Note to the Facilitator:*** The approach outlined above is a very general guide – be flexible and adapt the tool and approach to local contexts and needs.

***Please refer to the below transect diagram from a household livelihood security assessment in Bangladesh, 2002 for your reference.***



Land use	Road	Homestead	Home-garden	Crop field	Pond embankment	Pond
Soil	Clay	Clay-loam	Clay-loam	Silty-loam	Clay	Clay
Trees and vegetables	-	Trees and vegetables, shop	Pumpkin, bean, cucumber, tomato, sugarcane, amaranth, dala, radish, etc.	-	Pumpkin, bean	-
Crop	-	Pumpkin, beans, Betelnut, Coconut, Guava, Mango and others.	Pumpkin, bean, cucumber, tomato, amaranth, dala, spinach, radish, etc.	BRRF-Dham-8,11,12,14,28,29, Amon, potato, jute, etc.	Betel nut	-
Livestock	-	Cow, goat, duck, chicken	Cow, goat, duck, chicken	Cow, goat (during winter season) rearing	-	-
Fish	-	-	-	Shol, gojar, tiki, put, khalisa, etc.	-	Rui, catla, mrigal, big head, silver carp, mirror carp, pangas.
Problems	Most of the roads are kancha	Unemployment and disease	Stealing, pest and disease incidence, lack of irrigation facility	Disease, lack of irrigation facility, high price of agricultural input, lack of agro-technical knowledge	Lack of landuse knowledge	Diseases, unavailability of good quality fry.
Recommendations	Activation of LGED	Need more nutritional awareness, activation of service centres	Motivation of farmer to adopt improved agricultural practice, Increased accountability of agricultural departments, Initiation of small scale irrigation project.	Need small-scale irrigation project and popularization of low price agricultural tools and technology, expansion of agricultural knowledge through concerted effort	Training	Needs aquaculture training with follow up mechanisms, establishment of hatchery for the availability of good quality fry. Ponds should be used for commercial fish production purpose.

Source: CARE 2002.

Following is a sample table to document your observations and findings that you would have gathered during the transect walk.

ASSETS	Zone 1	Zone 2	Zone 3	Zone 4	Zone 5
Natural					
Physical					
Intellectual					
Economic					
Social					
Temporal					
Spiritual					

### 3) Village Social Maps

Village Social Maps are a tool that help us to learn about the social structure of a community and how differences among households are defined. This type of a map shows all the household types in a community (by wealth, ethnicity, caste, religion, etc.), and their locations. It is particularly useful for learning about local definitions of "poor" and "rich", and about population changes (birth rates, in-migration, out-migration). It helps to ensure that people from all the different socio-economic groups are reached out during the FPIC process.

<b>Tool Name: Social Mapping</b>	
<b>What is it?</b>	A visual method of showing the relative location of households and the distribution of people of different types (e.g. male, female, adult, child, landed, landless, literate, illiterate etc.) together with the social structure and institutions of an area.
<b>What does it tell you?</b>	An overview of community structure and socio-economic situation.  Household differences by social factors.  Who lives where in a community.
<b>Requirements</b>	
<b>Time</b>	Around two – three hours should be allowed to produce and analyze a village social map and ensure a full discussion occurs with the participants.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• The materials required are large sheets of paper and markers. Notebooks/paper and pens will be needed to make a copy of the diagram and also for the note-taker to record the discussion generated during the diagram development.</li> <li>• The diagram can be drawn on the ground – if this is the case then a large area will be needed together with a range of objects such as sticks, stone, leaves, seeds etc. which the participants can use to represent features on the diagram.</li> </ul>
<b>Human Resources</b>	The group will consist of facilitator, observer/note-taker and selected representatives of the communities.

***Step 1: Identify the representatives of different indigenous communities for this exercise***

- Based on the local circumstances, identify representatives of different communities for the mapping process, to know more about their perceptions of their local resources. These representatives in the mapping exercise should be chosen in by their respective community members.
- Sometimes, it may be difficult to mobilize all the communities in the landscape at once. In that scenario, organize separate meetings with different communities. This way, the neglected communities or social groups within those communities do not feel inhibited in the presence of other dominant communities in the landscape.
- Also, since this is a participatory exercise with representation drawn from various social groups including marginalized groups within communities, you need to ensure that representative of every group has a chance to present their own views.
- One way to do this is to form separate focus groups by gender, socio-economic group etc. to make their own maps or diagrams or charts. Separate groups of men and women may be useful because women and men might use different resources: women will map the resources they think are important (e.g. water sources, firewood sources, etc.) and men will map the resources they think are important (e.g. grazing land, infrastructure, etc.).
- If the groups choose to further divide or to organize themselves differently, they should be supported in their decision. Groups of between five and ten representatives will be ideal to undertake the process. The number of groups and the participants in each group depends upon the number of participants.
- Distribute the attendance sheet to participants and ask them to fill all the details. (Please refer to **Annexure 5** for the template)

