PARTICIPATION IN PRACTICE: COMMUNITY-BASED PLANNING MANUAL

FOR IOM PARTNERS

IOM UN MIGRATION

EU-IOM KNOWLEDGE MANAGEMENT HUB

COMPASS Guiding safe migration

Ministry of Foreign Affairs

Publisher: International Organization for Migration
17 route des Morillons
P.O. Box 17
1211 Geneva 19
Switzerland
Tel.: +41 22 717 9111
Fax: +41 22 798 6150
Email: hq@iom.int
Website: www.iom.int

This publication was issued without formal editing by IOM.

Cover photo: © IOM 2022/ Jean Robert GATSINZI

Required citation: International Organization for Migration (IOM), 2022. *Participation in Practice: The Community-based Planning Manual for Partners*. IOM, Geneva.

ISBN 978-92-9268-297-2 (PDF)

PUB2022/023/R

PARTICIPATION IN PRACTICE: COMMUNITY-BASED PLANNING MANUAL

FOR IOM PARTNERS

Fostering local and national ownership for stabilization, recovery, peacebuilding, disaster risk reduction, environmental management, durable solutions, and migrant-protection interventions that address migration and displacement crises and support sustainable development.

IOM UN MIGRATION

EU–IOM KNOWLEDGE MANAGEMENT HUB

COMPASS Guiding safe migration

Ministry of Foreign Affairs

ACKNOWLEDGEMENTS

This Community Based Planning (CBP) Manual intends to put communities and their governments at the centre of migration, recovery and development processes. Its production was a collective effort involving input from numerous colleagues from many different IOM missions, as well as contributions from outside experts who are long-standing practitioners.

Initial drafts were based on the best practices and methodologies of participating members of IOM's internal CBP Working Group. Special thanks go to the following IOM missions and personnel for their contributions: Ben Mbaura, IOM Somalia; Fatou Jah, IOM Ethiopia; Marco Chimenton, IOM Ukraine; Kristin Bongaard, IOM Mozambique; Valentina Bacchin and Anja Smid, IOM Iraq; Hwahyun Kim, IOM Philippines; and Ashley Carl and Matt Flynn, IOM Afghanistan.

Recognition is given to the many proponents of participatory methods who shared their tools and knowledge with the authors of this Manual. Inspiration was drawn from the IOM Women's Participation Project (WPP). Thanks is given to WPP's Ashereen Kanesan, Amalia Torres and Marjolein Roelandt for their collaboration. The Manual also drew heavily from the NRC Community Consultation Toolbox and from conversations with Giovanna Federici and Kristin Vestrheim.

Recognition is given to Piper Janoe, Claire Lyster and Charlie Sell for drafts and revisions made to the final version of this Manual. Ben Mbaura provided a detailed technical review and offered his knowledge and expertise to help complete this Manual. Finally, special recognition is given to Sam Grundy, whose vision guided the process towards successful completion.

Noelle Darbellay, Joy Paone, Marina Cakic, Joanne Irvine, Christie Bacal-Mayencourt, Lilian Waldock, Damien Fresnel, Duncan Sullivan, Rafaelle Robelin, Antoine Barbier, Manuel Hoff, Fernando Medina, Jason Aplon, Nicolas Bishop, and Angelica Broman are acknowledged for their substantive contributions during review of the CBP Manual.

The production of the CBP Manual for Partners was made possible with the financial contribution of the Ministry of Foreign Affairs of the Netherlands and the European Union, respectively as part of the Cooperation on Migration and Partnerships to Achieve Sustainable Solutions Initiative (COMPASS)[1] and the EU-IOM Knowledge Management Hub (KMH)[2]. This version involved guidance and review from Davina Gounden, Marina Cakic, Joy Paone, Linda Cottone, Dima Haddad, and Theogene Nshimiyimana.

Finally, acknowledgement must be extended to those that developed and pioneered earlier versions of CBP dating back to the early 2000s. This genesis of this manual can be found in a multi-country programme in Zimbabwe, South Africa, Ghana, and Uganda. In particular, Dr. Douglas Gumbo's work on Community-level Participatory Planning (CLPP) with the World Food Programme (WFP) and Absolom Masendeke are thanked and acknowledged for their work, from which the Manual draws heavily.

1 COMPASS is a global initiative, in partnership with 14 counties, designed to protect people on the move, combat trafficking in persons and smuggling of migrants, and support dignified return while promoting sustainable reintegration.

2 The KMH was established in September 2017 under the Pilot Action on Voluntary Return and Sustainable, Community-based Reintegration, funded by the European Union. It aims to strengthen learning and peer-to-peer exchanges across return and reintegration programmes and supporting the development of approaches, processes and tools on these topics.

