TOOL 4
LOCAL INSTITUTION MAPPING

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What is the **purpose** of stakeholder analysis?

- To determine the roles of the community and project coordinator.

- To identify appropriate local institutions that can support or be involved with the project and to find out how important these various local institutions are for local people.

- To identify ways different stakeholders can be represented by different local institutions during implementation.

- To assist in designing appropriate project governance structures.

Plan Vivo Carbon Standard (PV Climate) **requirement?**

Recommended - during preparation of both the PIN and the PDD.

When to use this tool?

- During PIN preparation this could be a rough or incomplete version of this tool.

- During PDD preparation a more detailed institutional map should be prepared.

Why is this tool required?

Local institution mapping is a participatory tool that can be used by project developers during the design of a project and preparation of the PDD. Local stakeholders will already have a good idea about local institutions - this tool is an opportunity to share this with the project developers and/or project coordinator who may be less familiar with the local context. Using this tool will help to understand the potential roles and responsibilities of different institutions from the perspective of the community. It will also help to identify which stakeholders do not have adequate representation by a local institution.

Despite the name of this tool, the end product is not really a 'map'. It is more a diagram showing the whole spectrum of institutions (both local and more distant) with which local people are familiar and with whom they engage on a regular basis. Importantly, it shows which institutions are most important for local people.
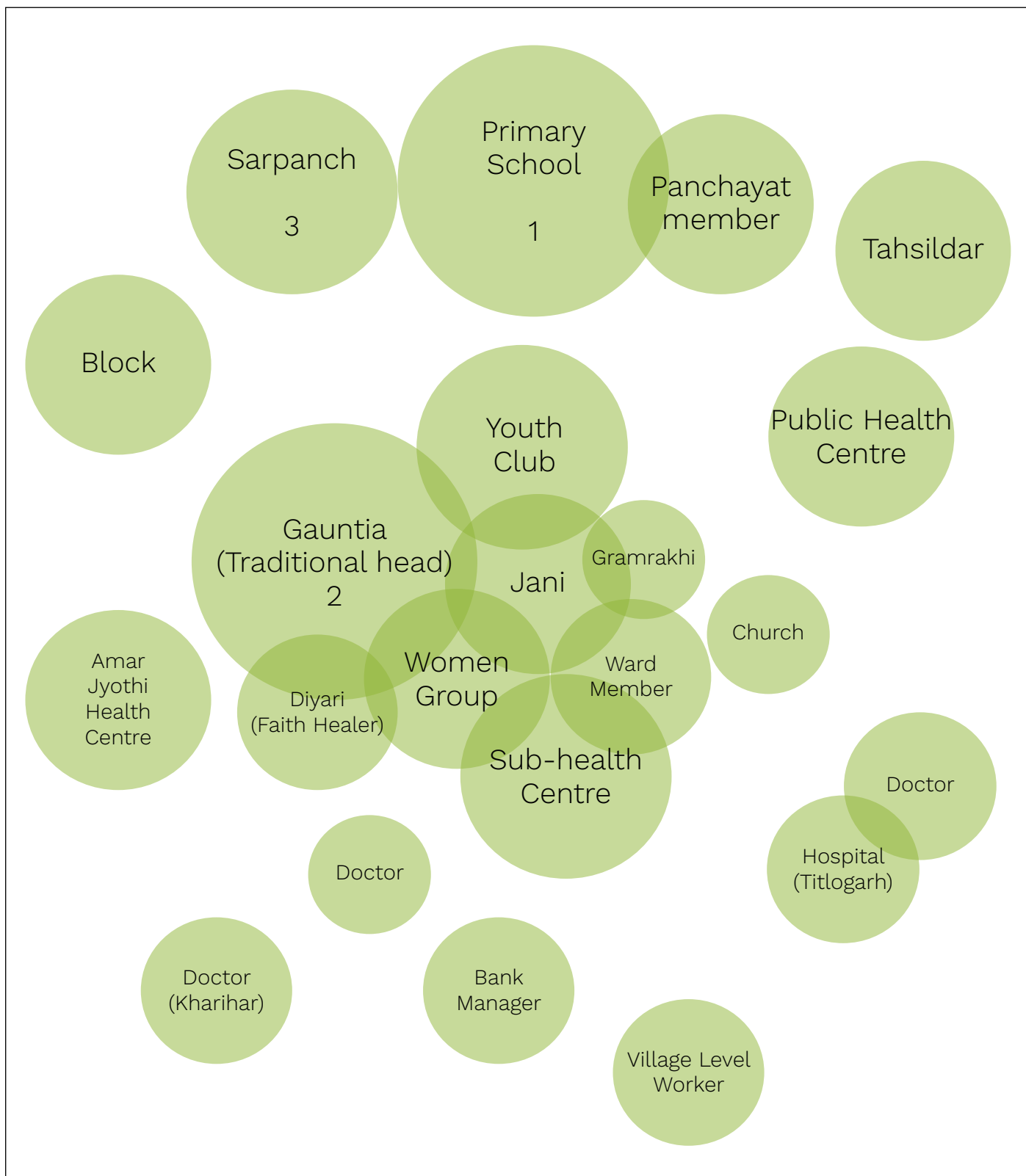
Who should participate?

