



Field Guide for Agroecosystem Areal Planning

1998

FAO Programme for Community IPM in Asia

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Step 1: The Learning Contract

Goal:

1. So that participants will understand the goals of the training.
2. So that participants can take part in determining the schedule of the training and in identifying any additional training needs.

Time: 15 minutes

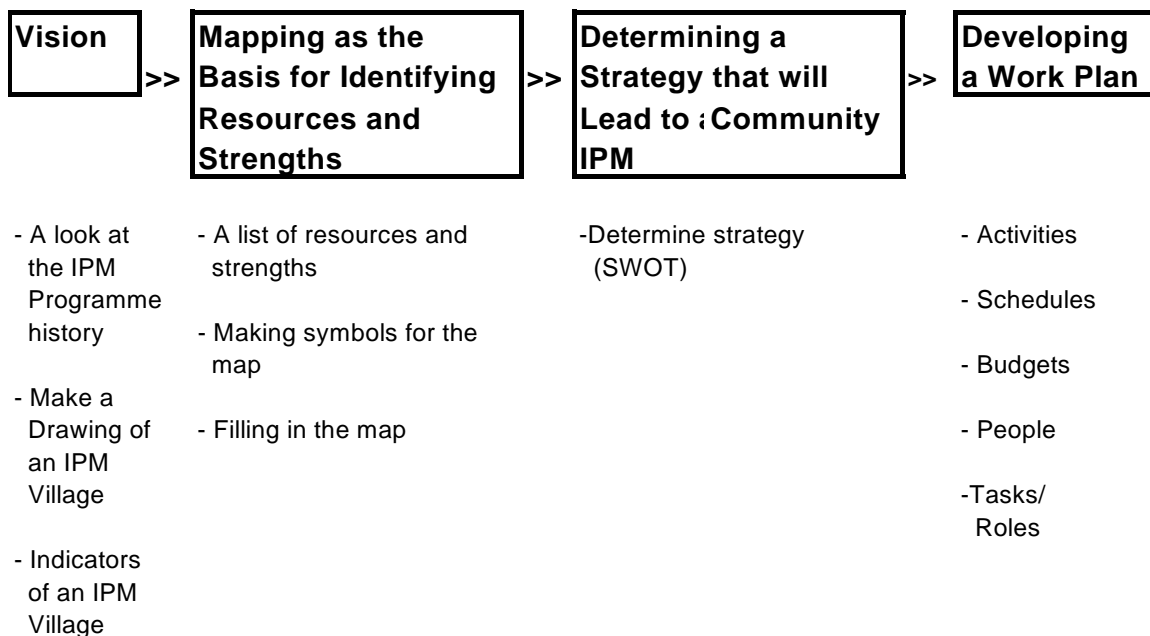
Materials:

This guide, a blank piece of paper, masking tape, felt-tipped pen

Steps:

1. Begin by asking participants: "What will we be training people to do?" As the participants already know that the purpose of the training is to learn about mapping, they will answer: "Mapping".
2. Refer the participants to the diagram, "The Mapping Training Process". Discuss each point with the participants. Ask them what they think these points mean, and why they are included .
3. Ask the participants if there is anything that is unclear.
4. Ask the participants if they think there should be anything added to improve the process.
5. Discuss the schedule for today's training session, the role of the trainers, the anticipated role for participants, and ask whether this is acceptable or should there be changes.

The Mapping Training Process



Step 2: A Vision for an IPM Village

Background:

To determine further directions for our efforts it is necessary for us to develop areal based plans. This process would begin by determining a vision for the future to give us direction as we develop our plans. In working with IPM farmers the first step in the planning process is to help these Field School alumni to think about IPM activities that have previously been conducted in their villages and how these activities are connected and mutually supportive. The purpose of this first step is to help farmers to analyse the progress or development of IPM activities in their villages or districts. Participants will be able to see the nature of the sequence and integration of these activities and create a vision of where further activities might lead.

Goal:

Help farmers, whether at the village level or higher, to determine the ideal set of conditions that they would like to achieve in their area as part of their Community IPM plan.

