
UNIT 1 AN INTRODUCTION TO PARTICIPATORY MANAGEMENT

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1.1 INTRODUCTION

In this unit, we will discuss important concepts of the participatory management, its emergence as a new paradigm of management; its philosophy and approaches to development; participation mechanisms and impact of political system and major constraints in people's participation. In the context of the human relationship with the nature, the focus is on the role of individuals and communities to promote and integrate their contribution in the conservation efforts and development. The main contents covered in this unit include, Participatory Management and Development: Basic Concepts, Philosophy of participatory approach to development, Socio-political context and constraints of the Participatory Management and development process; Participation and community mobilisation for the development process; major constraints in participation; and Participatory Rural Appraisal (PRA): as a tool for Participatory Development.

Objectives

After studying this unit, you should be able to:

- understand and discuss the concepts of participatory management and development, and the philosophy of participatory approach to development;
- define the concept and process of participation, people's involvement and empowerment to promote the development process;
- understand the process of community mobilisation and participation in the participatory management;
- apply the PRA methods in the development projects; and
- comprehend the socio-political context of the participatory management, and identify and address some of the major constraints in participatory management.

1.2 PARTICIPATORY MANAGEMENT AND DEVELOPMENT

In any organisation or development activity not only the designated managers but also the other support staff exercise their influence over the decisions that affect the organisation, project or any development activity. In this process, participation of all

the stakeholders is assured, throughout the project cycle, starting from the visualisation and planning to the implementation and final evaluation and assessment.

Participatory management can improve the effectiveness and capacity of an organisation involved in the development management thus contributing to good leadership by the management. It also contributes to an increased transparency in organisational decision making and implementation of the project activities.

Social organisation is a process of organising the community in-groups to achieve any collective objective or to fulfill the community needs.

Community mobilisation is a process of mobilising the community for participation in the social, human and community development process.

Though these terms are always used inter-changeably, they are different from each other in substance and practice despite having many common features. While social change is an integral part of development, development facilitates and leads towards social change.

Development implies improvement, growth and change. It is concerned with the transition of cultures, societies, and communities from less advanced to more advanced social stages.

Development involves a broader perspective. It is regarded as a form of social change. While social change can be considered as a concept that charts the transformation of societies, states and communities, development is often seen as a planned and directed social change.

Development, as a form of social change, has two dimensions:

1. It is the vision of those who adhere to the law of non-intervention and argue that social change will have its own natural evolution where the state will adopt non-interventionist policies and the market forces will determine the social change. This perspective has evolved from the natural law and the “invisible-hand” ideology of the laissez-faire doctrine. It is based partially on economic analysis and partially on ideological beliefs.
2. The idea of development stems from the vision of society in terms of a planned intervention, which stresses on the utilisation of knowledge and technology to help solve the problems of individuals and groups. It is based on the philosophical idea that in applying systematic and appropriate knowledge to the problems confronting the social system, we can facilitate purposefully directed change for the betterment of all.

Community Development is the process by which the efforts of the people are united with those of the governmental authorities to improve the economic, social, and cultural conditions of communities, to integrate the communities into the life of the nation, and enable them to contribute to the progress of the nation. This process is, therefore, made up of two essential elements. Firstly, the participation by the people themselves is an effort to improve their level of living, with as much reliance as possible on their own initiatives; and secondly, the provision of technical and other services is a way that encourages initiative, self-help and mutual help and makes these more effective. It is expressed in programmes designed to achieve a wide variety of specific improvement.

In brief, the Community Development could be defined as:

- A group of people,
- In a community,
- Reaching a decision,
- To initiate a social action process i.e., planned intervention,
- To change,
- Their economic, social, cultural, or environmental situation.

Community Development has evolved from two major forces:

- Economic development; and
- Community organisation.

Participatory Development enables people to address the local issues by forming into associations. Through this they will be able to plan and act on their own behalf, encourage trust and self-awareness and enable independence and self-sufficiency.

The main goal of the participatory development is to involve local communities, and all other stakeholders, by using participatory methods to create voluntary associations for community development, so that they can identify, plan, control and maintain and use local resources for greater prosperity. Local associations are part of the civil society. In this process, besides the community organisations, all other stakeholders and partners, who may be the potential contributors in the development process, are also involved at various stages.

