1 Community

Local Needs

Participatory Needs Assessments

You're going to start working immediately with a community by facilitating a participatory needs assessment. The assessment will be done in a community workshop that will take approximately four hours. In this workshop you will work with the community to explore their thoughts on their needs, wants, problems, and challenges. You're going to provide attendees with communication tools designed to illuminate and capture their knowledge about their community and about their needs. Given the right tools, most communities are fully capable of assessing their needs and designing adaptive programming.

Why Have a Participatory Needs Assessment?

1 Community members may have a greater depth of knowledge about their problems, vulnerabilities and coping strategies than you do, and so will be better able to identify important and underlying causes for the challenges they face.
2 If they are fully engaged in project development and feel their voice has been heard, they will have a sense of project ownership. Their project will then be on the road to sustainability because in essence it is their project—they own it.

Chapter 1 will help you accomplish four steps in the development of your project. You will do the following:

1 learn about communities, challenges and sustainability;
2 learn how to develop a project based upon a participatory needs assessment;
3 facilitate a community based needs assessment;
4 create a simple project outline.

What you'll need:

* access to a community;
* representative community members to participate in a workshop;
* workshop materials, snacks, and drinks.

Timeframe:

- 7 hours:
  - 2-hour workshop preparation;
  - 4-hour workshop;
  - 1-hour organizing workshop results into a simple project outline.

Initiating a Project Outline

Your last step is to organize the community's challenges into a very simple project outline capturing the visible problems, their underlying causes, and their long-term negative impacts.

Course Project Examples

The example field assignments provided in each chapter represent a single, unique course project that grows and develops chapter by chapter throughout the book. This will give you an unfolding, consistent project to compare your project with, to measure progress from one step to the next. Example field assignments can be downloaded and used as a template for completing an assignment. They represent what the assignment should look like and what information it should contain. To use the example templates, simply download them from the book's webpage (TimMagee.net/field-guide-to-cba/) and use them to complete your assignment.

Introduction to Chapter Resources

At the end of each chapter is a section called Chapter Resources which will contain the following three resources:

1 *Suggested homework assignment*. If this book is being used in conjunction with a course, these are suggestions for the homework to be turned in upon completion of the assignment. The suggested activities are parallel to the assignment instructions in each chapter and to the example of the completed field assignment provided at the end of each chapter. If this book is being used to develop a field project, the homework examples can be downloaded and used to simplify project design and development. One assignment builds upon the next, resulting in a complete set of project management tools. These completed assignments can be used both in managing your project, and for presentation to a donor.
2 *Course downloads*. This book has a companion webpage (TimMagee.net/field-guide-to-cba/) where you can download the course resources, and the examples of the completed field assignments that have been developed for each chapter. These downloads will give you the ability to adapt and modify materials to better fit your organizational needs and the needs of the community that you are working with.
3 *Recommended resources*. These are a collection of useful handbooks, manuals, and papers that are available online from the organizations that produced them.

Field Assignment 1 Step 1: Communities, Challenges, and Sustainability

In this chapter you will begin developing a community based adaptation project right away. How will developing a community based project differ from developing a traditional project?

The techniques used in developing a community based adaptation (CBA) to climate change project are to engage a community at the very beginning in project design, to work with them to develop appropriate project activities, and to foster their development of their skills sets that will allow them to be the long-term stewards of project activities and outcomes. The community will need to continue project activities long after you are gone if they are going to adapt successfully to long-term climate change.

> Community-based adaptation to climate change is a community led process, based on community's priorities, needs, knowledge, and capacities, which should empower people to plan for and cope with the impacts of climate change.
> It must draw on the knowledge and priorities of local people, build on their capacities, and empower them to make changes themselves.
>
> (Reid *et al*. 2009: 13)

What is a Community?

A community is a group of people that you serve. A community could be all of the members of a remote village—or more specialized communities such as fishermen on a small island, pastoralists on the savanna, members of a farmers association, or a group of urban women who want to increase food security for their families. In the North, a community could be people visiting a food bank, new immigrants arriving in your city, teenagers who visit a teen drop-in center, or residents of a retirement home.

