

Community Needs Assessment

Capacity Building of Government officials

Training Session 2

Needs Assessment and Community Action Plans

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2010

Needs Assessments and Community Action Plans

- A needs assessment is an integral step to developing a Community Action Plan (CAP)
- Often integrated in Step 2 (Community Action Planning) of the CAP process

What is a CAP?

- A CAP may be thought of as a set of resolutions a community decides to make in order to achieve a certain goal
 - Good practice in developing a CAP employs Participatory Learning and Action (PLA) techniques, which constitute methods eliciting the full participation of the target population(s) so they themselves can identify their needs and devise solutions and opportunities to address them
 - PLA tools include maps, calendars and other graphical aids constructed from locally available materials and have the advantage of being accessible to non-literate groups
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Developing a CAP

- The development of a CAP is facilitated by an expert to ensure that the goals are relevant to the problem at hand and realistic, or that opportunities or constraints do not go unnoticed
 - The process is essentially community-driven as community members present various initiatives they propose as the appropriate plan of action
 - In the end, it is the community that discusses and then decides to take a certain plan of action – which maximizes ownership of this decision
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Four Steps to Develop a CAP

In the model employed by ICI and NPECLC, their community engagement is four pronged:

1. Dialogue and sensitization
 2. Community Action Planning
 3. Implementation of the Action Plan
 4. Monitoring and evaluation
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1. Dialogue and Sensitization

- Implementing Partners (IPs):
 - Talk with members of the community in groups about hazards their children can suffer while working in the cocoa farms
 - Raise issues for discussion
 - Show community members ways to ensure children are not exposed to unsafe conditions
 - The '*aha*' moment occurs when community members realize the implications of WFCL on the health and future of the child
 - By appealing to the pragmatic and moral compass of the members of a community, the seeds for behavioral change are sown
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2. Community Action Planning

- Each community has their own distinct traditions, situation, material resources and needs, visions, etc. which should be taken into account
- A skilled facilitator will keep the community members on track as they discuss actions to overcome WFCL
- A skilled facilitator will furthermore direct the community's attention to endogenous behavior change initiatives that they themselves can sponsor and reinforce
- A good action plan therefore includes resolutions on how the community's children should be treated
- Upon group and plenary discussion, the community members present various initiatives they have decided upon as their action plans to address WFCL

3. Implementation of the Action Plan

- Community members decide how to implement the action plans (e.g. by-laws, fund raising, organizing, etc.)

4. Monitoring and Evaluation

- The community forms a committee to make sure the action plans are actually implemented (e.g. the school is effectively built) and that practices change

In Sum

- ICI and NPECLC employ an endogenous approach to eliminate the WFCL
- With clearly stated goals, each targeted community in cocoa production – with its particular needs, traditions and ambitions – elects the means to achieve those goals
- The onus of community development lies with the community
- A paradigm shift occurs in the community once a critical mass of community members realize the impediment and danger certain forms of child labor pose to a child's development and future in general

Composition of a CAP

- Actions that communities have vowed to take can be classified as either:
 - (1) Involving behavioral change
 - Inexpensive/free
 - Community-sponsored
 - Implementable in the short term
 - (2) Aspiring to tangibly develop something
 - Resource-intensive
 - Requires fund mobilization
 - Long-term proposition
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Reinforcing Behavior Change

- The positive and negative rights that the community aspires to uphold may be reinforced by institutionalizing them (e.g. in the form of community by-laws)
 - Budding norms can be thereafter enforced, for example through Community Child Protection Committees (CCPC), child labor monitors, teachers, and other community opinion leaders
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Group Exercise: Analysis of Community Action Plans

- Analyze 10 Community Action Plans (CAPs), and categorize the actions described in each CAP according to the table on the next slide (handouts)
 - Complete a table for each CAP, and then compare the tables
 - Describe the differences and commonalities you see between the tables
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Group Exercise: Analysis of Community Action Plans (cont.)

	<i>Positive Rights</i>	<i>Negative Rights</i>
<i>Behavioral Change</i>	<ul style="list-style-type: none">• E.g. a by-law decreeing that every primary-aged child goes to school	<ul style="list-style-type: none">• E.g. a by-law forbidding certain WFCL
<i>Community Investments</i>	<ul style="list-style-type: none">• E.g. after school clubs	<ul style="list-style-type: none">• E.g. Community Child Protection Committees (CCPC)

Group Exercise: Analysis of Community Action Plans (cont.)

- *Extra question:* Who first developed the PLA method as applied to the development of CAPs in Ghana?

Financing and Implementing CAPs

- A community has a CAP - now what?
- An independent evaluation of ICI conducted in Ghana in May and June 2009 found that a number of ICI supported communities successfully sourced external support for their initiatives

Financing and Implementing CAPs (cont.)

ICI's Evaluation found that:

- “During the *pilot phase* virtually all communities benefitted from some assistance to implement micro-projects that were part of their CAP.”
- “Many *scale-up* communities were lead to believe that such assistance would also be forthcoming, but in reality only **5** out of **115** communities received any such support.”
- “Communities are still expecting such support, since they had been assured, in good faith, by IPs that it would be arriving.”

Financing and Implementing CAPs (cont.)

ICI's Evaluation furthermore found that:

- “IPs are also unclear about whether or not the support will eventually materialize.”
- “This lack of clarity and non-fulfillment of commitments undermines the credibility of IPs in their districts and makes their work much more difficult.”

(Upton, Sue et al. Making Progress – Learning Lessons.

A Programme Evaluation. June 2009)

According to ICI...

...its focus is to “work with cocoa-growing communities to build awareness about abusive labour practices and help them plan for themselves how best to ensure that these practices will end.”

However, “the programme draws in others to invest in the community and improve farming, infrastructure and other needs.”

Group Exercise: CAP Financing

1. Imagine a community comes to you complaining that they have dutifully developed the CAP but nobody is financially supporting them. You ask to see the CAP. Analyzing it, you identify:
 - a. The free or relatively inexpensive (likely affordable by community) actions (e.g. targeting behavior change) that can realistically be carried out by the community itself in the short-term
 - b. More resource-intensive activities in their CAP that would require fund-raising and/or external support.
- *How would you advise them how to implement their CAP in the short- and long-term?*
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Group Exercise: CAP Financing (cont.)

2. Carefully examine the costs budgeted for the same or similar activities across the 10 CAPs. Are there large variations? Calculate the average and variance between the similar/same activities. Identify activities in specific CAPs where the community could save?
 3. Based on your analysis of the 10 CAPs, devise a CAP framework that would serve as a guide to facilitators which itemizes activities that are both effective and inexpensive. Also add the average price tag what you think each activity should roughly cost.
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