



PARTICIPATORY SKILLS



DIRECTORATE OF FORESTS
GOVERNMENT OF WEST BENGAL



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PREFACE

Participatory Skills refer to those skills which are required for working with community, involve them in planning & implementation of activities through managing conflicts, if any. As a part of the JICA project on ‘Capacity Development for Forest Management and Training of Personnel’ being implemented by the Forest Department, Govt. of West Bengal, these course materials on Participatory Skills have been prepared for induction training of the Foresters and Forest Guards. The objective of this training material is to provide a basic idea of Participatory Skills during the induction training so that trainees can use them in project planning and implementation.

The areas elaborated in these materials broadly cover the syllabus laid down in the guidelines issued by Ministry of Environment of Forests, Govt. of India, vide the Ministry’s No 3-17/1999-RT dated 05.03.13.

The materials have been prepared in simple and easy language for better understanding of the subject and to provide appropriate idea of the covered topics among the frontline staff of forest department.

The contents of the course materials have been prepared and edited by Dr. Raktima Mukhopadhyay, Social Science &PRA Expert & Executive Director, IBRAD. Preparation of the course material includes references from internet, related books, documents and conduction of field work in the Forest Protection Committees in Bankura district of West Bengal.

Kolkata, March 2015

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SYLLABUS

Participatory skills for Field Staff (12 hours)		
1.Promotion skill of CBO and front line staff	<ul style="list-style-type: none"> - Promotion and Facilitation techniques - Facilitation Principles -Identification of field level constraints experienced (socio-economic-cultural-gender) -FR, FG's belief and attitudes -Community members' belief and attitudes. -Inter-personal communication and skills to overcome above problems - Conducting participatory meetings - Conflict resolution 	6 hours
2.Monitoring and follow-up`	<ul style="list-style-type: none"> -What is monitoring -What are the items to be monitored in JFM -Who does monitoring and at what intervals -How to set indicators of monitoring in a participatory way -how to keep and share the outcomes of monitoring 	2 hours
3.Documentation	<ul style="list-style-type: none"> - Importance of documentation - What are the things to be covered in documentation? - What are the things to be added in the report - What are the items to be documented in JFM - With whom these kinds of documents have to be shared - People's Bio-diversity Register 	1 hour
4. JFMC vs Larger bodies	FDA, Panchayat Act & Rules, PESA, Bio-diversity Act & Rules, Forest Right Act & Rules and convergence of JFMCs with Committees under above rules	3 hours
	Total	12 hours *

* These are modifications with reference to the syllabus prescribed by MoEF, indicating revision/addition of topics and change in lesson hours.



Lesson No.	Contents	Page
1	<ul style="list-style-type: none"> • Lesson Plan • Promotion Skill of CBO <ul style="list-style-type: none"> - Promotion and Facilitation techniques - Facilitation principles - Facilitation for identification of field level constraints (socio economic – cultural – gender) - Stereotype, Attitude and Belief - Inter personal communication and skills - Conflict Resolution 	1-16
2	<ul style="list-style-type: none"> • Lesson Plan • Monitoring and Follow-up <ul style="list-style-type: none"> - What is monitoring - What are the items to be monitored in JFM - What does monitoring and at what intervals - How to set indicators of monitoring in a participatory way - How to keep and share the outcomes of monitoring 	17-21
3	<ul style="list-style-type: none"> • Lesson Plan • Documentation <ul style="list-style-type: none"> - Importance of documentation - What are the things to be covered in the documentation - Things to be added in the report - Items to be documented in JFM - Sharing of documents - People’s Bio-diversity Register 	22-25
4	<ul style="list-style-type: none"> • Lesson Plan • JFMC vs Larger bodies <ul style="list-style-type: none"> - JFMC and FDA - JFMC and Panchayat Act & Rules - JFMC and PESA - JFMC and Biological Diversity Act - JFMC and Forest Right Act 	26-31



LESSON PLAN FOR TRAINING MODULE ON PARTICIPATORY SKILLS

This training module aims at developing capacity of the front line staff for using Participatory skills to involve the community under Joint Forest Management program and for participatory planning and monitoring of the program/project activities.

Objectives:

After training on the module participants will be able to

- Use the Participatory Techniques and tools viz., conducting focus group discussions, participatory meetings, conflict management, semi structured interviews, rapport building, participatory monitoring and documentation
- Develop rapport and trust with the JFMC members
- Generate relevant data/information by using the tools for participatory monitoring

Total hours required

Lesson	Hours
Lesson 1: Promotion skill of CBO and front line staff	6
Lesson 2: Monitoring and follow-up`	2
Lesson 3: Documentation	1
Lesson 4: JFMC vs Larger Bodies	3
Total Hours	12

Concepts used in the module:

- The concept of facilitation principles and participation
- Facilitation skills to build rapport and manage conflict
- Participatory Monitoring process and approaches
- Process Documentation

Approach:

Trainer will use the concept and approaches of Adult Learning Principle to deliver the

training Trainer will use facilitation skills to involve the participants in the session.

Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.

Case study analysis method will be used and video films will be shown to develop analytical skills of the participants.

Role play method will be used to have experiential learning.



Session Plan

The trainer will open each session with the following session plan:

Session	Objectives	Session Plan with time	Group Exercises
Promotion Skill of CBO	To develop skills of the participants to apply promotion and facilitation skills to build rapport with the villagers, develop trust and manage conflict	<p>First Day</p> <ul style="list-style-type: none"> - Introduction of the topic – 5 mins - Promotion and facilitation techniques – 10 mins - Facilitation principles with group work – 45 mins <p>Second Day</p> <ul style="list-style-type: none"> - Facilitation for identification of field level constraints – 10 mins - Stereotype, attitude and belief of field staff and community with exercise – 50 mins <p>Third Day</p> <ul style="list-style-type: none"> - Core values for interpersonal communication – 10 mins - Conducting participatory meetings with video film – 50 mins <p>Fourth Day</p> <ul style="list-style-type: none"> - Rapport Building with video film – 60 mins <p>Fifth Day</p> <ul style="list-style-type: none"> - Introduction on Conflict Resolution – 10 mins - Types of issues that contribute to conflict with case study – 50 mins <p>Sixth Day</p> <ul style="list-style-type: none"> - Facilitators role in managing conflict – 15mins - Steps of sensitization – 45mins 	<p>For the first day session - Ask the trainees to write the following questions</p> <ul style="list-style-type: none"> - What are the principles of facilitation - How it helps in promoting people's participation <p>Give 5mins time to write the answers. Ask the answers on random basis from the participants(5 mins)</p> <p>For the second day session – Divide the trainees in groups, Ask the group to write five perception that they have about community and five about the forest field staff. Ask the group to share and find out the common points. Discuss on the reality – 25 mins</p> <p>For the thirdday – Show video/photo of meetings and discuss about how a participatory meeting is to be conducted – 15 mins</p> <p>For the fourth day - Show video/photo of meetings and discuss</p>



			<p>about how a participatory meeting is to be conducted – 15 mins</p> <p>For the fifth day – Divide the participants into groups and give them case studies to analyse the issues that cause conflict – 25 mins</p> <p>For the sixth day - Participants will be asked to write a script on conflicting situation on the previous class and role play will be done to create the situation of conflict and its management by using the skills learnt – 20 mins</p>
<p>Backward linkages for the session – Lessons on PRA, JFM and CBO</p> <p>Forward linkages for the session – Lessons on Monitoring</p>			
Monitoring and Follow Up	To develop skills of the trainees on participatory monitoring	<p>First Day</p> <ul style="list-style-type: none"> - Introduction, what is monitoring – 10 mins - Items to be monitored in JFM – 30 mins - Who does monitoring at what level – 20 <p>Second Day</p> <ul style="list-style-type: none"> - Participatory monitoring with case studies and video – 60 min 	<p>For the first day – Divide participants into groups and ask the participants to prepare checklist of items to be monitored in JFM – 15 mins</p> <p>For the second day – Show video film on participatory monitoring by involving the villagers – 10 min</p> <p>Share case studies on participatory monitoring – 10 min</p>
<p>Backward linkages for the session – Lessons on JFM and Promotion skills</p> <p>Forward linkages for the session – Lessons on Documentation</p>			



