**A Field Guide to Community Based Adaptation**

**Example of Field Assignment 7, Chapter 7**

Tim Magee

|  |
| --- |
| **Text Box 7.1**  **Course Project Example**  **Field Assignment 7. Step 2: Forming a Community Project Management Committee**  Over the past few months I've been working with eight community contacts—two from each of the four villages that the project is centered around. Each one of the pair of village contacts came up with a list of people who they would recommend participating in a workshop on setting up a Community Agricultural Committee. This committee will help steer the implementation of the upcoming project which has two agricultural components:  1. An agricultural income generation program  2. A climate-smart agricultural practices program  We invited all of the people on their lists; 21 people attended. We discussed the importance of having this committee and had a brief discussion of the responsibilities that committee members would have. We also described a step-by-step process of how committees are formed, how committee members are chosen, and about the future oversight of activities.  I proposed the idea of initially setting up a six-month interim, volunteer committee who could organize the different facets of the committee—and then either be reelected after six months or be replaced. Since they didn't have experience in setting up nor running a committee, they felt it would be good idea to have six months of experience before they made a longer-term commitment.  We discussed how many people would be an ideal number to have on the committee, the roles they would play, and what qualities members should have. The participants felt that nine people would be a good number for the interim committee—two from each village—and a ninth person who would be a facilitator and would also provide an odd number so that the committee wouldn't suffer from a tied vote. I also suggested that we should make sure that 50% of the eight committee members should be women and that the committee should also recognize marginalized groups within the community.  Seven of the workshop participants felt that there was too much responsibility in the committee and were hesitant to join. So we needed to choose nine people out of the 14 remaining. This turned out to be easier than we thought. Only six women attended the workshop and only a few people representative of marginalized groups attended—this quickly identified six of the nine possible members; and so we really only needed to choose two more people plus the facilitator from the remaining eight.  There was one highly respected elder in the workshop that everyone felt would be a good facilitator, there was another individual who had strong leadership capabilities that everyone thought would be a good committee president. And then there was one young man who had received a university degree in agriculture; everyone felt that he would be a good member of the committee too. In the end no vote was necessary—and everyone seems satisfied with the result.  The committee decided to meet every two weeks prior to project launch—and invited the NGO’s project manager to attend the meetings so that they would be able learn more about developing a committee and setting goals. A date was set for the first meeting. Before the meeting adjourned, I provided the new committee with a list of project activities that I felt might be interesting to them, and asked them to select the activities that community members would like to participate in. I asked that they make this their first task at the first meeting. We all agreed that the workshop was a success. |

|  |
| --- |
| **Text Box 7.2**  **Course Project Example**  **Field Assignment 7. Example Lesson Plan**  **Lesson Plan: Leading a Participatory Teambuilding Workshop: Forming a Community Agricultural Committee**  **3 hours**  **PURPOSE:** What workshop participants will be able to do as a result of the lesson.  **Objective 1:** Participants will understand the importance of having a community management committee.  **Objective 2:** They will understand the step-by-step procedures for forming a committee and nominating members.  **Objective 3:** They will understand the importance of organizing the different facets of the committee.  **MATERIALS**   * Large sheets of newsprint and tape. Colored markers.   **BEGINNING OF LESSON:**  **Activity 1. 45 minutes (including a 15 minute ice-breaker). Introduction to the benefits of forming a committee.**  **Purpose:** Participants will understand the importance of having a community agricultural committee.  **What to do.**   1. Ice Breaker: Introductions. Sing a song or play a game. 2. Introduction to workshop: Tell the participants what they’ll be able to do as a result of the lesson. 3. Discuss the challenges that community members face with low agricultural incomes. 4. Discuss the challenges that community members face with reduced crop harvests. 5. Discuss how a committee can create a plan for creating market links that can increase income. 6. Discuss how a committee can provide direction, consistency, and a single point of contact for a buyer. 7. Discuss how a committee can help farmers sustain improved agricultural practices that can improve crop harvests.   **Activity 2. 60 minutes. Forming a community management committee**  **Purpose:** They will understand the step-by-step procedures for forming a committee and nominating members.  **What to do**   1. Discuss different ways that management committees can be formed. 2. Discuss the skills that members of the management committee will need to develop over time. 3. Suggest that an interim, volunteer committee could in six months develop the ultimate committee, set goals, and establish a plan. 4. Ask the group to suggest a maximum number of committee members. 5. Ask for volunteers from the group to join an interim committee.   **15 Minute Break**  **Activity 3. 20 minutes. How to get started?**  **Purpose** Participants will learn how to develop an initial plan for getting started on this program.  **What to do.** First, schedule the next committee meeting where the committee will begin the six-month organizational process.   1. Review project activities and make an activity list they would like to be in charge of. 2. Develop an outline of the next steps to take during the first six months. Suggestions for the next steps could be:  * To look at the strengths of the committee members. * Seek training for six months in developing and managing a committee. * Develop a six month plan to develop the committee’s structure, establish member selection criteria, ensure gender inclusiveness, and set goals. * Develop a 12 month plan to include:   + The formation of an agricultural income generation subcommittee.   + The Formation of an improved agricultural practices subcommittee. * Assign specific responsibilities to specific committee members.   **Activity 4. 30 minutes. Conclusion.**  **Purpose:** To reinforce what has been learned.  **What to do**   1. Discuss and review what has been learned. 2. Make sure that there are no more questions and that everyone understands what happened in this process. |

Copyright © 2012, Tim Magee. All rights reserved.