TABLE OF CONTENTS

LIST OF ACRONYMS

AAP	Accountability to Affected Populations (IOM framework)
CAP	Community Action Plan
CBP	Community-Based Planning
CFM	complaints and feedback mechanism
CFT	Core Facilitation Team
CSO	civil society organization
GBV	gender-based violence
HDPN	Humanitarian–Development–Peace Nexus
IDP	internally displaced person
INGO	international non-governmental organization
IOM	International Organization for Migration
M&E	monitoring and evaluation
MHPSS	mental health and psychosocial suppport
NGO	non-governmental organization
NRC	Norwegian Refugee Council
OECD	Organisation for Economic Co-operation and Development
PSEA	Protection from Sexual Exploitation and Abuse
SOGIESC	sexual orientation, gender identity and expression, and sex characteristics
SWOT	Strength, Weakness, Opportunity and Threat
ToR	Terms of Reference

EXECUTIVE SUMMARY

Communities are vast networks of groups, interests, and resources. They are home to people who are dedicated members of family networks, local governments, and civil society organizations. They have tried and tested ways to address needs, improve circumstances, and drive progress. They are partners in pursuit of change and progress.

The International Organization for Migration (IOM) is a highly operational organization. Its on-the-ground footprint covers over 100 different countries. This represents a portfolio of over 2 billion USD. An internal review was conducted to find which approaches were most effective in reaching the goals of various programmes. IOM found that its programmes that put communities at the center of decision making processes tended to be more successful. Community-centered approaches can lead to more targeted assistance, more equitable distribution of project resources, and greater sustainability.

IOM is not the only actor to come to this conclusion. Community-based practices have been long upheld as best practice within the development sector (Chambers 1986, Bunch 1982). The 2016 Grand Bargain between States, UN and NGO actors included obligations to streamline participatory practices in humanitarian action. This was strongly reiterated in the UN Secretary General's Action Agenda in Internal Displacement which directly called for the increased use of community based planning to help solve displacement. Finally, the OECD DAC Recommendations on the HDPN created similar obligations for all signatories to "put people at the center" of integrated programming.

The benefits of community-level work are also firmly rooted in migration-related policies and practices. The Global Compact for Safe, Orderly and Regular Migration (GCM) includes "people-centered" approaches as one of its key cross-cutting principles. The reintegration of returning migrants is now seen as a holistic endeavor that must include the community if it is to be sustainable. The community perspective is also essential when mitigating and addressing vulnerability factors and strengthening collective-level support. This allows migrants to access protection sensitive pathways and contribute to sustainable development of their communities.

This prompted the International Organization for Migration (IOM) to turn its long-standing use of community-based approaches into an easy-to-use toolkit called the Community Based Planning (CBP) Manual. CBP is IOM's flagship approach to participatory programming in displacement and migration-related situations. The CBP Manual offers a step-by-step approach that covers planning, assessments and recovery phases of programmes and can be used to meet any type of objective.

IOM is pleased to offer the CBP Manual to its partners in government, civil society, academia, NGOs, private sector, and other stakeholders working at the local level. While CBP is an established best practice within intergovernmental and international nongovernmental fields, it does not belong to a single type of actor. It is an available practice for any entity that wants to improve the quality of programming. Putting the CBP process into the hands of partners can enhance coordination, foster greater accountability, and promote strong local leadership across all programmes, regardless of their objective.

The CBP process has broad application. It is not tied to any single type of programme. It is a tried and tested practice within humanitarian, development, and peace contexts and is an emerging best practice within migrant-protection activities. Community-centered approaches are now at the heart of the global effort to resolve internal displacement. They are the centerpiece in multiple post-conflict and peacebuilding programmes. And putting communities at the center can enhance the sustainability of migrant reintegration activities, migrant protection programmes, and the overall prevention of irregular migration and the creation of safe pathways for regular migration.

The goal of offering the CBP Manual to partners is to complement and reinforce ongoing action. The CBP process put forward in this Manual is nothing new. Many of the steps have existed for decades, and many of IOM's partners may already have pre-existing systems in place. The process within this Manual is not meant to replace such systems, but rather serve as a capacity-strengthening tool that can complement and reinforce ongoing action. Overall, the CBP Manual is a versatile toolkit and an effective process for all partners to use.

INTRODUCTION

WHAT IS COMMUNITY-BASED PLANNING?

Community Based Planning is a people-centered methodology that approaches communities as having capacities, agency, and motivations to drive positive change. It is firmly rooted in the principles of participation and accountability. Participation is generally defined as approaches that ensure affected populations have the power to influence the decisions that affect them (ALNAP, 2014). Such approaches naturally lend themselves to accountability by "taking account of, giving account to, and being held to account" by affected populations (IASC 2012).