***Step 2: Introductions and explanations***

- Plan and organize meeting with these identified representatives of all the indigenous communities in the village.
- Make sure that it is scheduled for a time when both women and men can attend and that all socio-economic groups have been invited.
- Begin by introducing yourselves and other project representatives. Explain carefully and clearly the objectives of the discussion.
- Check that the members of the communities' understand and feel comfortable with what is going to be discussed.

### ***Step 3: Producing a social map***

- First decide what type of area the map will show or any limitations – e.g. a village, an indigenous ancestral domain, a watershed etc. Social maps begin as physical maps of the residential area of a community. The principles followed in setting up the exercise and getting going are very similar to those used with a community resource map (it may even be possible and useful to combine both and produce one map showing both social and resource aspects of the communities).
- With the help of the participants, select a suitable place and medium. This could be on the ground using stones, seeds, sticks and coloured powder; on the floor using chalk; or directly onto a large sheet of paper, using pencils and pens. Materials collected locally such as seeds are especially useful in enabling people to map distributions quickly and effectively.
- Ask the participants to start by preparing the outline or boundary of the map. It may be helpful for them start by placing a rock or leaf to represent a central and important landmark. Another option is to ask them to draw a simple village map showing some features such as roads, paths and watercourses for orientation. Although it might take some time to get going, the process should not be rushed.
- Ask the participants to identify and draw other institutions and landmarks on the map that are important to them. These might include religious buildings, schools, health centres, traditional healers, places where people frequently meet, community centres and other public and business buildings. Ask also about services or facilities such as irrigation, electricity, water, gas, telephone etc. and mark these on the map. It is not necessary to develop an absolutely accurate map – the main aim should be to get useful information about local perceptions of resources.
- Then ask the location of all houses in the community and ask the participants to mark them as a small empty square. They can then mark the houses in different colours to indicate which belong to households of different well-being categories (e.g. rich, better-off, poor, very poor etc). Ensure that the criteria used by the participants to distinguish different well-being criteria is noted on the map and that they all have the same understanding of the criteria and characteristics used.
- The map can also be used to identify houses belonging to people from different social categories (e.g. by ethnicity, female headed-households, large households etc); people with special functions (e.g. village chief etc.); These can all be identified using particular symbols, which should then be explained in the map legend.
- Once the map is underway, sit back and watch, and only interrupt when necessary or if they stop drawing. Alternatively, it may be helpful to actually go away for a time and come back later.

- If the map is being drawn on the ground, ask the participants to start making a copy on to paper (including a North direction indicator), with the help of a project facilitator, once the broad outline has been established, making any necessary amendments and additions as they go along. It is important that they should do this since extra information and corrections can often arise as a result. Also ensure that a copy or permanent record of the map is provided to them should they want it.
- Once the participants stop, ask whether there is anything else of importance that should be added. When the map is completed, facilitators should ask the participants to describe it. Ask them “What about ...”, “What does this symbol represent?” etc. Ask questions about anything that is unclear. When they have finished mapping, ask some people to identify their houses in the map.

***Step 4: Analyzing a transect diagram***

Once the map has been completed, use it as a basis for conducting semi-structured interviews on topics of interest and for enabling participants to conduct their own discussions and analysis. These discussions should be noted or recorded.

It may be useful to have a list of key questions with which to guide a discussion about community resources

**For instance, key questions might include:**

- How many households are there? Size of the households? What is the total number of people?
- Is the village growing or shrinking? Why? (birth-rates, out-migration, in-migration)
- Are families polygamous or monogamous? Are living arrangements by nuclear family or extended family? How are these defined?
- If the village has more than one ethnic group, caste or religion, are they found mostly in certain areas?
- Is there some part of the village where poorer people or landless people are concentrated?
- What are the local definitions for "rich" and "poor"? Which households are rich? Poor? Medium?
- How many households are female-headed? Is the number growing? If so, why?

- The social map produced will only be a “snapshot” of the present situation. If a historical perspective is needed or arises, and participants have sufficient time, it may be useful to ask them to draw a series of maps to illustrate how things have changed overtime (e.g. how a village or community has grown).
- If there are several different groups, ask each group to present its diagram to the others for their reactions and comments. Are there any serious disagreements? If so, note these and also in case a consensus is reached or not.