Documentation	To develop the skills of the participants for systematic documentation of the process, information and data	<ul style="list-style-type: none"> - Importance of documentation – 10 mins - Things to be covered in documentation – 10 mins - Things to be added in reports – 10 min - Things to be added in JFM – 10 mins - Sharing of documents - 5mins - Peoples Biodiversity Register - 15 	
Backward linkages for the session – Lessons on JFM and Monitoring Forward linkages for the session – Lessons on JFMC and larger bodies			
JFMC and larger bodies	To enable the trainees to understand different Acts and programs and their linkages with JFMC	<p>First Day</p> <ul style="list-style-type: none"> - JFMC and FDA – 45 mins - JFMC and Panchayat Act and Rules – 15 mins <p>Second Day</p> <ul style="list-style-type: none"> - JFMC and PESA – 15 mins - JFMC and Biological Diversity Act – 25 mins - JFMC and FRA – 15 mins <p>Third Day</p> <p>Group work, discussion and recapitulation on convergence of JFMC with different larger bodies under the various acts – 60 mins</p>	<p>For the third day</p> <p>Divide the participants into groups and ask them to write on the chart paper on how JFMCs can be converged with</p> <ul style="list-style-type: none"> - FDA - Gram Sabha under Panchayat Act - BMC under Biological Diversity Act - FRC under Forest Rights Act
Backward linkages for the session – Lessons on JFM Forward linkages for the session – Nil			



Expected outcome from Each Lesson

Lesson	Expected Outcome
Lesson 1: Promotion Skill of CBO	At the end of the session participants will be able to develop rapport with the villagers, conduct participatory meetings and resolve conflict
Lesson 2: Monitoring and follow up	At the end of the session participants will be able to monitor the JFMCs and can involve the JFMCs to develop indicator for monitoring in a participatory way
Lesson 3: Documentation	At the end of the session participants will be able to write reports with correct contents and can systematically keep relevant records and data.
Lesson 4: JFMC and Larger bodies	At the end of the session participants will be able to understand the linkages between the JFMC and the other larger bodies like FDA and legal bodies like PESA, BMC and FRC

Materials

- Hand outs and reference material on Promotion skills
- Power point presentation
- Case studies, photographs, charts
- Video film on participatory meeting, participatory monitoring, conflict management
- Chart paper and sketch pen for group work

Lesson-1

6 Hours

Lesson Plan

Objective: To develop skills of the participants to apply promotion and facilitation skills to build rapport with the villagers, develop trust and manage conflict

Lesson Topic	Expected Outcome
Promotion Skill of CBO and frontline staff	At the end of the session participants will be able to develop rapport with the villagers, conduct participatory meetings and resolve conflict

Session Plan:

- Day 1:
- Introduction of the topic
 - Promotion and facilitation techniques
 - Facilitation principles
 - Group Exercise
 - ♣ Ask the trainees to write the following questions
 - 🚧 What are the principles of facilitation
 - 🚧 How it helps in promoting people's participation
 - ♣ Give time to write the answers.
 - ♣ Ask the answers on random basis from the participants
- Day 2:
- Facilitation for identification of field level constraints
 - Stereotype, attitude and belief of field staff and community
 - Group Exercise
 - ♣ Divide the trainees in groups;
 - 🚧 Ask the group to write five perceptions that they have about community and five about the forest field staff.
 - 🚧 What are the principles of facilitation
 - ♣ Ask the group to share and find out the common points
 - ♣ Discuss on the reality
- Day 3:
- Core values for interpersonal communication
 - Conducting participatory meetings
 - Discussion and video film
 - ♣ Show video/photo of meetings and discuss about how a participatory meeting is to be conducted
- Day 4:
- Rapport Building
 - video film & discussion
 - ♣ Show video/photo of meetings and discuss about how a participatory meeting is to be conducted



- Day 5:
- Introduction on Conflict Resolution
 - Types of issues that contribute to conflict
 - Discussion with case study
 - ♣ Divide the participants into groups and give them case studies to analyse the issues that cause conflict
- Day 6
- Facilitators role in managing conflict
 - Steps of sensitization
 - Role Play
 - ♣ Participants will be asked to write a script on conflicting situation on the previous class and role play will be done to create the situation of conflict and its management by using the skills learnt

Concept used in Module

- The concept of facilitation principles and participation
- Facilitation skills to build rapport and manage conflict
- Participatory Monitoring process and approaches
- Process Documentation

Approach:

Trainer will use the concept and approaches of Adult Learning Principle to deliver the training

Trainer will use facilitation skills to involve the participants in the session.

Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.

Case study analysis method will be used and video films will be shown to develop analytical skills of the participants.

Role play method will be used to have experiential learning.

Backward Linkages: Lessons on PRA, JFM and CBO

Forward Linkage: Lessons on Monitoring

Training Material:

- Hand outs and reference material on Promotion skills
- Power point presentation
- Case studies, photographs, charts
- Video film on participatory meeting, participatory monitoring, conflict management
- Chart paper and sketch pen for group work



Allocation time:

Day 1:	<ul style="list-style-type: none">- Introduction of the topic- Promotion and facilitation techniques- Facilitation principles- Group Exercise♣ Ask the trainees to write the following questions<ul style="list-style-type: none">📌 What are the principles of facilitation📌 How it helps in promoting people's participation♣ Give time to write the answers.♣ Ask the answers on random basis from the participants	5mins 10mins 35mins 10mins
Day 2:	<ul style="list-style-type: none">- Facilitation for identification of field level constraints- Stereotype, attitude and belief of field staff and community- Group Exercise♣ Divide the trainees in groups;<ul style="list-style-type: none">📌 Ask the group to write five perceptions that they have about community and five about the forest field staff.📌 What are the principles of facilitation♣ Ask the group to share and find out the common points♣ Discuss on the reality	10mins 25mins 25mins
Day 3:	<ul style="list-style-type: none">- Core values for interpersonal communication- Conducting participatory meetings- Discussion and video film♣ Show video/photo of meetings and discuss about how a participatory meeting is to be conducted	10mins 30mins 20mins
Day 4:	<ul style="list-style-type: none">- Rapport Building- video film & discussion♣ Show video/photo of meetings and discuss about how a participatory meeting is to be conducted	30mins 30mins
Day 5:	<ul style="list-style-type: none">- Introduction on Conflict Resolution- Types of issues that contribute to conflict- Discussion with case study♣ Divide the participants into groups and give them case studies to analyse the issues that cause conflict	10mins 25mins 25mins
Day 6	<ul style="list-style-type: none">- Facilitators role in managing conflict- Steps of sensitization- Role Play♣ Participants will be asked to write a script on conflicting situation on the previous class and role play will be done to create the situation of conflict and its management by using the skills learnt	15mins 25mins 20mins



Promotion Skill of CBO

1.1 Promotion and Facilitation techniques

Both the Community Based Organisations and the front line staff members as facilitators need to have facilitation skills to promote participatory decision making process. The facilitation skills helps in developing good rapport and relationship building with different stakeholders, create an enabling environment to work as partners, develop consensus and promote community actions for problem solving.

The front line staff and the CBOs must understand that they would sensitise the community to identify their own resources and problems, plan their own interventions, manage their own resources for sustainable implementation and monitor the outcomes of the interventions. *The facilitators use their skills to guide the discussion to focus on the objectives, analysis of the options and effective decision-making through measuring consequences.*

The facilitator should not impose his/her ideas on the community and prepare the community plan as per his/her own choice and priorities. The effective facilitation should empower the villagers to work together to solve their problems.