Materials:

Newsprint, felt-tipped pen, crayons, masking tape

Time: 90 minutes

Steps:

1. Ask participants when did IPM activities begin in their area. Follow the first question with: What IPM activities/ developments, of any kind, have taken place since then? Write all the farmers' answers on newsprint. Then ask clarifying questions about each activity (for example, when, where, source of funding, who facilitated the activity, who were the participants).
2. Now ask the participants what different roles farmers have played across the sequence of these activities beginning with the earliest and concluding with the final? Write down the farmers ideas.
3. Now ask the farmers to think about how the role of farmers should evolve during future phases of IPM activities, especially if there should be Community IPM in their area. Another question to ask is what kinds of activities would be appropriate in the future. Write out the answers of the participants.
4. After this ask the farmers to brainstorm and agree on what would be the characteristics (what will a visitor be able to see) of their area if a Community IPM Programme was put into action by them for five years. What do they expect to be able to see as a result of the impact of IPM activities in their area?
5. Finally, ask the participants to draw a picture that fits with the characteristics that were developed in the last step at some distinct geographical unit. Divide the large group up into small groups of around 5 people and have each group:
 - a. Draw all the characteristics resulting from a Community IPM Programme, or

- b. Draw single pictures of each characteristic.
6. Ask each group to present their drawing to the large group and discuss how the drawing clarifies the characteristics that were developed in step five. Attach these drawings to the wall for the rest of the training.

Step 3: Area Resource Map

Background:

Every region is different. Each village, each district has its own micro-ecology, has different social, economic and agricultural conditions. In making this map of resources or field conditions, it would be best to stay with those things connected directly to IPM because the map will be used as the basis for planning activities to achieve a successful Community IPM programme that will result in the rise of the characteristics identified in the previous activity ("Vision"). Some examples of things that should appear on the map are: the number and sites of FFS that have previously been conducted, the number and location of Farmer IPM Trainers, sites of IPM Studies that have been conducted, soil conditions, etc.

Goal:

Resources, physical or human, that exist at the village or district level that can be used to support further development of a local IPM programme will be identified.

A map of these basic resources will be developed for planning purposes.

Materials:

Newsprint, felt-tipped pens, crayons, and an outline map of the area to be mapped

Time: Approximately 2 hours

Steps:

1. Attach the outline map to the wall.
2. Have the participants colour in appropriate areas on the map according to yield potential or number of rice harvests per year. To do this, first have participants agree on what constitutes higher yielding and lower yielding areas. Then determine what colour should be used to designate these areas.
3. Ask the participants: "what resources are available that can be used to help achieve the goal of an IPM Village or an IPM District? Write all of the participant's answers on newsprint that has been attached to the wall. Use the following list to make sure that these relevant resources appear on the list (the list should not be limited to these resources). If any of these resources do not appear on the list,

have the participants consider whether or not these resources occur in the area and if they do shouldn't they also be on the list of resources.

- Farmer Field Schools: the number previously conducted, location, when, source of funds, facilitator
 - IPM Field Studies/Field Trials: location, when, by whom, source of funds
 - Farmer IPM Trainers: number and location of their houses
 - Support From Local Officials: what kind of support, who, where, for what
4. When it appears that the list of resources is exhaustive enough to be useful for planning purposes, have the participants determine what symbols will be used for each kind of resource. In determining these symbols, try to make them associative, that is the symbols should look as much like the thing that they are meant to represent. Where it is possible, you can differentiate quality using symbols if the group can agree on how to determine issues of quality.
 5. Once symbols have been prepared have the participants attach the symbols to the map in accordance with how these resources are actually distributed throughout the area to be mapped. Place the symbol for Farmer IPM Trainers where they actually live. Attach the symbol for FFS where they have actually taken place. Do this until all the resources identified in step three have been located on the map with their appropriate symbols.
 6. Have the participants check again to make sure that they have located on the map everything that they think is relevant.