Representatives of the main local stakeholder groups should participate during Institutional Mapping, especially representatives from disadvantaged or socially excluded groups. This means that the Institutional Mapping should be carried out after Stakeholder Analysis (Tool 1) has been completed. As with all these participatory tools, it is best to work with a group of up to 20 people. If time allows, form separate groups of men and women participants.

How to use this tool?

- [ ] This is a simple process for carrying out the local institutional mapping. There are many variations and additions to this basic tool – or you may choose to adapt it yourself to meet specific local requirements. For this tool it is useful to have a facilitator plus an additional person to take notes based on comments that participants make because not all the points made can be easily shown in the final diagram.

- [ ] Explain to the participants the aims of this exercise.

- [ ] Ask participants which local organisations/institutions/groups there in the village and which there are from outside working in the village. Discuss all types including government, local government, community-based, non-government (NGOs), projects, religious groups, federations, cooperatives, trade associations and private organisations. They should also include small non-formal groups.

- [ ] As institutions/organisations are identified, ask the following types of question:

    - What ways of assisting each other exist among local people?

    - Which local groups are organised for environmental issues (e.g. water, grazing, arable land, forest), economic issues (saving, credit, agriculture, livestock, marketing), social issues (health, literacy, religion, tradition, education, culture, sport)?

    - Are there any political groups?

    - Are there any religious groups?

    - Which groups take important decisions?

- [ ] Ask one participant to write down all the institutions that are mentioned and to give each organisation a symbol which everybody can understand.

- [ ] Ask participants to draw a big circle in the centre of the paper or on the ground that represents their village.

☐ Ask them to discuss for each organisation how important it is for them. The most important ones are then drawn as a big circle and the less important ones as smaller circles. Ask participants to compare the sizes of the circles and to adjust them so that the sizes of the circles represent the importance of the institution, organisation or group. Add names and symbols to the circles.

☐ Ask about the ways they benefit from these different institutions.

☐ Ask them to show the degree of contact/co-operation between themselves and these institutions by the distance between the circles. Institutions that they do not have much contact with should be far away from their own big circle. Institutions that are in close contact with the participants and with whom they co-operate most, should be inside their own circle. The contact between all other institutions should also be shown by the distance between the circles on the diagram e.g.

- Circles at a distance from each other = little or no contact or cooperation

- Circles close to each other = loose contacts exist

- Touching circles = some co-operation exists

- Overlapping circles = close co-operation

☐ Ask participants which institutions only accept women or men as members. Are there any institutions or groups that only provide services for men or for women? Show the answers by marking the circles with a common symbol for men or women.

☐ Ask participants about any organisations or institutions in which poor people do not participate and why. Ask if there are any services of certain organisations from which poorer people are excluded. Mark these institutions on the map by using a symbol for poor households. You might also ask if there are other groups of people that usually are excluded from some of these institutions or services.

☐ If time and the motivation of the participants allows, ask the group to discuss and document the strength and weaknesses of those institutions which were reported as most important (those with the largest circles)