The role of facilitators is to create an enabling environment so that people of all classes, communities, religions, and gender have equal opportunities to participate.

1.2 Facilitation principles

Facilitation is a conscious process of assisting a group to successfully achieve its task through

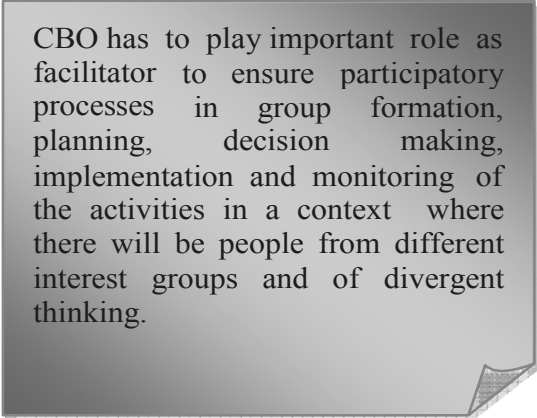
- ♣ Identification and solving the problems
- ♣ Conflict Management
- ♣ Collective Decision making

The facilitation process ensures that everyone is given reasonable access to decision making in their own communities. In the context of JFM, the different stakeholders belonging to the JFMC area must be involved to decide how the forest would be conserved and used for sustainable livelihood development of the people. Facilitation is necessary for group formation, preparation of micro plan and participatory monitoring by involving different stakeholders who have varying degree of power and influence over decision making.

There is a wide range of techniques used in facilitation and facilitative decision-making. The two most important and commonly used techniques are being interview and discussion.

1.2.1 Semi-structured Interviewing

Semi structured interview is conducted in the form of a conversation, using a semi structure interview guide to remain focused on the topic/issues. However, during the process of conversation the facilitator would also allow the participants to introduce and discuss issues which they feel relevant and important. Depending on the purpose of the discussion, there may be three categories of interviews:



CBO has to play important role as facilitator to ensure participatory processes in group formation, planning, decision making, implementation and monitoring of the activities in a context where there will be people from different interest groups and of divergent thinking.

- i. Individual based: With individuals from the community to learn about specific issues that may be too sensitive for discussion in public forums (like illegal cutting of trees by group of villagers/gender discrimination/intra community conflicts etc), and about their personal perspective on particular topics.
- ii. Key Informants based: Interview people with specialised knowledge or expertise on certain matters (like traditional healers/NTFP processors/plantation techniques/nursery raising/water conservation etc), to gain insights on a particular subject, or people who can represent a particular group or viewpoint.
- iii. Special Interest Groups based: With Groups based on their livelihood categories (like head loaders/ rope makers/plate makers/migrant labours) social category or other interest, members of which are systematically selected to allow a focused discussion of a particular issue.

Tips to organise semi structured interview

- Individual interviews to be limited to around 45 minutes and group interviews to be limited to around one to one and half hours.
- State the purpose of the meeting emphasizing that the facilitator is there to learn from the individual/group.
- Sit in a relaxed posture at the same level and start conversation
- Ask open ended probing questions with an intention to learn
- Avoid leading questions, value judgements or conclusive remarks
- Do not advice on what the respondent should or should not do
- Be attentive and active listener
- Be watchful of non verbal communication
- Do not ask sensitive issues if the person/group is not comfortable
- Ask the questions in simple understandable manner
- Do not pay attention or ask questions to only one or two individuals who tend to be more communicative.

1.2.2 Focus Group Discussion

Focus Group Discussions (FGD) are a device to enable the facilitator to work with small groups consisting of 10 -15 people on particular issues in a focused way. There are a number of advantages to FGDs:

- Small groups of 10-15 people are easier to facilitate and guide than larger groups
- People get more say and contribute their ideas more effectively in small groups
- People who may be lacking in confidence in front of others are likely to be more comfortable and can be facilitated more effectively in their peer groups.
- Facilitators can ensure that the particular issue/ issues are considered in detail with deep insights.



- Facilitators can ensure that the particular issue/ issues are considered in detail with deep insights.

Do's and Don'ts of conducting FGD

Do's

- ./ Do treat silly ideas the same as serious ideas
- ./ Do encourage people to share their points
- ./ Do listen to their points actively
- ./ Appreciate their problems with empathy
- ./ Ask options and solutions from them only
- ./ Unblock the flow by asking people to think of opposites, what-ifs, variations, add-ons, etc.
- ./ Ask people to write their ideas on cards. Collect the cards and post them on wall to have an audio visual effect and reinforcement.
- ./ Take commitments from them to implement the plan proposed by the group.

Don'ts

- ./ Do not make any false commitment
- ./ Don't interrupt
- ./ Don't reject any ideas
- ./ Don't express anybody/ facial signs of disapproval
- ./ Don't talk to only one person who you consider as the 'best' thinker
- ./ Don't give up the first time the group seems stuck
- ./ Do not give solutions and suggestions to solve the problem

The facilitators should ensure that FGDs are organised in such a way that people are able to participate freely in the analysis and decision making that is most relevant to them

Some important Do's and Don'ts for facilitators to get the most out of FGDs and public meetings are outlined as follows:

Do's and Don'ts of a facilitator

Do's

- ./ Do treat silly ideas the same as serious ideas
- ./ Do encourage people to share their points
- ./ Do listen to their points actively
- ./ Appreciate their problems with empathy
- ./ Ask options and solutions from them only
- ./ Take commitments from them to implement the plan proposed by the group.

Don'ts

- ./ Do not make any false commitment
- ./ Don't interrupt

- ./ Don't reject any ideas
- ./ Don't express anybody/ facial signs of disapproval
- ./ Don't talk to only one person who you consider as the 'best' thinker
- ./ Do not give solutions and suggestions to solve the problem

Tips for a self aware facilitator

- ./ Do not judge
- ./ Try hard not to project your own perceptions onto others
- ./ Do not assume that people need your help
- ./ Be genuinely friendly
- ./ Be authentic in giving recognition
- ./ Show respect, and honor the people you work with
- ./ Accept that people have their own values, behaviors and world views
- ./ Show interest in villager's lives
- ./ Listen actively
- ./ Behave in the same way you would expect others to behave towards you
- ./ Don't think you know better
- ./ Don't give advice

1.3 Facilitation for identification of field level constraints (socio economic – cultural – gender)

In practice no village is homogenous where all the villagers are having same socio economic conditions. Same way there remains cultural differences within the same village or among the villages dominated by different caste or ethnic groups. The gender role also varies depending upon the culture, class and other social background.

Based upon their background the interests and problems of the different groups vary. Normally in villages there remain various interest groups with different or even conflicting interests. As a result they have divergent thinking towards any problem/issue or opportunities that may come up.

Same way, people in the same village or from the same FPC also may have divergent thinking towards JFM and will have varying perceptions on how it would benefit them.

The facilitator's main task is to create an enabling environment so that everyone gets the opportunity to express their views and ideas and can voice their concerns and apprehensions, yet come to a desired consensus.



The facilitator should not come to any conclusion, form a group, prepare any plan after talking to only a section/group of people in the village rather should try to involve all the different stakeholder groups to identify their constraints and specific issues.

1.4 Stereotype, Attitude and Belief

A **stereotype** is a thought that can be adopted about specific types of individuals or certain ways of doing things. These thoughts or beliefs may or may not accurately reflect reality.

1.4.1 Front line staff's belief and attitude

The front line staff of the forest department as an individual possesses a set of belief and attitude towards the villagers that may not reflect the reality. While driven by our belief system we often come to a conclusion without judging the facts and reality. The belief and attitude that have a negative connotation create a stumble block to work as a partner that is an essential pre requisite to manage the forest in a participatory manner.