Participation is an act of being involved and of involving individuals or groups in making choices and decisions, in planning, in taking actions, in controlling and sharing the benefits. Participation reduces dependency by creating confidence, self-sufficiency and trust.

In community work, participation means that the whole community, including those who do not usually speak-up, participate in the decisions of the community.

Stakeholders means the people and groups who have interest or “stake” in the success of the organisation, project or any other developmental activity. This definition of stakeholders is very broad. Most voluntary and non-profit organisations have a wide array of stakeholders, who feel that their perspective should be duly represented in the decision-making, thereby increasing the accountability factor.

Stakeholders’ connection can be:

- legal (in case of the members),
- practical (those who provide funds),
- moral (such as clients, partners, and the public at large).

The importance of stakeholders adds an entirely new dimension to governance and participatory management and development. Representation and accountability become core of the governance and management and development process, closely intertwined with decision making.

Satisfying these stakeholders is nevertheless a complex task: relationships differ, their weight of influence varies, competing interests must be balanced and conflicting perspectives reconciled. The result is a **complex web of players**, as shown in the Fig. 1.1.

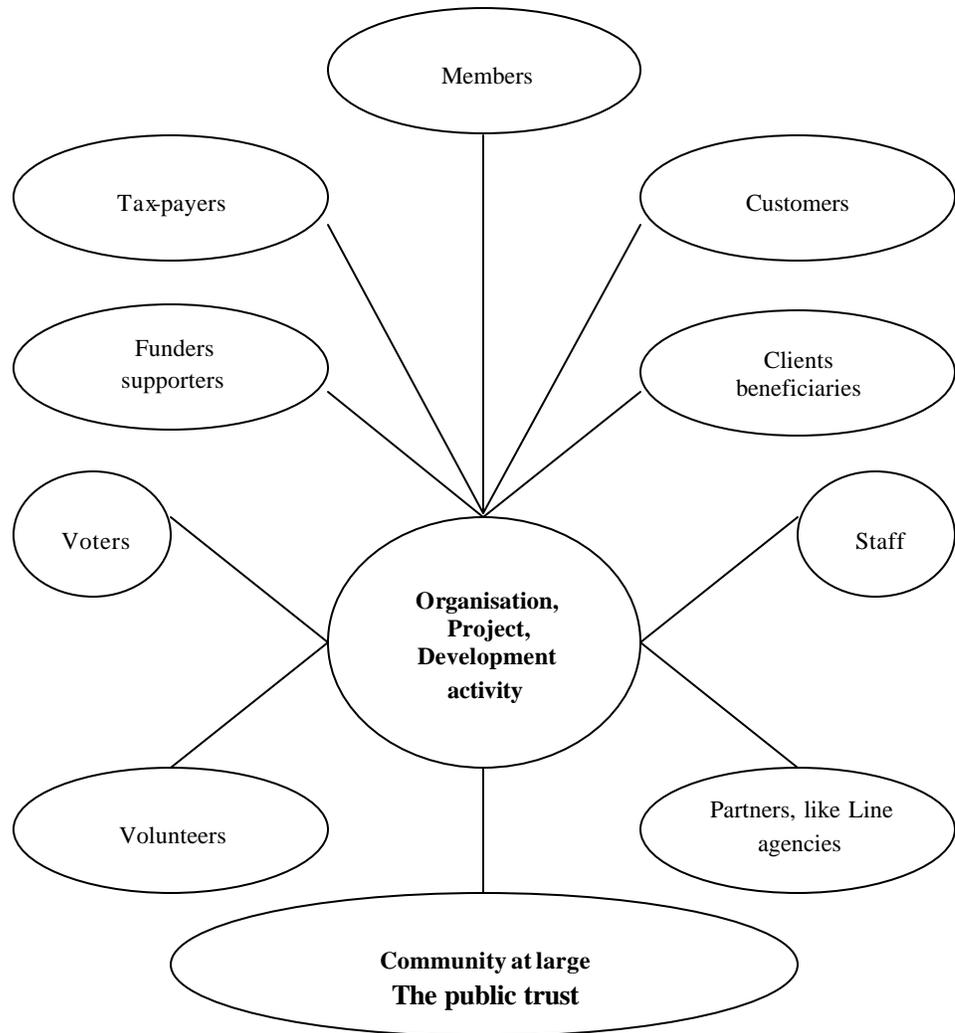


Fig.1.1: Complex web of stakeholders and players of the participatory development and management process

