

PARTICIPATORY PLANNING

Using the Appreciative Planning and Action Approach

MANUAL **5** OF A
TRAINING PACKAGE ON
PARTICIPATORY INTEGRATED
WATERSHED MANAGEMENT

A training manual for
mid-level technicians and
group motivators

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The present training manual has been developed mainly by CARE International in Nepal and is based largely on CARE's experiences in its multisectoral projects including watershed management projects, executed with and through the Department of Soil Conservation and Watershed Management.

DSCWM, PUCD, NDWMP/NARMSAP and BIWMP gave feedback on draft versions of this manual.

The Department of Soil Conservation and Watershed Management and CARE International in Nepal encourage the dissemination of the material contained in this publication, provided that reference is made to the source.

This training manual is also available in Nepali.

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LIST OF ABBREVIATIONS

AI	Appreciative Inquiry
APA	Appreciative Planning and Action
BIWMP	Bagmati Integrated Watershed Management Project
CARE	Cooperative for Assistance and Relief Everywhere
DAO	District Agricultural Office
DDC	District Development Committee
DLO	District Livestock Office
DFO	District Forest Office
DSCO	District Soil Conservation Office
DSCWM	Department of Soil Conservation and Watershed Management
GM	Group Motivator
MLT	Mid-Level Technician
NARMSAP	Natural Resource Management Sector Assistance Programme
NDWMP	Nepal-Denmark Watershed Management Project
NGO	Non-Governmental Organization
PIWM	Participatory Integrated Watershed Management
PRA	Participatory Rural Appraisal
PUCD	Inter-regional project for Participatory Upland Conservation and Development
SMART	Specific, Measurable, Attainable and Time-bound
TOT	Training of Trainers
UAKWMP	Upper Andhi Khola Watershed Management Project
VDC	Village Development Committee

INTRODUCTION

This manual is part of a training package for Mid-Level Technicians (MLTs) and Group Motivators¹ (GMs) on group mobilisation and empowerment in Participatory Integrated Watershed Management (PIWM). The package is written to support the training needs of the Department of Soil Conservation and Watershed Management (DSCWM), under the ministry of Forests and Soil Conservation, of his Majesty's Government of Nepal.

The present training package has been developed mainly by CARE International in Nepal and is based largely on CARE's experiences in Participatory Planning using the Appreciative Planning and Action (APA) approach. CARE has carried out training on Participatory Planning in five out of its 14 working districts. The Upper Andhi Khola Watershed Management Project in Syangja district, executed jointly by DSCWM and CARE, provided the practical real-life example of Appreciative Planning and Action in a watershed management context. Other watershed management projects like NDWMP/NARMSAP, PUCD and BIWMP provided feedback on the draft versions of this manual.

Why a manual on participatory planning?

Participatory planning is a crucial aspect of participatory and integrated watershed management. A participatory approach means working *with* the local community, *through* the local community and *for* the local community. Local people know more about their watershed than you do; they can make their watershed a well-managed one, if they receive some support from DSCO staff.

It is your role as MLT or GM to help local people to plan watershed management activities. This is really participatory planning: the local people make their own plans, you help them with it.

¹ Group motivators are local female extensionists. In CARE they are mostly known as women motivators or just motivators.



The main objective of participatory planning is to support the local people to:

- better analyse, understand and assess their own situation, and
- to identify development goals and prioritise activities to carry out in collaboration with the DSCO and other agencies.

You can help a Village Development Committee (VDC) to make VDC-level watershed management plans, or you can help user groups, community-based organisations and local non-governmental organizations in planning watershed management related activities.

But *how* could you help villagers make their plans? That is exactly why we have written this manual. To give you a framework of how to help people to come to balanced action plans, starting from a dream, and ending with the first real activity.

Contents of this manual

This manual includes two main parts:

Part One

is a reference book. It introduces the subject and explains the process of Appreciative Planning and Action (APA), including real-life examples from a watershed management project in Nepal.

Part Two

is the training guide. It consists of practical suggestions for training sessions for a trainer to use.



Learning objectives

After having studied the reference book (Part One) and after having received the training (see training sessions in Part Two), the trainee should be able to:

- describe the concept of watershed management and the evolution of the watershed management approach;
- identify all stakeholders involved in watershed management planning;
- explain the place of planning in a project cycle;
- indicate the differences between the conventional problem-solving approach to planning and APA;
- list the main features of APA;
- explain with clear examples the attitude, laws and principles that are crucial in APA; and
- lead a full APA workshop, starting with an ice-breaking introduction, followed by the 4-D planning and action cycle, and concluding with a workshop evaluation.

Who will use this manual?

Trainers

- Trainers with experience in APA from Regional Training Centres under the Ministry of Forest.
- District Soil Conservation Officers with experience in APA.
- Any other trainer recruited for training on APA.

Trainees

- Mid-Level Technicians.
- Group Motivators.
- District Soil Conservation Officers, Assistant DSCOs, or other project staff who want to learn more about Participatory Planning with APA.
- DDC and VDC representatives who want to use APA as a planning mechanism in their DDC or VDC.

- Representatives of any (local) NGO or group who want to use APA as a planning mechanism.

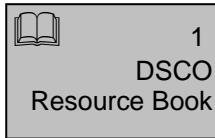
Interested outsiders

- Project managers who want to learn more about using APA in a watershed management context.
- Policy makers and people who formulate project proposals, who want to learn more about the scope of APA in watershed management.

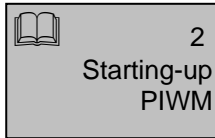
How to use this manual?

If you are a trainer

- Read Part One carefully. Make sure that you have followed an APA-training yourself. It is most important that you have gone through the process at least once before, so that you know the attitude and skills required for this creative training.
- Assess the training background of your trainees. It is possible that you have to train VDC representatives, or MLTs, or GMs, or even directly local user groups. Are your trainees able to read and write well, or are literacy skills limited? Have they been trained in other subjects related to Participatory Integrated Watershed Management¹? Did they receive a conceptual training on the DSCWM/DSCO policy and working strategies? Do the trainees have a fair understanding on the concept and technicalities of watershed management? Do they have experience with PRA tools?
- Based on the background of your trainees, you can proceed reading the proposed training sessions in Part Two of the manual. It is up to you, as trainer, to assess which sessions you take and how to organize the training. For example, if you work with illiterate people you will use other methods than with literate people.
- If needed, add sessions or delete sessions. Be creative and flexible in the use of Part Two.



1
DSCO
Resource Book



2
Starting-up
PIWM



3
Identify and
Support Groups



4
Monthly Group
Interactions

¹ See the titles of other training manuals on back of this booklet

If you are a trainee

- Read Part One carefully. It gives background information on the process of planning through APA, and it serves as reference for later planning processes.
- The handouts are examples of useful tools. Some tools have already been used in APA training sessions in a watershed management project in Nepal; others are real examples of outcomes of training sessions.

If you are an interested outsider

- Part One gives the background of APA in a watershed management context, but the process in itself is applicable in any participatory planning context.
- In contrast with more academic works on APA, this training manual is a highly practical application.
- A reference list is presented as annex, in which more general reading on Appreciative Inquiry is listed.



Some signs are used in this training manual.

Four different signs can be found in the margins of the text, referring either to another booklet, to a training session, to a handout, or to some pages of the main text.



1
DSCO
Resource Book

As mentioned before, this manual is part of a series of six training booklets on participatory integrated watershed management.

The sign of the book indicates that there is another training manual in this training package, in which more can be read concerning the subject of that paragraph.



6
Project cycle

This sign only occurs in Part One, and indicates that there is a related training session available on that topic in Part Two.



5
Example of a
resource map

This sign indicates that there is a handout available in the back of this booklet.



Pages
10 - 15

This sign is used in Part Two only. It indicates where the corresponding text in the reference section (Part One) can be found. The trainer and trainee are advised to read this reference section carefully.

Part One:
Reference book

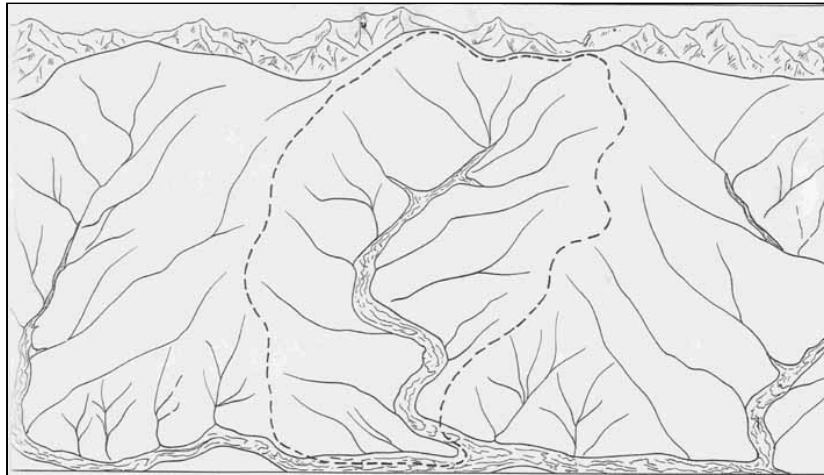
1 PARTICIPATORY PLANNING IN WATERSHED MANAGEMENT

E 3
Introduction to
Watershed
Management

Introduction to watershed management

What is a watershed?

A watershed is an area from the ridges down, a valley with all water flowing into one stream. Suppose the main stream is called the Andhi Khola. The side streams all have different names. All slopes of the side-stream, up to the ridges, together form a sub-watershed. The slopes of the Andhi Khola, and all slopes of the side rivers, form the Andhi Khola watershed.



A good drawing or, even better, a three-dimensional clay or wooden model may be useful in visualising the features of a watershed and to show the relationships of its components (uplands, lowlands, rivers, valleys, etc).

What is watershed management?

Watershed management is the organisation of land use (forests, grazing, agriculture, roads, footpaths, houses, irrigation schemes) in a watershed in such a way that the erosion is controlled and the land quality remains good, for you, your children and grand-children.

Why watershed management?

Proper management of soil, water and forest resources will mean more food for all and fewer landslides, gullies and other erosion types. For example, soil erosion techniques such as terracing and fodder plantation in landslide-prone areas, prevent nutrient-rich topsoil from being washed away. With careful watershed management, you will grow more and better crops, therefore you can earn extra income, irrigate your fields, improve your trails and participate in other activities you yourselves design. Consequently, the overall living standard will improve and at the same time, the condition of the environment will be maintained.

Upstream-downstream relations

In a (sub) watershed, everything that people living upstream do, effects those living downstream. For this reason you all have to work together. For example, if Ram Bahadur's sloping terraces collapse into the river because he did not level them or maintain them properly, Durga's irrigation system will be blocked by silt and rocks carried downstream. Durga's efforts for development are frustrated by Ram Bahadur's lack of concern for the effects on the downstream fields.

What happens if a watershed is not well managed?

All farmers know what happens when the soil cover is not maintained, when roads are built without planning and without measures to control erosion, and when someone starts cultivating steep slopes without terracing. The fertile soils will wash away, leaving bare rocks, or gullies are formed and landslides take place. Streams dry out and springs no longer exist. The land is wasted for further use. The people, who were dependent on this land, loose their income. They become very poor, or have to leave the village to go to India as labourers.

Who should manage a watershed?

The main managers are the farmers. Some line agencies are created by the government to assist farmers in their task of managing the watershed and the natural resources in the watershed.

NOTE

The main managers of a watershed are the people living in the watershed.

Examples are:

- District Soil Conservation Office (DSCO)
- District Forest Office (DFO)
- District Agricultural Office (DAO)
- District Livestock Office (DLO)

Perhaps you know other agencies, projects or NGOs who are interested to help farmers in managing their watershed.

What sort of watershed management activities could you think of?

An assortment of activities for watershed management includes:

- Village nurseries for trees, shrubs and grass seedling production
- Tree planting
- Conservation plantation
- Terrace improvement
- Trail improvement
- Irrigation systems improvement
- Drinking water supply systems and source protection
- Waste water utilisation for kitchen gardening
- Off-season vegetable production
- Agro-forestry measures
- Fodder production
- ...
- ...

In some cases, stream bank control, land reclamation, landslide and gully control could be useful, but remember that they are costly, take up most of the budget, and in many cases not very productive. Proper management of farmland through agroforestry techniques, fodder plantation and use of wastewater for kitchen gardening is often more effective.

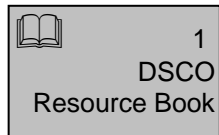
Very often, villagers have very good ideas on what type of activities could be beneficial. If their local knowledge is valued and respected, villagers will come up with sustainable and cost-effective measures themselves, rather than expecting costly “foreign” measures.

Evolution of planning in watershed management

Watershed management principles, concepts, approaches, practices, skills and knowledge have undergone remarkable changes and transformations in recent years.

New technologies and tools for planning and implementing watershed management programmes have been developed and successfully applied in Nepal and around the world. More effective, affordable and appropriate technologies have been "re"-discovered and been implemented under different ecological conditions.

A detailed overview of how the approach to watershed management changed in the course of time is given in the first manual of this training series, which is written for the district soil conservation officers. Here a brief sketch is presented, in order to highlight the change of approach towards planning.



Since 1974 His Majesty's Government has formally supported watershed management activities in Nepal. The Department of Soil Conservation and Watershed Management (DSCWM) is the line agency responsible for implementation. Since its establishment, watershed management activities have been implemented through different projects with support and assistance from several donor agencies.

How was planning done in the beginning?

In the beginning years, watershed management planning was limited to the delineation of the different areas for intervention with mostly purely physical works being carried out related to natural resource management, like the construction of check-dams. Planning was done from the office, it was a top-down approach, hardly involving the local people. Gradually the planning approach changed.



Why did the top-down planning approach change?

Top-down planning is not effective in watershed management. One major lesson learned was that soil conservation and watershed management activities need a high level of commitment and co-operation from the people. Without their confidence, the programmes are not successful and effective. Planning and execution of works can not be done without involving the people.

Involving user groups in planning

In the mid-eighties the user group approach became institutionalised throughout Nepal. User groups were supposed to be involved in planning, monitoring and evaluation of activities. However, it was not easy to find a mechanism to involve these user groups, because they lacked the capacity to do the actual planning, monitoring and evaluation. In addition, the line agencies, like the DSCO, did not know how to involve people. They did not know the appropriate tools and techniques.

How could the user groups be involved effectively?

Recently, let's say the last five years; user group capacity building became the buzzword. Village-level groups are to be empowered to plan and implement their activities on their own. Empowerment is giving power to the people so that at the grass roots, people make their own decisions, choose their own path for development and take their own actions to achieve it.