CBP is a rights-based approach. The process emphasizes the rights of individuals, the importance of local government leadership, and the inclusion of all groups in the process. When applied to disaster or crisis contexts, it approaches communities as networks of individuals that have capacity and agency. . Communities also contain protective factors that foster resilience and vast local resources that are being used to support sustainable development. From this perspective, communities are composed of individuals and collective networks that are agents of change and true partners in any community-based project.

CBP is also a process-oriented approach that uses a series of steps to progressively deepen participation and ownership over time. CBP does this through a series of easy-to-implement activities, offered in the form of 22 different "steps" in the CBP Manual. Many of these steps may appear rudimentary, but they are meant to encourage dialogue at the community level. The steps also include a series of exercises that help build trust between various groups. While there are specific outcomes that result from the process, the process itself is a product. These steps do not automatically win the favor of communities and set programmes on the path of sustainability. But the steps offered in the CBP Manual are as close IOM has come to finding that universal key.

COMMUNITY BASED PLANNING IN INTERNATIONAL FRAMEWORKS

Community-based practices are at the forefront of leading global frameworks. Almost every Sustainable Development Goal implies the need to put communities at the centre of the development process. SDG target 16.7 specifically calls to "ensure responsive, inclusive, participatory and representative decision-making at all levels". Many of IOM's partners are also obligated to advance the use of participatory practices in programmes through the 2016 Grand Bargain and the OECD DAC Recommendations on the HDPN.

CBP is positioned as one of the of the leading solutions to one of the world's largest migration-related crises: internal displacement. The Secretary General's High-Level Panel on Internal Displacement referred to CBP as "critical" to the whole of society approach needed to resolve internal displacement. This call was reiterated by the Secretary General in the Action Agenda on Internal Displacement, which states that the UN must "redouble efforts to ensure meaningful participation and systematic inclusion of IDPs and local community members….in decision-making on solutions, including by scaling up community-based planning".

Participatory, inclusive approaches are also one of the key recommendation of the Independent review of the implementation of the IASC protection policy, whereby "international, national and local humanitarian actors (are called upon) to build on and invest in community and area-based approaches to protection. This requires putting people's capacities and priorities at the centre of the response, working in partnership with communities and building on existing government structures where possible".

The Global Compact for Safe, Orderly and Regular Migration (GCM) strongly advocates for people-centered approaches. The GCM is designed to support international cooperation and state-level action on migration issues in an era of unprecedented human mobility. It lists people centered approaches as a cross-cutting theme within this endeavor and offers numerous objectives that can be supported by community-centered programming, including:

- Objective 2: "Minimize the adverse drivers and structural factors that compel people to leave their country of origin."

- Objective 7: "Address and reduce vulnerabilities in migration"
- Objective 10: "Prevent, combat, and eradicate trafficking in persons in the context of international migration".
- Objective 16: "Empower migrants and societies to realize full inclusion and social cohesion."
- Objective 19: "Create conditions for migrants and diasporas to fully contribute to sustainable development in all countries."
- Objective 21: "Cooperate in facilitating safe and dignified return and readmission, as well as sustainable reintegration."
- Objective 22 (22h): "Facilitate the sustainable reintegration of returning migrants into community life…in order to fully build upon their entrepreneurship, skills and human capital as active members of society and contributors to sustainable development in the country of origin upon return".

EXISTING RESOURCES ON COMMUNITY BASED PLANNING

How programmes are implemented can determine its success or failure. The CBP Manual provides information on how to engage and empower communities regardless of what the project is trying to achieve. While this version of the CBP Manual is the first attempt to consolidate IOM's knowledge and best practices on participatory processes and make it available to external partners, there is a wealth of existing resources from IOM and other actors.

IOM has developed and published numerous tools on migrant protection related activities, including the IOM Handbook on Assistance to Vulnerable Migrants (the AVM Handbook), (2019) and the Reintegration Handbook (2019). The AVM Handbook offers guidance on protection and assistance to migrants vulnerable to violence, exploitation and abuse. The AVM model identifies risk and protective factors at the individual, household, community and structural levels. Identifying and addressing such factors at the community level helps promote longer-term and broad-based change that can, over time, reduce migrant vulnerability and enhance resilience. Community risk factors comprise practices amounting to trafficking in persons, among others. Protective factors at the community-level can include access to good education, quality health care, functioning social welfare systems, and adequate preparedness measures to mitigate risks from natural hazards.

The IOM Reintegration Handbook focuses on using integrated services for the sustainable reintegration of returnees. Similar to the AVM Handbook, it puts forward an integrated model for assistance that covers the individual, community, and structural levels. Reintegration assistance at the community level includes a series of assessments and community-level activities that build the capacities and resources of both returnees and their broader community. The overall goal is to use participatory methods to implement activities that will create local ownership of the reintegration process.