Some of the common negative belief that people have about the villagers are:

- Villagers are lazy and do not want to work
- Villagers will not cooperate without any monetary benefit
- Villagers only blame the department
- Villagers are not trustworthy
- Villagers do not keep their words

1.4.2 Community's belief and attitude

Same way community members also have some pre conceived belief about the front line staff and towards the forest such as

- Forest department staff are all corrupt
- Forest department staff are insensitive
- Forest department staff do not appreciate the problems of the villagers
- Villagers are always exploited by the department
- Cutting of forest is not an offence and poor people should not be punished

Such stereotype, belief and attitude often lead towards developing mistrust against each other. These negative attitudes need to be changed for starting any participatory activities. The basis of participation for any program or project is trust and appreciation of each other's problems and not that of blaming and indictment.

1.5 Inter personal communication and skills

Community participation is essential to set a common goal for forest conservation and prepare an agreed path of action to reach the goal along with the forest department. This reduces the chances for possible disagreement and conflicts that often creates stumbling block in forest conservation.

To ensure community participation it is important to ensure mobilization of the people for collective action. This requires interpersonal communication skills.

The core values of inter personal communication are

- **Mutual Understanding** – Joint Forest Management Committee members and other stakeholders in the village need to understand and appreciate the problems and goals. A

basic sense of acceptance and understanding allows people to develop innovative ideas that incorporate everyone's point of view.

- **Full participation** –During participatory processes, all stakeholders are encouraged to be actively involved and to say what's on their minds. This strengthens people in several ways. Stakeholders become more courageous in raising difficult issues. They learn how to share their needs and opinions. And, in the process, they learn to discover and acknowledge the diversity of opinions and backgrounds of all stakeholders's involved.
- **Inclusive solutions** –Inclusive solutions are wise solutions. They are made by integrating everybody's perspectives and needs. These solutions have the advantage of reflecting the true picture, and the perspective of not only the powerful and influential but also of the truth held by the marginalized and the weak.

Shared responsibility –During participatory processes, stakeholders feel a strong sense of responsibility for creating and developing sustainable agreements. They recognize that they must be willing and able to implement the proposals they develop, so they make every effort to give and receive input before final decisions are made. This contrast sharply with the conventional assumption that everyone will be held accountable for consequence of decisions made by a few key people.

1.5.1 Conducting Participatory Meetings

The facilitator's main objective is to promote mutual understanding. This is anything but easy.

The greater the divergence of opinions in the group, the greater is the chance for confusion and misinterpretation. It takes a lot of careful listening.

- **The need for structured activities**

The simplest way to help group members to understand each other's perspectives is to encourage them to put themselves in each other's shoes.

- to think on a common issue/ideas/problems at a time
- use their energy towards a positive direction
- to show case their innovations/problem solving abilities
- contribute as a group
- get recognition from others
- inculcate a feeling of confidence – “Yes, We can”

Structured activities help the group focus on the same thing at the same time. However, it is not easy for a facilitator to get agreement from the group to do a structured activity. Group opposes facilitators on a regular basis and this is particularly true when trust levels are low and tension levels are high. Your suggestion for a structured activity may meet resistance because:

- Someone thinks it was proposed as a direct personal response to something s/he said
- Someone may interpret your suggestion as a powerplay
- Others may feel that it would slow down the discussion or move the group in the wrong directions



For all these reasons and more, you must expect the group to challenge you, and probably reject a high percentage of your suggestions. The facilitator's role is to be patient and tolerant, and to show trust and confidence in the group.

The facilitator need to design some interesting structured activities by involving the group. This will give opportunity to the group

Some interesting structured activities are

- PRA exercises like Transect walk, mapping, seasonal calendar etc
- Visioning exercise
- SWOT analysis
- Voluntary action for village development
- Organising quiz, sports, drama, workshops

1.5.2 Rapport Building and Community Organisation

It is important to strengthen ties between the JFMC/EDC members and the forest department for strengthening the JFMCs. In order to ensure better communication and understanding between the two groups it becomes necessary to establish a relationship based on trust. To develop such mutually beneficial, trustworthy relationship efforts are to be made especially by the forest department officials to establish rapport with the villagers.

1.5.3 Rapport building

One of the most important participatory skills is rapport building with the stakeholders and develop a trustworthy relationship in the shortest time possible.

At this stage the forest front line staffs as the facilitator has to overcome the negative stereotype and belief of the community, if any. These may range from suspicion, fear, over expectation, mistrust, indifference or even animosity.

The process of rapport building starts from day one when the first discussions are initiated, through the following:

- Interactions with JFMC members, individuals, households and small groups in an informal environment
- Attempts to understand the attitudes and behaviours of individuals in the village and their day to day problems
- Clarification on the roles and creating an atmosphere of mutual trust and respect

It is important that ***the facilitators themselves will have to undergo a change in their attitudes***. It is essential that they

- respect the indigenous knowledge and values of the community;
- seek to understand the problems of the community from the women, men, youth and children of the village;
- seek their suggestions and solutions to those problems;
- have faith in people's abilities and intentions

1.5.4 Discussion on importance of conservation

Organise a general meeting with the JFMC members in the village. The meeting should be organised in an open place within the village where many people can join.



- ./ Thank the villagers for sparing their time to participate in the meeting once the meeting starts.
- ./ Explain clearly the purpose of the meeting.
- ./ Do not make any false promise or commit something that is beyond control.
- ./ Do not give such an impression that all the problems of the village will be solved.
- ./ Should initiate the discussion by showing interest to know about the village. This will encourage the people to become receptive and get involved in the process.

In the general meeting

- All the General body members of the JFMC
- Community groups such as SHGs etc
- Panchayat members
- Forest front line staff.

Some tips for Ice Breaking

- Roam around the village with some of the villagers
- Show interest in their village by asking questions about their village
- Talk with the children
- Recognise the children in front of their parents
- Play with the children
- Share some fun exercises with the children and villagers

It is common in any large group meeting that only few members become vocal and participate actively. The facilitators also tend to talk with the responsive members only. During this process the rest of the group members lose their interest and start dispersing. It is therefore both important and challenging to get most of the members involved in the meeting and make them actively participate.

To involve the villagers the facilitators need to use audio visual materials and interactive processes.

Following steps are developed, tested and found effective by IBRAD (Indian Institute of Bio Social Research and Development) in 100s of villages in different parts of the country to involve villagers and sensitise them about natural resources conservation.

Y Discussion on Eco Chain

Draw picture of forest, water, agricultural land, livestock and human being side by side on a horizontal line on four to five chart paper.

Write two questions on the chart paper:

- i. Among the five which of the items villagers do not need.
- ii. Why do the villagers need all.

At this stage divide the villagers into groups, distribute chart paper and ask them to discuss and write the answers on the chart. After the discussion there will be presentations by the groups. Also announce that there will be competition and the best group will get a prize.

This process will activate the villagers and ensure their participation. While they start discussion they themselves will share the interdependence of the natural resources.



After discussion each group will present their findings. Select a panel of judges from among the community only but declare the result at the end of the session.

As all the groups would present the importance of the natural resources in their life a positive environment would be created. The facilitators do not have to tell the villagers why they should protect or conserve the natural resources. Rather the process would be reversed and they will listen to the villagers.

After the presentations are over, ask the villagers who can take responsibility to develop and conserve all the natural resources. Different line departments are responsible for different resources like forest, agriculture, water, horticulture, animal husbandry, fishery but who can take care of all and make best use of them. This will lead to the answers that the villagers only can take care of all the resources.

Y Identify Self Initiated Community Organisers (SICO)

At this stage, ask the villagers who can come forward, devote time to work for the cause of natural resource conservation of their village as volunteers and help the JFMC/EDC members. They will be the reformers in the village and the rest will be followers.