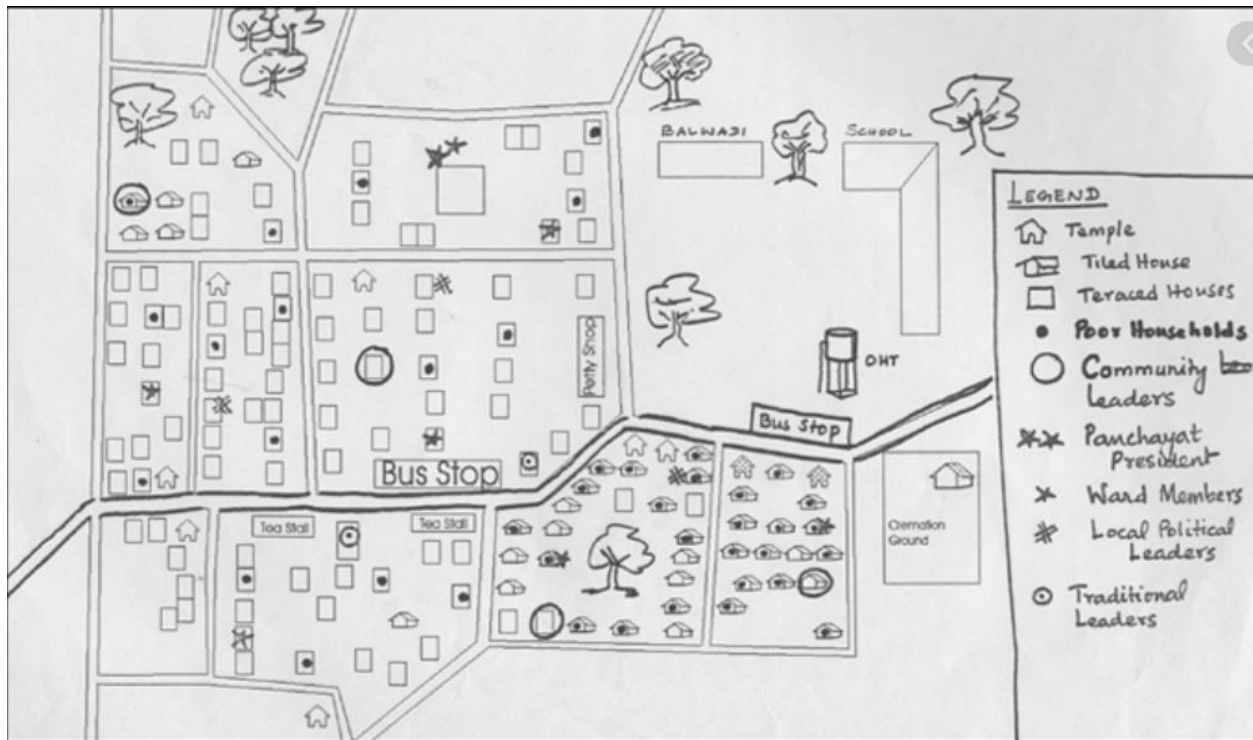
***Step 5: Ending the activity***

- Check again that they know what the information will be used for.
- Ask the participants to share their experiences and challenging in the mapping process.
- Before the participants leave, thank them and remind them to tell other community members about the session and to get their views on the issues that were discussed.
- When the participants have left, sit down together with the other facilitators and evaluate the session.
- Clean up the meeting place and collect all the things you will need again in the subsequent sessions.

***Note to the Facilitator:*** The approach outlined above is a very general guide – be flexible and adapt the tool and approach to local contexts and needs.

***Please refer to the sample Village Social Map for your reference***





Source: PRA Unit, GRI (1995E)

**Note for Facilitators:**

- **Allow for Multiple Maps** in case of different communities in the project area, as these may want to engage in separate mapping activities. This can occur if the groups lay claim to different zones or if they have overlapping claims or unequal levels of tenure security on the same land.
- **Compare and confirm the information gathered both within and between communities to** better understand the overall situation on the ground. The maps produced should also be compared with any existing maps produced by government bodies, NGOs and other private sector companies that have operated in or near the targeted project area.
- **Facilitate in case of conflicting claims:** Creation of maps can bring to surface latent conflicts or re-open boundary discussions in case of overlapping claims. Facilitate the parties involved to discuss it among themselves and resolve the matter or propose services of a local mediator to resolve the disputes.