☐ At the end of the exercise – take a photograph of the diagram and leave the original in the village.
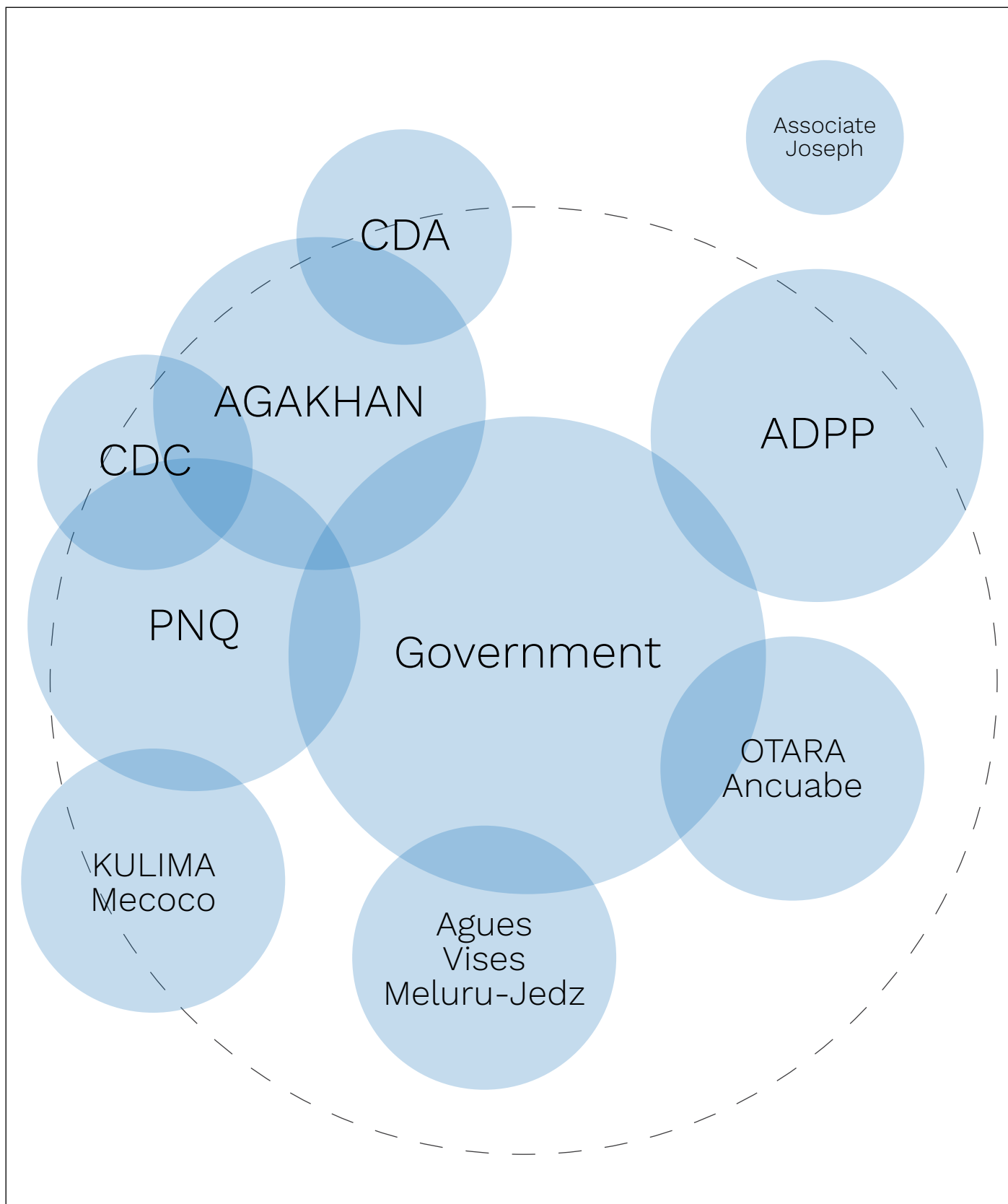
A: Example of Local Institution Mapping from India

Sarpanch

3

Primary School

1

Panchayat member

Tahsildar

Block

Youth Club

Public Health Centre

Gauntia (Traditional head)

2

Jani

Gramrakhi

Church

Amar Jyothi Health Centre

Diyari (Faith Healer)

Women Group

Ward Member

Sub-health Centre

Doctor

Doctor

Hospital (Titlogarh)

Doctor (Kharihar)

Bank Manager

Village Level Worker

Legend

1. Size of the circle is proportionate to perceived - ie. big circle more important
2. Distance from the centre proportionate to access - ie. less distance means easier access

Participants: Salman Tandi, Senapati Ratai, Man Ratai, Madhu Bhoi, Shanker Bhoi, Sudan Gahir, Dhani Nag, Chharsing Manjhi and Judhisthar Sahu

B. Example of Local Institution Mapping from Mozambique

Note that this example uses abbreviations for some local institutions. Make sure that participants are familiar with these.

B. Example of Local Institution Mapping from Mozambique

Example of diagram created by community in Mozambique