**A Field Guide to Community Based Adaptation**

**Example of Field Assignment 8, Chapter 8**

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| **Text Box 8.1**  **Course Project Example**  **Field Assignment 8. Step 1: Engaging Management Committee Members in Project Activities**  **Activity 1: Distributing project activities**  In Field Assignment 7, I worked with the four communities to form a Community Agricultural Committee to oversee the agricultural programs in our project: an agricultural income generation program, and a climate smart agricultural practices program.  I met with the new committee this week at their first committee meeting. They had gone through the activity list that I gave them two weeks ago. The committee decided to present the following activities as their contribution to the project.   1. They will organize the locations for all of the workshops on the correct dates and will provide tables and chairs as needed. 2. They will take responsibility for notifying community members about the time and the dates of the workshops. 3. For workshop activities which do have follow-up, they will take responsibility for notifying villagers about the follow-up calls and have someone to accompany us when we make the calls. 4. Each community will provide land for agricultural workshop demonstration plots. 5. Each community will provide a water source, fencing around the demonstration plots, and raw materials for making compost. 6. They will take responsibility for preparing the land in advance of the workshops (removing refuse or brush). 7. Each community will take custodial responsibility of the demonstration plots. 8. The committee also agreed that if the soil and water conservation component required a watershed restoration, they would be prepared to manage a tree seedling nursery and to provide labor for planting trees. 9. They will provide a single point person on the committee for us to communicate with in establishing workshop dates and locations.   As far as I'm concerned this is wonderful. One of the complicated things about holding workshops is lining up the workshop locations and getting the word out. So they've taken on that responsibility which will save us a substantial amount of time—plus they're going to provide land for demonstrations and protect it and maintain it. They confided that they would like the demonstration plots to be adjacent to the village schools so that the schoolchildren can begin learning about gardening.  The other nice thing about the list they've developed is that I don't have to go through my log frame and divide up activities; it's very clear where the dividing line is between responsibilities. Finally, there is very little financial investment on the part of the community members in their activities. And, most of the activities that they're participating in will allow them to be engaged in the different steps of the project to see how the processes function and to learn how to do these things themselves.  I'm going to type this list up, and have the committee members sign it, I will sign it as well, and then we will each get a copy confirming their responsibilities. I will also attach a simplified log frame and schedule so that they can follow the project, and have a record of the commitment which my organization is making to the community. |

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| **Text Box 8.2**  **Course Project Example**  **Field Assignment 8. Step 1: Engaging Management Committee Members in Project Activities**  **Activity 2. Preparing project documents for the community.**  Many of the committee members can read so I'm going to give them a copy of my Chapter 5 project outline. This way they can see what the entire project looks like:  **Project Outline: Problem list combined with potential interventions/activities/solutions that I chose**  **[Problem 1]. Chronic diarrhea in small children**  **Health and Hygiene Program** [Solution to underlying cause: Lack of knowledge of health and hygiene]  [Activity 1]. Hand washing workshop and follow-up  [Activity 2]. Point of use water purification system workshop and follow-up  **[Problem 2]. Chronic under-nutrition**  **Family garden and nutrition program** [Solution to underlying causes: Lack of knowledge family nutrition; Overall shortage of food and specifically for the four months preceding the corn harvest]**:**  [Activity 1]. Workshop and follow-up in family nutrition and home garden planning for nutrition  [Activity 2]. Forming beds and planting seeds workshop and follow-up  **[Problem 3]. Insufficient income from agriculture**  **Agricultural Income Generation Program** [Solution to underlying causes: Unpredictable dates for the start and end of rainy season, intermittent drought and erratic rainfall during the rainy season, flooding and extreme weather events have reduced crop harvests and access to water]:  [Activity 1]. Facilitate the organization of a community based farmer’s association  [Activity 2]. Survey local/regional businesses or markets that buy and sell agricultural produce in order to determine products they need on a routine basis  [Activity 3]. Establish a market link and ask the businesses for their support in training programs and inputs for farmers to grow the products they need  [Activity 4]. Using this input, launch training workshops on improved agricultural practices for these new crops and markets  **Program related to climate change—but also in support of traditional development challenges above**  **Climate Smart Agricultural Practices Program** [Solution to underlying causes: Unpredictable dates for the start and end of rainy season, intermittent drought and erratic rainfall during the rainy season, flooding and extreme weather events have reduced crop harvests and access to water; Overall shortage of food and specifically for the four months preceding the corn harvest]**:**  [Activity 1]: Identify expert specialist/extension agent in soil, water and agriculture to design and facilitate participatory workshops  [Activity 2]. Participatory mapping and identification of local soil, water and crop challenges  [Activity 3]. Consciousness-raising workshop on soil and water conservation and improved agricultural practices  [Activity 4]. Farmer workshop on soil restoration and conservation techniques—including composting and mulching  [Activity 5]. Farmer workshop on water conservation and management techniques—including water harvesting techniques  [Activity 6]. Farmer workshop and follow-up on early maturing and/or drought resistant crops for adapting to climate variability  **Climate Change Awareness Program** [Solution to underlying causes: A lack of knowledge of climate change and its near and long-term impacts]**:**  [Activity 1]: Community based workshop and survey to identify their knowledge of climate change and its potential near and long-term challenges  [Activity 2]: Consciousness raising workshops about climate change, its near and long-term impacts, and the need for a long-term adaptation plan  [Activity 3]. Discussion and community prioritization of developing a long-term adaptation plan as a follow-up project to this project  I'm also going to give them a copy of my schedule—because it's very simple—and it will let them see the approximate dates of the upcoming workshops. I arranged a meeting for next week to present these tools and discuss the launching of the project. |