Recognise the first person who comes forward and others who will join him/her through cheering, clapping and taking photographs.

Y Formation of SICO group

Request the members to give a name to their group, fix date, place and time for meeting, a symbol for the group and a fixed subscription.

Y Plan for some voluntary action

Prepare a plan of action with the SICO members to take up some voluntary action in the village most preferably on the next day itself.

This will create an opportunity to start some collective work in the village by involving the villagers.

Y Discussion on JFM objectives/microplanning and role of the JFMC members

At this stage share the objectives of JFM plan and role of the JFMC members in conservation of forest.

If such exercise is organized before initiation of the microplanning process, share the objectives of microloan and the role of JFMC in preparing it.

Y Disseminating the information

Every SICO will be given a post card where the key objectives of JFM/microplanning and role of the JFMC members will be written. Each of them will take responsibility of five to ten households that they will visit and share the information.

Through such process it is ensured that all the households are informed about the objectives of JFM/microplanning.



After the village general meeting, hamlet wise meetings will be organised to share the objectives of JFM/micro plan and its processes. Choose the time of the meeting as per the convenience of the villagers.

A general meeting will also be organised with the JFMC/EDC members to reiterate their roles and responsibilities in implementation of JFM and preparation of micro plan.

1.6 Conflict Resolution

Any conflict is directly related to interests and attitudes. This is primarily expressed through hostile attitude. Conflict within a community is often characterized by:

- Emotional forces
- Perception of authority and power
- The influence of local politics and economic relations
- Connections to wider political or economic institutions

For example, JFMC is formed to protect and manage the forest. Conflicts may emerge over:

- Benefit sharing arrangements
- Membership
- Household representation
- NTFP collection
- More powerful groups in the community trying to control the JFMC for their personal interest
- Lack of transparency in meeting procedures and distribution of usufructory share
- Lack of consensus in decision-making by community institutions

In some cases, subgroups may form to express their differences in opinion regarding what is good management. Politicization and the formation of rival factions may further divide the community.

Conflict between local communities and outside groups:

Conflict with outside groups is often characterized by:

- Widely divergent views
- Getting access and control over a common and shared resource base
- A reduced number of options for resolving conflict due to lack of social relationships
- Clear economic interest of different parties in the conflict (timber sellers, NTFP collectors)
- The strong influence of the dominant forces of politics and power operating in the wider society

Commonly, the underlying reason for conflict is the inadequate participation of local groups in collaborative management. Such situations become more complex when two or three villages share the same resource and have separate community institution to manage the area.



Types of issues that contribute to a Conflict:

Type of issue	Elements	Points to remember in managing such conflicts
Conflicting interests	<ul style="list-style-type: none"> • Conflicts over differing needs and desires, sharing of benefits and resource use (For example the non members of JFMC in the village wants to get the usufructory benefits). • Conflict can emerge from a perceived or actual lack of shared interests (For example in a JFMC there are members who are service holders and do not depend on the forest but gets the equal share of usufructory benefits). 	<ul style="list-style-type: none"> ./ Identify common or shared interests ./ Clarify whether interests are real or perceived ./ Develop a consensus among the villagers on benefit sharing arrangements
Information issues	<ul style="list-style-type: none"> • Conflicts caused by lack of information or differences in interpretation of information (For example only few people are called in the meeting or the information is shared with one or two influential people only) • Poor communication or miscommunication among disputing parties 	<ul style="list-style-type: none"> ./ Reach agreement on information needs and mechanism to develop so that information is shared among all ./ Reach agreement on how information can be obtained and verified and at what levels ./ Display of information as much as possible through posters/charts/boards etc ./ Encourage transparent decision making
Emotional issues	<ul style="list-style-type: none"> • Differences in personality and emotions, as well as misperceptions, stereotypes and prejudices (For example negative stereotypes of Forest Department and community towards each other) • Mismatch of expectations, attitudes and approaches to problem solving 	<ul style="list-style-type: none"> ./ Encourage conflicting parties to avoid generalization and judge the situation based on facts and rationality ./ Aim to change the stereotypes and build positive perceptions ./ Create an enabling environment mutual trust and care.
Power relations	<ul style="list-style-type: none"> • People feel threatened to loose power and authority by sharing information and empowerment of others 	<ul style="list-style-type: none"> ./ Encourage the one holding position to become transparent and encourage others to take responsibility
Gender stereotype	<ul style="list-style-type: none"> • Do not accept to engage women in the decision making process 	<ul style="list-style-type: none"> ./ Engage more women in the policy and decision making bodies even mechanically to change the stereotype

Facilitator's Role in conflict Management

Conflict is inevitable. The facilitator must know how to manage the conflict through sensitization process. Sensitisation is a process of interaction that helps in strengthening a person's ability to take decisions by measuring consequences, both positive and negative of his/her action and predict the desired action. As such, when sensitized, a person is expected to be competent enough to take realistic and dependable decisions.

The facilitator must be unbiased and

- Acknowledge that there is a conflict
- Identify and acknowledge each party's concerns and goals
- Identify alternative solutions and study their impacts on each party
- Select the alternative that best suits the needs, concerns and goals of each of the groups
- Implement the alternative selected and evaluate the results.

A model for questioning for conflict management

The six helper questions can be looked at in different ways. Helper questions can help find out all kinds of information and promote mutual understanding between group members in different ways.

- The “**who**” question
- The “**when**” question \Longrightarrow Deals with Facts
- The “**where**” question
- The “**What**” question and “**How**” question \Longrightarrow Deals with ideas and opinions
- “**Where**” question
- The “**why**” question \Longrightarrow Deals with Values and Beliefs

./ The who, when and where questions helps in defining the problems

./ The what, how and why questions helps in analyzing the problems



Steps of sensitization for conflict management

Y Do not make any false commitment – state what you can and can not

Y Listen to the problems – Listening does not mean agreement but paying attention to the person and the issue

Y Appreciate the problem with empathy by putting yourself in that person's position

Y Ask solutions from them only – Never advise

Y Once they come out with some solutions/suggestion develop a plan of action that must be

S – Specific

M Measurable

A – Achievable

R – Realistic

T – Tangible and Time bound



Lesson-2

2 Hours

Lesson Plan

- **Objective:** To develop skills of the trainees on participatory monitoring

Lesson Topic	Expected Outcome
Monitoring and Follow-up	At the end of the session participants will be able to monitor the JFMCs and can involve the JFMCs to develop indicator for monitoring in a participatory way

- **Session Plan:**

- Day 1:**
 - Introduction, what is monitoring
 - Items to be monitored in JFM
 - Who does monitoring at what level
 - ♣ Divide participants into groups and ask the participants to prepare checklist of items to be monitored in JFM
- Day 2:**
 - Participatory monitoring
 - Discussion with case studies and video
 - ♣ Show video film on participatory monitoring by involving the villagers
 - ♣ Share case studies on participatory monitoring

- **Concepts used in the module:**

- The concept of facilitation principles and participation
- Facilitation skills to build rapport and manage conflict
- Participatory Monitoring process and approaches
- Process Documentation

- **Approach:**

- Trainer will use the concept and approaches of Adult Learning Principle to deliver the training
- Trainer will use facilitation skills to involve the participants in the session.
- Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.
- Case study analysis method will be used and video films will be shown to develop analytical skills of the participants.
- Role play method will be used to have experiential learning.