What is a Project?

A project is a group of activities that you have theorized will provide long-term, sustainable solutions to community-identified need. A project should be carefully designed to be sustainable, fundable, manageable, and successful at achieving carefully defined outputs, outcomes, and long-term impact. It should also be designed—from the beginning—to be taken over and continued by the community at the end of your project cycle.

What are the Challenges that are Linked to Climate Change?

These challenges are as diverse as traditional development challenges and can include health, water, food security, migration, livelihood—and disaster preparedness. When comparing traditional development field activities with adaptation field activities, the activities can look very similar—in fact, they can even be the same activities—just used to address different underlying causes to the challenges.

   Climate change challenges fall into three categories:

1   highly specific challenges caused by a changing climate such as the shift in the beginning of the rainy season (affecting the farmers' planting cycle) that need to be addressed using specialized adaptation activities;
2   traditional development challenges such as a decrease in food security, making communities more vulnerable to a changing climate. These can be addressed with traditional development techniques to increase community resilience to climate change;
3   climate-related disasters such as extreme weather events that can be addressed with traditional disaster risk reduction techniques to increase community resilience.

Community-based Adaptation brings together those working in the fields of disaster risk reduction (DRR), community development, and climate change science. Community-based Adaptation draws on participatory approaches and methods developed in both disaster risk reduction and community development work.

CBA needs to start with communities' expressed needs and perceptions, and have poverty reduction and livelihood benefits, as well as reducing vulnerability to climate change and disasters. In practice, CBA projects look very like "development as usual" and it is difficult to distinguish the additional "adaptation components."

(ibid.: 4)

It is important in the beginning of project design to determine whether the problem that the community is facing is indeed related to climate change or to a traditional development cause. The reason is that an activity that might work to solve a traditional development problem might not work for a problem that is linked to climate change—even though the visible problem is the same. Different underlying causes will require different solutions.

A simplified example could be that a village spring has dried up (visible problem). Is this due to the fact that there is a climate change-induced long-term drought (i.e. climate change is the underlying cause)? Or is it due to the fact that the hills behind the village have been deforested and rainwater simply runs off, therefore it is no longer able to infiltrate slowly into the soil and recharge the spring (i.e. traditional development is the underlying cause)? These are two very different underlying causes to the same visible problem (village spring has dried up).

A watershed restoration that includes reforesting the hills could mitigate a runoff problem if there is a rainy season, but might not solve the water shortage problem if indeed the spring has dried up because of a long-term drought. Consequently, underlying causes must be carefully evaluated and verified.

What is Sustainability?

For the purposes of this field guide, we are going to look at two different definitions of sustainability—both extremely important.

The first is the beautifully universal, famous quote from the UN Brundtland Commission in 1987:

Sustainable development, which implies meeting the needs of the present without compromising the ability of future generations to meet their own needs.

(United Nations General Assembly 1987)

Communities and Sustainability

A second definition is perhaps less eloquent than the Brundtland Commission's definition, but addresses a slightly different challenge. Once a successful activity has been launched within a community to increase a community's resilience to climate change, they need to sustain that activity for as long as the challenge still exists. In the case of climate change, this could be for decades: climate change is for decades. Community members will need the capabilities and resources to continue, sustain, and maintain long-term activities.

Frequently in development, we may think about a project as having a relatively short duration that may not need to be actively maintained by the community after the NGO has left: a childhood vaccination program could be an example of this. However, if your project

involves techniques such as soil conservation, water conservation, the restoration of a watershed, or improved agricultural practices, these activities will need to be continued and maintained by the community long after you—and your NGO—have departed. Project activities, therefore, need to be designed from the very beginning to be able to be sustained by the community.

For example, if unpredictable heavy rainfall floods farm fields and damages crops, a community may choose to develop a water management plan which includes building channels to divert flood water away from the farm fields. For the solution to work indefinitely, routine maintenance, repair, and improvements to the channels will need to be sustained indefinitely. Why would community members do that? If you have done your job, they will feel that it is their project: they will have a sense of caring ownership of the project.