SAQ 1

- i) Explain in your own words the concept of participatory management and development.
 - ii) Explain the following concepts:
 - a) Development and Social Change.
 - b) Community Development.
 - c) Stakeholders.
-

1.3 PHILOSOPHY OF THE PARTICIPATORY APPROACH

The effectiveness of the participatory approach to management and development, depends on the tools we use. Communities cannot be lectured about participation. They know when they are excluded. So for development workers, for a more meaningful and sustainable relationship with the poor, listening to what the poor have to say, allowing to make them sense the reality, enabling them to put it in a shape what is workable and supporting the actions they decide to take, is part of the

development workers' job today. Since it is different from the development work of the past, it requires other skills and tools.

Participatory Rural Appraisal (PRA) and Participatory Learning and Action (PLA) are among the basic methods, which are commonly used in the participatory development and management. These methods make use of specific tools to enable people to analyse their situation. The tools of PRA and PLA come with a philosophy, which ensure that knowledge of the people is used to empower them, rather than the development worker. Both together form part of the participatory process towards involving people in their own development. PRA has been discussed in detail in the sections to follow.

1.4 PARTICIPATION AS A PROCESS OF CONSULTATION

Participation is a process of consultation and willingness to share something and to do something collectively. Participation is a process, in which, everything, from the concept through planning, implementation, monitoring, evaluation, and maintenance, should be in the ownership of the people.

In order to elaborate the concept and process of participation, let us review some of the characteristics of the participation:

- Participation is a way of life.
- Individuals are like the components of machinery.
- Participation demands equality in decision-making.
- Change in the attitude is required for participation.
- Commonality of interest provides basis for participation.
- Combined thinking and struggle promotes participation.
- Participation is need-based.
- Two-way learning process leads towards participation.
- Someone has to initiate the process of participation as an activist.

How to Promote Participation

- Involve people's time/money to ensure their interest.
- Listen and learn where to support.
- Consult, take collective decisions without hierarchy.
- Follow up.
- Identify common interests.
- Promote solution.
- Reaching the poor.
- Allocate works, promote leadership, and convene meetings.
- Provide appropriate technology to solve and manage collective social and economic problems.
- By giving equal chance of opinion to all the members of the community or group.
- Call meetings, select activists / people by criteria.
- Take burning issues to mobilise the people.
- Organise people around their rights.
- Form Village Development Organisations (VDOs).
- Mobilise, be punctual, make no promises.
- Set personal examples through actions and deeds.

1.4.1 Constraints of Community Participation and Mobilisation

It is evident that there are a number of constraints which hinder the process of community participation and mobilisation. At the same time there are strong networks in the communities in terms of interdependence or cooperation amongst friends,

families, and neighbours. Unfortunately, however, in most of the communities there is little formal organisation and strategising around community organisations, which could potentially serve as a means to address their needs.

This sense of immobility and trends to avoid participation in the development process arises from a number of factors:

- i) The misperception among the community members that politicians and bureaucrats will alleviate their problems, despite the fact that the problems of corruption and poor administration are evident throughout the world;
- ii) Lack of expertise amongst the community to facilitate such organisation;
- iii) Lack of will and interest amongst the community members to enhance the required skills for facilitation of such social organisation;
- iv) Illiteracy, social problems, especially lack of access to social and economic resources/services and poverty among the majority of people living in rural areas and among the marginalised groups in the urban areas;
- v) The unwillingness of the community as a whole to give up individual interests to form a broader cooperative;
- vi) An extreme shortage of available resources to facilitate the community mobilisation process;
- vii) Politicisation of the development and management procedures and processes;
- viii) Traditional cultures, social systems; and
- ix) Adherence to authoritarian and non-democratic societies and political systems.

1.4.2 Solutions to Community Participation

The solutions to resolve such problems are rooted within the resource capacities and social organisational structures of the communities. The organising structure presented here to resolve the problems related to the community mobilisation is based on the concepts of self-help, encompassing various distinguishing features of community development theory, practice and ideology. While it is not assumed that all the problems of the communities can be resolved by community's efforts alone, it is seen as a means of achieving broad community participation and effort. Through this means, it is suggested that the living conditions, facilities and services of the community will improve, along with the empowerment of the community.