What is the new role of VDCs in planning?

In 1999 (Nepali Year 2055), the Local Self-Governance Act was approved. This means that the local government, and more specifically the DDC and VDC, are now the logical co-ordinators of participatory and integrated watershed management. To prepare VDCs for this task they should be trained in participatory planning through APA. CARE has already given a number of such trainings to VDC personnel in five districts.

What is the Department's approach now, in the year 2001?

Nowadays, the Department favours a participatory and integrated approach to watershed management. This means that the main users of the watershed, namely the people living there, analyse their physical, social and economic situation, plan and implement the activities.

The DSCO reaches local people through user groups or community groups, and in some cases directly through the VDCs. So with some help from DSCO staff, these people identify their opportunities and strengths, draw up their own action plan and implement the activities.

Ideally, the community action plans do not only consist of DSCO-related activities, but are an integrated package of activities concerning agriculture, livestock, cottage industries, health, education, etc.

Summarising, we can say that watershed management in Nepal changed a lot in 25 years. It started with top-down planning and implementation of soil conservation activities, implemented through contractors. It is now characterised by collaborative management of natural resources in a watershed, with the DSCO working together with local user groups, VDC, DDC, other line agencies and NGOs. Especially since the introduction of the Local Self-Governance Act the role of VDCs has become important in planning and co-ordination of watershed management activities.

People's participation in planning

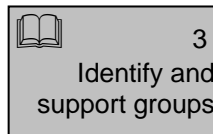
As is said before, participatory watershed management is characterised by collaborative management of natural resources in a watershed. Many people, groups of people and institutions are involved.

People, groups of people and institutions concerned can be called "Stakeholders".

In a participatory planning process, the stakeholders in a certain (sub) watershed should be identified and an effort should be made to involve them in the planning process. Care should be taken that women and most marginalised groups of society are also included in the planning process.

Which stakeholders are important in watershed management?

Very important stakeholders are formal and informal user groups, community development groups, and "community development conservation committees". A special booklet has been written in this



training series on how to identify community groups and start group empowerment.

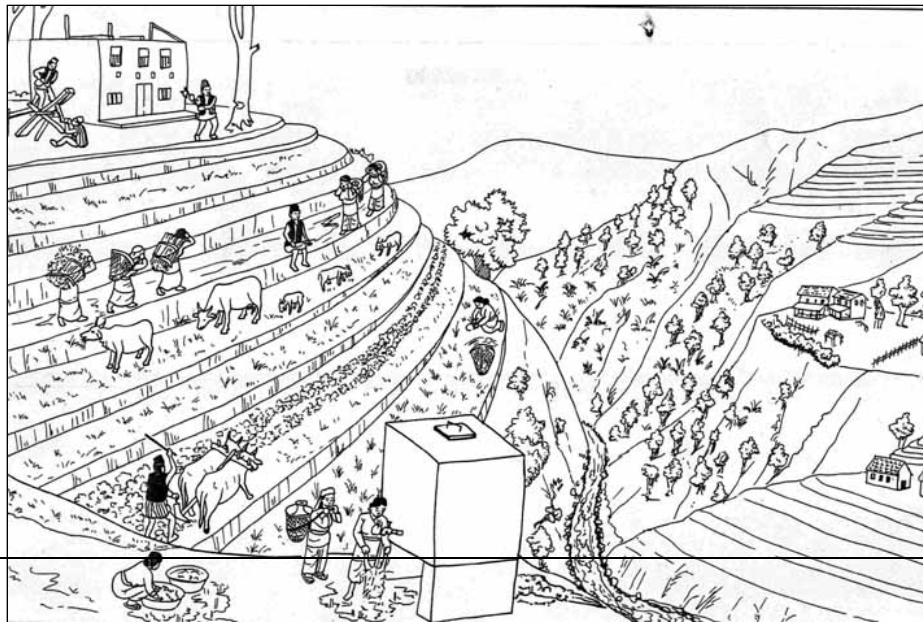
We should take care to not only think of projects, line agencies and VDC representatives. The real users of the watershed should be involved in planning. The real users are men and women, high caste, low caste and other ethnic groups. The real users are not only men, but especially also women: women go out to cut fodder and collect firewood. The women and children go out to herd the animals. The women collect drinking water and use spring water to wash clothes. Different people have different needs, and all these needs should be taken into account while making plans to develop the watershed.

E

5
Stakeholder
Analysis

How do we find out which stakeholders there are?

We can use the tool of stakeholder analysis, also called actor analysis. This technique is described in training session 5.





Why do we want to involve stakeholders in the planning process?

The local people, who are the actual users of the area, should be involved in the appraisal and planning phase. They will be the future users of the proposed activities, and they will be maintaining these activities if they are properly planned, implemented and used by them.

Regular interaction and participation from the very beginning of the process can ensure that the relations between the stakeholders are good. If we can follow this principle we can minimise conflicts and confusion among stakeholders and we will be able to complete the work in a very participatory manner.

The works will be used and maintained much better if stakeholders are involved from the planning stage onwards. Studies on small-scale water supply schemes prove that the life of these schemes is much longer when the actual users have been involved in the planning and design phase.

Summarising, the merits of stakeholder analysis, and of involving the stakeholders in the appropriate parts of the project cycle, are:

- genuine participation by local people, line agencies, NGOs and projects which are active in the watershed;
- planned activities can be accomplished in time;
- the possibility of conflicts is much lower;
- local people get a strong feeling of ownership towards the implemented activities;
- because of this feeling of ownership, maintenance of works is better organised;
- therefore it is more cost effective in the long run;
- development of planning skills at local level, and
- promotion of transparency, mutual trust, respect and partnership in development.

The situation will be just reversed if stakeholders are not analysed properly.



2
Starting-up
PIWM

When do we make a stakeholder analysis?

In fact, stakeholder analysis should be done as soon as work will be started in a new area. In each new (sub) watershed, a new stakeholder analysis should be done. See the separate manual on “Starting up Participatory Integrated Watershed Management in a new area”.

In each planning workshop, stakeholders should again be identified. Before starting to plan watershed management activities, all participants of the workshop should be aware of who the stakeholders are and what role they could possibly play in watershed management.

Planning approaches

E

6
Planning
approaches

What is a project cycle?

In general, a project starts with an appraisal phase, which is in most cases a problem analysis, and is followed by the actual planning. Implementation follows and evaluation of the implemented project is the last broad phase of the project cycle.

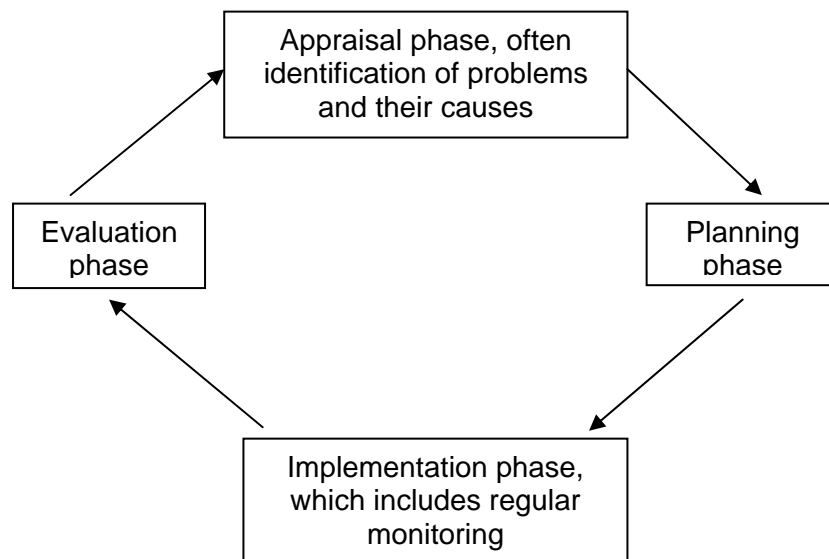
The appraisal phase is very important. Several tools can be used in this phase, amongst others PRA, problem tree analysis, positive inquiry and resources identification. The appraisal phase leads to a stage of planning how to solve the solvable problems, or defining objectives of how to achieve the future vision.

The actual planning phase can be sub-divided again, as we will see for the APA planning method. It is a rigorous process where one needs to go back and forth in prioritising the problems and proposed programs, in identifying appropriate courses of action, availability of possible resources and choosing appropriate actions.

The implementation phase is the phase of the actual execution of the works, coupled by formal and informal monitoring of the progress of the works.

After the works have been completed, the last phase of evaluating the works done starts.

THE PLACE OF PLANNING IN A PROJECT CYCLE



In which phases of the project cycle are the stakeholders involved?

Different stakeholders are involved at different times in the project cycle. Some are involved in the appraisal phase, some in the planning phase, some in the implementation phase, and some in the evaluation phase.

While planning, we should specify who is involved in which phase of the project.

For example, the DSCO is involved in the appraisal and planning phase, and in the monitoring and evaluation phases. In the case of fruit tree plantation, they are not fully involved in the implementation phase. The user group members do the actual work of planting the trees themselves.

The "Guidelines for People's Participation for Soil Conservation" (DSCWM - 1993) identified four slightly different phases in the project cycle, in which local people should be actively involved:

- The investigation phase. In this phase, the most striking problems faced by the people are determined by an in-depth situation analysis, in which both users and DSCWM staff are involved.
- The negotiation phase. This phase includes planning activities, feasibility analysis, design and cost estimates, cost classification, and developing of a framework for maintenance and benefit sharing
- The implementation phase. It consists of follow up and supervision both by the group and staffs involved. The local group is mainly responsible for implementation and monitoring, while the office is responsible for technical supervision, necessary management and materials supply.
- The maintenance phase. The group maintains the accomplished works and develops a mechanism to share the benefits. This is an important step for the sustainability of the programme.

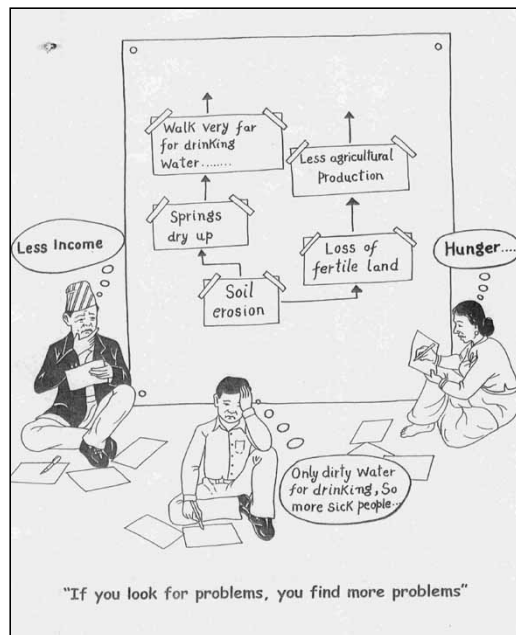
What is the traditional problem-approach to planning?

Traditional planning starts with an in depth analysis of the existing problems and their root causes. This is often visually expressed in a "problem tree" with primary, secondary and tertiary problems identified and linked to each other as causes and effects.

This leads to the planning stage, which means finding options to solve the solvable problems. Activities and programs are designed, implemented and monitored. The periodic monitoring and occasional evaluation of programs leads to renewed inputs into the problem solving approach and thus the cycle continues.

The problem-focus approach has proved effective over the years. It is the foundation of the standard project cycle used by organizations large and small, around the world. While a powerful and proven tool, the standard problem-solving approach is usually most effective for improving existing structures than for building a vision of the future and commitment to fulfilling that vision.

When we solve one problem, we tend to seek the next one in line, generally leading us to move from one problem to the next. We are trained to seek the negative and have a tendency to either search for flaws or to defend ourselves from those who identify flaws within the areas of our responsibility.





What are the characteristics of APA compared to the traditional problem approach? Appreciative Planning and Action, APA, differs from the more conventional assessment and planning approaches. It seeks the causes of success, rather than the causes of failure.

The motto of APA is to seek the root causes of success, not of failure. The power of positive thinking is taken as a basis, and the philosophy is to find successes to build on, and to acknowledge existing strengths.

2 APPRECIATIVE PLANNING AND ACTION

What is APA?

Appreciative Planning and Action (APA) is a slightly modified practice of Appreciative Inquiry, a process developed by Cooperrider, Shivastava, Whitney and others associated with the Weatherhead School of Management, Case Western Reserve University in the USA. Many modern companies use this approach in planning, as well as more and more development practitioners.

APA aims:

- To empower communities and individuals *to take pride* in what and who they are and what they have achieved; *to dream* of what might be; *to plan* for what can be; and *to feel the energy* that comes from making commitments and taking the first step.
- To be simple enough that anyone can do it, and profound enough to change people's lives.

Those focusing on the positive, in this context, may often be viewed with suspicion or apprehension. They are frequently seen as unrealistic, idealistic, lacking in critical thinking, advertisers, promoters, or, at the worst, propagandists.

CARE's field experience with APA shows that shifting from problem- to success-focused interactions, when properly structured, is far more than a "feel good" approach. Using this logically sequenced process that takes participants from a "discovery" of their best, through a visioning of even better and the steps necessary to get there, and on to the "delivery" of an action plan and the steps to get it moving, APA energises and empowers people and organizations in the watersheds to take independent action.

APA has been developed through an evolutionary process of action-research. CARE Nepal's APA activities draw on a series of experimental initiatives and applied research conducted between 1995 and 1997 within the context of participatory natural resource

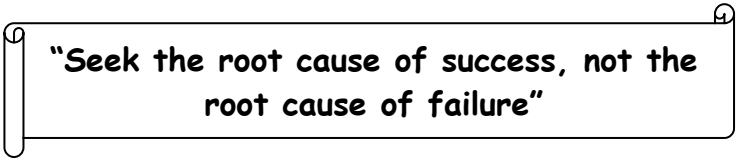
conservation and development by The Mountain Institute, an American NGO in Nepal, Sikkim, Tibet and in Peru.

As a result of these participatory research programs, the APA approach was then introduced into CARE Nepal through Village Development Committee (VDC) and District Development Committee (DDC) training programs on participatory planning beginning in mid 1997. Subsequently it was also introduced into Nepal Electrical Authority's Kali Gandaki environmental and community monitoring, mitigation, and management program during late 1997 and 1998. In parallel initiatives, Appreciative Inquiry was introduced in Nepal as an organizational and team-building strategy by Karuna Management, PLAN International and Save-the-Children-US.

CARE Nepal is one of the leading organizations in practicing the APA approach, applying it in its different projects in districts with VDCs and DDCs. The aim is to help these VDCs and DDCs with long term visionary participatory planning and developing partnerships in development. CARE's village level planning training has indeed strengthened the analytical, organizational, and implementation capacity of rural institutions.