Consequently, sustainability implies that you need to begin developing a sense of community ownership from the very beginning. Ideally, you would want your community to view the project you are developing as having been their idea—and you're simply a short-term consultant who's coming in to give them a spot of expertise. So in this first chapter, you are going to begin engaging with the community and helping them to develop this sense of project ownership right away.

How to Develop a Sustainable Project

1 Develop a project that the community wants and feels that they own.
2 Have a solid definition of the impact that you are hoping to achieve.
3 Use solution-oriented activities that have shown evidence of having worked to solve your context-specific challenges.
4 Ensure that your solutions will not create secondary challenges or future problems.
5 Know how to design, fund, launch, manage, and hand over a solution-oriented, successful project.

Beginning in this chapter you will begin walking through a step-by-step process to develop a real project. Each chapter will have a field assignment; portions of the field assignments will be conducted in the field with your community, other activities will continue project development through research and investigation.

Field Assignment 1 Step 2: Developing a Project Based upon a Participatory Needs Assessment

The goal of the first field assignment is to determine community need from the vantage of the community members that you serve. Why is this important to do? As donors or NGOs, and as human beings, we are all guilty of assuming that we know what is best. But what is best for us may not be what is best for another person from another culture. A community's view of their needs may include information that they have and that we know nothing about. We also need to acknowledge their perception of their needs and to work to address challenges that the community has prioritized; this increases community ownership.

In this chapter you will be designing a participatory community needs assessment workshop. You are going to provide attendees with communication tools designed to illuminate and capture their knowledge about their community and about their needs. This will help you to better understand which pressing needs they are facing and which ones are the most important to them.

Given the right tools, most communities are fully capable of assessing their needs and designing adaptive programming. Your job, as a development practitioner, is to walk hand-in-hand with the community accompanying them in a two-way learning adventure, facilitating leaps of insight and understanding, and providing specialized skills when they need it. Your job is not to be the leader: your job is to empower leaders.

Your Participatory Needs Assessment

There are several very positive reasons for encouraging your community to participate in the process of defining and prioritizing their needs:

1   Community members may have a greater depth of knowledge about their problems than you do, and so will be better able to identify important and underlying causes for the challenges they face.
2   If they are engaged in the process of needs identification, and feel their voice has been heard, then they will have a sense of ownership for the process and the outcomes; this leads to long-term project sustainability. This ownership manifests itself as the community's demand for the services that your organization will provide that are necessary to launch and manage their project.
3   Working with a community to address their needs will develop trust on their part in working with your organization on future projects or activities.

First, you need to develop a relationship within a community

Let's say that the community you wish to work with is a small rural village that is new to your organization. In approaching a new community for the first time, it is best to approach community leaders initially, let them know the purpose of your visit, and help them to understand the importance of your work.

It is a good idea to have introductory materials about your organization, the kind of work that you do, and the positive results that you have achieved in other locations in the past. You might also want to explain a bit about your method of engaging community members early on in the process—with the first step being a participatory needs assessment. Let them know that the purpose of the needs assessment is to get to know the people better, and to better understand their lives, needs, and challenges.

Be careful: these village leaders may feel that they can give you all of the information that you require. If that is the case, suggest two participatory meetings: one with them, and a second one with community members in the greatest need.

With the support of the leaders, you will be able to meet community members interested in participating in your project—and in the initial needs assessment. Ask if they can help set up a 4-hour meeting with 10 or 12 people. Suggest that you would like to meet with community members who represent the ultimate beneficiaries. The size of the group for your first assessment should not exceed 12 people.

Communities are diverse and you need to be sure that you are working with a representative example of its members. Each sub-group of community members will have their own set of needs; some members may even be self-serving. Consequently, you will need to choose which groups will be the most representational of the overall community need. You might even need to do two assessments. For example, one could be conducted only with women so they can feel free to speak, and a second assessment with men in the community.