SAQ 2

- i) Explain the philosophy of the participatory approach.
 - ii) Write the following in your own words:
 - a) Process of consultation.
 - b) Community participation and mobilisation.
 - c) Solutions to the community participation.
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1.5 VISUAL TOOLS AND MATERIALS FOR PARTICIPATORY MODES OF INTERACTION

Visual tools that reflect local reality help overcome class and literacy barriers and facilitate the involvement of those usually excluded: *women, the poor and the less powerful*. At the agency level, visual materials help participatory modes of interaction, break hierarchical and disciplinary barriers and forces staff to explore new ways of

doing things. It also demystifies planning and researches. Additionally it often marks the beginning of people realising such materials could be used to involve community people in the decision making.

Almost all materials can be used in a participatory way. It is easy to use innovative, visual materials to extract information from communities for external planning rather than to empower people to undertake action. Readers are encouraged to relate and utilise the ideas in the book to meet their own specific needs.

In participatory activities, facilitators keep a low profile after introducing a task or activity and ultimately they become invisible and withdraw their support at an appropriate time. The tasks should be simple and the need for instructions should be minimal. This necessitates much time preparing the materials and thinking through the process. However during the actual activity, good facilitators ensure that the process be controlled and taken over by the group to the greatest extent possible. Tasks that are open-ended allow the emergence of local perspectives, beliefs, values, and reality rather than eliciting the “one correct answer”.

When the intention is to empower participants, it is helpful to keep the following questions in mind while designing and conducting activities:

- Is the task open-ended or over-structured?
- How much time and instruction are needed to clarify the task?
- Who is controlling the process?
- Who plays the dominant role in managing the task?
- Who is controlling the outcome?
- Does the task search for the correct answer?
- Who is talking the most? (Facilitator or participants).
- Does the task generate discussion, thinking, energy, excitement and fun?
- Does the activity lead to changing perspective, group spirit or discussion of “what next?”

1.6 APPROACHES TO PARTICIPATORY MANAGEMENT

The bases for participatory management and development should be ‘communities first’ approach and planning/action which leads to the formation of sustainable Community Organisations (COs).

Field workers using participatory methods achieve community involvement and empowerment. The methods we use come from a large set of tools developed for Rapid Appraisal and Participatory Assessment (RA & PA), which have evolved into a dynamic people-centred Participatory Learning and Action (PLA) approach to development.

The premise of participatory development is that when community members plan and act as a group, in local associations, the result is more lasting and sustainable (as compared to the results using top-down methods of development, defined and dictated by outsiders).

Full participation of the community members in social organisation and mobilisation from the beginning will lead to their empowerment and self-sufficiency as members of the Community Organisations.

The use of participatory tools to empower communities not only helps them to develop sustainable associations and take action on their own behalf, but also helps field workers, agency and government workers to understand and appreciate local communities, local people and local institutions; thus, a participatory approach is many-sided. The understanding and information gained by the participatory process are more useful for local development rather than those gained by using other

methods. The active involvement of local people in the process is more productive, realistic, appropriate, dynamic and empowering than the questionnaire survey approach to research or the dependency-creating methods of top-down development.

There are many tools for participatory development. The following are especially good for creating rapport, generating a participatory process, and collecting information for use in planning and action. Some tools are based simply upon common sense and are improved by experience. By using combined techniques and strategies of PLA and rapid appraisal, the field worker-facilitator is armed with a powerful, flexible and creative tool kit for the field.

Some of the common tools and strategies for participatory social mobilisation are given below for the guidance of the social organisers:

- conduct semi-structured interviews (SSI) and focus group discussions with farmers;
- conduct key informant interviews;
- probe for better understanding;
- practice participant-observation;
- use observation skills based on experience to make social viability judgments;
- promote simple community resource sketch mapping by farmers;
- plot water accessibility and distribution patterns and discuss problems with farmers;
- map water distribution systems with farmers;
- conduct watercourse transect surveys with farmers;
- give farmers a pen and encourage them to do the mapping, plotting and transects;
- conduct a watercourse or community SWOL analysis with farmers, identifying the local “Strengths, Weaknesses, Opportunities and Limitations” (SWOL), especially encourage discussion on the ‘opportunities’ and be positive;
- document water utilisation history and practice from oral histories;
- create social profiles and farmer profiles through discussion and social mapping; and
- conduct simple eye-ball measurements of watercourse systems etc.

