

Guidelines for Participatory Village Planning  
For  
Food Security and Poverty Reduction Interventions  
Under the  
Rural Economy Advancement Programme

Version 2, 10 April 09

**Draft for discussion**

## Part I - Background

### 1 - Introduction

These guidelines are for the use of the Gewog and village authorities to assist them in the local development planning processes, with the overall objective to reduce poverty and improve food security, by securing sustainable livelihoods.

NEED TO HAVE A BRIEF PRESENTATION ON THE ORGANISATION OF REAP AT NATIONAL, DZONGKHAG AND GEWOG LEVELS.

The Local Development Planning is based on a participatory approach centered on villagers, through the undertaking of participatory village planning workshops and leading to the preparation of a Village Development Plan. While it is essential to have dedicated activities that will benefit food insecure farmers, some other activities should support the entire community.

The participatory village planning workshop is conducted to jointly identify common key problems relevant to the food security situation in the village, to analyse the cause of key problems, to identify the livelihood strategies people use to cope with the problem and to discuss the potentials available to address the problems to improve food security and livelihoods, and therefore reduce poverty. Based on the analysis of priorities, project ideas will be identified, project plans will be developed, and village investment plans prepared. The implementation of the projects is the responsibility of the village. The supervision of the projects is the responsibility of the village authorities. The Gewog and Dzongkhag officers have the responsibility of providing technical advice, backstopping and regular monitoring. The GNHC REAP Team is responsible for the overall coordination throughout the country and the evaluation of the programme.

### 2 - Objectives of the participatory village planning workshops

- Provide an opportunity for a wide range of different village members, leaders and influential individuals to jointly analyse the livelihoods of food insecure villagers including problems, causes of problems, livelihood strategies and potentials that could help to solve the problems.
- Identify priority community project ideas that are relevant for supporting food security and poverty reduction, benefiting the entire village or a large number of poorest villagers.
- Build people's capacity to more actively participate in development planning, strengthening both the top-down acceptance and bottom-up demand for more participatory and more inclusive village planning processes.

### 3 - Outputs of the participatory village planning workshops

- A list of community project ideas to be supported through REAP, prioritized by a wide range of different village members, leaders and influential individuals.
- The first stage of the community project planning form (see below) is completed and a village group has been formed to take follow-up action on the selected community projects.
- A second list of priority community project ideas which have not been selected for support through REAP is provided to the village authorities for their review and possible inclusion in future village planning processes.
- Sufficient information for the REAP team at gewog, dzongkhag and national levels to prepare jointly with the village workshop participants a REAP village investment plan for community projects/activities.

### 4 - Participants to the participatory village planning workshop

- It is essential that the people participating in each village planning workshop represent a wide range of socio-economic groups and in particular the most food insecure and the poorest village members. Particular attention needs to be given to ensure the active participation of these people.

- It is also important to ensure, when it is relevant, that all **different geographic areas** of the village and farmers from the **different farming systems** of the village are represented.
- A good mix of **different age groups** ranging from the youth to the elderly and participation of women, and of **female headed households** should be encouraged.
- **Landless households**, representatives of **informal and formal groups**, **community based organizations**, **entrepreneurs**, **village chief**, **monks and other religious practitioners**, any influential and respected individuals should also be included in the group.
- The workshop facilitation team will include the Gewog REAP focal person and selected members from the Gewog and dzongkhag authorities, as necessary, and from the REAP national Team, whenever it is required. The facilitation team will be trained, using these guidelines as a reference. An independent facilitator will lead the facilitation.

## 5 - Some principles of participatory village planning workshops

- A good representation of villagers situation (see above).
- A wide range of different villagers analyse their livelihoods, potentials and problems to identify and prioritise food security and poverty reduction projects.
- Workshop facilitators are listening and not imposing their views. It is essential to recognize that people are most knowledgeable of their own life than any one else. Facilitators need to be very well trained in workshop methodology.
- Try to find out about the livelihood strategies of the poor and the way they cope with difficulties will help to recognize the potential of the poor and help to let them develop projects which build on these existing strategies.
- All parties should show respect, patience and willingness to learn and find out their roles in community development.
- The village planning workshops are a continuous learning process for all.
- Presentations and facilitation of the workshop should be done using appropriate supports (including drawings, charts, pictures) and ensure that everybody, including the illiterate, can follow the discussions.
- Participants of the meeting should be given as much responsibility as possible during the workshop, such as involving them when preparing charts, drawing pictures, etc.
- Focus on what is important and avoid trying to find out more than what is required for the planning activities.
- A good documentation of the workshop is essential. Write down the main arguments made, open questions and the key findings and conclusions made during the discussions.
- All workshop materials are left with the communities for their further use and reference. Facilitators will make copies on small paper for their documentation and planning needs.