Box 1.1

Organizational Mission Versus Community Need

There are many stakeholders in the development process: your organization, your donor, the local government, the village leaders, and the community members themselves. Each stakeholder has their own mission. You can begin to see that with all of the different stakeholders involved, it can be difficult to assess and prioritize real community-identified need.

For a true participatory assessment, you will need to exercise some critical self-evaluation. In an ideal setting, you would start your project design by entering a new village, developing relationships, and then engaging community members in an open needs assessment process. However, even your own organization can complicate this process by coloring it with its own mission focus. For example, here are some problems and potential solutions:

- Your organization has a specialty. Let's say that you focus on agriculture. How do you balance your organization's specialization with needs defined by the community that are not agricultural in nature?

*Potential solution*s: You could partner with another NGO to address community needs that do not fit your specialization. You could decide to expand your organization's capabilities and seek training in a new specialty. You could hire a specialist to run that aspect of the project.

- What if the community comes up with a top-priority need that you don't think is important, or don't think will do any good?

Potential solution: You will need to weigh the costs and time investment of implementing their priority against building good will and trust between your organization and the community. Could their priority be included in a project component as a sub-component?

- What if you are already working in a community, and have an established relationship and an ongoing project with them?

Potential solution: A community needs assessment at this point may be an excellent idea. It can give your organization quality feedback about your programming. Remember, this is about long-term sustainability; if your community is not buying into your current programming, the project might not last very long after you leave. A needs assessment will offer your organization two things: feedback for fine-tuning current project activities, and new ideas for the next project and funding cycle.

Field Assignment 1 Step 3: Facilitating a Participatory Needs Assessment

Activity 1: Organizing a Needs Assessment Workshop

This activity is expanded upon in Chapter 10, Field Guide 10.1. You can also download a needs assessment lesson plan and the Example of Field Assignment 1 from Chapter 10.

Begin by setting up a 4-hour meeting with 10–12 community members. To facilitate your learning experience, smaller groups will be easier to manage during this assignment; you can expand upon the assessment at a future date.

Arrange to meet with community members who represent the ultimate beneficiaries (mothers, fathers, families, farmers, weavers, whoever best describes the community you are working with); try to avoid basing your entire assessment on a meeting with people in higher positions, for example, mayors or village leaders. It is important that women and marginalized community members also have a voice in the process. You may need to have several meetings with the different groups so that individuals will feel most comfortable expressing themselves.

Begin organizing the workshop itself at least two weeks in advance. Make sure that you have all your materials, like large sheets of paper, and pens and markers for drawings. Since this is a four-hour workshop, you may also need to plan for snacks and drinks.

First, download the lesson plan from Chapter 1, Resources: it explains the entire workshop in a step-by-step fashion, or read through the lesson plan in advance (Chapter 10, Field Guide 1). Review the exercises with your team and make simple adaptations to the exercises so they are appropriate for your community's situation. You may choose to produce an illustrated handout or poster for the workshop, especially if some participants cannot read. Role-play the exercises with your colleagues so that you will be better prepared when you present the workshop, and so you can discover if there are any cultural or linguistic problems.

Have two to three colleagues accompany you to help. This will be especially useful if you decide to break the participants down into sub-groups (for example, men and women, or teenagers and parents). If you are considering providing snacks, drinks or a lunch, put someone in charge so that you are not distracted with the details and are free to focus completely on facilitating the workshop. Put someone in charge of taking photos. Photos are a great reminder of what you did, they are excellent for training your teammates, and they can be used to promote your organization.

Box 1.2

Participatory Needs Assessment Overview

In community based adaptation, the development activities you want to work with are grassroots solutions for addressing community-identified need. In this first community based workshop you are going to use a Participatory Learning and Action (PLA) ranking tool. In the process, workshop participants voice different problems, challenges, and needs they experience in the community—and then vote on them with voting tokens (small stones or beans) to prioritize them. You will use drawings to illustrate community-identified needs so that illiterate community members can equally participate in this process.

How It Works

After initial rapport building with the group, explain that the purpose of the activities is to understand and learn about their community from their perspective. Ask the group to imagine and discuss the problems and needs that are faced by the community as a whole.