These participatory tools and observation-based judgment methods are useful for gathering information and mobilising farmer associations. But because they are subjective and qualitative, the data is not very much ‘enumerated’ or ‘counted’. Similarly, precision and accuracy of information is not essential and fixed blueprints for mobilisation do not exist. Approximate understanding and flexibility are undoubtedly, assets.

Certain helper questions are useful to ask at the initial stages of both consultative and participatory fieldwork (see below); they are open ended and excellent for probing a topic:

- Use them to avoid simple yes/no answers (yes and no tell you very little).
- Avoid leading questions in which the answers are suggested in the questions (they are usually misleading or leading).
- Follow up by silently asking yourself; so what? “What am I learning? What am I hearing about this issue or situation? What is really important there?”

- Use probing techniques, then analyse the answer and use your accumulated insight, judgment and good sense based on experience, along with the clues which farmers give you, to raise more questions.

The field worker strives to be a true facilitator and catalyst for development. He practices a soft, low-key approach that is courteous, informative, supportive, and helpful. He avoids behaviour that is showy or elitist (For example, he rides a motorcycle, not in a flashy jeep. He wears village style clothes, not a city suit. He speaks the local language, not showing off his English). Thus the field worker is a helper and not boss.

Below are two comparative lists of terms and ideas about the ideal facilitator's role as compared to the undesirable ruler or boss – like style and attitudes.

Helper or Facilitator	Ruler or Boss
An expediter and assistant	Bureaucratic, authoritarian
A humble helper and consultant	A bossy director, autocratic
Dresses simply like a community member and walks or rides local transport or a bicycle or motorcycle; walks, talks and respects farmers	Likes to look superior (wears urban dress, is driven in a flashy jeep, shows off his mobile/cell phone etc.); disregards community members.
Maintains a low-key, soft approach to his work, focusing attention on the community members and not on himself	Likes a flashy approach; drives too boldly and noisily drawing attention to him.
Likes to learn from local experience	Opinionated, has all the answers
Respects local knowledge and skills	Disrespects local knowledge and skills
Encourages participation, self-confidence and independence, helps community members do it themselves	Does not appreciate or encourage participation, perpetuates beneficiary dependency
Prefers working with community members, enjoys their company	Does not really like working with community members, not living in villages
Understands civil society and appreciates its importance in local and national development.	Does not appreciate civil society, nor its significance for local or national development
Is people centred	Is technology/bureaucracy-centred.

1.7 USE OF PARTICIPATORY APPROACH

The participatory methods are used in every activity associated with social mobilisation, group organisation and planning, operation, and management.

You may wish to start with a community mapping exercise to become familiar with the place, the people and the issues. But give farmers the lead.

Walk, talk and draw a transect map, to focus attention on resource issues and their management. Let them make the maps and lead the discussion.

Collect information for community profiles. Learn the community.

Put the communities-first. All decisions about forming an association, how to run it, and how to manage the watercourse resources must be the decisions of the community members.

Encourage and enable them take action to address local issues, solve their problems and manage their resources.

Our goal is formation of community based associations that are community-led and self-sufficient.

As a facilitator, guide and catalyst, you encourage innovation. The more the rural development is conducted by, with and for communities, the more sustainable it becomes.

Development by intervention is directed by the outsiders, and for outsiders. Communities have little say in the matter. This old-style development promotes dependence on outsiders and outsider solutions. Perpetuating dependent beneficiaries should not be the goal.

Participation encourages innovation.

Innovation promotes positive development. In innovative development, progressive ideas and actions are based upon local experience, local leadership and local management on what works, locally! Innovative development reduces dependency. In fact, it empowers.

Ultimately, mobilisation will be successful and development sustainable when the farmers say in a positive voice, with conviction:

“This is our association - we will run it!”

“This is our watercourse - we will manage it!”

“These are our resources - we must look after them!”