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| **Text Box 8.3**  **Course Project Example. Field Assignment 8. Step 2: Empowering Committee Members to Co-manage the Project.**  **Activity 1. A meeting with the committee to share the new management tools**  **Part 1. Communication**  The list of activities that the committee gave me was pretty simple, and so after I organized it and showed it to them, they agreed that these items were still the ones that they felt committed to do.  I then showed them the simple project outline that I had printed out for them. Several of the men and one woman on the committee can read—but the others can't. However, the outline was simple enough that they were able to describe to the non-readers what it said. Everyone was also in agreement that this was still the project that we had been discussing all this time.  The same with the schedule—the literate members of the committee were able to understand it—but it was a bit complex for the non-readers. One of the committee members had the good idea that across the top where it said January through December, they drew some little stick drawings indicating the types of things that happen in those months. For example in the months May through October, they drew in little clouds with rain coming out of them. In November they drew a picture of a farmer picking corn. And in December, January and February they drew pictures of farmers picking coffee. In March they drew a picture of a farmer preparing his fields—and in April planting seed. With those stick pictures, the other committee members could understand what would be happening when. Everyone remained in agreement with the project and schedule.  **Part 2. Co-management**  I've chosen to begin activities with the Climate Smart Agricultural Practices Program. Activity 2 in this program is to do a participatory mapping and identification of local soil, water and crop challenges. I proposed that it be held in two weeks—and that we break it up into two workshops so that the farmers, in the first workshop, could draw up a simple community map which would show their farming plots, forests, sources of water, and areas that suffer from extreme weather events.  In the second meeting, we would actually go into the farmer’s fields with an agronomist to look at the soil and let the agronomist show them some simple field tests that they could do to help them understand moisture content and organic matter content. This information could be added to the map. We would also go to the locations that they put on the map that indicated the sources of water—so that we could get a better idea of potential need for restoration or protection. We will also explore what the areas are like that suffer from a lack of water and from periodic storm damage.  Since the farmlands don't represent a very large area, we've realized that we could do these workshops in about four hours each. We decided to schedule each of the half day workshops for two consecutive Saturday afternoons. I agreed that we would begin the workshops with a luncheon. It is going to be held in Cojol Juyú, Comalapa (about 48 miles from Guatemala City) at the village school—which is adjacent to the demonstration plot for the agricultural workshops.  **Part 3. Assessing management skills**  The committee members are a mixture of illiterate members and literate members of different educational levels. The educated members will be able to draft simple documents and do simple bookkeeping for the committee. My single biggest concern is that the educated members will not have a fully participatory committee because of their status and abilities. I didn't really want to bring this up in front of the full committee, so at an opportune moment I pulled aside the better educated members and expressed my concern.  They remembered how we'd spent additional time making sure that the committee was inclusive of women and marginalized people, so they understood the reason for my concern. One woman had a suggestion: what if one of my staff members facilitated the meetings for the first few months, during which time we would also provide them with training on participatory facilitation. Everyone seemed happy with this, and we presented the idea to the full committee and gained consensus.  **Part 4. Mentoring**  Since the majority of what we're doing in our project is based upon a workshop format with follow-up, inviting a community member into our team isn't an issue of time for us—so we're perfectly happy to do it. But I want to be careful of how I presented the idea to the committee—because time is valuable for these villagers—and I didn't want to set up a situation where they felt obligated to do this even though they didn't really have the time.  We had a good discussion about it and they felt that the investment would be worth the effort—because otherwise how were they going to learn the background of managing this project? They asked if we would be willing to provide a stipend for the new team member to offset time that they would lose doing their other tasks. Since the workshops are only done periodically—I'm not hiring a full-time person—I just needed to come up with a stipend for a day here and a day there—and we certainly have the budget for that. Since the men were going to be workshop participants, the committee chose the educated woman who was on the committee to be our new team player. |