## 6 - Roles and responsibilities of the facilitation team

### Overall tasks

- Responsibility for all organizational and logistical matters concerning the workshop.
- Introduction of the team to the community.
- Time management of the workshop.
- Keep an overview of the progress of the different groups (when relevant) and assist sub-teams in case of difficulties.
- Ensure women groups are facilitated by a female facilitator if possible.
- Integrate dominant and quiet people.
- Coordinate the different focus group work.
- Ensure that the group keeps to the topic and allow some flexibility to handle additional important information.
- Ensure that there is a good communication and understanding of the discussion (rephrasing, ...)
- Facilitate the summarizing and documentation process of the smaller teams.

- Hold an evaluation meeting with the workshop team at the end of every workshop.

#### **Attitudes and behaviour**

- Well organized.
- Flexible.
- Kind and patient at all times.
- Sense of humour.
- Keep a low profile.
- Listen, observe, consult.
- Avoid the use of complicated terms and words.
- Speak the local language.
- Encourage people and motivate them.
- Give responsibility to the community as much as possible.
- Impartial & prevent conflict of interests.

**STAGE 1 - FORMATION OF REAP COMMUNITY SMALL PROJECTS COMMITTEES**

**STAGE 2 - IDENTIFICATION OF SMALL PROJECTS THROUGH PRA**

1 Month

Step 1 - Collecting Information & Preparatory meeting

1 week

Step 2 - Informing the community about the village planning workshop

1 - 2 days

Step 3 - Introduction of the workshop

Step 4 - Problem identification

Step 5 - Prioritisation of identified problems

Step 6 - Planning on the basis of analysis of problems and potentials

Step 7 - Ranking of proposed small project ideas

Step 8 - Collection of baseline data

Step 9a - Feasibility screening by communities of proposed community small projects

1 - 5 weeks

Step 9b - Feasibility screening by technical authorities of proposed community small projects

**STAGE 3: PLANNING AND IMPLEMENTATION OF COMMUNITY SMALL PROJECTS**

1 week

Step 1 - Analysing local institutional potentials to support the CSP.

Step 2 - Finalising community small project planning.

Step 3 - Applying for financial resources to REAP

## PART II. STAGES FOR THE PREPARATION AND IMPLEMENTATION OF PROJECTS & ACTIVITIES

Designing and implementing REAP small projects will go through a 3 stage process:

1. Formation of a village-level committee;
2. Identification of small projects and interventions through PRA & collection of baseline data;
3. Planning, implementation, monitoring and evaluation.

These various stages and steps are presented in figure 1 above.

### STAGE 1 - FORMATION OF REAP COMMUNITY SMALL PROJECTS COMMITTEES

The REAP focal person of each dzongkhag and the REAP focal person of each gewog<sup>1</sup> are responsible for the community small project committee formation in each of the targeted villages. The committee members are nominated by **the GT**.

Each Committee consists of 5 members, as follows:

- the Tshokpa, chairing the Committee,
- a respected member of the community,
- people involved in the development of the village (GEO/RNR extension officer, etc).

Whenever possible, not less than 2 committee members should be women.

The roles and responsibilities of the Committee members are presented below.

**TO BE PREPARED**

Interactions with the national, district and gewog teams are summarised briefly below and presented in details in the REAP Strategic Framework.

**TO BE PREPARED**

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<sup>1</sup> The selection and nomination of the REAP Dzongkhag and Gewog focal persons is presented in the REAP Strategic Framework.

## STAGE 2 - IDENTIFICATION OF SMALL PROJECTS THROUGH PRA & COLLECTION OF BASELINE DATA

Various steps are required for the identification of small projects, as follows:

- Step 1 - Preparatory meeting.
- Step 2 - Informing the community about the village planning workshop.
- Step 3 - Introduction of the workshop.
- Step 4 - Problem identification.
- Step 5 - Prioritisation of identified problems.
- Step 6 - Planning on the basis of analysis of problems and potentials.
- Step 7 - Ranking of proposed small project ideas.
- Step 8 - Collection of baseline data.
- Step 9 - Feasibility screening by communities of proposed community small projects.

### STEP 1: COLLECTING EXISTING INFORMATION & PREPARATORY MEETING

The Dzongkhag/Gewog officers concerned conduct a brief meeting to have a discussion on general food security and poverty situation. The information for such a discussion could be gathered from various data and information sources and their daily experience in the village. An adequate timing for the proposed workshop is decided. They also prepare all the logistics of the workshop (location, material that will be required for the workshop, ...).

The objectives of the preparatory meeting are to ensure that the Workshop is well prepared and that the food security and poverty situations in the village are well understood by the facilitation team so that they can help the villagers formulate a project idea which effectively address the food security problem.