SAQ 3

- i) What do you understand by visual tools and materials? Explain.
 - ii) Describe various approaches for Participatory Management.
 - iii) Write a note on the use of participatory approach.
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1.8 PARTICIPATORY RURAL APPRAISAL

Since 1990 various appraisal techniques have gained widespread recognition in participatory management, development, research and implementation of various projects. The reason for emphasis on rapidity is that commonly used survey methods are not only very costly, but also take too long for data collection and analysis. The participation in data collection is more important because all the key responsibilities are given to outsiders in the conventional research, rather than community members.

Participatory rural appraisal (PRA) is an intensive but semi-structured learning experience carried out in a community by a multi-disciplinary team working with the community. It is an alternative to the traditional research methods, which focuses upon questionnaire-based surveys and statistical analysis.

Much of what is new in PRA, consists of the approach of the professionals involved. We should encourage the participation of the community members, believing that the

community knows the purpose of the study and will reveal if we are prepared to listen. We respect the community members; show interest in what they say, know, show and do – and do not visit them with the intention of confirming our own biases. We are patient, we do not rush or interrupt the community members, we listen in order to learn. We do not lecture, but we provide information that is requested if we have it. We are humble when with the farmers – respecting their understanding of their own situation. We facilitate the community members to express, share and analyse their own knowledge. We are assertive with those who have sent us to learn – making it clear what we have learnt and facilitating positive and constructive change.

PRA has begun and continues to be acknowledged, as a better way for outsiders to learn. In answering the question, ‘Whose knowledge counts?’ it seeks to enable outsiders to learn from rural people and about rural environment and conditions, and to do this in a cost-effective and timely manner. PRA is an **Approach for Shared searning**. It is “An approach (and family of methodologies and techniques) for shared learning between local people and outsiders, to enable development practitioners, government officials and local people to plan together, appropriate interventions for launching and completion of various development projects.”

Participatory Rural Appraisal – A Misnomer:

Participatory more or less.

Rural but also urban uses.

Appraisal but also in identification, Implementation, evaluation, And ESW (Economic and Sector Work).

The term – PRA itself is misleading since more and more PRA is being used not only in rural settings (a recent World Bank study of urban violence in Jamaica used a range of PRA techniques), and not only for project appraisal, but also throughout the project cycle, for Economic and Sector Work (ESW).

Indeed, the term PRA, is one of the many labels for similar participatory assessment approaches, and the methodologies overlap considerably. It is probably more useful to consider the key principles behind PRA, and its “trademark techniques” rather than the name, per se, when assessing its appropriateness to particular situation.

The term PRA also refers to some other research methods and techniques, such as:

- Participatory Research Approaches (PRA).
- Participatory Rapid Appraisal (PRA).
- Participatory Reflection Action (PRA).

There are some other research methods, where participatory approaches are commonly used for conducting social and development research, or to conduct field work for data collection. For example:

- PLA – Participatory Learning Approaches.
- PLA – Participatory Learning and Action.
- RRA – Rapid Rural Assessment.

PRA: Key Principles

Participation	: Local people are partners in data collection and analysis
Flexibility	: Not a standardised methodology but depends on time, purpose, resources, and skills
Teamwork	: Outsiders and insiders, men and women, mix of disciplines
Optimal Ignorance	: Cost and time efficient, ample time for analysis and planning
Systematic	: For validity and reliability, partly stratified sampling, triangulation

1.9 PARTICIPATORY RURAL APPRAISAL IN THE DEVELOPMENT

Note for Counsellors

This section of the unit is based on the application of the PRA tools and techniques for conducting fieldwork and implementation of the development projects. Teaching and learning of the tools/techniques should be done through simulations; practical demonstrations and the field training to apply the PRA TECHNIQUES in the natural and real life situation. To facilitate the students some of the commonly used techniques are discussed here while minor and less used tools should be verbally described and discussed by the counsellors during tutorial sessions or practically demonstrated during the fieldwork.

Grouping of the Key Techniques of the PRA

- a) **Interviews/
Discussions** : Individuals
Households,
Focus groups,
Community meetings
- b) **Mapping** : Community maps
Personal maps
Institutional maps
- c) **Ranking** : Problem ranking
Preference ranking
Wealth ranking
- d) **Trend Analysis** : Historical diagramming
Seasonal calendars

“Basket of Techniques”

PRA offers a “basket of techniques”, from which the most appropriate for the project/ESW context can be selected. The central part of any PRA is semi-structured interviewing—that is, interviewing based not on a questionnaire, but on a checklist of issues, which the PRA team adapts according to the interview situation. The interviewers guide these interviews informally like conversations. While sensitive topics are better addressed in interviews with individuals, other topics of more general concern are amenable to focus on group discussions and community meetings.