APA, as developed and used in Nepal, is built on one goal, two laws, three major principles and a simple 4-step planning and action cycle that parallels classic planning models.

One goal



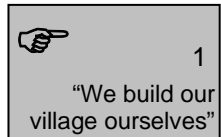
"Seek the root cause of success, not the root cause of failure"

This main goal, of seeking successes rather than failures, involves countering the prevailing negative images that rural people have of themselves and their communities, their preoccupation with their poverty, remoteness and lack of visible modernization. It is replaced by

seeking validation and learning from what is valued, beautiful, successful and working.

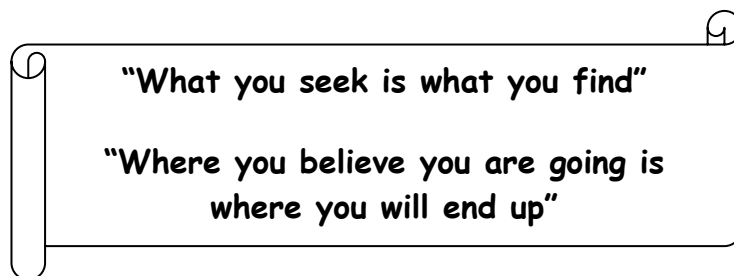
We need to encourage the rural people. We can help them to bring out their skills and potentialities to build their own future.

For example, after the completion of an APA workshop in a watershed management context, the participants realised that they lived with a negative attitude, seeing mainly problems. The APA workshop was found supportive to promote positive well being, rather than recollecting varied problems whereby discouraging the rural poor. A person of Sunikot VDC, named Gopal Bahadur Kunwar, wrote and read out a poem entitled "Build our village ourselves" during the last day of the APA workshop. He wrote it because he felt so encouraged! The poem expresses that the community themselves can build their village by utilising their own skills and resources. See the poem in Handout 1.



In conclusion, we can say that we wouldn't have been able to encourage the community people if we followed the problem tree exercise instead of inquiring into the successes and their causes. People have many problems. They have problems at home, surrounding the residence, in the field and forest, on the trail, in their pocket, at school and elsewhere. They know their problems very well and they are tired of analysing these problems as problems. They want to solve their problems by setting visions with positive strength.

Two laws




The first law, "What you seek is what you find", means that the questions you ask determine the answers you get.

For example, negative questions generate negative responses; positive questions generate positive answers; positive answers generate positive action. Some traditional people, when faced by a seriously misbehaving child, do not punish but, instead call the village elders who then take turns telling stories of good, positive things the child has done, examples to the child's positive character. The child rarely misbehaves again.

The second law, "Where you believe you are going is where you will end up", can be explained as follows.

Mountaineers like Pasang Lhamu Sherpa and other Sherpa guides are remarkably successful in reaching the tops of extraordinarily difficult and dangerous mountains, against enormous odds, largely because that is the mission they have committed to achieve, the goal that they have set for themselves.

 2
"From adult literacy class..."

If a person is devoted to a purpose, finally he or she will end up achieving the targeted goal. Here a real life story fits very well, entitled "*From adult literacy class to university campus*" from Januka Devi Raut, who lives in Sindhupalchok. The story was published in "Women on the Move", CEDPA, 1997. It is presented in this manual as Handout 2.



Three principles

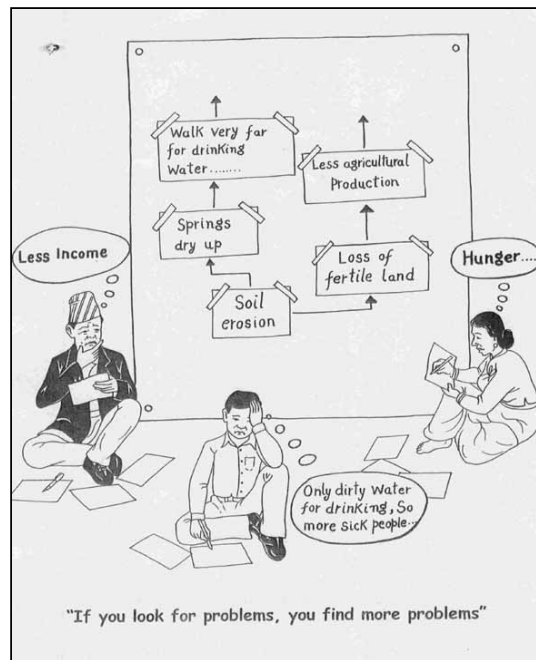
"If you look for problems, you find more problems"

"If you look for successes, you find more successes"

"If you have faith in your dreams you can achieve miracles"

The first principle, "If you look for problems, you find more problems", can be explained as follows.

The tradition of giving considerably high importance to the existing problems prepares a nursery of problems in the community, implants the problems, grows the problems, nourishes the problems and brings the problems up as fruits. Thus, it pushes the positive forces into the dark room, whereas positive forces work as energy resources to strengthen the society.



The more we stay stuck in a problem-solving mode - searching for problems and what caused them - the less we are able to focus on the major innovations that are happening all around us.

Here is a real life example from Chichila, in Sankhuwasabha district. A local entrepreneur Mr. Om Parajuli used to perceive himself surrounded by many problems. He had been trained in eco-tourism and trekking cooking and nurtured a dream of building a nice lodge on a mountain ridge overlooking the peak of Mt. Makalu. In pursuit of his dream, he went to Malaysia to earn enough money to build his dream lodge. He was not successful in earning the money however, and returned totally discouraged and convinced that he never could be successful.

He failed to see that he had a most extraordinary location on a busy trekking route and, with almost no cash investment, could make his simple tea house into a charming eco-lodge that would attract as many or even more trekkers than his “dream” lodge. Negative self-images blocked him from turning his problem into an opportunity.

The second principle is “If you look for successes, you find more successes”.



An example is a user group assessing their own successes. They will first hesitate a little. Then they will come up with one example. But then they'll see that they have a lot of successes to share with each other!

Many people are critical about NGOs not doing well in Nepal. There are thousands of NGOs in Nepal, and out of those NGOs at least some are doing good work for the development of Nepal's rural areas. Instead of looking at their negative

points, it would be far more productive to analyse and disseminate their positive points, for the benefit of all NGOs in the country.

Another example is the following. Two trainers of football teams used video equipment to train their players. One filmed all bad moments of the latest football-match, and analysed the mistakes later with the team. The other trainer filmed all good moments of the match and analysed those. The team who had the positive moments analysed, had a positive self-image and performed much better in the following game. The team who had their weaknesses analysed did not play better.

The third principle is "If you have faith in your dreams you can achieve miracles".

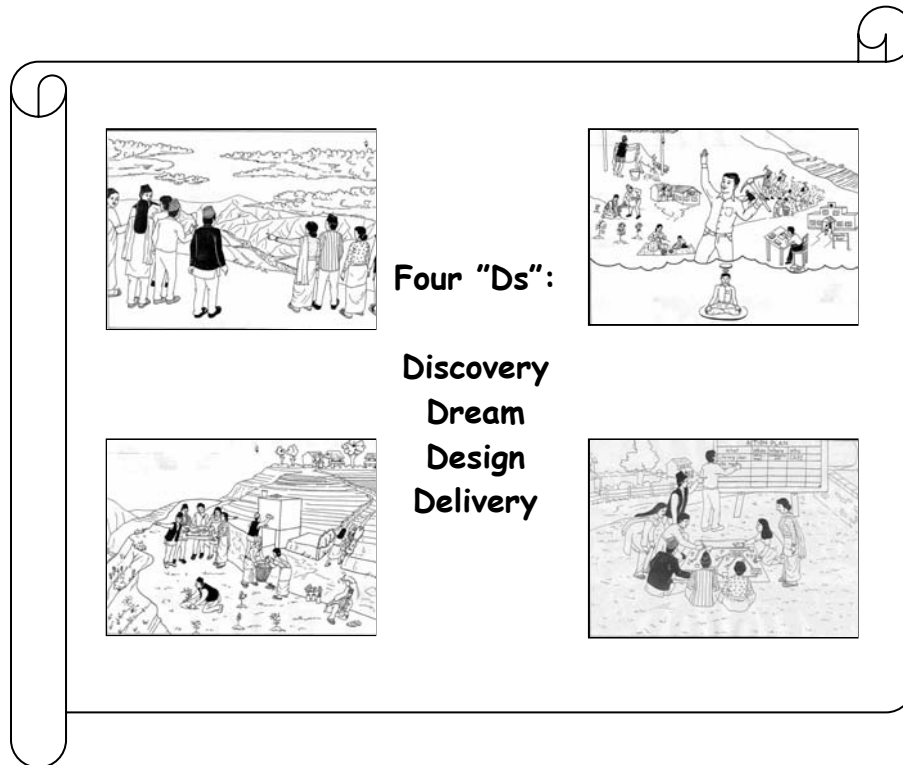
One example is already quoted before, the story of the young lady Januka Devi Raut, who fought to get education, started only at 14 and is now, seven years later, visiting the university campus. It has been her strong dream, and she had faith in her dream.

Sometimes you come across a farmer who did an extraordinary job to get a high and diverse production from his fields. His neighbours' fields don't look half as promising. You'll find that the mind-set of this particular farmer is very positive, and he'll have a clear dream of how his farm should look like at its best. Coupled with that, he'll have a strong determination to make his dream come true.

Take for instance the example of "the Placebo Effect". Two people with the same illness are given pills, without them knowing that only one receives real medicine, the other only a sugar pill. Both get well because they both have confidence in the doctor and believe that they will get well from his medicine.

Similarly, many people have been helped by priests, *lamas*, *Asina lamas*, *sadhus*, *jhankris*, *bizuwas*, and other spiritual leaders through their belief rather than due to medicines or physical interventions.

Four steps in planning and action



APA is a cyclic process, which focuses on the successes and the existing opportunities in order to reach a certain goal. It has four steps in planning and action. This cycle of steps is also called the "4-D Planning Cycle", the "D's" standing for Discovery, Dream, Design and Destiny.

The first step is a discovery of opportunities, which is followed the second step, a positive dream, or vision, of the future. Next, a realistic design and planning are made of how to reach the future vision. Lastly, in the delivery phase, some concrete first steps are taken on the road to the future.

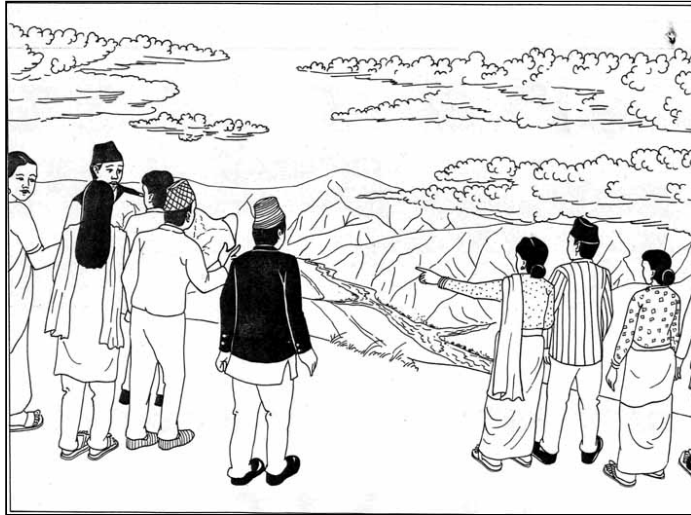


3

Summary chart
of the four "Ds"

The four steps are discussed in more detail in the following sections. A summary chart of the four "Ds" is presented in Handout 3.

Discovery: finding the positive building blocks



The core task in the **Discovery** phase is to appreciate the best of "what is" by focusing on positive achievements and successful events. Seeking these positive points makes people learn, and it motivates them to improve the existing situation with a positive attitude. Focusing on the positive aspects of society makes people feel confident.

In the discovery phase, people are asked to share their stories of accomplishments, and then to look at the factors leading to the successes. These factors could be successful leadership, relationships, technologies, values, learning processes, external relationships, planning methods, etc.

CARE's experience in the field shows that during "Discovery" the favourite, most empowering projects prove to be those that the communities have done on their own, as opposed to those donated or supported by outsiders. In watershed management for example, people discover that they have been managing their own watershed since generations, by planting trees, creating and maintaining terraced fields, by maintaining their irrigation canals, etc.

It is important to take time for this discovery process, because planning is much more meaningful when groups understand the power they derive from the activities they have done on their own.

Two tools are used in this discovery phase: Appreciative Inquiry and Resources Identification.

Positive inquiry

E

7a

Positive Inquiry

The main tool to discover these positive aspects of a user group, a VDC or a DDC, is Positive Inquiry. Positive Inquiry entails asking positive questions, seeking what works, what empowers, seeking "the best", seeking successes and their causes.

Some guiding questions can help to start the Positive Inquiry process:

- What have been the most successful watershed management activities in your village over the last 10 to 15 years?
- What have been the most successful activities done by the VDC or user group in the last 5 to 10 years?
- What are the causes of those successes?
- What resources (human, natural, economic) and capacities exist in your group or community?
- Describe a time when you felt your group performed well. What were the circumstances during that time?
- What have been the most successful roles of women?
- How can we make our successes even better than at present?
- What are the results of the successes you mentioned?



4

Positive Inquiry

Two examples of Positive Inquiry in VDC-planning for watershed management are presented in Handout 4. The positive inquiry as made in Sunikot and Dhamena VDC of Bajhang District, shows that people's participation, land and cash donation, and a feeling of ownership are found as causes of successful programs.

Resources identification

In the discovery phase, we not only discover good deeds and works accomplished already in the community, but we also discover the resources we have available. We can use these resources in a positive way in future, if we identify these resources now. We can map the resources in a Resource Map.

E 7b
Resources
identification

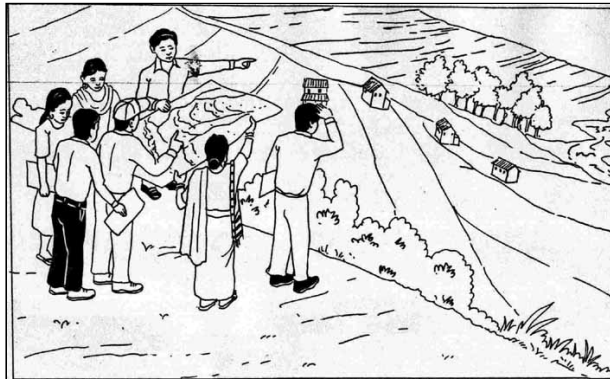
A Resource Map covers topographical resources and the socio-economic variation found in the community. It helps the team organize and refine spatial data gathered through direct observation and summarises the local conditions and the community's resources, problems and solutions.