To achieve this, the Dzongkhag/Gewog officers and the facilitation team individually review documents available at the district and central levels on the food security and poverty situations of the village including: food production, socio-economic situation, population data, livelihoods, farming systems, wealth ranking, seasonal calendar, number of food insecurity months, problem analysis charts and problems rankings, village development plans if available.

The meeting reviews the household survey questionnaire and decides on a stratification for the sampling that will be required for the collection of baseline data.

A period of one month is allocated for the completion of this step. The preparatory meeting is organized two weeks before the workshop.

### STEP 2: INFORMING THE COMMUNITY ABOUT THE VILLAGE PLANNING WORKSHOP

Before conducting the workshops, residents of the village need to be informed about the upcoming event and should understand the objectives of the workshop. Villagers should be made aware of their workshop and be able to propose participants for the workshop. The REAP facilitation team is responsible of the following actions.

#### **A - Informing Community Leaders**

1. Prepare formal letters to invite community leaders to the workshop and ensure that the protocol is clarified and agreed before hand. The leaders include the gup, the tshokpa and the relevant persons from the village administration.
2. The letter should inform about:
  - a. name of the workshop;
  - b. objective of the workshop;
  - c. date, time and the place;
  - d. who facilitate the workshop;

- e. benefits of the workshop;
  - f. likely outcome of the workshop;
  - g. what happens after the workshop;
  - h. who are expected to participate in the workshop.
3. The letter should clearly state that villagers from different geographic area, economic status and especially disadvantaged groups should be informed and encouraged to participate in the workshop. Emphasis that workshop participation is voluntary and that at least 20 people should participate and include the following groups/types of people:
- a. villagers belonging to the poorest group, marginal, vulnerable, check list of the village;
  - b. all geographic areas of the village, farmers representing the different farming systems;
  - c. a good mix of different age groups ranging from the youth to the elderly;
  - d. the participation of women and in particular female headed households is encouraged;
  - e. families with health problems;
  - f. families not having access to clean drinking water;
  - g. landless people;
  - h. people representing other interest groups like village committees, informal and formal groups, water user associations, community based organizations, entrepreneurs;
  - i. The village chief;
  - j. Influential and respected individuals, religious practitioners, ...
4. The letter should promote the workshop to the village representatives and convince them of its benefits.

#### **B - Informing Community Members**

1. For other community members, develop an attractive document of A3 size paper to be displayed in different points in the village, preferably community gathering places. 10 to 12 fliers per village would expose different section of the villagers to the workshop event.
2. The contents of the fliers are the same as above but it should avoid formal language. Use **simple language and attractive design** to get the attention of the community.
3. The fliers should be posted in the village at least 4 to 5 days before the workshop.

One week is allocated for the completion of this step.

#### **STEP 3: INTRODUCTION OF THE WORKSHOP**

At the beginning of the workshop, sufficient information should be presented to the workshop participants including:

- Main objectives and activities of REAP;
- Why they are there (benefits of the participation “what will they get out of the workshop?”);
- Village Planning workshop objectives and expected outputs;
- Explain the community small project objectives and conditions;
- Present the roles and responsibilities of the participants;
- Why you are there (to facilitate the workshop);
- Procedure to be followed during the workshop (step by step).

#### **STEP 4: PROBLEM IDENTIFICATION**

**Objective:** Identify food security and poverty related problems that can be tackled with a community small project that builds on people’s existing resources and potentials like existing livelihood strategies, and available external resources.

It is important that:

1. Focus should be on food security, extreme poverty, and income/cash generation related problems.
2. Such a focus is necessary as resources are limited and other poverty issues will be tackled by mainstream programmes.
3. Focus will help in avoiding the communities from making unrealistic and non-supportable plans.
4. Avoid raising the hopes of the people beyond what could be supported.
5. Problems related to all crops should be covered, not only rice or the main crop.

### How to facilitate?

This apply to food security identification (similar framework to be developed for poverty reduction and securing sustainable livelihoods)

1. What does food security mean?

- Group exercise
- Groups will be formed according to the geographical location of the residence (e.g. western part of the village, centre of the village, ...).
- Brain storm what food security means. Some key questions will be:
  - What constitutes food (only rice or does it include vegetables, meat, etc)?
  - What is good food (enough amounts? Good quality?)?
  - What is *insufficient*?
  - For how long?
  - For whom?

2. What are the reasons for insufficient food?

- Group exercise (continue in the same group)

3. Categorise the listed problems into three groups.

- . Group exercise (continue in the same group)
- . 3 categories of problems are:
  - (i) Problems at pre-production stage (e.g. poor seed, poor germination, poor land preparation, wildlife damages...)
  - (ii) Problems at production stage (e.g. pest, wildlife, poor growth...)
  - (iii) Problems at post-harvest stage (e.g. transport losses, wildlife, poor milling...)