As each need is identified by a community member, begin making simple illustrations that represent the challenges they describe on notebook-sized sheets of paper (you can bring a selection of typical drawings to reduce time spent drawing during the workshop). An example could be that if there is a housing shortage, draw a little house. After the group has come up with a complete set of needs and challenges, arrange the different illustrations side-by-side into a rectangle on the ground or on a table.

Have everyone leave the workshop area. Give each one of the participants voting tokens—10 or 15 slips of paper, or beans, or grains of corn. For privacy during voting, only one person should go into the workshop area at a time to vote. They should select the needs which they feel as an individual are the most important. It is their decision if they want to put all 10 tokens on one drawing or if they want to distribute them around several different challenges.

When the participants have finished voting, count the total tokens on each drawing and write up a prioritized list ordered by the number of votes each problem received, with the need that received the most votes at the top.

Give the participants a break so that you can take a few minutes alone with the list and draw a two-column matrix on a sheet of newsprint. In the left column, write down the individual needs in their prioritized order (or draw little pictures again) with the needs receiving the highest votes at the top of the list. In the right column, write the number of votes each one received. There is an example illustration of this matrix in Chapter 10, Field Guide 1.

Post the matrix where everyone can see it. This is a good time for the participants to have an open discussion about the results of the vote. Plus, if there are any unrelated needs competing for the highest position, it would be a good idea to let the participants choose which one they feel is the most important. For example, there might be a health-related challenge near the top and a microenterprise challenge near the top as well. You can ask the community which project they would like to start with first. This will help keep your project simple and not put you in the position of having to manage two dissimilar programs at the same time.

It is very likely that the list will be a disorganized mixture of needs, challenges, underlying causes, and grievances. Work with the group to connect needs and challenges to their underlying causes on the matrix so that they can see the relationship. If the matrix does not have any underlying causes, this would be a good time to ask the participants what they feel the causes of the top priority challenges might be. It is likely that they have more background information about a problem than you do, so this can be quite helpful.

Conclude the meeting by summarizing the two or three challenges that the community placed as their highest priorities. Ask for participant feedback of your summary for verification. Use your best facilitation skills to make sure that no one has any questions or additional comments.

This summary and the lesson plan for conducting this workshop can be downloaded from the book's website: visit Chapter 1, Resources. They are also available in Chapter 10, Field Guide 1.

Field Assignment 1 Step 4: Creating a Simple Project Outline

Activity 2: Organizing the Results of the Participatory Needs Assessment and Development of a Simple Project Outline

Go to Chapter 1, Resources, to download a template called "Example of Field Assignment 1." It will be helpful in analyzing and organizing the results of your needs assessment. A simplified version of this template is given in Text Box 1.4.

The step-by-step process used in this book will work best if you work with a very simple initial project. You will learn the techniques more quickly since your learning process will not be complicated by the intricacies of a larger-scale project. Also take into consideration that frequently a simple project can be more easily communicated to staff members, community members, and to donors.

The first thing that I did in my example was to write a very short, one-paragraph narrative summary about the community, about the participants whom I worked with in the assessment, and about the results. Second, I made a simple matrix showing the results of the prioritized needs assessment. I arranged it so that the highest priority is at the top and shows the number of votes that each challenge received.

Next, I created a very simple project outline with the visible, prioritized problems listed at the top of the outline, their underlying causes listed beneath them, followed by the long-term negative impacts created by the problems. I then collapsed the outline into a short paragraph which became the problem statement of the project. The problem statement is absolutely parallel to the project outline: I simply copied the individual components of the outline and pasted them into the form of a paragraph.

Here's the process that I used. Take the project challenge that you agreed to work on with the community at the end of the assessment, and using the Example of Field Assignment 1 as a template, write an outline of the following:

- a problem or two;
- an underlying cause or two;
- some of the long-term negative impacts that will result from the problem;
- a short paragraph (Problem Statement) that is nothing more than the combination of the problems/causes/negative impacts from the simple outline. The problem statement is not an introduction to a proposal, nor a paragraph of background information. It is simply the problem, the underlying causes, and the negative impacts copied and pasted together in order.

