

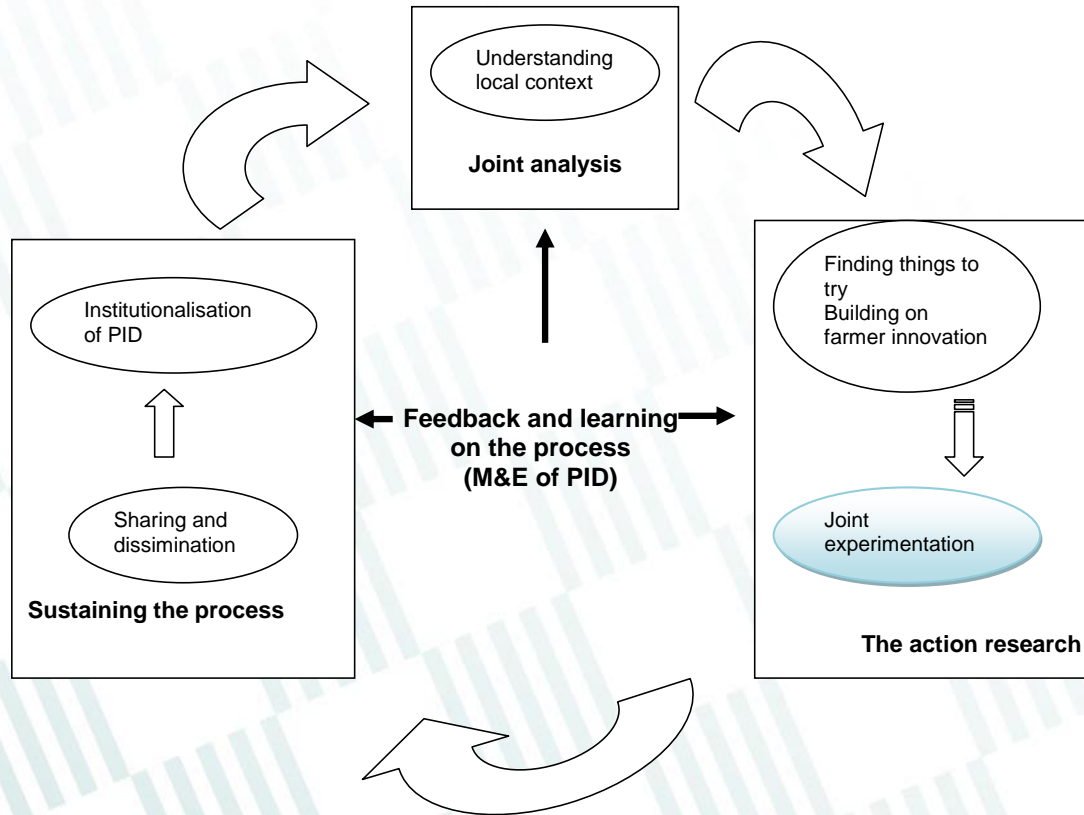
Participatory Analysis

ETC
FOUNDATION



Summary notes TMT PID South Africa, 2015

Remember PID Cycle



Overall notes

- **Fundamental change from extractive data collection to **joint study and analysis****
- **Our knowledge and skills **complement** local understanding and skills;**
- **But communities **not homogenous!** Economy, gender, influence.**

Double objective

1. We (farmers, local people, ourselves) **understand jointly** local situation, issues at hand,..;
and
2. **Farmers capacities are build** to critically analyze local situation, relevant issues, as basis for planning future actions

Starts with proper entry in (new) communities

- **Central interest: Transferring ownership of the action from us to local people;**
- **Use of locally proper ways to enter communities: who and how to meet;**
- **Mutual clarification of expectations: our intentions, what we “offer”; community expectations and expected contribution;**
- **“Formally” confirm farmer commitment to collaborate?!**

Common challenges in participatory analysis

- **Wide coverage** of issues versus focused analysis: make a conscious choice;
- **Pressure of time and budget** leads to short cuts, strong role of external actors;
- **Lack of feedback** to communities from organisations after the process;
- Results of joint analysis are **kept by the organizations only.**

- **Comments, questions, your experience on participatory analysis?**
- **Zoom in on some tools/methods to facilitate participatory analysis**

Methods and tools

**Direct
observation**



Create basis
for later
discussions
and
interviews

Methods and tools

Semi-structured interview



Use of check list with key questions

Methods and tools

Focus group discus- sion



Cross checking of views, arrive at farmers' joint understanding, basis for joint action.