4. Sub-categorise the problems into 3 sub-groups.

- . Group exercise (continue in the same group)
- (i) Problems at pre-production stage
  - Family / individual farm level problems
  - Community level problems
  - Both
- (ii) Problems at production stage
  - Family / individual farm level problems
  - Community level problems
  - Both
- (iii) Problems at post-harvest stage
  - Family / individual farm level problems
  - Community level problems
  - Both

5. Presentation to all the participants by the group representatives.

## STEP 5: PRIORITISATION OF IDENTIFIED PROBLEMS

Objective: Select priority problems for further planning.

### How to facilitate?

- 1) Explain the objective of the ranking.
- 2) In the same group, the participants select:
  - 5 community level problems at pre-production stage
  - 5 community level problems at production stage
  - 5 community level problems at post-harvest stage
- 3) Presentation to all participants by group representatives.
- 4) Select and rank the top 5 problems from all problems listed by all groups.
- 5) Count all the votes and write down the rank for each problem and announce the result.
- 6) Suggest that the top 5 problems will be considered for the further planning in smaller groups (every smaller group dealing with two Problems)

## STEP 6: PLANNING ON THE BASIS OF ANALYSIS OF PROBLEMS AND POTENTIALS

Objective: To let groups of community members analyse problems, causes, livelihood strategies and potentials and proposed activities to address these problems.

### How to facilitate?

1. Divide all workshop participants into three groups and provide each group with two of the five highest ranked problems to be considered in the matrix.
2. Clarify the objectives of this task. Refer to the different columns of the planning matrix.
3. Explain to the participants that they will now discuss the different problems they mentioned during the brainstorming. This process will take some time. Start with the problem which was ranked highest among the two problems.

Keep in mind:

- **THE PROBLEM NEEDS TO BE FORMULATED AS A NEGATIVE STATEMENT AND THE DIRECT IMPACT THIS HAS ON THE COMMUNITY. FOR INSTANCE, "THERE IS NO OR VERY LITTLE DRINKING WATER. PEOPLE HAVE TO FETCH WATER FROM THE RIVER, WHICH IS FAR" DO NOT JUST WRITE, "WATER PROBLEM". THAT COULD BE ANYTHING. ALWAYS WRITE DOWN THE LOCATION OF THE PROBLEM. THERE MIGHT BE MANY DIFFERENT WATER POINTS THE VILLAGE.**

- **DO NOT FORMULATE PROBLEMS AS AN ABSENCE OF A SOLUTION. "MANY POOR FAMILIES DO NOT HAVE HAND TRACTOR TO PLOUGH THEIR FIELD". THIS WILL LIMIT THE FOLLOWING STEPS OF THE ANALYSIS. THIS STATEMENT ALREADY SUGGESTS A SOLUTION. "LET'S GET A HAND TRACTOR". OBTAINING A LOAN TO BUY A HAND TRACTOR MIGHT BE TOO EXPENSIVE AND THEREFORE MAYBE NOT FEASIBLE. INSTEAD, THE STATEMENT COULD BE "WE DO HAVE TO GIVE AWAY A BIG SHARE OF MY HARVEST TO THE PERSON WHO IS PLOUGHING MY LAND". THIS PROBLEM STATEMENT WOULD LEAVE IT OPEN TO FIND SOME ALTERNATIVE SOLUTIONS. MEMBERS OF THE GROUP MIGHT FOR EXAMPLE HAVE IDEAS ON HOW TO REDUCE THE COSTS FOR PLOUGHING THROUGH SOME COLLABORATION AMONG HOUSEHOLDS.**

- **IT IS IMPORTANT TO FORMULATE THE PROBLEM IN THE WAY IT IS DIRECTLY EXPERIENCED BY THE COMMUNITY. "THERE ARE NO TREES LEFT IN THIS AREA AND WE HAVE TO WALK MANY HOURS TO FIND SOME FIRE WOOD"**

## 5. Livelihood strategy

Once the causes are sufficiently discussed, ask the participants about what they already do to address or cope with the problem. These could be very small activities which help the farmers to make small changes to their income or food availability situation. These activities are livelihood strategies and coping mechanisms and are written down in the Livelihood strategies column of the matrix.

Ask questions like: *How do you cope with this problem? What activities have the village done to solve or minimize the problem?*

## 6. Potentials

Ask about other resources available inside and outside the community that can be used to solve the problem. Potentials or resources to solve problems include:

- **natural resources** - river water, stones, sand, uncultivated land, NTFPs,
- **human resources** - manpower, skills, knowledge, influential individuals
- **social resources** - local institutions, saving groups, labour sharing arrangements, committees, projects, developmental programmes of NGOs or government that attends to the problem;
- **material resources** - tools, transport, machinery, bore hole, empty building, funds from the community or elsewhere

## 7. Proposed Community Small Project

Write the measures that are suggested to solve the problem. These measures (proposed community small projects) can either target the problem as listed in the first column or tackle the problem causes listed in column two.