- **Backward Linkage :**Lessons on JFM and Promotion skills

- **Forward Linkage :** Lessons on Documentation

- **Materials Required:**

- Hand outs and reference material on Promotion skills
- Power point presentation
- Case studies, photographs, charts



- Video film on participatory meeting, participatory monitoring, conflict management
- Chart paper and sketch pen for group work

• **Allocation of time :**

Day 1:	- Introduction, what is monitoring	10mins
	- Items to be monitored in JFM	30mins
	- Who does monitoring at what level	20mins
	♣ Divide participants into groups and ask the participants to prepare checklist of items to be monitored in JFM	
Day 2:	- Participatory monitoring	40mins
	- Discussion with case studies and video	20mins
	♣ Show video film on participatory monitoring by involving the villagers	
	♣ Share case studies on participatory monitoring	

Monitoring and Follow Up

2.1 What is monitoring

Monitoring is the regular observation and recording of activities taking place in a project or program to check on how project activities are progressing towards achieving the desired outputs and goals.

Systematic and regular monitoring helps in keeping the project on track and take timely corrective actions for improving project performance.

Monitoring helps in tracking of the key elements of any project or program performance, usually it's inputs and outputs. Inputs, outputs and outcomes are monitored throughout the project. Input/output data are necessary for administration and resource accountability.

Monitoring provides necessary information for:

- Analysing whether the project is in right track;
- Determining whether the inputs in the project are utilized properly;
- Identifying problems and taking corrective actions for solution on time;
- Ensuring all activities are carried out properly with optimal utilization of time and resources;

The monitoring framework is to be designed to capture data on all the following aspects of a project:



The essential components of monitoring to track the progress at different levels are

- i. To understand the project objectives and activities with clear targets and timelines
- ii. Developing objectively verifiable indicators against each objective and activities
- iii. Develop mechanism for data collection at periodic intervals
- iv. Analysis of the data
- v. Presenting the findings to improve the performance

2.2 What are the items to be monitored in JFM

Joint Forest Management aims at regeneration and conservation of forest resources through involvement of forest fringe villagers in association with the state forest departments. Joint Forest Management (JFM) emphasizes on participation of local people and all the key stakeholders in project planning, implementation and monitoring. Engaging the field level staff, CBOs and JFMC/EDC/SHGs in the process of participatory monitoring and evaluation will help bringing in ownership of the project by the stakeholders, ensuring transparency, increasing accountability and empowerment of the people.

The success of JFM is dependent on the efficient and effective functioning of JFMCs/EDCs. JFM intends to create strong and self-sustaining JFMCs and EDCs who can sustainably conserve the biodiversity resources of the state. Thus there needs to be a monitoring system to ensure that the results/outputs are produced as desired/expected and on time.

In JFM there are three distinct areas that need to be monitored

- Functioning of JFMC as community institutions
- Status and condition of forest
- Livelihood and Economic benefits from the forest

Keeping the three areas in mind the monitoring of JFM should include the following items:

A. Functioning of JFMC as Community Institutions

- A1. Date of formation of the JFMC
- A2. Membership – Male and Female
- A3. Meetings conducted in last quarter and average attendance
- A4. Process followed to take decisions in the meeting
- A5. Follow up of the resolutions of the previous meeting
- A6. Updation of Reports and Records
- A7. Participatory Planning process followed
- A8. Actions taken by the community for protection of forest
- A9. Occurrences of conflict and its management
- A10. Ability of the community to converge resources from line departments

B. Status and management of forest

- B1. Forest area
- B2. Density of forest
- B3. Species diversity and Species richness
- B4. Availability of REET species



- B5. Survival percentage of plantation
- B6. Harvesting of NTFPs
- B7. Soil carbon
- B8. Soil moisture condition

C. Livelihood and Economic benefits from forest

- C1. No. of people dependent on forest for their livelihood
- C2. Types of forest based livelihood developed
- C3. No. of SHGs formed
- C4. Amount of loan disbursed to the SHGs
- C5. Amount of loan repaid by the SHGs
- C6. Amount of share distributed among the people
- C7. Total fund created by the JFMC
- C8. Common assets created and maintained by the JFMC
- C9. Number of man days generated through silviculture and other forestry operations
- C10. Total fund received and Fund utilisation

2.3 Who does monitoring and at what intervals

The JFMCs will be facilitated to develop key indicators to measure the outputs of their interventions. The indicators will cover forest and biodiversity conservation aspects, social aspects and economic aspects.

The critical factor for successful implementation of the monitoring system is to maintain the “Up-to-date Base Registers” at every level. The key base registers will be maintained by the JFMC themselves with the help of the field staff. The JFMC will devote one day in every month in analyzing the important trends and planning further action. These may include identification of further capacity building requirement, division of responsibility for various tasks, planning for efforts for linkage with other institutions etc.

Monitoring will be done at different levels. Within JFMC the main responsibility of monitoring lies with the Executive Committee, which is more of establishing a self-monitoring system for assessing the progress of work.

Primary data will be generated at the JFMC level by involving the JFMC members and field staff.

It will be collated at the Range Level by the Range Officer and then at the Division Level by the DFO.

The monitoring of the forest will be done twice a year, before monsoon and after monsoon.

The data for social and economic aspects will be collected on quarterly basis and would be collated at Range and Division level.



The compiled report will be presented during the Annual General meeting of the JFMC.

2.4 How to set indicators of monitoring in a participatory way

Participatory monitoring is a process through which the primary stakeholders directly engage in monitoring any particular project, program or activity by developing their own set of indicators to track the progress and engage in identifying and taking corrective actions. One of the key focuses of the participatory monitoring is to ensure that there would not be deviation from the processes that are designed to ensure desired result.

It has been widely recognized now to involve the primary stakeholders in the monitoring and evaluation process and make them an integral part of the monitoring system. It has been proved that involvement of primary stakeholders in monitoring and evaluation process offers new ways of assessing the projects/programs that are more inclusive and more responsive to the needs and aspirations of those most directly affected. It not only helps in measuring the progress and effectiveness of the project but also helps in empowering people whereby they take responsibility of their actions, become accountable for both the success and failures of the project and take corrective actions to improve performance and outcomes.

Focus Group Discussions will be conducted with selected JFMC/EDC/SHG through the field staff to get a sense of what they understand by “effectiveness” of the group. A broad list of indicators that will be generated from such discussions will then be collated and classified based on the standard criteria and indicators to measure the functioning of the JFMCs. The indicators will then be organized in form of a Self-Monitoring Tool.

Participatory Vegetation Monitoring and Participatory Biodiversity Monitoring tools will be used to engage the villagers in identifying the species, height and girth of the trees etc. The traditional knowledge of the community will be blended with simple scientific methods.

2.5 How to keep and share the outcomes of monitoring

People will be involved to analyse the data and information. The result will be displayed in the form of picture or board. This will be an iterative process and they will be sensitized to take necessary corrective action as required.





Lesson 3

1Hours

Lesson Plan

- **Objective:** To develop the skills of the participants for systematic documentation of the process, information and data

Lesson Topic	Expected Outcome
Documentation	At the end of the session participants will be able to write reports with correct contents and can systematically keep relevant records and data.

- **Session Plan:**
 - Importance of documentation
 - Things to be covered in documentation
 - Things to be added in reports
 - Things to be added in JFM
 - Sharing of documents
 - Peoples Biodiversity Register
- **Concepts used in the module:**
 - The concept of facilitation principles and participation
 - Facilitation skills to build rapport and manage conflict
 - Participatory Monitoring process and approaches
 - Process Documentation
- **Approach:**
 - Trainer will use the concept and approaches of Adult Learning Principle to deliver the training
 - Trainer will use facilitation skills to involve the participants in the session.
 - Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.
 - Case study analysis method will be used and video films will be shown to develop analytical skills of the participants.
 - Role play method will be used to have experiential learning.
- **Backward Linkage :** Lessons on JFM Monitoring
- **Forward Linkage :** Lessons on JFMC and Larger Bodies
- **Materials Required:**
 - Hand outs and reference material on Promotion skills
 - Power point presentation
 - Case studies, photographs, charts
 - Video film on participatory meeting, participatory monitoring, conflict management
 - Chart paper and sketch pen for group work



- **Allocation of time :**
- Importance of documentation 10mins
- Things to be covered in documentation 10mins
- Things to be added in reports 10mins
- Things to be added in JFM 10mins
- Sharing of documents 5mins
- Peoples Biodiversity Register 15mins

Documentation

3.1 Importance of documentation

Documentation of any process helps in reducing operational ambiguity. Systematic documentation helps in generating necessary information about the project/program/activities, easy retrieval of the information and data as well as dissemination of the learning to larger audience. Through documentation one can capture the best practices and can replicate them in other areas. Proper documentation is required for the present and future generations to know, learn and benefit from the past knowledge and experience.