Methods and tools

Participatory mapping

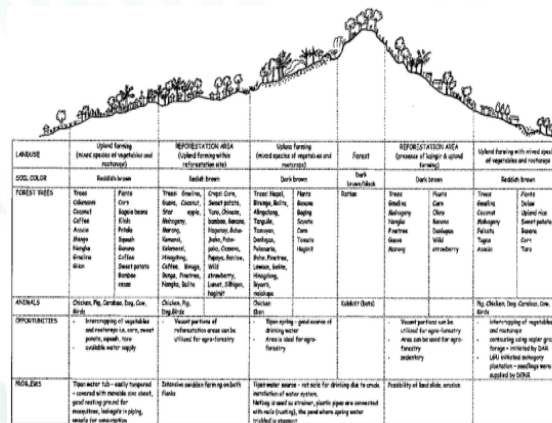


Analysis of issues with spatial dimension: land degradation or tenure, socio-economic status, e.g.

Methods and tools

Transect walk

Organized walk, noting key issue

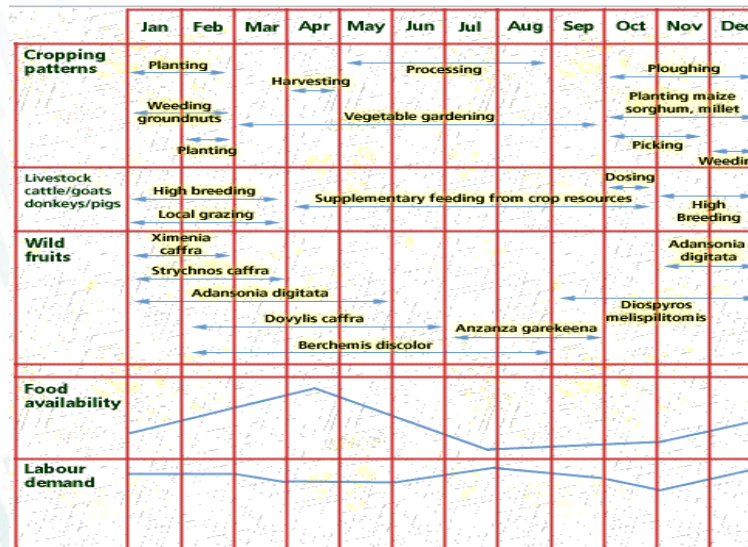


LABORER	Upland farming (Forest species of vegetation and methods)	REFORESTATION AREA (Upland farming within REFORESTATION AREA)	Upland farming (Forest species of vegetation and methods)	Forest	REFORESTATION AREA (Species of Upland & upland farming)	Upland farming with mixed species of vegetation and methods
SOIL COLOR	Bushy brown	Bushy brown	Dark brown	Dark brown/black	Dark brown	Bushy brown
FOREST TYPES	Teak Oak Coffee Acacia Pine Eucalypt Eucalypt	Teak Oak Eucalypt Pine Acacia Coffee Banana Rubber Pine Eucalypt	Chestnut Oak Eucalypt Pine Acacia Coffee Banana Rubber Pine Eucalypt	Teak Oak Eucalypt Pine Acacia Coffee Banana Rubber Pine Eucalypt	Teak Oak Eucalypt Pine Acacia Coffee Banana Rubber Pine Eucalypt	Teak Oak Eucalypt Pine Acacia Coffee Banana Rubber Pine Eucalypt
ANIMALS	Chicken, Pig, Cattle, Dog, Cow	Chicken, Pig, Cattle, Dog, Cow	Chicken, Pig, Cattle, Dog, Cow	Chicken, Pig, Cattle, Dog, Cow	Chicken, Pig, Cattle, Dog, Cow	Chicken, Pig, Cattle, Dog, Cow
OPPORTUNITIES	Intercropping of vegetables and fruits in the same area, more productive, less water available water supply	Use of various reforestation area can be utilized for agro-forestry	Use of various reforestation area can be utilized for agro-forestry	Use of various reforestation area can be utilized for agro-forestry	Use of various reforestation area can be utilized for agro-forestry	Use of various reforestation area can be utilized for agro-forestry
PROBLEMS	Water scarce - not available for drinking due to contamination of water source. Lack of water for irrigation. Lack of water for drinking due to contamination of water source. Lack of water for irrigation.	Water scarce - not available for drinking due to contamination of water source. Lack of water for irrigation. Lack of water for drinking due to contamination of water source. Lack of water for irrigation.	Water scarce - not available for drinking due to contamination of water source. Lack of water for irrigation. Lack of water for drinking due to contamination of water source. Lack of water for irrigation.	Water scarce - not available for drinking due to contamination of water source. Lack of water for irrigation. Lack of water for drinking due to contamination of water source. Lack of water for irrigation.	Water scarce - not available for drinking due to contamination of water source. Lack of water for irrigation. Lack of water for drinking due to contamination of water source. Lack of water for irrigation.	Water scarce - not available for drinking due to contamination of water source. Lack of water for irrigation. Lack of water for drinking due to contamination of water source. Lack of water for irrigation.

Explore e.g. land & water use, its issues, problems and opportunities

Methods and tools

Seasonal calendar



Detailed analysis of agriculture, crop cycle; basis for discussing issues and opportunity

Methods and tools

Venn diagram



Analysis of relevant organizations, stakeholders, and their position and strength.