Encourage the group to discuss different options and alternative solutions. If the community identifies many causes of a problem, a package of measures might have to be formulated to address the problems in an adequate (integrated) manner.

Now ask the participants to do the same analysis for the second problem to be discussed in the group.

## 8. Presentation to all the groups by group representatives



### STEP 7: RANKING OF PROPOSED SMALL PROJECT IDEAS

**Objective:** To make a ranked list of small project ideas that will be used as a priority list for further planning.

#### How to facilitate

- 1 Explain the objective of the ranking to all workshop participants and remind them about the selection criteria and conditions for community small projects.
- 2 Score and rank the suggested Community Small Project ideas in order of importance - highest to low, in groups.

A number of criteria can be used to rank the interventions identified during the planning process. The objective is mainly to identify the project ideas which are considered the most important and relevant, not to undertake a more thorough feasibility assessment. Potential criteria are:

- Expected socio-economic impacts (high, medium, low) in terms of food security and sustainable livelihoods;
- Number of beneficiaries (number of households);
- Probability of achieving the objective (yes or no);
- Environmental impact (high, medium, low);
- Estimated financial cost;
- Any other reasons.

### STEP 8: COLLECTION OF BASELINE DATA

**Objective:** To take the opportunity of the consultation with the villagers to collect baseline data.

Data to be collected is presented in annex in the form of a detailed questionnaire that is to be completed in a systematic and consistent manner to allow for statistical analysis. The stratification of the population and the sampling have been defined during the stage 1 of the process.

Steps 3 to 8 should be completed within one or two days, depending on the availability of villagers and the size of the village.

### STEP 9: FEASIBILITY SCREENING BY COMMUNITIES OF PROPOSED COMMUNITY SMALL PROJECTS

**Objective:** To screen the proposed small project ideas according to the community small project criteria to ensure that only small projects which are feasible will be considered for further planning.

Whenever a project idea is considered too technical to have its feasibility assessed by the communities, but is considered essential for poverty alleviation through development of sustainable livelihoods, its feasibility will be assessed by the gewog and/or the dzongkhag authorities. It is likely that such projects will fall under the overall village development plan. The facilitator with the gewog and dzongkhag technical authorities will come back later to the communities to continue the process, in particular the stage 3 of the guidelines.

The process is presented on figure 2.

#### Method:

- 1 Let each group assess feasibility of the Community Small Project ideas by asking "*If you are given Nu.XXX of external inputs, which of the CSP would you like to have?*"
- 2 Proposed community small projects are then checked against the following criteria:
  - The CSP would benefit the entire village or a larger group of poorest community members (>xx households) and have a high relevance of reducing food insecurity in the village, e.g. rice banks, access to water, improvement of market, sanitation, community information centre, ...) and/or of securing sustainable livelihoods.