You can simplify this process by downloading the Example of Field Assignment 1 and using it to create your own project outline.

Unraveling the Mixture of Needs, Problems, and Causes

In looking at my prioritized list of community-identified needs, I needed to make some decisions about how to organize the information into an outline. See Text Box 1.4.

Since stunting and poor school attendance are long-term negative impacts, I put them in the negative impact statement and added their consequences to make it a compelling statement.

However, the health and nutrition challenges (sick, malnourished children) are human scale, visible, solvable, and trackable—so I made them the over-arching problems—and put

Box 1.3

Overview of Problems, Underlying Causes, and Negative Impacts

When you meet with your community to do the needs assessment, they will present you with a mixture of needs, problems, underlying causes, grievances, and negative impacts. Your job as a facilitator is to encourage them to say everything that is on their mind. Their votes will prioritize the two or three things that are the most important to them, so this will simplify your job of organizing an outline.

Your job is to be a facilitator and interpreter, and to sort their array of challenges into three things:

1   one or two important problems that they have prioritized;
2   one or two underlying causes of those problems;
3   the long-term negative impacts that the problems cause.

Problems, for the purposes of this book, are the visible and compelling elements of the needs assessment. These are the things that human beings can relate to. For example, sick little children or malnourished little children are visible, compelling problems. You can see them, you can feel their pain and suffering. However, if the community lists, for example, contaminated water—realize that this is not a compelling problem—it is a cause of a problem. Look for the visible, compelling problem that contaminated water causes.

Underlying causes in this book are the project outline components that are the causes of the highest priority problems that your community has identified. Contaminated water (from the example above) and a lack of knowledge of health and hygiene (safe water storage, hand washing, kitchen hygiene) are good examples of the underlying causes that lead to sick children. An overall shortage of food is an underlying cause of malnourished children.

Negative impacts are the long-term negative results of the problem. Sick children do not function well in school, have trouble gaining an education, and may therefore be unable to lead the prosperous, meaningful, productive lives that they need as adults to leave the cycle of poverty. Negative impacts are long-term outcomes—5–15 years away. So your project is going to address the immediate problem (sick children) in order to reach the long-term goal (positive impact) of healthy, productive, well-educated community members. Follow this process to organize the needs assessment into a project outline:

1   Decide what the visible, compelling problem is (if all that the community comes up with are causes, ask them about what the highest priority problem is or use your observational skills).
2   Determine what the underlying cause is for that problem.
3   Determine what the long-term negative impacts are.
4   Fit them into an outline template like the one in Example of Field Assignment 1.

Keep your problem/cause/impact outline short and simple. If your community raises a number of challenges to be addressed, you can return and develop separate projects for those challenges at a later date.

them at the top of the outline. Then I was able to choose underlying causes for each problem from the rest of the community's list.

Go to Box 1.4 to see what the matrix and project outline should look like, or download the Example of Field Assignment 1.

Box 1.4

Example of Field Assignment 1

What's the real problem?

This example project is based upon four communities in the highlands of Guatemala. Some 33 women from an association of women weavers in four remote villages in Comalapa, Guatemala, participated in a needs assessment. Each woman was able to voice needs and then vote on them with 10 beans. These 33 women were representative of 100 families—25 in each of the four villages—that my NGO hopes to work with on a new project. The needs they described were improved health and development for their children, better school participation for their children, and increased food security, and were expressed as the following problems (Table 1.1).

Table 1.1 The full list of needs/problems and the vote results

The full list of needs/problems	Votes out of 330

Stunting: lack of physical and mental development in children caused by:
    Chronic diarrhoea in children
    Chronic under-nutrition
	81

Shortage of family food for four months preceding the corn harvest	74
Increasingly reduced crop harvests	70
The need for more weaving work and more income	50
Poor school attendance and performance for their children	35
Micro-businesses affected by women's inability to read and write	20

Since I wanted to develop a simple project, I chose only the top two visible and compelling problems and only two underlying causes. We decided to design a project that would address food security, health, hygiene, and nutrition in order to tackle the overarching challenge of stunting: poor physical and mental development in children. I also kept the problem definitions and underlying causes very short, simple, to the point, and did not embed multiple ideas. My problem statement is a very simple aggregation of the problems, underlying causes, and negative impacts—without the addition of grant proposal-type project introductions.