During these interviews and discussions, several diagrammatic techniques are often used to stimulate debate and record the results. Many of these visuals are drawn, not on paper, but on the ground with sticks, stones, seeds and other local materials, and then later on transferred to paper for a permanent record.

Mapping techniques, very useful at the start of a PRA activity, involve community members depicting the physical and /or social characteristics of their community and the areas of most importance to them, or key informants mapping the extent to which local organisations interact with each other. Ranking exercises, done either by individuals or groups, reveal the priority problems and preferences of the population, or, in wealth ranking, the local definition and indicators of poverty and the stratification of the community by relative wealth.

Some of the commonly used PRA tools for analyses are being elaborated in the following pages.

Participant observation means, observation coupled with questions of what, why, where, when, who and which type, about the things, activities, persons, relationships, and problems around you. Since this is the first phase for establishing an open and sincere relationship with the local people to gain acceptance, one has to sincerely become a learner, keen and curious to know about local people, their ways, their joys and sorrows. We must become a keen observer of local people.

Observe everything and anything about the life of the people and about their environment and use this data to confirm hypotheses you have about the community.

Ask informal, open-ended questions, so that data are generated and more questions arise out of it. An important aspect to keep in mind is how to select people to approach.

DO's

Ask after health
Introduction
Purpose of visit
Check time suitability
Speak with respect
Cultural feeling
Speak in local language
Stay sensitive to people's environment
Don't interrupt
Use social maps

Find out about: Division of resources; participation; health facilities; local population; information of local NGOs; general information; ranking of problems; find out who can act, local potential; political situation and any other information related to the project activities.

i) Mapping

Maps can be drawn using open spaces anywhere in the village with the help of stones, twinges, etc. Historical landmarking is one way of gaining information.

ii) Transect Walk

As we walk through the village, we mark down anything we see on the way, and ask questions about what we see, who did we meet, what kind of houses did we see, and water routes, etc. This is later on plotted on a paper and thus becomes a transect map.

iii) Venn (Chapati) Diagram/ Institutional Diagram

Village agencies like village council, schools, government offices, etc., serve the people. Draw circles for those that are important, i.e. the size corresponding to the importance of the agency. The central circle represents the village; the length of lines leading from this centre point indicate the effectiveness of service delivery, that is accessibility of the villagers to those resources offered by the agencies. The circles of different sizes indicate the importance of these organisations and agencies to the village.

iv) Pie Diagram or Pie Chart

This is basically a circle with sections, that indicate the proportion, for example, household expenses; how much is spent on medicines, food, etc., to determine where savings can be made. This can also be used to determine household income. It may, however, be wiser to start with expenditures, first. People then are less hesitant to talk about their incomes. Although the information may not be statistically correct, it does give the field worker and the community member an idea of income and expenditure.

v) Problem-Solutions Matrix

Several columns representing problems and solutions can be done with individuals and groups giving a cross-analysis of varying perspectives of existing groups in the community. Since this chart also indicates the efforts people have already made to improve their situation or solve their problems, it is a good tool for planning new action. The suggestions of the community are also represented on the matrix and so act as a guide to the local planning committee. This tool is useful for cross-checking information gathered through other techniques.

vi) Ranking and Scoring

Ranking is the prioritisation of the issues or classification, in a community according to importance, e.g. water, electricity. It can also be done between two or more issues. The community members prioritise the issues by discussing among themselves the importance of each in relation to the next. The problems-solutions matrix can follow this exercise.

vii) Seasonal Calendar

It can be used to determine how time is used, what crops are grown, rainfall, income levels, occupations of women, etc., from season to season. For example, in a seasonal calendar, the daily routine of an old woman and young girl were compared in terms of activities and time spent in carrying out each task in the course of one day.

viii) Mobility Chart or Mobility Mapping

Mobility patterns of a person, for marriage attendance, school, job, travel gives us an idea of movements of people- e.g., frequent visits to a doctor outside the village could indicate the lack of medical facilities within the village. Several movement lines in certain areas could indicate the importance of the person or place to the community.