3.2 What are the things to be covered in the documentation

In general terms, documentation is any communicable material (such as text, video, audio, CD, DVD etc., or combinations thereof) used to explain some attributes of an object, system or procedure (www.unesco.org/education/aladin/paldin). One can use any one or set of materials for documentation of a process.

One has to capture the relevant data in terms of inputs given, process followed and the outputs generated in the form of text/reports. The reports can be generated on monthly, quarterly, bi annual or annual basis depending upon the need of the project/client.

The video documentation of any process where the primary stakeholders express their views about the project/program inputs, processes, output, outcomes and impact act as very powerful tools as one can see the evidence and can hear the primary stakeholders through audio visual mode.

The photographic documentation showing any area, say forest land or village, before intervention and the same area with changes after intervention also becomes a very powerful document.

Case studies are also prepared where a certain issue/person/area is highlighted to describe the learning either the success story or the failure one. The case study analyses the causal effects for success or failure of the program that can be used as learning.

3.3 Things to be added in the report

A report should not be very lengthy. It has to be specific and to the point.

The report should have a title page with the name of the report, date of submission and name of the person who is submitting the report.



In case of a long report it should have an Executive Summary.

The table of contents with page number, table and figure numbers are to be included.

The reports should have minimum text and the results are to be presented more through tables, charts, figures and photographs.

List of abbreviations should be presented in the report. No abbreviation should be used without mention of full name.

3.4 Items to be documented in JFM

It is important to document the process followed in securing people's participation in JFM. The partnership between the forest department and the local people in protecting the forest is aimed to result in regeneration and conservation of forest resources.

In JFM, the data regarding the Joint Forest Management Committee in terms of the following need to be maintained:

- registration
- membership
- forest area
- minutes of the meetings and meeting records
- forest protection activities
- action and reward mechanism followed by the JFMC
- bank account details
- SHG details
- usufruct sharing details
- forest based livelihood

Participatory vegetation monitoring process to be adopted by involving the JFMC members to assess the forest condition of the JFMC in terms of

- density of the forest
- species diversity
- availability of Rare, Endangered and Threatened species
- medicinal plants
- harvesting of NTFPs

The data collected from the forest areas of the JFMC need to be displayed in a board in the JFMC village that will help people to take pride of their forest area.

As JFM is based on the principle of participation and participatory approaches it is necessary to have documentation of the process of participatory planning, implementation and monitoring exercises. The documents could be

- PRA maps and charts
- photographs and videos of participatory exercises
- microplan
- paper cuttings of any events



3.5 Sharing of documents

Such documents in terms of reports, video, CD, case studies can be shared at different levels based on the purpose and requirement.

The documents would first be shared within the department as per the reporting protocol. It helps in tracking the progress and also to take corrective actions. It is also shared with the JFMC as one of the primary stakeholders. It helps in sensitising the JFMC and also to raise their self esteem.

The documents like success stories, videos are shared with larger audience like Ministries, line departments, funding agencies etc. that helps in branding and promotion of the organisation for resource mobilisation, convergence and fund raising.

3.6 People's Bio-diversity Register

As per the Biodiversity Conservation Act 2002, it is mandatory for the State Biodiversity Boards to prepare People's Biodiversity Register (PBR) at the Local Self Government Level by involving the local people. Local people are involved in identification of all the biological resources, both flora and fauna, available in their area and their documentation. The object is to identify all kinds of biological resources and use them on sustainable basis, patenting of resources, develop equitable access and benefit sharing arrangements. The traditional knowledge of the people and their insights about the status, uses and the drivers of changes are also documented. The JFMC members can play active role in preparation of PBR in their area as they have considerable knowledge about the biodiversity resources. Forest is the prime source of biodiversity and the JFMCs are empowered to regulate the access, harvesting and use of non timber forest produces of their forest. The access and benefit sharing arrangements especially from the forest areas designated to the JFMCs will be designed in consultation with the JFMC and the Biodiversity Management Committee (BMC), formed at the local self government area of the JFMC.



Lesson-4

3 Hours

Lesson Plan

Objective: To enable the trainees to understand different Acts and programs and their linkages with JFMC

Lesson Topic	Expected Outcome
JFMC vs Larger Bodies	At the end of the session participants will be able to understand the linkages between the JFMC and the other larger bodies like FDA and legal bodies like PESA, BMC and FRC

Session Plan:

- Day 1:**
- JFMC and FDA
 - JFMC and Panchayat Act and Rule
- Day 2:**
- JFMC and PESA
 - JFMC and Biological Diversity Act
 - JFMC and FRA
- Day 3:**
- Group work, discussion and recapitulation on convergence of JFMC with different larger bodies under the various acts
 - ♣ Divide the participants into groups and ask them to write on the chart paper on how JFMCs can be converged with
 - ✚ FDA
 - ✚ Gram Sabha under Panchayat Act
 - ✚ BMC under Biological Diversity Act
 - ✚ FRC under Forest Rights Act

Concept used in Module

- The concept of facilitation principles and participation
- Facilitation skills to build rapport and manage conflict
- Participatory Monitoring process and approaches
- Process Documentation

Approach:

- Trainer will use the concept and approaches of Adult Learning Principle to deliver the training
- Trainer will use facilitation skills to involve the participants in the session.
- Group discussion and group exercises will be done to engage the participants and have experiential learning in each lesson.
- Case study analysis method will be used and video films will be shown to develop analytical skills of the participants.
- Role play method will be used to have experiential learning.



Backward Linkages: Lessons on JFM

Forward Linkage: Nil

Training Material:

- Hand outs and reference material on Promotion skills
- Power point presentation
- Case studies, photographs, charts
- Video film on participatory meeting, participatory monitoring, conflict management
- Chart paper and sketch pen for group work

Allocation time:

Day 1:	- JFMC and FDA	45mins
	- JFMC and Panchayat Act and Rule	15min
Day 2:	- JFMC and PESA	15mins
	- JFMC and Biological Diversity Act	30mins
	- JFMC and FRA	15mins
Day 3:	- Group work, discussion and recapitulation on convergence of JFMC with different larger bodies under the various acts	60mins
	♣ Divide the participants into groups and ask them to write on the chart paper on how JFMCs can be converged with	
	🚧 FDA	
	🚧 Gram Sabha under Panchayat Act	
	🚧 BMC under Biological Diversity Act	
	🚧 FRC under Forest Rights Act	

JFMC vs larger bodies

4.1 JFMC and FDA

In all most all the programs/projects related to forest management JFMCs are considered as crucial. The multiple forestry programs are consolidated as National Afforestation Program during the Ninth Plan period. It required the formation of JFMCs at the field level to implement the program. JFMCs are registered with the respective Territorial/Wildlife Conservator of Forests. The schemes are implemented by the Forest Development Agencies (FDA) and the JFMCs. As per the operational guidelines of National Afforestation Programs issued by National Afforestation and Eco Development Board, Forest Development Agencies (FDAs) are to be registered as Federation of all Joint Forest Management Committees (JFMCs) within a territorial/wildlife forest divisions under the Societies' Registration Act.