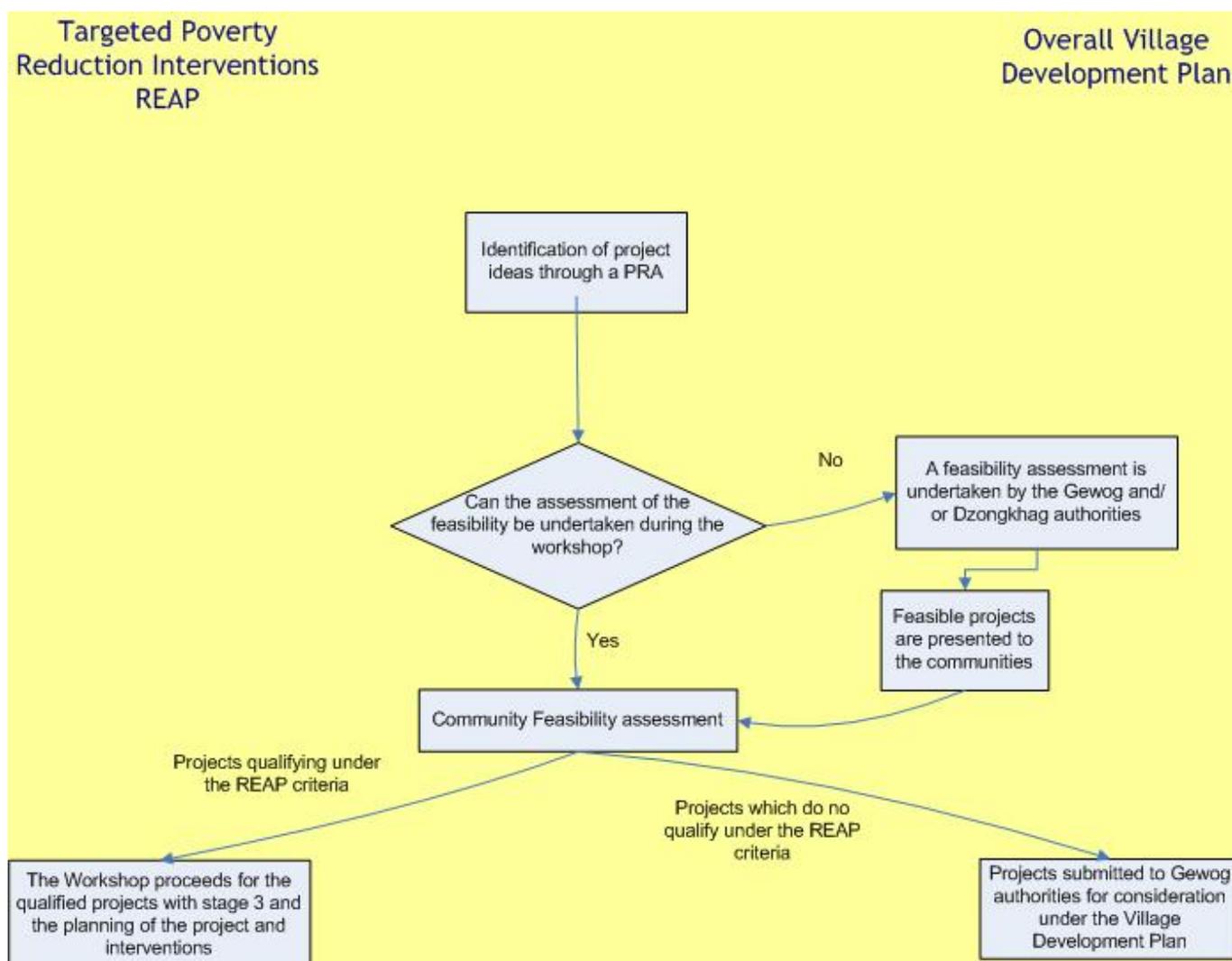
- The CSP has been proposed by community members, and was ranked among the top five project ideas.
- The CSP is technically feasible in the proposed location.
- The CSP has no or limited and mitigable environmental impacts.
- The CSP could be implemented and maintained by a community group.
- The relevant Gewog and Dzongkhag officers or others have the capacity to support the group with further planning and implementation.
- The CSP would qualify for a REAP grant if required.
- The CSP could be designed in a self sustaining manner beyond the REAP activities.

3 Presentation to all participants by group representatives.

4 Select CSP ideas which could be implemented with Nu.XXX external inputs. It could be only one CSP or a couple of CSPs depending on the scale of the projects and internal resources available for the CSPs.

5 CSP which are rejected because they do not fit the above criteria may be very important for a particular village and the facilitation team should refer the project idea to the village and gewog authorities for their follow up.

Figure 2



## STAGE 3: PLANNING AND IMPLEMENTATION OF COMMUNITY SMALL PROJECTS

This stage is made of the following steps:

- Step 1 - Analysing local institutional potentials to support the CSP.
- Step 2 - Finalising community small project planning.
- Step 3 - Applying for financial resources to REAP

The facilitator will support the three steps of the planning stage, including the grant preparation.

### STEP 1: ANALYSING LOCAL INSTITUTIONAL POTENTIALS TO SUPPORT THE CSP

#### Objectives:

- To identify which organisations and institutions, groups and influential individuals are found inside the village that directly or indirectly address some of the problems to be tackled by a specific community small project.
- To identify the potential of these institutions/ influential individuals for supporting a specific community small project.

#### Key Questions:

- Which organisations and local institutions, groups and influential individuals do in particular address the problems and causes of the problems which were identified in the Planning Matrix for this community small project idea?
- Which additional institutions are active inside the village which could be helpful in turning this project idea into a successful community small project?
- Which institutions do the participants regard as most important in potentially helping the small project interest group and why?
- What support could these institutions provide to the small project?
- Are some of the participants members of any of the organizations and groups that have been mentioned?

#### How to facilitate the process?

- 1 Make a list of all human, natural, material and social resources required of the selected CSP(s).
- 2 Use village resource map to identify human, natural, material and social resources available within the village.
- 3 Identify the human, natural, material and social resources that are needed to be procured from outside.



**Column 1: MAJOR ACTIVITIES WE MUST UNDERTAKE TO ACHIEVE GOAL.** It is important to encourage people to think about this in a comprehensive way. Whenever we want do something new, we have to start by finding out how to do it - *gathering information*. There may be alternative ways to do something - *how do we choose?* We have to plan what resources we need and whether we already have them or need to buy them. Maybe this is affected by when we decide to start this activity. We may need to talk to people, arrange meetings or negotiate finance. We may need to get training and all these things may need to be done before we start our chosen activity.