Simple Project Outline of Problems/Causes/Impacts

Problems

- chronic diarrhea in children;
- chronic under-nutrition.

Underlying Causes

- lack of knowledge of health, hygiene, and family nutrition;
- overall shortage of food and specifically for the four months preceding the corn harvest.

Their negative impacts: Stunting is lack of physical and mental development in children that affects participation in family/community activities. This restricts the children's ability to attend and concentrate in school, leading to a reduction in their ability to develop and prosper as adults. The challenges also reduce the ability of adults to lead the productive, meaningful, prosperous lives they need to leave the cycle of poverty and contribute to the development of their communities.

Problem Statement

Three hundred small children and their 100 families in four Guatemalan villages are frequently ill with chronic diarrhea caused by poor knowledge of health and hygiene, and are chronically under-nourished, caused by little knowledge of nutrition and less than 12 months of family food reserves. These challenges contribute to stunting and restrict the children's ability to attend and concentrate in school, leading to a reduction in their ability to develop and prosper as adults. These challenges also reduce the ability of adults to lead the productive, meaningful, prosperous lives they need to leave the cycle of poverty and contribute to the development of their communities.

Chapter 1 Resources

Suggested Homework Assignment

The complete Field Assignment 1 homework to turn in will be:

1 Write a very short, one-paragraph narrative summary about the community that you worked with in the assessment, about the participants, and about the results.
2 Write out the full list of community-identified needs/problems with the number of votes each received arranged in a simple matrix.
3 A simple project outline of prioritized problems, underlying causes, and negative impacts.
4 A short problem statement that is nothing more than the combination (copy and paste) of the problems, underlying causes, and negative impacts from the simple outline above.

Use the Example of Field Assignment 1 as the template for the assignment.

Course Downloads

Go directly to this book's companion webpage, TimMagee.net/field-guide-to-cba/ to download the following resources.

- Example of Field Assignment 1.
- Participatory needs assessment workshop lesson plan.

Recommended Resources

Website addresses change frequently. Simply enter this book's webpage for current links to resources, or enter the author's name, the organization's name and the document's name into your web browser to find the most current link.

Chatty, D., Baas, S., and Fleig, A. *Participatory Processes towards Co-Management of Natural Resources in Pastoral Areas of the Middle East. Module II: Introducing Participatory Approaches Methods and Tools*, FAO. Available at: ftp://ftp.fao.org/docrep/fao/006/ad424e/ad424e00.pdf

Dayal, R., van Wijk, C., and Mukherjee, N. *Methodology for Participatory Assessments with Communities Institutions and Policy Makers*, World Bank. Available at: http://bscw.ihe.nl/pub/nj_bscw.cgi/d2220629/DayalMethodologyforParticipatoryAssessments.pdf

Jayakaran, R. *Ten Seed Technique*, World Vision International. Available at: http://ravijayakaran.com/books.htm

Theis, J. and Grady, H. *Participatory Rapid Appraisal for Community Development*, IIED. Available at: http://pubs.iied.org/pdfs/8282IIED.pdf

UNDP Bureau of Development Policy. *Designing Climate Change Adaptation Initiatives: A UNDP Toolkit for Practitioners*, UNDP. Available at: http://www.adaptationlearning.net/sites/default/files/17750_CC_un_toolbox_0.pdf

United Nations Development Programme. *Gender, Climate Change and Community-Based Adaptation: A Guidebook for Designing and Implementing Gender-Sensitive Community-Based Adaptation Programmes and Projects*, UNDP. Available at: http://www.undp-adaptation.org/projects/websites/docs/KM/PublicationsResMaterials/Gender_Climate_Change_and_Community_Based_Adaptation_%282%29.pdf