Step 4: Strategy and Resource Analysis

Background:

Having a strategy is necessary to try to achieve a goal or ideal situation. To develop a strategy several things must be kept in mind:

- What is the goal?
- What resources or strengths exist that can be used to achieve the goal?
- What weaknesses exist that might inhibit the achievement of the goal?
- What opportunities exist that can be taken advantage of to achieve the goal?
- What threats might exist that could be obstacles to achieving the goal?

A general goal or 'vision' of the ideal was developed in the first session. Existing resources in the area were identified and mapped in the second session. Now two different but related issues will be the focus of this session. Looking at the resources that have been mapped and keeping in mind the vision as the goal, now an analysis of the strengths, weaknesses, opportunities, and threats (a SWOT Analysis) will be conducted. This analysis will be used to develop a general set strategies to guide the development of plans.

Goals:

- Using a SWOT Analysis existing conditions relevant to the achievement of the vision determined in the first session will be examined.
- A set of general strategies to achieve the vision will be developed.

Materials:

Newsprint, felt-tipped pen, masking tape, results of the 'vision' exercise, and results of resource identification and mapping exercise.

Time: 90 minutes

Steps:

1. Explain the purpose of this session by referring to what is written under 'Background' for this session.
2. Attach to the wall the following: the map of the resources in the area, the drawing of the "ideal", and the list of characteristics that farmers envision will result from their Community IPM activities.
3. Have the participants conduct a SWOT Analysis. Start by saying:
"Given the strengths or resources that we have identified and the vision for your Community IPM programme that we have determined what are the existing strengths, weaknesses, opportunities, or threats that confront your Community IPM activities?"

Remember:

Strengths are those "assets" which exist such as farmers trained, farmer trainers, farmers conducting studies, IPM groups, etc. which will support the achievement of the vision.

Weaknesses are those conditions which inhibit the achievement of the vision.

Opportunities are conditions which exist that are potential in nature. They can be taken advantage of to achieve a vision. Examples might include supportive local officials, local funds that might be taken advantage of, discoveries made by local farmers that could be used to enhance production, etc.

Threats are potential conditions which could inhibit the achievement of the goal. Examples include: drought, change of government policy, local officials who might feel a loss of face because of the success of a farmer-led IPM programme, etc.

4. Use at least four pieces of newsprint to do the SWOT Analysis. Each sheet gets a title. On one is written "strengths", on a second "weaknesses", and so forth. Ask the group to determine what should be listed below each of these "titles".
5. General strategies for each of the elements in the SWOT Analysis can be determined by answering the following questions.
 - How can we make use of our strengths?
 - How can we minimise or strengthen our weaknesses?
 - How can we take advantage of our opportunities?
 - How can we avoid or minimise our threats?

Have the group answer these questions in simple declarative sentences. No more than two sentences per question. These will be the strategies that the group's plans should respond to.

6. Attach the strategy statements to the wall.

Step 5: Developing Work Plans

Background:

The last stage in this process is the preparation of work plans for activities that will form at least the initial steps in the development of a Community IPM programme at the village or district level. Using the results from the sessions focusing on vision, area resource maps, and strategy development, the work plans will be about as realistic as possible. The workplans should directly respond to the strategy statements given the context established by the vision of the ideal.

- As far as possible IPM farmers should strive to develop plans that it can fund itself or find funding for at the village or district level.

Goal:

The development of detailed work plans at the village or district level.

Materials:

Newsprint, felt-tipped pens, masking tape, and results from previous sessions.

Time: One hour

Steps:

1. Give the group newsprint, felt-tipped pens. Provide the group thirty minutes to discuss and write work plans based on the results of previous sessions. As a full group a list of potential activities could be brain stormed. Then the large group could be divided into smaller work groups of five or more members, each of them designing a work plan for a specific activity. Work plans should be detailed including at least the following:

Type of Activity	What is the title or description of activity?
Schedule	How much time will be needed for the activity? When will the activity be conducted?
Process of Implementation	Will this be done by individuals or the group? Who will be responsible?
Materials Needed	What materials will be necessary?
Budget	How much will be needed? From what source will the budget be obtained?

2. Have work groups present their plans. Discussion should take place concerning each plan that focuses on the reality of the plan and its details and allows for suggestions. The full group should come to an agreement on these plans.