Follow this same approach as you get the group to plan the activities they will need to undertake to implement this small project. Example activities might be:

arrange training on ...	make a budget
find organization to help us	apply for a REAP grant
with...	
obtain information about ...	collect local materials
obtain experience from other	monitor progress
with similar projects.	

It may help to brainstorm suggestions on a separate large paper and then sort them into a series of logical steps to be done one after the other. As a facilitator you should be familiar with typical steps for different small project types and you should suggest any important ones that people have missed and explain why. If people are not used to making budgets, for example, they are unlikely to suggest it and you would need to do so. A list of possible steps is provided at the end.

**Column 2: DETAILED STEPS OF HOW WE WILL DO EACH ACTIVITY.** This column must be very practical and cover all the small, specific steps that are needed to complete a particular activity. For example, to arrange training will involve contacting the relevant technical office, planning how often they should meet, deciding where they should meet; to obtain information may involve a meeting with an expert or visiting another place to look at an example or reading a leaflet; to apply for a grant involves getting an application form, having a group discussion about the amount to apply for, deciding who will fill the form, organising all the supporting information, etc. After completing this column for one major activity, it will be simplest to continue across the remaining columns and then come back to the next activity.

**Example Activity Steps For Community Small project**

1 Presenting small project idea to larger community and electing committee which will be in charge.

2 Obtaining technical advice and selecting system, construction method, guidance for establishing rules and regulations for rice bank, etc.  
 3 Identifying the best physical location for any proposed development.  
 4 Determining what inputs are needed and preparing a detailed time plan for input requirements.  
 5 Deciding if inputs can be supplied in kind by the community or must be bought with cash and whether that cash can be raised locally in each time period.  
 6 Working out a management or maintenance plans.  
 7 Applying for a grant if additional funds are required.  
 8 Organising local materials and starting any physical construction work.  
 9 Purchasing inputs not available locally.  
 10 Completing the development work and implementing the management and maintenance plans.  
 11 Initiating educational programmes to teach people how to use / look after a facility.  
 12 Conducting monitoring and evaluation of the project.

**Column 3: WHO IN THE VILLAGE WILL TAKE CHARGE?** The important feature here is that a member of the group should be named to make sure that each detailed step is accomplished. This column should not contain the name of a government officer. Dialogue and liaison with government staff is essential throughout but the responsibility for ensuring that an activity is completed should rest with a member of the community. However, it is not enough to write the word "village" here because that means anybody and nobody. A specific person should be identified.

**Columns 4-5 START AND FINISH DATES.** These must be realistic. The facilitator must get group members to decide exactly when they think they can do something, taking into account seasonal constraints and other commitments. This is very important for CSP which require physical labour of the villagers - people must decide what it is practical for them to do. Certain construction activities might only be possible during the dry season.

**Column 6 WHAT PHYSICAL INPUTS WILL WE NEED.** This column simply requires a preliminary identification of goods and materials that may be needed. It should not include training which would appear as an activity if appropriate. If materials such as notebooks/building materials/equipment are required then these are listed here. Detailed planning of input requirements and costs will be done using the budget plan form during the follow-up community small project planning meetings.

## STEP 2. FINALIZING COMMUNITY SMALL PROJECT PLANNING

**Objective:** To revise and finalise small project activity plans with interest groups and undertake more detailed planning regarding input requirements, sources of inputs and maintenance. By the end of this exercise, it should be possible for a group to decide if they need a grant and how much they should apply for.

**Method:** Facilitator or technical adviser meets with the community small project interest group after the village planning workshop and assists them with the detailed small project planning.

### **How to facilitate?**

The most important aspect is a good organisation by the villagers who should run, contribute and benefit from the community small project. During this step the **Community Small project Input Requirements and Timing format** needs to be completed.

1. To use this form first work out the most suitable planning period for the project. Will it take one month, three months, six months or some other time period to complete? Will it be affected by the seasons, e.g., there is no point in starting a time plan construction works during the rainy season.

2. The format has the following columns which need to be filled in: Activity, Activity start, Activity end, Input description, Input Unit, Number of Input Units, Unit costs, Source and Total costs.

3. The information for the **activity, activity start and activity end** columns can be taken from the Small Project Plan format, but should carefully be reviewed as more detailed activities might need to be added here.

4. Help the villagers to list the **input descriptions** they will need for their activities in the weeks or months that have been identified. All types of inputs should be listed in the Input column, e.g. tools, notebooks, sand, labour, cement, wood, mud, etc. Remember these are the physical inputs required, not activities such as training. Manual labour needs to be included here as this is an input.

5. Typical **Input Units** include for tools (piece), for roofing (x m2), for sand (xm3), for cement (bag), for labor (working hours) which should be quantified in the **Number of Units column**.