Structure of the FDA

General Body	Executive Body
<p>Chairperson- Conservator of Forests</p> <p>Members: Presidents of JFMC General Bodies, not more than 50 at any time, to be nominated by Chairperson on rotational basis for a period of one year, of which 20 would be women representatives. In the event adequate number of women chairpersons are not available, the women representatives will be drawn from the members of the General Bodies of JFMCs.</p> <p>One non-official representative to be nominated by the apex institutional framework of Panchayats.</p> <p>Range Forest Officers, ACFs/ SDFOs.</p>	<p>Chairperson- Conservator of Forests</p> <p>Member Secretary cum Chief Executive Officer – Divisional Forest Officer Members</p> <p>Ex-officio Members (without voting rights) – District Development Officer, District level Officers of Agriculture, Rural Development, Animal husbandry, Soil Conservation, Tribal Welfare, Industries, Public Health & Engineering, and Education Departments. ADM/AC to be nominated by DC/DM.</p> <p>One non-official representative to be nominated by the apex institutional framework of Panchayats.</p> <p>Fifteen nominees from the JFMCs, to include minimum of 7 women.</p>



At the grass root level JFMC will be the implementing agency. Fund will be transferred to the JFMC account for implementation of the project. One JFMC will implement the project in one village. Village is considered as a unit of planning and implementation. The JFMC/EDC will assist in

- i. Preparation of microplans
- ii. Choice of species to be planted
- iii. Suggesting physical and financial targets
- iv. To propose entry point activities
- v. Awareness programmes and usufruct sharing mechanisms
- vi. Fund Creation Activities

After a project is approved by the NAEB, funds earmarked for microplanning would be released to undertake the micro-planning exercise and prepare the work plan under the project prior to project implementation by involving the JFMCs and the local communities. During the microplanning exercise The Entry Point Activities will be selected by the JFMCs.

“80% of the funds released by the NAEB for the implementation of the work programme would be transferred to the account of concerned JFMCs within 15 days of their receipt at the FDA. When 50% of the funds released to a JFMCs has been utilised, the balance 20% of the funds should be released.

If the performance of any JFMC/ EDC is not found to be satisfactory by the FDA, the FDA may decide to take action as prescribed in the Memorandum of Understanding to stop further funding to the JFMC/ EDC concerned. The FDA may also prevent further expenditure of the funds already released. In such cases, the FDA may also authorise the Forest Department to utilise the remaining funds for completing the works after seeking prior approval of the NAEB” (Operational Guidelines on NAP issued by NAEB).

4.2 JFMC and Panchayat Act & Rules

Article 243G mandates powers and authorities to enable PRIs to function as institutions of self government and prepare plans and implement schemes including for matters listed in 11th schedule that includes

- Social and farm forestry
- Minor forest produce
- Fuel and fodder

It is proposed under Green India Mission to consider JFMCs under the umbrella of Gram Sabha and thereby creating anorganic linkages between the elected panchayat bodies and JFMCs. Through this the JFMCs that do not have any legal back up can become a legal entity.



4.3 JFMC and PESA

Panchayats (Extension to Scheduled Areas) Act 1996(PESA) extends part IX of constitution to schedule v areas of nine states. PESA is a law enacted by the Government of India to cover the "Scheduled areas", which are not covered in the 73rd amendment or Panchayati Raj Act of the Indian Constitution. Under this act Gram Sabha is given powers to self govern their natural resources including ownership of Minor Forest Produces (MFP). PESA has declared GramaSabha to be the only competent authority to safeguard and preserve the traditions and customs of the people, their cultural identity, community resources and customary mode of dispute resolution (Section 4d). GramaSabha along with Panchayats at appropriate level are entrusted with a regulatory authority in respect of ownership of minor forest produce and control over the institutions and functionaries in all social sectors (Section 4-m). Thus JFMCs need to be integrated with the Gram Sabha as they have the right over ownership of MFPs as well as institutions in all social sectors. West Bengal is not covered under PESA.

4.4 JFMC and Biological Diversity Act

Biological Diversity Act 2002 is a law enacted by the Government of “for conservation of biological diversity, sustainable use of its components and fair and equitable sharing of the benefits arising out of the use of biological resources, knowledge and for matters connected therewith or incidental thereto”. The Act defines, Biological resources as "plants, animals and micro organisms, or parts thereof, their genetic material and by-products (excluding value added products) with actual or potential use or value, but does not include human genetic material" and the benefit claimers as “the conservers of biological resources, their by products, creators and holders of knowledge and information relating to the use of such biological resources, innovations and practices associated with such use and application” (as mentioned in Section 2 (a) of the Act). As JFMCs are protecting the biological resources in their designated forest they can be considered as benefit claimers under the Act.

As per the Biological Diversity Rule 2006 of West Bengal every local body shall constitute a Biodiversity Management Committee (BMC) in its jurisdiction. In case of panchayat area at the Block level and district level. Every local body would nominate seven members of the BMC of which not less than one third would be women and not less than 18% of the members shall belong to SC and ST category. BMC may co opt persons having expertise and knowledge in biodiversity conservation or connected to biodiversity conservation as special invitees. The JFMCs should have coordination with the BMCs as they are actively connected with biodiversity conservation and can be co opted as special invitees in the BMCs.

As per section 21 (7) of the Rules the BMC shall prepare and update People’s Biodiversity Register (PBR) by involving the local people containing comprehensive information of availability of local biodiversity resources, their medicinal and other usages and the traditional knowledge. The BMC would also maintain data about the local vaid and hakims using the biological resources. BMC should also maintain a register containing information about the access to biological resources and traditional knowledge, details of collection of fees, benefits derived and mode of their sharing.



JFMCs can play important role in assisting the BMC in preparation of PBR, collect information about the traditional knowledge, local voids as they use the biological resources mainly from the forest areas. The JFMCs regulate the collection of non timber forest produces from their designated forest areas and can help in maintaining the database on access to biological resources and benefits derived.

4.4 JFMC and Forest Right Act

The Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006 provides for a variety of rights in state forests including provision for Community Forest Rights and Community Forest Resources. The JFMCs that are protecting the forest can take over management of their local forests that they have been protecting under community forest rights. Community Forest Rights effectively create community tenure within the state forest lands, which cannot be alienated and where there is no provision for further privatization or landuse change, on the assumption that this is the area that communities themselves want to keep as a community forest resource (JFM Handbook, MOEF).

The Forest Rights Rules 2007 under clause 13 (2) “Evidence for determination of Forest Rights” states that “an evidence for Community forest Rights shall, inter alia, include-- (a) community rights such as nistar by whatever name called; (b) traditional grazing grounds; areas for collection of roots and tubers, fodder, wild edible fruits and other minor forest produce; fishing grounds; irrigation systems; sources of water for human or livestock use, medicinal plant collection territories of herbal practitioners; (c) remnants of structures built by the local community, sacred trees, groves and ponds or riverine areas, burial or cremation grounds”. The Gram Sabha, the Sub-Divisional Level Committee and the District Level Committee may consider more than one of the above-mentioned evidences in determining the forest rights.

The Forest Rights Rules 2007 also states in clause 3(1) “The Gram Sabha shall be convened by the Gram Panchayat and in its first meeting it shall elect from amongst its members, a committee of not less than ten but not exceeding fifteen persons as members of the Forest Rights Committee, where in at least one-third members shall be the Scheduled Tribes, provided that not less than one-third of such members shall be women: Provided further that where there are no Scheduled Tribes, at least one-third of such members shall be women. The Rules also states under 4. (1) (e) that the gram sabha shall constitute Committee for the protection of wildlife, forest and biodiversity, from amongst its members, in order to carry out the provisions of section 5 of the Act.

As the JFMCs are formed normally at the village level the members of the JFMCs automatically becomes the members of the Gram Sabha and therefore can be integrated with the activities of the Forest Rights Committees at the Gram Sabha level.



Meetings Conducted at Bankura District of West Bengal