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| **Text Box 8.4**  **Course Project Example. Field Assignment 7. Step 3: Community Capacity Building: Adaptation Skill Set Workshops**  **Activity 1. Identifying a skill set that the community needs to develop**  I looked at my log frame and my Climate Smart Agricultural Practices Program and looked carefully at all of the activities. I chose ‘participatory mapping and identification of local soil, water and crop challenges’ as being the skill set that I want to use for this assignment in developing the workshop.  I feel that it's a foundational skill for them to learn for several reasons. One, it's important for them to see the entire complex picture of depleted soil, challenges with water, challenges with rainfall and challenges with crops—all exacerbated by a changing climate. I want them to be involved in this in a participatory fashion so that they will have ownership of the process.  I also want them to be part of the mapping process because I want them to see what a terrible state their resources are in before doing the upcoming workshops on soils, water and crops. In two or three years their soil will be healthier again and they will have better control of their water. I want them to be able to remember back to how bad it was and make their own comparisons. I feel that this will help encourage them to adopt these practices permanently. |

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| **Text Box 8.5**  **Course Project Example**  **Field Assignment 8. Step 4: Facilitating a Participatory Teambuilding Workshop.**  **Activity 1. Writing a lesson plan**  I chose the lesson plan that I wrote several months ago on hazard mapping to use as my template because it had a similar layout as the upcoming workshop: it should be easy for me to copy and paste into this lesson plan.  Then I visualized what it would be like to lead a group of people through the process of mapping their village, their farms, their crops, and they're water sources. I wrote a simple outline of activities that I would use, and then pasted them into the lesson plan. I also described the actual step-by-step sub activities that we would be doing such as taping sheets of paper together, drawing, and adding details to the map.  I included the explanations of why we were doing these things. In order to make the workshop memorable I needed to make sure that the participants were engaged in actually drawing the map. The lesson plan is for a half-day workshop and has five main activities each with carefully described sub-activities. By including all of this information in the lesson plan, another staff member who wants to lead this workshop in the future will have everything they need.  **Activity 2. Drawing an illustrated how-to card**  I decided that for the illustrated how-to card that I should only include illustrations about the most important parts of the workshop. So I drew the map in stages. I first drew a very simple map with the shape of the village and the area of farm fields and the hills behind the farms. Then I duplicated that map and began adding roads and footpaths and streams. Then I duplicated that map and began adding houses and the shapes of the individual farm fields. I wound up with four drawings of the map in its step-by-step progression and I put two drawings on each side of one piece of paper. I left them black and white so that they would be inexpensive to photocopy.  If I were to do this drawing for a community workshop, I would first share these drawings with a few community members to get their input. I might have drawn something which isn’t appropriate, or some of my images may not be easily recognizable to them. I would then try to find someone in the community who knows how-to draw simple drawings, and have them prepare the final drawings. We're not looking for sophisticated illustrations; we’re trying to transfer knowledge and want to make sure that our constituents will get value out of the how-to card.  Go to Chapter 10, Field Guide 5 to see what a mapping lesson plan and how-to card look like. |