Practical experience shows that a maximum of 100 households along with the surrounding natural resources can be drawn in one newsprint-size resource map. More houses can not be accurately drawn on this map. A large and highly variable community may require more than one resource map. Two maps could then be made: one for natural resources and another for socio-economic resources. In Handout 5 an example is given of a combined social and natural resources map.

5
Resources map

The following tips could be considered while drawing up a resource map with the aim of identifying existing resources:

- Find community people, representing women and men, if possible representing the existing castes and tribes, who are able and interested to walk around the community to show the resources.
- Discuss with them the aspects to be covered (for example soil, trees, rivers, crops, households and organizations), and the approximate route. Assign tasks in the team.



- Make only brief notes during the walk. End the walk at a place where you have a good overview of the whole area. Here your team, consisting mainly of community people, draws the final map.
- Start to draw the familiar points first (a road, the main trails, the river, streams, resting-places, etc.). The location of the houses follows easily afterwards. Finally, copy it on to your notebook for long term use.
- Take time to draw the map, it will involve quite some discussion between the team members. As a facilitator, your main role is to observe, ask and listen. Don't rush, don't lecture, and question carefully if the discussion is not very clear anymore.

A positive attitude in the discovery phase

The emphasis in the discovery phase should be on the positive way of thinking. The idea is to reinforce that we did many good things in the past, achieved successes in many areas, and have natural, human and social resources available to us. We have skills, experiences and commitment towards our intended objectives. If we have the willingness and commitment, and a positive attitude, many things can be achieved.

Of course, we want to use these positive inquiry techniques during the assessment and planning phases in the project cycle. However, these techniques can also be used at other times in the project cycle. Even during participatory monitoring and evaluation positive inquiry can be used, asking, "*what was the best?*" It then leads towards sharing and reflection of the good and the best during design, construction, use and maintenance.



Dream: envisioning a future, specified in objectives




The **Dream** phase involves challenging the status quo by envisioning more valued and vital futures. When envisioning a "Future Vision" one can look ahead 1, 3 or 5 years. The "Dream" phase can be split into two: (i) setting out a vision and (ii) formulating broad objectives.

E 8a
Setting out a
Vision

Setting out a vision

Setting out a vision entails a creative process of visualising a dream-image about *what could be possible*. The dream is not vague or unrealistic, because the dream should be translated into realistic one- or two-year broad objectives, asking the question "*where do we want to go?*"

It helps a lot if the facilitator shows two pictures of the same watershed: one badly managed, and the other one well managed, green and perfect. An example is presented in Handout 6.

 6
Bad watershed
versus dream
watershed

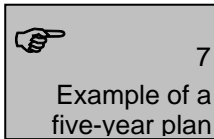
A future vision can be explored in a state of silence by closing our eyes for a few minutes. Then we visually imagine how we would like to find

our watershed, or our village, in 5 or 10 years, and think about what is needed to help make the dreams come true.

Some guiding questions that could help to build up a vision are:

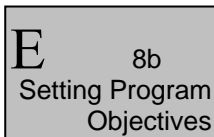
- How would you expect to see your watershed and your village five years from now? (You can use any time frame of 1-20 years)
- What will be the position of disadvantaged women, or Dalits¹, or very poor, after five years?
- What position would you like to be in, when you reach the age of 50?
- What do you need to do in order to achieve the vision?

While envisioning our dream, we should keep in mind the outcome of the Positive Inquiry exercise, namely all good and positive things we have already achieved so far, and all resources we have available to use in a positive way.



The realistic dream or vision can be shared through a clearly described “Development Vision”, in which only a few sentences summarise the combined idea about a positive future. See the example of a five-year plan in Handout 7. Another example is CARE Nepal’s vision, which is printed on the last page of this booklet. Or, if you have a good artist in your team, an impression of the watershed could be drawn, with all streams protected, with improved trails, water-taps near the houses and fodder trees planted in gullies.

Formulating objectives



We should not dream the impossible. To remain realistic, we should translate our wishes into clear objectives for the coming year or at maximum for the coming two years. The one or two year objectives should be achievable and practical.

In watershed management planning, the following categories of objectives could be thought of:

¹ Nepali society is characterised by a complex, hierarchical caste system. The lowest ranking or “untouchable” caste groups are classified collectively as Dalits. They suffer from socio-cultural discrimination, poverty, illiteracy and are extremely under-represented in the political field.

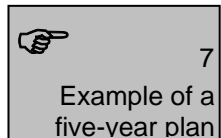
- Soil conservation
- Water conservation
- Forest, fodder and agroforestry
- Agriculture and livestock
- Institutional development
- Health and drinking water
- Infrastructure development

In all planning processes, special attention should be given to issues related to women, Dalit and children.

To check whether the objectives are realistic, all objectives should be SMART:

- Specific (do we mean exactly what we say?)
- Measurable (how many or how much in one year or two years time? The unit of measurement should be indicated.)
- Attainable (can we achieve this objective, or is the target set too high? Do we have the capacity to do it?)
- Realistic (is it something we can really expect to happen, or is the objective only wishful thinking? Do we have the resources in money and manpower to do it?)
- Time-bound (can we really carry out the objective within one or two years? Have we specified when to do what, in order to reach the objective?)

An example of five-year development objectives is given in Handout 7.



Design: making workable action plans



E

9

Design

The **Design** phase is the creation of the concrete, practical action plans, based on the dream and broad objectives as specified in the previous step.

Design of participatory watershed management activities should never be done in an office; the local people do the planning themselves. It is careful group-work, in which the MLT or GM has the role of facilitator.

The design phase consists of four steps: (i) a brainstorming session to identify interesting activities, (ii) a brief screening of the feasibility of these proposed activities, (iii) a prioritisation of the feasible activities, and (iv) a careful drawing-up of an action plan.

Brainstorming

First, a first list of potential activities is collected through a brainstorming session in the group.

Feasibility screening

The potential activities should then be carefully considered for their feasibility. The following feasibility issues could be discussed in the group.



1

DSCO

Resource Book

- *Social feasibility:* Is the activity based on local felt needs? Do all households agree with the activity? Will they share costs and benefits in an equal manner? Does the number of beneficiaries justify the implementation of the proposed activity? Will the people be motivated to participate in the construction, use and future maintenance of the activity? Is the activity sustainable from the perspective of the local culture?
- *Institutional feasibility:* is the proposed activity within the mandate of one of the line agencies or projects in the area? Can it be implemented through local institutions on a partnership basis? Is the user group or VDC capable of handling the activity? If not, do they need some specific training support?
- *Environmental feasibility:* will the proposed activity lead to a more sustainable and efficient use of natural resources? Is there any (hidden) environmental risk? How could this risk be managed and controlled?
- *Technical feasibility:* Is it actually technically possible to implement the activity as proposed by the community? Are the relevant technical expertise, skills and technology available?
- *Economical feasibility:* What are the costs of implementing the activity? How will the costs be shared? Are the costs acceptable compared to the expected benefits? Is the pressure on the local resources (money, workforce available, time) acceptable and realistic?

Prioritisation of activities

After having screened the activities on their feasibility, a shorter list of activities remains. These activities should be prioritised in the group,

because of the limited human resources and funds. No one can implement all activities identified by a group or a community. PRA tools like "preference ranking" can be used to prioritise the activities.

Action plan preparation

Now it is time for the group to make an action plan. While making the action plan, the "Five fingers of planning" should be considered: the facilitator asks the participants relevant questions starting with "**Who, What, When, Where and How**". Tentative decisions should be made about timing and task sharing for the proposed activities. A planning matrix or logframe is helpful in this respect, and an example can be seen in Handout 7.



7

Example of a
five-year plan

The formulation of sound and realistic action plans depends on responsive attitudes of the facilitators, mutual trust and good facilitation skills. As facilitator, always remember it is *their own* action plan, not yours!

Delivery: creating commitment for implementation



The last phase of the Appreciative Planning and Action framework consists of the **Delivery** of the planning into action. The momentum and potential for innovation is extremely high at this last stage of the planning workshop. Because of the shared positive image of the future, everyone is invited to co-create the future.

E

10
Creating
Commitment

This last step consists of three elements: (i) discussing the basic requirements for implementation, (ii) public commitments of all participants, and (iii) the implementation of one of the planned activities with all participants, right here and now.

Basic requirements for successful implementation

It is useful for the planning workshop to stand still for a moment and to consider the basic requirements for successful implementation of the agreed upon action plan. Hereunder an example is given of points mentioned in a VDC planning workshop. The example is illustrative of the kinds of requirements needed for smooth and successful implementation.

VDC Planning workshop - Requirements for successful implementation

- Community motivation, commitment and voluntary contribution to build our village by ourselves.
- Mobilisation of local human and economic resources and technology.
- Partnership & transparency.
- Decentralisation of decisions and feeling of ownership.
- Participatory monitoring and evaluation.
- Awareness & female education.
- Co-ordination with non-government organizations, local governance bodies & lines agencies.
- Economic support & technical know-how.
- Unity of the political leaders by keeping themselves beyond political controversy.

Public commitments for execution

Once the basic requirements are discussed and specified with all participants of the planning workshop, it is time to make more or less formal commitments to carry out the action plan. The commitment can take the shape of a symbolically signed document, but it can also be a personal, public commitment of each participant of how and when she/he is planning to start a specified activity. An example of some commitments is presented in Handout 8.



8

Example of commitments

A symbolic first step to be implemented immediately

The last step of the “Delivery” is the first step of implementation, the next step in the project cycle. This last step is a simple, symbolic, step, which is selected by the group for immediate action: “Action Now”!

For example, suppose the group decided that one of the activities is cleaning a main trail. The first step is taken at the moment the workshop is over: all participants go to this trail, and take 30 minutes to clean the first part of the trail.

Action generates energy, provides a real sense of achievement, is fun, and crystallizes the meaning and lessons of the entire APA process. "Action Now!" should be task(s) that can be done immediately or as next steps, the same day, same place, and within 10-30 minutes. Let's start the first step of action!

**"It is most
important to put a
first step in the
process to cross
1000 kilometres!"**

Part Two:
Training guide

INTRODUCTION

Appreciative Planning and Action can not be learned through a theoretical, academic type of training. APA is a creative process which you can only learn by doing, and by having a training-setting that resembles a real planning workshop.

The main target group of this training consists of mid-level staff working for a District Soil Conservation office: Mid-Level Technicians (MLTs) and Group Motivators (GMs). They will be the facilitators for field-level planning workshops with the use of APA.

The MLT and GM participants could each be given a copy of the Nepali version of this booklet, because they are to use and adapt the training sessions in the field for field-level APA training.

The trainer should have experience in using APA, preferably field-level experience. While training the MLTs and GMs, the trainer should give examples of how the training can be made more attractive for the use at village level.

If possible, all examples should be related to a watershed management situation, and the training on the “4-D” cycle could be focused on an imaginary watershed (see Sessions 7 to 10).

After this training-workshop, of which the session plans are presented in this booklet, the MLTs and GMs should be able to:

- facilitate APA workshops in the field, at DDC, VDC or local group level;
- conduct field-level facilitation with the right, positive attitude;
- understand that all participants in field-level workshops are in fact experts and planners; and
- use the training sessions as described in this booklet, thereby adapting training sessions as and when needed.

	Session	Main objective	Methods	Time
1	Getting Acquainted	To feel free and work together with colleagues and facilitators from the very beginning of the workshop	Icebreaking exercise	30 min
2	Expectations & workshop objectives	To identify expectations and adjust expectations or workshop contents in the workshop if required	Plenary discussion with meta cards and presentation	20 min
3	Introduction to watershed management	To explain what watershed management is, and to identify the issues of watershed management relating to the community needs	(Sub) group discussion, brainstorming	45 min
4	Orientation about DSCO program	To explain the objectives and major activities of DSCO, as well as the working procedures, approaches, goals, program objectives, and mandates of the DSCO and its related projects	Presentation and brainstorming	60 min
5	Stakeholder analysis	To identify the stakeholders in watershed management in a concerned community, the relationships between them and to stress the importance of involving them from the beginning of the planning process	Question and answer discussion, brainstorming	45 min
6	Planning approaches	To explain the place of planning in a project cycle, discuss the traditional problem-approach to planning, discuss participatory planning, and introduce APA and its major components	Question and answer discussion, analysis of real example, group discussion	45 min
7	Discovery			
7a	Positive inquiry	To identify successes and the causes leading to those successes	Group work, presentation, plenary discussion	45 min
7b	Resources identification	To identify the available resources and existing skills	Group work, resource mapping, plenary discussion	60 min
8	Dream			
8a	Setting out a vision	To identify what community people like to see in the area of watershed management after 5 to 10 years	Question/answers, pictures, meditation and group work	60 min
8b	Setting program objectives	To formulate one year program objectives considering the clustered vision	Group work, presentation, plenary discussion	80min

9	Design	To identify potential activities under each program objective, check them briefly on feasibility and prioritise activities in a one year action plan	Group work, presentation, plenary discussion, Question/answer	90 min
10	Delivery	To identify basic requirements needed to achieve the action plan, share commitments to accomplish the action plan, identify one action to be taken immediately and implement this action immediately	Discussion, brainstorming, implementation, discussion	60 min
11	Workshop evaluation	To identify the level of learning of the participants and to assess the overall effectiveness of the workshop for future improvement	Plenary discussion, question/answers or questionnaire	10 min



TRAINING GUIDE

Session 1: Getting acquainted

Note

This is an introductory session, which can be conducted in a variety of ways. One suggestion is given here.

Time

30 minutes

Objectives

- To introduce participants to one another;
- to feel free and work together with colleagues and facilitators from the very beginning of the workshop; and
- to teach participants an ice-breaking introduction to a workshop, so that MLTs and GMs will be able to use these as facilitators in field level APA planning workshops.

Type of exercise

Pair-wise discussion, presentations in plenary

Materials

Pen, paper and pictures, drawings or photos cut in two, preferably pictures related to watershed management

Process

Step 1 (10 minutes): Introduction

Distribute to each participant, including the facilitator, a piece of the photos and give the following instructions:

- Ask participants to find the match to his/her piece with the other half of the picture. That person will be your pair, i.e. your friend for introduction session.
- Ask his or her name, designation, hobbies, experience in years and the *best moments of his or her life*.

Some other methods for making pairs are matching coloured cards, musical chair, matching different seeds or matching vegetable or fruit trees leaves.