Methods and tools

(Matrix) Ranking



A man in a dark sweater and jeans stands next to a whiteboard. The whiteboard displays a matrix ranking table with the following data:

Criteria	Integr	Sorghum	Pe-Jiri	N-Alugant
Economic sustainability	1	2	3	4
Adequate costs	4	3	1	2
Complexity number of inputs	4	1	2	3
Land/Soil	2	1	4	3
Water availability	3	4	1	2
Risk/Agri	4/3	2	1	3/
	17	15	12	18

Comparing
options,
making
choices

All methods

- Allow people to lead the activity as much as possible: **handing over the “pen”**
- Organize **visualization** in some form
- **Combine** qualitative and quantitative methods.
- **“Triangulation”**

Practicing one participatory analysis tool

Process of facilitation of Matrix Ranking

1. Help identify and agree on the *main options* to be reviewed.

For example: possible tree species for use
in agro forestry

Tree species options			
Eucalyptus	Palm	Acacia	Pine

Facilitation of Matrix Ranking

2. Generate *criteria*, issues to be considered, in choosing best option

Turn negative ones into positive ones by using their opposites (vulnerable for pests becomes resistance to pests)

Criteria

Fuelwood

Construction material

Edible fruits

Fodder

Charcoal

Matrix Ranking

3. Suggest to draw up Matrix

	Tree species options			
<i>Criteria</i>	Eucalyptus	Palm	Acacia	Pine
Fuelwood				
Construction material				
Edible fruits				
Fodder				
Charcoal				

Matrix Ranking

Two main methods for analysis

- **Scoring or voting:** (Easier, bigger groups, democratic);
- **Ranking:** Creates more discussion, clarity on reasons, effective in smaller groups.

	Tree species options			
<i>Criteria</i>	Eucalyptus	Palm	Acacia	Pine
Fuelwood				
Construction material				
Edible fruits				
Fodder				
Charcoal				

If using ranking

4. For each criterion ask to agree which option is best, which next best, than which next, etc and give rank number accordingly:

<i>Criteria</i>	Tree species options			
	Eucalyptus	Palm	Acacia	Pine
Fuelwood	4	1	2	3
Construction material	3	1	2	4
Edible fruits	1	4	2	3
Fodder	3	1	4	2
Charcoal	2	1	3	4 22

Matrix Ranking

5. Calculate totals.

<i>Criteria</i>	Tree species options			
	Eucalyptus	Palm	Acacia	Pine
Fuelwood	4	1	2	3
Construction material	3	1	2	4
Edible fruits	1	4	2	3
Fodder	3	1	4	2
Charcoal	2	1	3	4
TOTAL	13	8	13	16

Make choice. *If needed consider which criterion to be very important.*

Summary of steps

- 1. Identify and agree on the *main options* to be chosen from.**
- 2. Find *criteria*, issues to be considered**
- 3. Draw up matrix**
- 4. Give ranks for each criteria**
- 5. Determine totals.**
- 6. Make choice**

Try and practice

Participatory mapping

- **Work with villagers, farmers, to prepare a “map” of a chosen area *as basis for discussing chosen issues* (e.g. land use patterns), problems and way forward**
- **Can be done at various stages of the process: early as introductory (general map of area) or later for detailed analysis (e.g. furrow layout performance)**

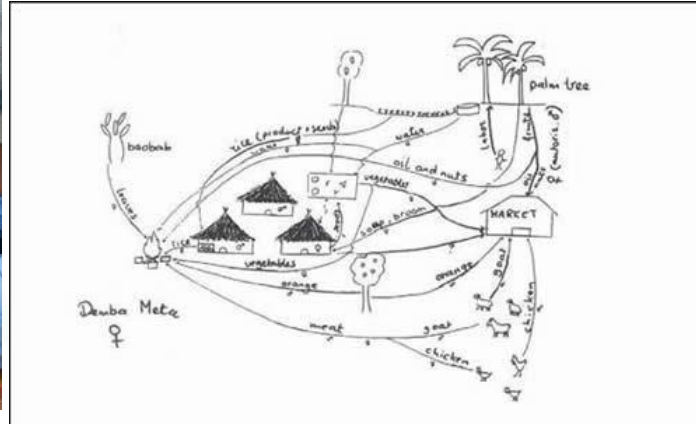
Mapping: the process

- **Prepare** location and materials (maps in situ or on newsprints)
- **Who** participates? Best done in smaller groups. Men and women seperately?
- Participants make the map: **Start by larger key landmarks** (main stream, furrow in take, valley boundary, building).

Mapping: the process

- **Suggest** map to show important features depending on the topic of analysis: irrigated fields, crop indication, other water intakes, areas with erosion, siltation, shortage of water
- **Help clarify** anything that is unclear encourage discussion
- ***Be alert for important issues being raised*** to be come back to in later discussions

Mapping examples



Mapping: use of maps

- Use completed map *as basis for discussion* on key issues; bring back issues debated while making the map.
- At the end **summarize** main points raised.
- Where and how is **the map saved**?