6. Then a discussion is needed to determine if items can be supplied in-kind by the people in the community, e.g. sand. If so, no cash is required and the column **Unit costs and total costs** should be left blank for these non cash inputs of the community. Labour provided by the village does not to be costed either.

7. If cash is required to purchase the item, then the amount should be estimated and entered in the **unit costs and total costs column**. So if you are discussing a construction project, and shovels are listed in the ITEM column, the first thing to do is to find out whether people already have shovels that can be used. If they have not, then shovels will have to be purchased and the costs must be entered.

8. The small project interest group or committee needs to work its way across all the time periods, using a second sheet if necessary to cover the total period over which the small project will be implemented.

9. As discussion takes place, decisions should be recorded in the **SOURCE** column as to whether the community can find some of the cash required. The **source** column should either indicate the word **village** to indicate cash from the village or **grant** to indicate that a grant is required.

10. Particular attention needs now to be drawn to the sustainability aspects of the community small projects. An in-depth discussion needs to be held about how the village plans to organize and operate the small project in the mid and long run and how they want to maintain the community assets (e.g. infrastructure, equipment, storage for rice bank).

11. Ask which tasks need to be done every month or two months to keep the facility in good condition. This might include cleaning and chlorinating a well, repairing cement or brickwork, maintaining a fence around a spring, doing small repair works, weeding the community nursery and so on. These activities need to be added to the Community Small project Input Requirements and Timing format.

12. Then it will be possible to work out if anything needs to be bought over a longer time period in order to carry out the maintenance tasks, e.g., grease or paint or a brush or cement. Estimate the price of each item that must be bought and add up the total amount of cash required in each time period. Costs for maintenance must be covered by the village and can not be supported through a grant from REAP.

13. Finally it is possible to add up the total costs and work out how much cash is required for the community small project. Working out contributions in this way is far sounder than guessing at how much people should pay and it also teaches planning skills.

14. The data on this sheet together with the small project plan will form the basis of any grant application to the REAP. It will be possible to see what contributions the community are making both in cash and in kind towards their project and it will be possible to judge the quality of their planning.

## COMMUNITY REAP SMALL PROJECT INPUT REQUIREMENTS AND TIMING

Activities and input requirements during the preparation/development phase and maintenance phase:

Activity	activity start	activity end	Input description	Input Unit	Number of Input Units	Unit costs (only for cash)	Source	Total costs (Nu.)
Description of village contribution to the project (e.g. labour, material, maintenance, cash, farming produce)				Names Committee members:		Cash Grant required:		Total:

### STEP 3: APPLYING FOR FINANCIAL RESOURCES TO REAP

**Objective:** To ensure that facilitators and villagers are aware of the details required to complete a grant application form and how to apply for the financial resources to REAP.

**How to facilitate:**

- The Gewog Officer helps the community small project committee members to fill in the application form and grant agreement form.
- The committee members should ask the head of the village, assisted by his/her technical staff involved in development activities, to review the proposal and to sign it to indicate that s/he is in agreement with the grant application. This person should ensure that approved community small projects will be integrated in the village and commune planning processes.
- The Gewog and Dzongkhag officers review the proposal and fill in the respective sections of the application form reserved for their comments.
- The Dzongkhag officer submits the proposal to the national REAP team for final approval and disbursement of funds.

**For every application the following three forms need to be submitted:**

- 1 APPLICATION FORM FOR REAP SMALL PROJECT GRANT (see below)
- 2 COMMUNITY SMALL PROJECT INPUT REQUIREMENTS AND TIMING (see above)
3. COMMUNITY SMALL PROJECT PLAN (see above)



List members of small project committee and group that might have been formed to take charge of this project:

Name	Role or allocated responsibility

**DECLARATION**

We declare that the information we have given above and in support of this application is to the best of our knowledge correct. We undertake to ensure this project is completed and will supply to the Gewog Office receipts for all grant funds used.

Signature of Chairperson

Signature of Secretary

Signature of Treasurer

Date:

Date:

Date:

**To be completed by the Tshokpa**

I have reviewed the proposal and agree to the grant application.

Signature of the Tshokpa

Date

**To be completed by the responsible Gewog Officer:**

Appraisal of the experience, skills and ability of this group to implement this project:

Recommended disbursement plan:

Month	Amount	Method (e.g. cash / materials / to whom, etc.)

Name and Signature of Gewog Officer: \_\_\_\_\_ Date: \_\_\_\_\_

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To be completed by the Dzongkhag or, when relevant, by the Dungkha Administration (?):  
Comments of the Dzongdag or the Dunga:

I have reviewed the proposal and agree to the grant application.  
Name and Signature of Dasho Dzongdag / Dunga:

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## Annexes

Terms of reference of the Facilitator

Roles and responsibilities of the Committee members

Forms