Step 2 (10 minutes): Presentation in plenary

Ask the participants to come back in the plenary and request one pair to introduce each other to the plenary. Ask all other participants to listen attentively. This process will go on until all the pairs have completed their introduction. The facilitator notes the best moments and experience years of each individual in his/her notebook.

Step 3 (10 minutes): Conclusion and setting the attitude for the workshop

Ask the participants how they felt about this process, and whether this process is known to them or new. Discuss briefly and explain a few other ice-breaking introduction tools. You can refer to Manual 2 of this series, where two “ice breakers” are described.



2

Starting-up
PIWM

Present the total experience years of all participants and facilitators. The total number of years will be high, probably more than the average age of participants. Explain that highlighting the total experience years of all participants indicates that we all are experienced, resourceful, skilful and knowledgeable. Nobody can challenge us with our total experience years, so nobody is only teacher or participant. We all are facilitator and participant. We will all learn and help to learn others. This will be our principle in this participatory planning workshop.

NOTE

If you work with villagers, you could highlight that all village people have experience with watershed management since the moment they can walk. Throughout their lives, they have been using the watershed while herding cattle, fetching firewood and fodder, maintaining their terraces and irrigation schemes, etcetera.

You could conclude that they are more experienced in watershed management than any of the officers!

Next, look in your notebook where you wrote down the best moments of life as mentioned by the participants. Recall a few of these best moments of life. Highlighting some best moments encourages all participants: if we have willingness and commitments, we can achieve miracles. Nothing is impossible.

Sum up the session highlighting the importance of an icebreaking exercise and ask the participants to remember each others name, total experience years and hand out name cards to wear during the workshop.

Session 2: Expectations and workshop objectives

Time

20 minutes

Learning objectives

By the end of the session participants will be able to:

- summarise the main expectations about the workshop; and
- explain why this workshop is organised

By the end of this session, MLTs and GMs will be able to conduct this session as facilitator in field level planning workshops.

Type of exercise

Plenary discussion with meta-cards, presentation by facilitator

Materials

Meta cards, newsprint paper and marker pens

Process

Step 1 (10 minutes): Collection of expectations

Explain the session objectives and brief about the session process. Explain the word “expectation” and tell them that they may have come here with many expectations.

From the expectations they have in their mind ask them to select the two most important expectations and write these on meta cards.

Collect the cards, put them on the board under different headings and read out. Give one chance to add more expectations.

NOTE

Discussions with the help of Meta-cards is only useful if all participants are literate. Please use other training techniques if you have some illiterate people in your planning team. Simple oral question and answers, pairwise discussions or visual techniques like mapping and drawing can be considered.

Step 2 (10 minutes): Sharing workshop objectives

Share the objectives of the workshop and explain with examples if necessary. Ask the participants to look at their expectations and at the workshop objectives, to see whether the workshop objectives cover their expectations or not.

With the help of the participants, you can determine and clarify which of the expectations can actually be covered and which can not be covered by this particular APA workshop.

If the objectives do not cover all expectations, see whether you can address the extra expectations in the training plan. You could create a “parking area” to paste the cards with general issues not directly related to this workshop. Explain to the participants that within the training period some time will be allocated to discuss the issues under the “parking area”.

Form a small working group and ask them to summarise all expectations, cluster them, write this on newsprint paper and hang it at a place where it is visible during break times.

Sum up the session by highlighting some of the participants’ expectations and explain that the workshop will definitely try to address all collected expectations.

Session 3: Introduction to watershed management

Note

MLTs and GMs probably know the information in this session, but it is a valuable session for APA workshops at field level. While making watershed management plans at field level, the planners, mostly villagers, VDC and DDC people, should have a clear notion of the concept of a watershed and of watershed management.

Time

45 minutes

Learning objectives

By the end of the session participants will be able to:

- explain what watershed management is;
- make clear to others why watershed management is needed; and
- express clearly why working together in planning and action is important in watershed management.

By the end of this session, MLTs and GMs will be able to conduct this session as facilitator in field level planning workshops.

Type of exercise

(Sub) group discussion, brainstorming



6

Bad watershed
versus dream
watershed

Materials

Newsprint paper and marker pens. If available, a scale model of a watershed could be used or clear drawings of a watershed. Examples of two drawings that could be used during this training session are available in this booklet as Handout 6.

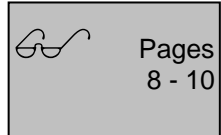
Process

In this session, the basic concepts with regard to watershed management issues will be discussed with the participants. The basic theory of watershed management and its effects, the environmental, economic and social consequences of degrading watersheds, various mitigation measures and other issues related to rehabilitation and development can be discussed with the community level participants.

This will help them to have a better idea and wider perspective regarding development planning with a watershed management perspective in mind, which is what the DSCO's priorities are in the first place.

The MLTs are advised to conduct this session in a participatory manner. Let the people come up with their visions, and only then add your more theoretical point of view, but only if it is relevant to the participants.

The theory on watershed management is discussed in Part One of this book, on the pages 8 to 10.



Step 1 (15 minutes): Defining the concepts watershed, management and upstream-downstream relations.

Some basic concepts relating to watershed management should be clear to the participants. The concepts will be best understood through a discussion in the group and coming to an agreed "definition" together. Write the "definition" on a newsprint paper.

If the group is relatively small, a simple plenary group discussion will do. In case the group is big, it is advised to split into sub-groups, and assign one topic to each group. After ten minutes of sub-group work, the groups present the "definition" in the plenary, thereby explaining the reasoning with which they came to this definition.

In some cases it might be useful to use visual aids to explain the concept "Watershed" and "Upstream-downstream relations". A clay or wooden model of a watershed could be very useful, or a clear drawing. The pictures as presented in Handout 6 could illustrate the concept of "Watershed management", because they clearly show what happens if you do not manage your watershed properly (first drawing), and what if you manage the watershed well (second drawing).

Do not take too much time for this step; the steps 2 and 3 are more important.

Step 2 (15 minutes): Brainstorming session on “Why do we need to manage our watersheds?”

Discuss the environmental, economic and social consequences of degrading watersheds. Ask people’s own experiences, by using the following type of questions:

- What happens if a watershed is not well managed?
- Why do we need to manage a watershed?
- Who can describe what happens when a road is not well constructed?
- What happens to the springs if there is no vegetation cover left?
- What happens to your families if all fertile land is washed away in a mudslide? (They will probably move away from the area, or become very poor,....)

You could also use the first drawing of Handout 6, in which you see a badly managed watershed. This picture can help you to discuss the consequences of degrading watersheds.

Keep the brainstorming session restricted to 15 minutes only. The aim is only to give participants an idea on what watersheds are and why we need to manage our watersheds.

Step 3 (15 minutes): Brainstorming session on “How to manage our watersheds?”

This session involves brainstorming on possible watershed management measures. Let the participants come with measures first, and avoid presenting a “shopping list”. Add soil and water conservation measures to the list as proposed by the villagers.

However, the question HOW to manage our watersheds, also involves issues like “Working together”, “Planning our activities in such a way that the watershed does not deteriorate”.

Give the example of road construction in rural areas. If the road is not planned carefully, often a lot of damage is done to the watershed, and the road can be washed away after two years. This leaves the people with no road, a degraded environment and a waste of money.

Session 4: Orientation about the DSCO program

Time

60 minutes

Learning objectives

By the end of the session participants will be able to:

- describe the objectives of the DSCO;
- list down the major activities of the DSCO; and
- explain the working procedures, approaches, goals and program objectives, and mandate of the DSCO and its related projects.

By the end of this session, MLTs and GMs will be able to conduct this session as facilitator in field level planning workshops.

Type of exercise

Presentation and brainstorming

Materials

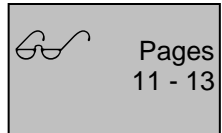
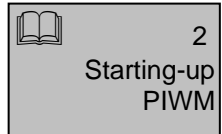
Handouts prepared by the DSC officer about the program and objectives, newsprint paper, and, if available, a project brochure.

Process

This session is important in community level planning workshops in order to streamline the process and contents of the planning exercises. It is aimed at familiarising the participants with the working procedures, approaches, goals, program objectives and mandate of the DSCO and its related projects. Many of these issues have probably been covered during the *start up and introductory* workshops conducted by the DSCO staff. A brief reminder here for MLTs and GMs is expected to help them to be able to clearly present the DSCO program during field-level planning exercises.

It is expected that the District Soil Conservation Officer prepares the hand-outs or newsprint sheets for this session, on which the goals, objectives, annual priorities and the available resources are mentioned.

Some background reading on how the departmental views on watershed management concepts changed over time is presented in Part One of this book, on the pages 11 to 13.



Step 1 (15 minutes): Brief overview of DSCO objectives

This is a presentation given by the DSC officer to the MLTs and GMs. In the field, the presentation is done by MLTs to the field-level workshop participants. Use should be made of the handouts or newsprint-sheets as prepared by the DSC Officer.

Step 2 (20 minutes): Brainstorming on the most important watershed management activities

First, the facilitator goes back to the previous session on watershed management. He reads the list of activities as prepared during that session. It is important here to stress that most watershed management activities are already done by the people themselves, like terracing, protection of gullies, etcetera.

Then the facilitator gives an example of activities DSCO can help with. He asks the participants whether they know which activities are within the DSCO mandate, and which activities are within the mandate of other line agencies, NGOs or projects.

Step 3 (15 minutes): Presentation of the DSCO working procedures

The facilitator presents some of the main working procedures as established by the DSCO / project. Cost sharing arrangements can be discussed here.

Step 4 (10 minutes): Concluding remarks

It is important to stress that while planning watershed management, the participants should not think about a "Shopping list of DSCO-activities". Participatory Integrated Watershed Management comprises of much more than a few technical measures. It integrates local knowledge and practices with modern ones, and it integrates activities of many different line agencies.

Session 5: Stakeholder analysis

Time

45 minutes

Learning objectives

By the end of the session participants will be able to:

- define the term stakeholders;
- identify the stakeholders in watershed management in their own community;
- explain the relationships between the different stakeholders; and
- describe the importance of analysing stakeholders before starting any planning exercise.

By the end of this session, MLTs and GMs will be able to conduct this session as facilitator in field level planning workshops.

Type of exercise

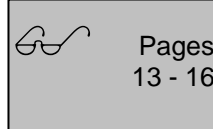
Plenary question-and-answer discussion

Materials

Newsprint paper, meta-cards, marker pen

Process

Background information on stakeholder analysis is presented in Part One of this book, on the pages 13 to 16.



Step 1 (5 minutes): Introduction

What is a stakeholder? Ask this question to the participants and note the responses on the board or on the newsprint paper. Discuss each point, ask questions or give examples for clarification.

Appreciate the responses and explain that “stakeholders” in watershed management are persons, groups of persons or institutions who have an interest in the same activity in the same watershed or community.

Step 2 (25 minutes): Stakeholder identification

Take an example of one activity, like foot trail construction. Ask who is involved in the use of the trail, in the planning, implementation, and

maintenance. Note the responses and prepare a list of organizations, groups and individuals involved.

Ask what process should be followed to complete this activity. List the process on the newsprint. The following type of responses may come: need identification, feasibility study, strengthening or formation of a user group, design and estimate, collection and purchase of materials, and so on.

Who might be the stakeholders to implement the activities above? What interest might each stakeholder have in the different stages of implementation?

Step 3 (15 minutes): Discussion on the importance of involving stakeholders

Why should we analyse stakeholders? Ask this question and list the responses. Then see if the points mentioned in Part One, on pages 13 to 16, come up during the discussion. If not, you can mention them and discuss them more in detail.

Participatory Watershed Management means that we involve stakeholders in planning, design, execution, use and maintenance of any activity, like the construction of an improved trail, a water tank or gully control work.

We should ensure open and honest relationships between the stakeholders, through regular interaction and participation from the very beginning of the process. If we can follow this principle we can minimise the number of conflicts, there will be less confusion among stakeholders and the works will be used and maintained much better.

Session 6: Planning approaches

Note

This session aims at highlighting the change of approach towards planning. It is particularly relevant for training MLTs and GMs, who worked before with the conventional problem-approach to planning. In field-level planning workshops, this session does not need to be given.

Time

45 minutes

Learning objectives

By the end of the session participants will be able to:

- describe the four broad cyclic stages in a project;
- identify the place of planning in a project cycle;
- define the conventional problem-approach to planning;
- list the major features and components of APA; and
- explain the importance and comparative advantage of APA to the conventional problem-oriented approach.

Type of exercise

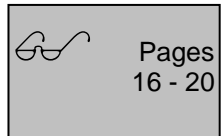
Question and answer discussion, brainstorming

Materials

Newsprint paper

Process

In Part One of this book, on the pages 16 to 20, the project cycle is explained, the place of planning in the project cycle is clarified, the traditional approach to planning is described and the difference of APA with the conventional problem approach is mentioned.



Step 1 (15 minutes): Analysis of a practical example of a project cycle

Brainstorm briefly on the concept of a project cycle and ask the group to mention some of the elements. List the responses on the board or on the newsprint paper. Appreciating the responses, add some elements if they were not mentioned, in order to make the cycle complete.

Ask the group to give some practical examples of a recent project they did, and let them explain how the different phases of the project cycle fitted in.

It could be the example of a community house they just build, and the analysis could be something like the following:

Appraisal phase: how they first felt they needed a house;

Planning phase: how they raised money, how they decided who would be responsible for building it, who would provide labour, sand, stones, and other building material;

Implementation phase: how they organised the work, how long it took to complete it, which problems they encountered during construction; and

Evaluation phase: how they like the building now, how they think they could plan such a project better in the future.

Conclude this step by indicating that the planning phase is very important. The rest of this session will look into more detail at two styles of planning: conventional planning and APA.

Step 2 (10 minutes): Characteristics of the conventional problem-solving approach

Initiate a short discussion on how the participants have been conducting regular planning exercises with community members in their working areas. They have probably done a situation analysis like PRA, followed by a problem analysis and prioritisation of these problems, followed by compiling a list of activities that could be implemented. This has been the most used planning process so far.

Step 3 (15 minutes): APA and its comparative advantages

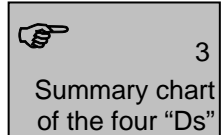
Ask if participants are familiar with AI approach of planning or four “D” cycles. Probably they don’t know about this cycle.



Pages
21 - 28

On the pages 21 to 28 the theory of APA is described, including the aims, the goal, the two laws, the tree principles and the four steps in planning and action. You can choose to prepare in advance some newspaper-sheets with the goal, the two laws, three principles and four steps in planning and action printed on them. Or you can write this

down during the session. Handout 3 consists of a one-page summary of the 4-D planning cycle



Try to keep the lecturing part short, by just presenting the key words. Emphasise that this approach will attempt to change the attitudes of the participants and establish a *power of positive thinking*.