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| **Text Box 8.6**  **Course Project Example. Field Assignment 8. Step 5: First Community Skills Set Workshop**  **Activity 1. Project Launch: Leading a Participatory Workshop in a CBA Long-term Skill Set**  This workshop we're trying something new: we've invited one of the committee members to join our workshop team. This will be a great opportunity for them to learn the insides of launching and managing a project so that in two years when our NGO pulls out, they will know how to take over. On top of that, we discovered that she's a benefit for us too. She was able to alert us to cultural sensitivities that we should be aware of, offer translation of words or phrases that we were unfamiliar with—and she's a good troubleshooter when we need something done or fixed quickly. She is also able to forewarn us of potentially complicated people attending a workshop and of people who are in conflict with each other.  I also took part of a day to return to the village and tour the farm fields, forests, and water points with one of the committee members as my guide. I was fortunate in that I was able to see some of the farmers and talk to them for a few minutes, and to gain a much greater understanding of the challenges they were facing.  I've given a lot of workshops but I'm really glad that I had my lesson plan. It helped me to get started and when little things came up that threw me off track it helped get me back on track. I tried to be as inclusive as I could in order to make the community part of the process and also so that I could collect new bits and pieces of information that I hadn't known before.  The workshop was about drawing a participatory community map especially focusing on farmlands and water sources. My main concern at the beginning of the workshop was would it become too disorganized with a number of people trying to draw one map. But it worked out fine, the participants were receptive, they contributed wonderful ideas and useful information, and seemed to understand what we're trying to do.  The resulting map is quite good and very colorful. We drew a small map first to begin understanding the spatial relationships between the different parts of the community. A couple of the men turned out to have good drawing skills and so they were elected to transfer the information from the small map to the much larger map.  We drew the map so that only the edge of the village was showing along the bottom so we could see the roads coming out of the village leading to the farmlands, and we can see the main highway that travels along the edge of the village too. From there, the farm fields are spread out in three roughly adjacent areas that are partially separated by small areas of forest and encroaching hills. This was good because we could then see where the water sources came from in the hills—such as springs and streams.  Since I didn't grow up in this village it was extremely helpful to me to see a birds-eye view of how transportation routes (including the highway, small roads, and pathways), steep hillsides, level farm fields, water sources, and areas of hazard during extreme weather events related to each other.  We then took colored sheets of construction paper and decided on shapes that would represent additional features from the perspective of the farmers. I brought some removable masking tape so that we could stick these symbols to the map yet be able to move them around or take them down. Each farmer was allowed to indicate where his plot was. Consequently, the map is more artistic than it is exacting, but everyone seemed happy with the outcome. I feel like I have a good baseline of where the community is now that we can use for a comparison when the project finishes in 2 years. When the workshop was over I photographed the map so that I could have a history of how it evolves over time.  All in all, everyone thoroughly enjoyed the workshop. There were many animated discussions and I think that everybody was very happy with the outcome of the map. They're very much looking forward to next week when I return with the agriculturalist to physically go look at their fields, soil, crops, water sources, forests, and flooding challenges.  I started the workshop at one o'clock, but still it took us until 6:00 to finish the map and have our wrap-up discussions. So, my 4 hour workshop actually took 5 hours. Partially because a lot of people had to stand around while the artists transferred the information from the initial draft map to the big map.  My colleagues and I took photographs and in the process of taking them we looked at them on the back of the camera to make sure that they were of good quality, they were in focus, and that we had a variety of different kinds of photographs.  I took notes on my lesson plan of things that were going well—and the things that I could improve the next time—and I also kept track of how long each of the exercises took for future reference. My helpers and our community team member were extraordinary; they were able to keep everybody engaged.  The next day the team and I got together and reviewed the workshop and made notes that would help us to a better job the next time we give it. We should have done this in two workshops. We would recommend a relatively short evening workshop to do the initial activities and to draw the initial small draft map. The two artists could transfer the information to a larger map during the week, and then we could start the workshop again a week later to begin applying the more specialized information. We all agreed that the workshop was a success. |

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