ix) Some More Techniques

PRA makes use of a wide range of techniques. Besides the above-mentioned tools, in order to familiarise the participants with some other techniques, a list is given below:

- Secondary data review
- Direct observation
- Observation indicator checklists
- Focus group discussions
- Preference ranking a scoring
- Pair wise ranking
- Direct matrix ranking
- Ranking by voting
- Wealth ranking
- Analysis group discussion
- Innovation assessment
- Construction of diagrams
- Modelling
- Participatory mapping
- Historical and future (visioning) mapping
- Social mapping
- Historical seasonal calendar
- Time trends
- Historical profile
- Livelihood analysis

- Flow/casual diagram
- Systems diagram
- Histogram
- Participatory observation – learning by doing
- Oral histories
- Participatory genealogy
- Workshops
- Group walks
- Stories
- Case studies and portraits
- Proverbs
- Indigenous categories and terms, taxonomies
- Rapid market surveys

CAUTION

No PRA will use all of these techniques; the most appropriate and useful set of techniques should be selected. Each time a PRA is done, it should experiment with, invert, and adapt methods as necessary.

1.10 CONSTRAINTS FOR PARTICIPATORY MANAGEMENT AND DEVELOPMENT

The participatory development workers and management experts have normally experienced the following constraints and barriers in the process of participatory management and development work:

- Constraints related to the goal and the objectives of the organisation or project;
- Process versus product;
- Community related constraints or citizen involvement;
- Language, semantics, titles all represent constraints;
- Holistic versus traditional approach;
- Allocation of resources;
- Resources and Processes;
- Constraints related to the project scope; and
- Profit motives.

Other barriers, which slow down or prohibit the participatory management and development, include:

- Psychological barriers;
- Sociological barriers;
- Economic or financial barriers; and
- Technical barriers.

SAQ 4

- i) Explain the following in your own words :
- a) Participatory Rural Appraisal
 - b) Approach for shared learning.
 - c) Participatory Rural Appraisal in the Development.
 - d) Constraints for Participatory Management and Development.
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Let us summarise what we have studied so far.

1.11 SUMMARY

Recent developments in the development economics have focussed on the enhanced role of good governance and in this respect participatory management has acquired a central position in the development of the rural sector in the developing countries. The participation of the local population in the management of the local problems of developments, particularly their participation in decision making process, has become an effective instrument in the community development leading to complete social transformation. Their participation in solving the local problems through various initiatives is a concerted effort to reduce poverty and improve their standards of living. Participation in the decision making process is an important constituent of the participatory management. This involves the participation of all the stakeholders throughout the project cycle starting from visualisation and planning to the implementation, final evaluation and assessment. However, there are constraints of the community participation and the mobilisation process. The participatory tools to empower communities not only help them to develop sustainable association but also help the field workers to understand and better appreciate local communities, local people and local institutions. Of the various approaches to participatory management Participatory Rural Appraisal (PRA) is quite important; these can be used both in the rural and urban areas not only for appraisal but also for identification, implementation and evaluation of the projects. Participatory Rural Appraisal (PRA) is one of the important tools and method used by the field worker for appraisal and participatory assessment. PRA and its tools are extremely useful to the field worker using participatory management method to achieve community involvement and empowerment.

The PRA also includes research methods and techniques such as Participatory Research, Approach, Participatory Rapid Appraisal, and Participatory Reflection Action. Other research methods where participatory approach can be used, are for conducting social and development research such as Participatory Learning Approach, Participatory Learning and Action and Rapid Rural Assessment.

1.12 TERMINAL QUESTIONS

1. Discuss the philosophy of the participatory approach.
2. Do you agree with the concept that participation is a process of consultation?
3. How can participation be promoted and community involved in the participatory management and development?
4. Describe the barriers and constraints hampering community participation and mobilisation process. What are the ways to overcome such barriers?
5. How do the visual tools and materials help participatory modes of interaction and empowerment?
6. Describe the approaches and methods for participatory management and development. When do you use the participatory approach?
7. Discuss the PRA as a basic tool for participatory management and development.
8. Describe the commonly used PRA tools. How are these tools applied in the participatory development projects?
9. Identify the constraints and barriers of participatory management and development. Can you suggest some measures to remove such barriers?

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