Ask the group to compare APA with the conventional planning cycle. Discuss that APA is especially appropriate if diverse interests and perspectives play a role in planning. Watershed management is a clear example: there are many different stakeholders with each their own interests and perspectives.

Step 4 (5 minutes): Concluding remarks

There is no need to understand every detail of the APA approach already, as we will experience the "4-D planning cycle" during the rest of the training.

Summarise briefly the remaining sessions of this workshop: Session 7 will be on the Discovery-phase, session 8 on Dream, 9 on Design and 10 on Delivery. These sessions will be a sort of role-play for MLTs and GMs, because they will pretend to be villagers living together in an imaginary watershed.

You can choose to stick the summary-chart of the four "D's" on the wall, visible to all participants, so that they can keep track of the process.

Session 7: Discovery

Note

This session consists of two parts, because the discovery phase is made up of two different tools that are used one after the other. Session 7a is on Positive Inquiry, and 7b on Resources Identification.



Pages
29 - 32

The theory for this session is presented in Part One, on pages 29 to 32. It starts with an introduction on the discovery phase, is followed by a discussion of what is and how to do positive inquiry (see Training Session 7a), then a page on the tool of resources identification (Training Session 7b), and lastly some concluding remarks.

Learning objectives

By the end of the session participants will be able to:

- identify successful activities the group or village has done in the past,
- analyse the causes leading to those successes; and
- assess the natural and socio-economic resources existing in the community.

By the end of this session, MLTs and GMs will be able to conduct this session as facilitator in field level planning workshops.

Type of exercise

Sub group work, plenary discussion, resource mapping and presentation.

Materials

Newsprint paper, marker pens, meta cards

Session 7a: Positive inquiry

Time

45 minutes

Process

Step 1 (30 minutes): Sub-group work of seeking successes and their causes

Divide the participants into 3-4 small groups. In this session, community level participants can actually focus on their villages and communities. Members of community-based organizations can also choose to focus on their group's activities. MLTs and GMs can choose to look at the DSCO/project as an organization. But it would be best if they choose a village that they have been working in and which they know well. They then all pretend to be villagers.

Some guiding questions can help to start the Positive Inquiry process:

- What have been the most successful watershed management activities in your village over the last 10 to 15 years?
- What have been the most successful activities done by the VDC or user group in the last 5 to 10 years?
- What are the causes of those successes?
- What resources (human, natural, economic) and capacities exist in your group or community?
- Describe a time when you felt your group performed well. What were the circumstances during that time?
- What have been the most successful roles of women?
- How can we make our successes even better than at present?
- What are the results of the successes you mentioned before?

The sub-groups can list the successful activities on paper or they can draw them on a sketch map of the village. Per successful achievement, the sub-groups should list the factors that made the event successful. Examples are available in Handout 4 and Handout 7.



4 and 7
Positive Inquiry
Five-year plan

As facilitator, you stimulate the participants, using open-ended questions, seeking successes and by creating feelings of empowerment.

Step 2 (15 minutes): Presentation in plenary

Ask each group to present the results of the positive inquiry exercise in the plenary. Conclude this session by highlighting that the process of positive inquiry helps to find the existing strengths of a group or organization. These strengths can be used in envisioning a better future, in planning for this future and in realising this future to come true.

Session 7b: Resources identification

Time

60 minutes

Method

Question and answer discussion, brainstorming, mapping and presentation.

Process

Step 1 (5 minutes): Define the word "resources"

Pose the following questions to the group: What is a resource? What type of resources do you know? Can you name them?

It is important to define the term resource very clearly, and that we do not only mean money. Resources can be skilled and unskilled workers, time, information, materials, equipment, and naturally available resources, such as water, soil, forests, trees, and so on.

Step 2 (15 minutes): Identify the natural and socio-economic resources available

Use the same small groups that worked together in Session 7a. Ask these groups to list all resources available in their village or (sub)watershed, and ask them to discuss which of these resources they see as most important. Let them discuss for a while. Some people will say that the money is the most important resource, other might said that the human resources are the most important, and others might say the natural resources are most important.

This discussion can become very interesting. You can highlight that human resources are very important, because other resources like money, equipment and information are all made by people. We should also value the natural resources very highly. Preservation of these natural resources through well-planned watershed management activities ensures fertile soils for future generations.



5

Resources map

Step 3 (20 minutes.): Resource map preparation.

A resource map is made to visualise the available resources. See the example in Handout 5. If time permits, a field trip can be organised to make a complete resources and social map.

Step 4 (20 minutes): Presentation of sub-group results, discussion

Ask all sub groups to present their findings. The resources maps will be pasted next to each other. Carefully triangulate the information of the different groups and discuss the necessary changes and additions: three or four groups combined will come up with much more than each individual group!

Sum up the session by giving emphasis on a positive way of thinking. Also reinforce that we did a lot of good things in the past, we have experience, skills and resources in our own community, and we achieved successes in many areas. Therefore, if we have the willingness and the commitment, and a positive attitude, many development activities can be undertaken successfully.

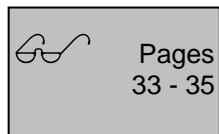
Session 8: Dream

Note

This session consists of two parts. In the first part a future dream is conceived. In other words, a vision is shared of a positive future, of a nicely managed watershed.

In the second part of this session, the dream is made more concrete. Clear objectives are formulated as first step to translate the wish into reality.

The theory for this session is presented in Part One, on pages 33 to 35. It starts with information on how to set out a vision, and which questions you could ask to help the participants (Corresponding with training Session 8a). Then some practical information is provided on how to formulate objectives. A checklist to see whether the objectives are realistic is included. This corresponds with training session 8b.



Learning objectives

By the end of the session participants will be able to:

- summarise the clustered 5-year vision, which was agreed upon by the workshop in this session;
- explain the importance of identifying a long-term vision;
- define what program objectives are;
- name and explain the SMART principle of checking whether objectives are realistic;
- formulate one year program objectives based on the vision; and
- indicate the importance of formulating program objectives before designing any activity.

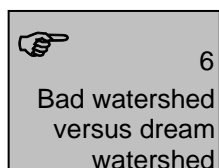
By the end of this session, MLTs and GMs will be able to conduct this session as facilitator in field level planning workshops.

Type of exercise

Question and answer discussion, individual meditation, group work and presentations.

Materials

Newsprint paper, marker pens, meta cards and two visuals (see Handout 6).



Session 8a: Setting out a vision

Time

60 minutes

Process

Step 1 (15 minutes): Explanation of the term "vision"



6

Bad watershed
versus dream
watershed

Ask the group what a vision is, how they understand a vision. Give the participants some time to think, listen to the responses and list some of them. Now show the picture of the village in the badly managed watershed. Ask the group the following types of questions:

- What do you see on this picture?
- What is the condition of this village?
- What are resources and how they are managed?
- What is the condition of the people, the cattle and the crops?
- How are the resources used?
- What are other remarkable things do you see?

Listen to their responses and encourage them to bring as many points as possible. Explain that this is the present situation of a particular village. Ask whether they want to keep this village as it is or whether they would like to see changes. The answer will be that they want to change it.

Now show the other picture of same village, but more developed, better managed and organized. This picture represents a good watershed management situation and a positive socio-economic environment. Ask what differences the participants find when comparing the two pictures.

Explain that the first picture could be the present condition of a village and the second picture is the future vision of the people of that village. In other words, it represents the status of the village after five or ten years.

Step 2 (5 minutes): Meditation

Ask the participants to sit down comfortably, relax and close their eyes. Sitting thus in silence, we should be able to imagine how we would like our watershed and the village to look like after 5 or 10 years, and think about what is needed to help make the dreams come true.

Some guiding questions that could help to build up a vision are:

- How would you expect to see your village and the watershed five years from now? (You can use any time frame of 1-20 years)
- What will be the position of disadvantaged women (or Dalits, or children...) in Nepal, after five years?
- What position would you like to be in, when you will be 50?

Step 3 (15 minutes): Sharing the visions

After a few minutes of meditation, ask the participants to open their eyes and write their future development vision on meta cards, each part of the vision on a different card. Remind the participants that the vision should be realistic, it should be practical, considering the available resources, skills and experience. Collect and paste all the cards on the wall or soft board. Explain the intended meaning of each card. If the meaning of a card is not clear, ask the writer of the card to clarify.

Instead of working with meta-cards, other techniques can be used. An important technique is working in sub-groups, each group maps the vision on the previously prepared resource map. The sub-groups then each present their map in the plenary. This technique is more useful when planning with illiterate or not-so-literate people.

A second technique is plenary brainstorming on the results. Then the responses should be noted on newsprint paper or board. Unfortunately, you'll miss out the more shy participants, who often have very good ideas...

Step 3 (20 minutes): clustering into an agreed overall vision statement

Seek help from the participants while clustering all cards under different main headings. Agree on the names of the headings. Now ask the sub-groups to summarise all into one vision statement, without missing the meaning or essence of any of the cards. Let the sub-groups present their proposals, discuss them, develop consensus and prepare the final development vision.

Step 4 (5 minutes): Discussion on the importance of identifying a long-term vision

What is the importance of developing a long-term vision? Ask the question and list down the answers.

Session 8b: Setting program objectives

Time

One hour and 20 minutes

Process

Step 1 (15 minutes): Discuss some rules for formulating program objectives

Before we start the actual formulation of objectives, some background knowledge needs to be shared with the participants. First of all, see whether the participants know what is meant with objectives. Ask them to formulate some examples, and then clarify why something is or is not a clear objective.

Note down the SMART-principle on a newsprint sheet, which is clearly visible for all. (SMART stands for Specific, Measurable, Achievable, Realistic and Time bound). Explain that this principle has to be considered for every objective. See page 35 in Part One of this book. Provide practical examples to explain the principles: you can take one existing development objective and check with the participants whether it is “SMART” or not.

Step 2 (30 minutes): Formulate one year program objectives

Explain to the participants that they are now going to develop the objectives for the coming year. They should remember all resources, skills and experience available in the planning team and in the actual planning area, the (sub) watershed or VDC. The long-term development vision is the main guidance for the formulation of concrete objectives.

Depending upon the nature of the vision as clustered earlier, divide the participants into different small groups and give each group a different topic. The groups have to prepare one year (sectoral) development objectives.



7

Example of a five-year plan

For example, the topics can be soil conservation, water conservation, agroforestry, forestry, livestock, health, kitchen gardening, infrastructure, tourism, education, etc. For an example of development objectives, see Handout 7: example of a five-year plan.

In order to develop realistic and clear, measurable objectives, base line information and sectoral knowledge are essential. If possible, ask some sectoral specialist to participate in the small group work.

Step 3: (30 minutes): Presentation of proposals, discussion and final agreement of a final set of objectives

Ask all groups to present group outcomes in the plenary. Take time to discuss these proposals, amend them and finally agree on them. During this session we develop the final set of one-year development objectives.

Step 4 (5 minutes): Explain the importance of formulating program objectives before designing any activity

Why is it so important to formulate program objectives before planning the activities? Ask this question to the participants, listen to their responses attentively and list down the important reasons on the board or newsprint paper.

The broad long-term vision is not specific enough for the formulation of a practical plan, and one-year program objectives serve as a basis to develop a specific plan of operation.

Session 9: Design

Time

1 hour and 30 minutes (for a training of trainers)

Note

The time available for this training session is only 1 hour and 30 minutes. For a training of trainers this will be sufficient. But if the outcome is to be a real action plan, half a day should be reserved for this planning phase. It is of utmost importance to take time to have in-depth discussions and careful screening of ideas, when a real action plan is to be made.

Learning objectives

By the end of the session participants will be able to:

- identify potential activities under each objective;
- list the main feasibility issues;
- evaluate the potential activities on feasibility;
- prioritise the feasible activities under each objective; and
- prepare one-year action plans.

By the end of this session, MLTs and GMs will be able to conduct this session as facilitator in field level planning workshops.

Type of exercise

Group work, question and answer, presentation and plenary discussion.

Materials

Newsprint paper, marker pen, meta cards, matrix

Process

The background information for this session is presented in Part One, on pages 36 to 38. The process of design (planning) is described in four main steps: brainstorming on possible activities, then screening on feasibility, prioritisation of the feasible activities, and, lastly, the preparation of a year-plan.

Step 1 (15 minutes): Brainstorming on potential activities

Divide the group in sub-groups, and ask each group to work on a different objective. They should brainstorm and write down as many



Pages
36 - 38

interventions per objective as they could think of, thereby writing each intervention on a different meta card. Stimulate creativeness, and especially local, indigenous knowledge on best practices could be valuable.

For example, if you take the theme of soil conservation, you could think of improving existing terraces, of planting fodder trees on the risers of the terraces, of placing check-dams in certain gullies, of planting banana trees in gullies, of improving slippery and eroding trails, etc.

Step 2 (15 minutes): Identification of the relevant feasibility issues

In a brainstorming session, ask the group what points should be considered to check whether an activity is feasible, realistic or practical or not. First try to get the main headings, write each on a different sheet and then ask the group to give real example questions under each heading. Write these under the headings on the sheets. On page 37 a feasibility checklist is presented.

Step 3 (15 minutes): Checking the potential activities on their feasibility

The feasibility issues should be once repeated very clearly to the participants. Now work in small groups can start, in order to check the potential activities on their feasibility. The same groups who brainstormed on activities in Step 1 take the meta-cards and discuss them one by one. Feasible activities will be put on one side, non-feasible activities on the other side.

Step 4 (15 minutes): Drafting of an action plan

What is an action plan? Brainstorm by asking this question, list the responses and appreciating participant's views. Together with the group, define the term action plan and explain the importance of making a realistic action plan.

Detailed planning consists of finding answers to the questions starting with *Who, What, When, Where and How*. A good planning matrix takes already into account some these main questions, but as facilitator you have to stimulate the sub-groups to ask these questions critically.

Ask the sub-groups to prioritise the feasible activities and fill in the planning matrix for the coming year. As facilitator, stimulate the sub-group discussions by going around and asking questions. When will the activity be executed? Where exactly will it be done? Who will be

responsible? How many families will benefit from the activity? Who will provide labour? Where to get technical assistance? What will be the role of the local user group? Which line agencies, NGOs or projects would be involved? When do the people actually have time to work on the activity? etc.

Step 5 (30 minutes): Presentation, prioritisation of activities and finalisation of the action plan.

When all sub-groups have completed their parts of the action plan, ask them to present them in plenary. Feedback of the other sub-groups is important in making the total plan consistent. For example, the group who worked on health and sanitation can propose a small-scale water supply scheme, the group who worked on soil and water conservation could also have proposed one.

If the total action plan is still too ambitious, a prioritisation of activities should be done to come up with a list that is more realistic. See if the total group really agrees with the final action plan; consensus is a very important point if we really want the action plan to be accepted by all.



5

Example of a
five-year plan

An example of a complete five-year plan, including a one-year action plan, is presented in handout 5.

Session 10: Delivery

Time

1 hour

Learning objectives

By the end of the session participants will be able to:

- mention basic requirements needed to achieve the action plan;
- share individual and organizational commitments to accomplish the action plan;
- identify one action to be implemented immediately; and
- implement this action immediately in order to activate the participants towards concrete action.

By the end of this session, MLTs and GMs will be able to conduct this session as facilitator in field level planning workshops.

Type of exercise

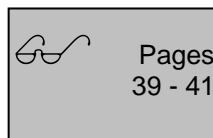
Discussion, brainstorming, implementation of first activity, discussion

Materials

Meta cards, Newsprint paper

Process

The main text for this session is written in Part One of this book, on pages 39 to 41.



Step 1 (10 minutes): Discussion on what is needed to implement an action plan

What is needed to implement an action plan successfully? Think in terms of human and financial resources, team spirit, commitment, etc. Ask each participant to write some requirements on cards, collect the cards after five minutes and start grouping them on the wall. An example of requirements for successful implementation is given on page 40.

While discussing the requirements for successful implementation, specific kinds of training might be mentioned. A training needs assessment could help to identify and develop the needed human resources.

Step 2 (15 minutes): Commitments to accomplish the action plan.

What is commitment? Ask this question, list some ideas and define the meaning of commitment very clearly. Try to give some practical examples to make the participants understand the real implications of committing yourself, before they give their personal commitments.



8

Example of commitments

Then each group member makes a personal, public commitment of which actions s/he is going to make and when. An example of personal commitments is presented as Handout 8.

Facilitators can make their own commitments, and where appropriate, commitments for their organization, in order to "top up" local action; but the focus should first be on what local people are ready and willing to do for themselves.

Step 3 (35 minutes): Identify one action and implement this here and now

What shall we do to start the process of fulfilling our vision? Ask this question and discuss it briefly. Then identify one small activity to be implemented immediately.

Ask all participants to move from the training hall and implement the identified activity immediately. As a facilitator you have to join actively with them.

After completion of the first action, call all participants into the training hall again and discuss briefly: how was there feeling while doing the job together? Did we gain energy from this type of activity? Does it really encourage further action?

"Action Now!"-- Start now on the path to achieve the vision.

Session 11: Workshop evaluation

Time

10 minutes

Learning objectives

By the end of this session, MLTs and GMs will be able to conduct this session as facilitator in field level planning workshops.

Type of exercise

Plenary discussion, question and answers, or written questionnaire

Materials

Paper and pen

Process

It is important to evaluate any training or workshop after completing it. A simple and effective evaluation method is the following. Only two questions are asked. The participants can be asked orally or be requested to write the brief answers down:

- What are the two best things that you learned from this workshop?
- Please give two suggestions to make such a planning workshop more effective in the future.

After collecting the answers from the participants, the results should be analysed for further action to make future workshops more effective.

Handouts

Handout 1: “We build our village ourselves”

This is a poem written by Gopal Bahadur Kunwar, participant of an APA workshop in Sunikot VDC. He wrote this poem on the last day of the workshop:

“Let us build our village by ourselves”

First piece

This is an appeal to all the respected people of our village,
Let us develop our village by removing our bad habits.

The Government is just a pillar of support, and the people should come forward,
Development is within our reach, but we have to plan well.

It is a matter of great shame that our village lags behind,
Let us light the light and make our dark village bright.

Let us make our village like heaven,
And toil hard to cultivate our paddy.

Let us set up industries to increase our income,
Oh, brothers, let us eradicate poverty.

Let us not depend on others,
Let us live with our own labour, our heads upright with self-respect and dignity.

Let us all move forward to develop our village,
Let us work hard and die for our village.

Food, shelter and clothes, all are in our village,
If we produce clothes in our own village, foreign clothes will not be required.

Let us all villagers move ahead to produce,
And increase the agricultural production to avoid starvation.

Let us all farmers adopt modern agriculture,
And grow more cereals and eradicate poverty.

Let us unite and set up schools to become educated,
And light the light to remove the darkness in our village

No other ways of development are seen except for the light,
The policy of education is to move forward by showing the path right.

Oh, friends of the village, let us cultivate fruits,
And increase our income by selling it in the market.

Let us grow spinach in our kitchen garden,
And increase income and live the whole life in the village.
Let us make roads, water taps and resting places with our own labour.

Second piece

Let us unitedly stop deforestation,
Plant trees, and love them as *Kanyadan* (bestowing of a girl in marriage).
Deterioration of the environment increases diseases and epidemics,
The environment will be polluted if we destroy the forest.

Pheasant and peacock dance here, making the environment pleasant,
The pleasant environment fascinates and persuades our minds.
Cuckoos dance here, thinking it as their motherland,
Tigers and bears live here proudly.
Pheasant decorate the country while rhododendrons smile,
The peacock dances here, adding a smile on its face.
The cuckoo dances here, forever changing its lyrics,
It saves its life in the spring always.

Hi, folks! Keep in mind my request,
And speak this request to everybody.

Gopal Bahadur Kunwar
Sunikot VDC
Ward no. 1, Chaur.

Handout 2: “From adult literacy class to university campus”

This real-life story is about Ms. Januka Devi Raut, who lives in Thakani VDC, Sindhupalchok District. She is 21 years old when she tells her story: of how she became an educated woman, studying at university campus, while she only started her education at 14 years old.

It illustrates the saying “Where you believe you are going is where you will end up”. Januka has been very devoted to her purpose, and she believed in her dream all the time, even though she had quite some hurdles to take along the way.

“From adult literacy class to university campus”

“Talks about my marriage started when I was only 14 years old. I opposed it, and luckily my elder sister-in-law supported me. Because I opposed this childhood marriage my life is very different now: instead of becoming a bride, I became a student.

I first studied at an Action Aid child literacy class. The teachers were impressed with my devotion to learning, and I was permitted to join the primary school. After a while, I stopped going to school: I had too many domestic problems and everyone said it was useless for a girl to get formal education.

I stopped school, but education had changed my attitude towards learning. At home I taught my mother, my sister-in-law and my friends what I had learned. I influenced four of my friends to go to the literacy class. I started making drawings and pasting them on the walls. I started writing songs.

Because my family could see how devoted I was, I was allowed to rejoin the child literacy class. Next I joined the adult literacy class.

After we learned to read, we made a library. We started reading and discussing the things we read. I liked the poems and stories written to make women more aware. I read the stories to my friends. This encouraged a habit of going to the library for my friends as well.

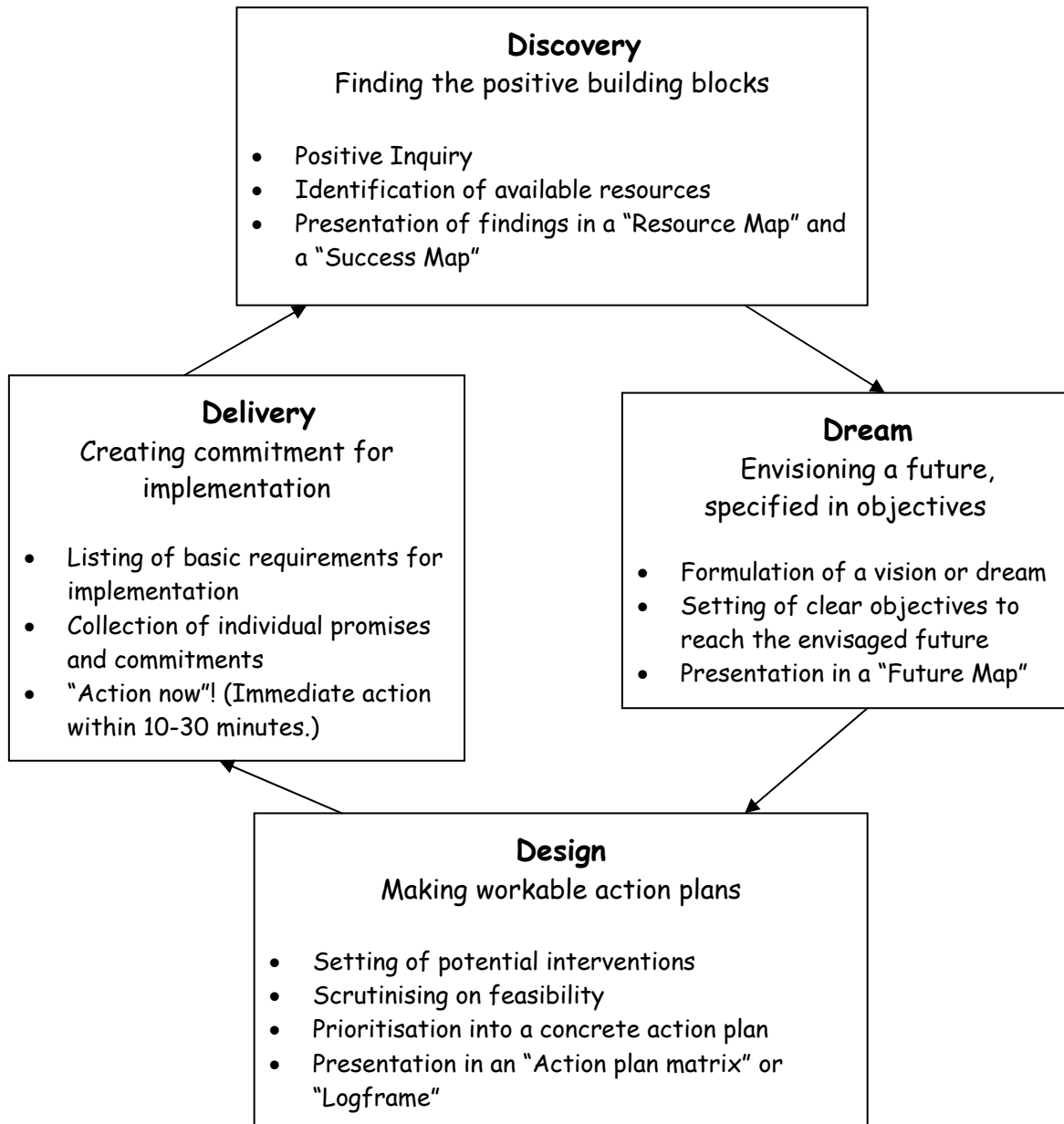
I became a facilitator for the next adult literacy class. But not only that, I also led the students to form a Women's Co-operation Group. We worked against alcohol and gambling, against discrimination of women and we started a fund for income generation. Now we have 12,000 Rupees. We plan to use the money for development activities in which women can participate. We are thinking about tree planting, construction of a school, waterspouts and irrigation. We have started a campaign for compulsory schooling of our village children.

Everybody realises that our village is slowly improving. The men are supporting our efforts, but the biggest problem is still the treatment of women.

My training gave me the confidence that I could go to formal school. I got admitted to class six. I had to work hard at English and arithmetic. I passed the S.L.C. Now I am in Kathmandu studying at Padma Kanya campus for my higher studies.

After finishing my studies, I will return to my village. I am determined to work for my community sisters. I want to enhance their awareness and belief in their own ability. Village women should be united and they should be involved in self-supporting activities. Then they can bring about the needed changes in our society. To improve our society, men and women must work together with respect and love."

Handout 3: The APA “4 – D” planning cycle



Handout 4: Examples of a positive inquiry exercise

Successes and their causes in Sunikot VDC

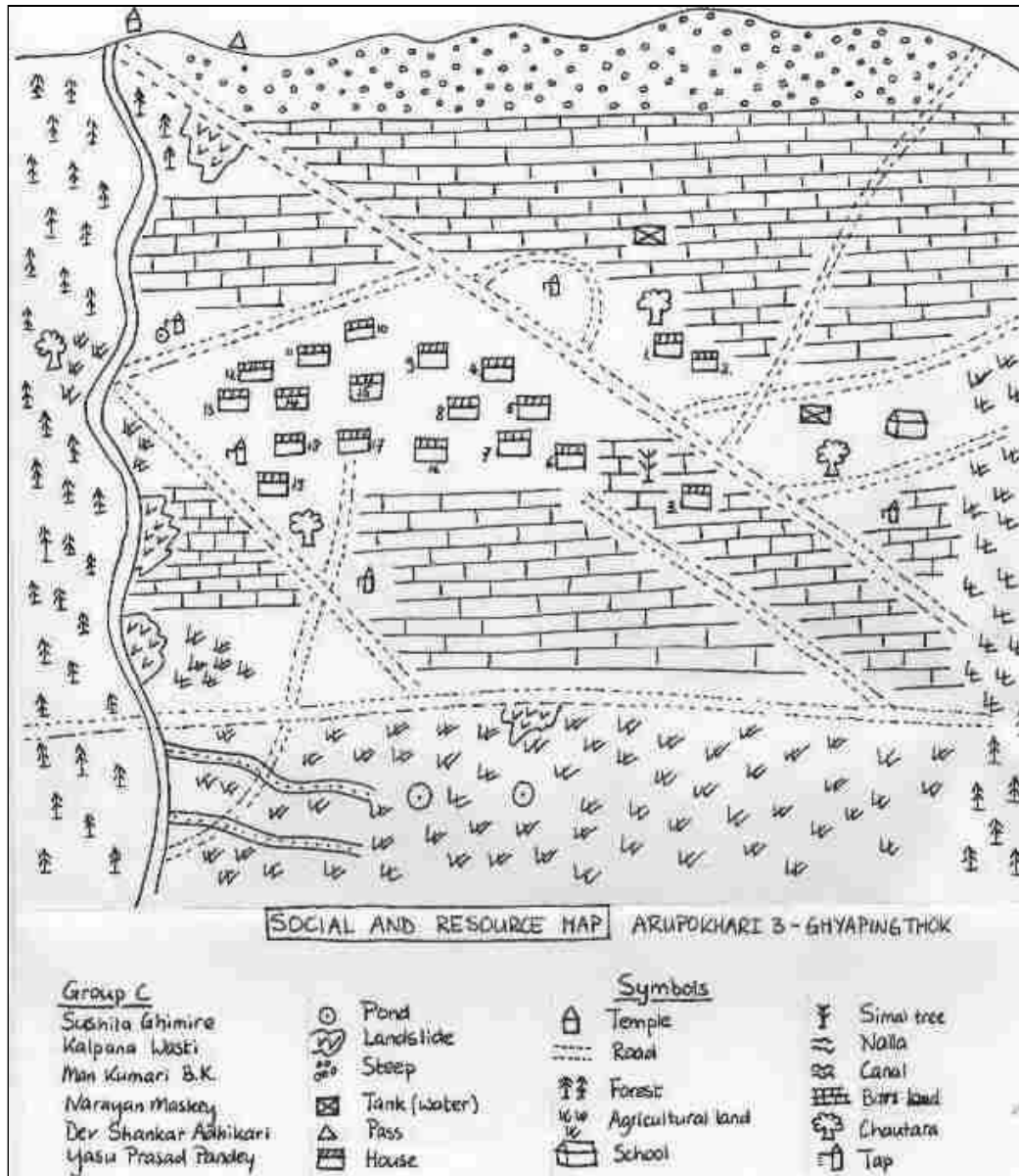
<i>Best Activities</i>	<i>Reasons for being Successful</i>
Sunigad Sangubagar bridge Aphrekholra community forestry	25% People's participation and 75% donation from the government. Seedlings provided by the office and the people planted and protected voluntarily.
Sunikot Lower Secondary School	Three teachers are locally paid by the VDC source out of the eight teachers. The teachers are hard working.
Horse trail from Bikulli to Rasalli	Rs.100, 000.00 support from VDC and labor contribution in an equal basis from the community.
Primary School Building at Musta Sera village Musta Temple	People's participation in an equal amount of Rs.100,000. 50% contribution by the community while constructing the temple. Feeling of ownership of the community people.

Successes and their causes in Dhamena VDC

<i>Best Activities</i>	<i>Reasons for being successful</i>
Building and play ground construction for Bal Bikash Lower Secondary School	Land donated by Tikhe Dhamena, a farmer of the village. Rs.32000 donation by Seti project and people's voluntary contribution.
Building and play ground construction for Deu Danda Primary School	Land donation by Surpe Aindi, a farmer of the village. Support from the VDC and people's participation.
Building and play ground construction for Amar Primary School	Land donation by Ram Chandra Joshi and Chatte Bohara. People's participation and Rs. 28000 donation by Seti Project.
Building and play ground construction for Bishwonath Primary School	Land donated by Dhanalal Rokaya. People's participation and support from VDC.
Restoration of Ramadi Masta Temple	Cash and labor contribution by the community.
A building constructed for Post Office, VDC and Health Post	Donation from the VDC and people's participation.
Sainmanu Temple construction at ward-6	Donation from the VD and people's participation.
Stone pavement of a trail at ward 3-&4	People's participation and cash donation VDC.
Stone pavement of a trail at ward 5 and toilet construction	People's participation and cash donation VDC.
Gora temple construction at ward-7	Land donation by Ram Singhe Kunwar, people's participation and donation from the VDC.
Trail construction at ward 1&2	People's participation and cash donation VDC.
Pond irrigation at ward-9	People's participation and cash donation VDC.
Pond irrigation at Patigenda	People's participation and cash donation VDC.
Irrigation channel at Churi	People's participation and cash donation VDC.

Source: Positive Enquiry in APA exercise, in CARE's Poverty Reduction Project, in Bajhang District, December 1999

Handout 5: Example of a resources map



Handout 6: Bad watershed versus dream watershed

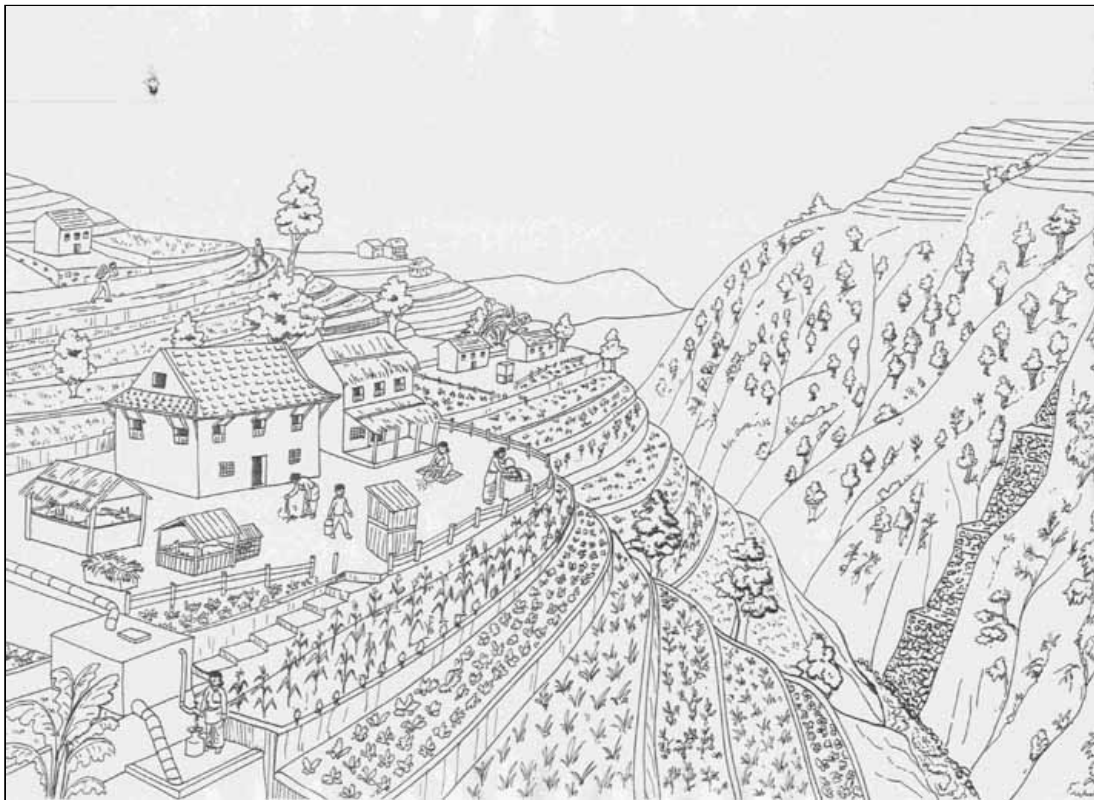
This handout can be used in training Session 3: Introduction to watershed management, and Session 8a: Setting out a vision. The drawings are designed to stimulate discussion and to facilitate the formulation of a realistic dream-picture of the future watershed.

E 3 and 8a
Intro to WM
Setting vision

The first picture represents a badly managed watershed: one sees slippery trails, landslides, soil erosion, badly terraced fields, dirty water, lack of greenery, skinny animals and poor crops.



The second picture is the same watershed, but now well-managed: the trails are paved with stone steps, the landslides are stopped with bio-engineering measures, the soil erosion is halted, the terraces are levelled and improved. There is a water tank with a tap, with clean water flowing from it, the whole area is green and the crops and animals look healthy.



Handout 7: Example of a five-year plan

Five-Year Plan of Karkineta VDC, Parbat, for the years 2057-58 to 2061-62 (UAKWMP, Syangja. DSC/CARE).

Development Vision

“All households of Karkineta VDC will have an improved socio-economic condition. They are self-reliant; the community is actively involved in participatory community development and existing institutions will have an improved institutional status.”

Development Objectives

Agriculture and livestock

Increase the existing production status of agriculture and livestock by 50 percent through introducing different improved technologies and practices.

Forest, environment and soil conservation

All barren and degraded land will be planted with multipurpose trees and 80 percent of the existing natural forest will be handed over to the community in order to improve the management and utilisation of the forest, thereby conserving the soil and protecting the environment.

Institutional development

All local institutions have an improved institutional capacity. In order to achieve holistic development of a VDC, these local institutions support the VDC by playing a complementary role.

Health and drinking water

432 Households of the VDCs will have access to clean drinking water and have significantly reduced incidents of water-borne diseases.

Infrastructure development

The VDC will have adequate basic infrastructures required for education and health and have road access.

Women, Dalit and children

All women, Dalits and children have equitable access to opportunities for socio-economic development and the participation of women and Dalits in the decision making process of VDC development is ensured.

Most successful activities

<i>Activity</i>	<i>Reasons for success</i>
Chisakharka Drinking water supply system	High level of peoples participation Felt need of the community Clean water Central level project
VDC building	VDC fund Peoples participation Co-ordination among members and leaders Felt need of community
Community forestry	Awareness program Peoples awareness Peoples interest and initiation to conserve and manage forest Support form DFO Establishment of nursery Initiation of extension activity be Nepal UK forestry project Learnings form Bicharichoutara- UAK project working VDC UAK support Range post in the VDC
Annapurna Secondary School	Felt need of the community Peoples participation Better co-ordination and cooperation among peoples Large number of primary schools Poor infrastructure of school Large number of students
Health Post and Police Post	Peoples participation VDC fund Good linkage among the VDC, health post and community

Other successful activities: Village development program
Naudanda to Karkineta road
Telephone
Foot trails
Temple construction
Kuwa renovation

VDC-level plans for first fiscal year

Proposed Activity	Unit	Quantity	Site	Responsible institutions/ persons	Remarks
Agriculture and livestock					
Leader farmers training	Pers.	9	Nine wards	DAO, DLO, UAKWMP	
Fodder seedling distribution	Nos.	5000	Nine wards	UAKWMP	
Fruit sapling distribution	Nos.	800	Nine wards	DAO, UAKWMP	
Off season vegetable training	Pers.	9	Nine wards	DAO, UAKWMP	
Seasonal vegetable training	Pers.	9	Nine wards	DAO, UAKWMP	
Farmers excursion	Pers.	25	Nine wards	DAO, VDC, DDC	
Milk collection centre	Centre	1	Karkineta ward #5	VDC, DAO, DDC	
Purchase of improved stud-goat	No.	1	Ward # 4,5,6,7	DLO	For four wards
Purchase of improved sheep	No.	1	Ward # 2, Choutaramuni	DLO	
Distribution of improved seed of paddy, wheat and maize	Ropani	25	Nine wards	DAO, UAKWMP, Farmers' group	
Forest, Environment&Soil Conservation					
Training for CFUG members	Pers.	5	Ward # 8;6,7,9;1,2 and 3,4,5	DFO, VDC	Four FUGs
CFUG network establishment	No.	1	- do-	-do-	-do-
CFUG co-ordination workshop	No	1	- do-	-do-	-do-
Landslide treatment	No	3	Ward # 7,9 Ward # 5, Jamale Ward # 8, Anhere Ward # 1	UAKWMP, VDC DSCO, Parbat & VDC UAKWMP, VDC DSCO, Parbat & VDC	
Institutional Development					
Non-formal Education	Centre	4	Ward # 6,7,8 &9	UAKWMP, VDC	
Higher secondary school building construction	No.	1	Karkineta, Ward # 5	VDC, DEO and DDC	
Health and Drinking water					
Pit latrine construction	Nos.	100	Nine wards	VDC and UAKWMP	
Distribution of temporary family planning means	Couple	76	Nine wards	VDC, HP, DHO	
Health clinic management	Centre	3	Ward # 8, 3 and 5	-do-	
Immunisation	Pers.	291	Nine wards	-do-	

Proposed Activity	Unit	Quantity	Site	Responsible institutions/ persons	Remarks
FCHVs workshop	Event	1	Nine wards	-do-	FCHVs from 9 ward
Health education material distribution	Centre	3	Nine wards	VDC, HP, DHO FCHVS and TBAs	
Extension of DWSS	Taps	9	Ward # 5,6,2,1	UAK, VDC, Village Development Program (PDDP)	
New DWS construction	Nos.	5	Ward # 5,6,7,8,9	UAK, VDC, Village Development Program (PDDP), DWSO	
DWS maintenance	No.	7	Nine wards	VDC, Village Development Program (PDDP)	
<i>Kuwa</i> maintenance	Nos.	4	1,3,4,5,6,7,8 & 9	VDC	
Infrastructure Development					
Electricity	No.	1	Karkineta # 5	VDC, Dist. Electricity	
Irrigation maintenance	Nos.	2	Ward # 5,8	VDC, Village Development Program (PDDP)	
Temple construction	No.	1	Ward#4, Phoolbari	VDC, MG	
Foot trail construction	No.	10	Nine wards	VDC , UAKWMP	

Handout 8: Example of commitments

The commitments are presented aloud by all participants during the "Delivery" phase of the "4-D planning cycle". It is the start of implementing the planned activities.

The following examples are taken from a VDC-level APA workshop, which took place in December 1999.

"I will work on processing leather, and I am interested to be involved in any other kind of development work"

"I will construct a toilet and I will make others aware to do the same"

"I will clean the village and raise goats"

"I will start a kitchen garden and I will produce seedlings for fruits"

"I will provide on-site suggestions on how to succeed in the development activities, and I will provide first-aid services to the community"

"I will start goat raising"

"I will work on kitchen gardening, village sanitation, carpentry and community forestry"

"I want to plant and grow 20 orange trees"

"I will provide sewing and cutting services to the community"

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CARE Nepal's Purpose

To strengthen the ability of poor men, women and children to fulfill their basic needs, and to achieve social justice and empowerment at the household and community level.

CARE Nepal's Vision

From the high Himalayas to the plains of the Terai, we see men, women and children who are food secure, healthy and living in a safe environment.

We see all people, regardless of gender or caste, with more equitable access to resources, and managing their own destinies.

We have partners at all levels who are committed, able and responsive to people's needs, priorities and opportunities.

We play a dynamic and decisive role in advocating for change, learning from others, building on successes and demonstrating innovation, excellence and impact.

CARE Nepal's Goal

To enable poor and vulnerable people to create and benefit from opportunities that improve their lives and ensure greater gender and caste equity, with lasting impact.

Contents of the training package on Participatory Integrated Watershed Management:

For District Soil Conservation Officers:

1. Resource book on Participatory Integrated Watershed Management. PUCD (FAO), June 2000 (English)

For Mid-Level Technicians and Group Motivators:

2. Starting-up participatory integrated watershed management in a new area. PUCD (FAO), June 2000 (Nepali and English)
3. How to identify community groups and start group empowerment? PUCD (FAO), June 2000 (Nepali and English)
4. Monthly group interaction meetings. PUCD (FAO), June 2000 (Nepali and English)
5. Participatory Planning using the Appreciate Planning and Action Approach, CARE Nepal, February 2001 (Nepali and English)
6. Practical lessons on participatory monitoring and evaluation. PUCD (FAO), June 2000 (English)