The Women's Participation Project (WPP) is an IOM-led initiative that aims to increase the use of participatory methods within displacement settings and enhance the participation of women and girls in displacement sites. The WPP has developed a series of tools and practices to include and empower women and girls. Throughout this Manual, the tools of the WPP are offered as examples of how to enhance participation of socioeconomic groups participating in the CBP but face marginalization within the community. See the links below on the next page for more information about WPP and their website which hosts the tools referenced within this Manual.

The Norwegian Refugee Council (NRC) is also home to cornerstone reference material on participatory methods. The NRC Coordination Toolbox provides a repository of tools to support displaced populations in creating systems for meaningful and inclusive participation. While the Toolbox was developed for camp and out-of-camp displacement settings, its focus on equal participation of women and marginalized groups makes it an important contribution to the field of participation in all contexts.

REFERENCE DOCUMENTS FOR CBP PRACTITIONERS

IOM Handbook on Protection and Assistance for Migrants Vulnerable to Violence, Exploitation and Abuse (AVM Handbook).

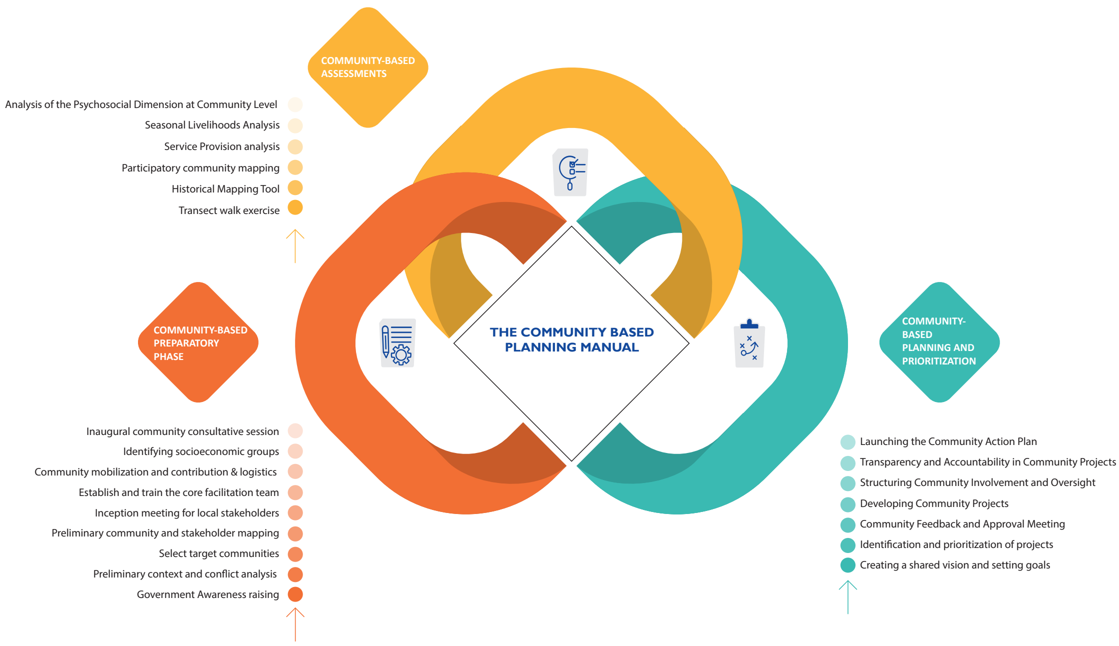
IOM Reintegration Handbook

Women's Participation Project's Website.

NRC Community Coordination Toolbox.

USER GUIDE

The purpose of this document is to serve as a step-by-step instructional manual for IOM's partners in government, civil society, academia, NGOs, private sector, and local-level institutions on how to integrate CBP into their activities and programmes. The goal is to complement and reinforce ongoing action at the community level, and offer the process within this Manual as a capacity-strengthening tool for partners. The manual is broken down into three components that represent the main phases of CBP. Component 1 involves the preparatory activities needed to engage stakeholders and initiate a truly inclusive process. The next component walks practitioners through innovative assessments that are uniquely tailored for a community-driven process. Finally, Component 3 is when the resources of the community are mobilized in support of a unifying CAP and implementation takes place using an inclusive, participatory design.



STRUCTURE OF THE CBP MANUAL

Each component is made up of a series of steps which offer detailed information on how to implement the proposed activities. Component 1, for example, has a total of nine recommended steps that begin with Coordination Frameworks and National Strategies (Step 1) and end with the Inaugural Community Consultative Session (Step 9). The information in each step is then organized into a series of subsection that provide actionable information to CBP practitioners.

Additionally, a series of practical, easy-to-use templates are offered at the end of each step under the title "**Templates for CBP Practitioners**". To be a CBP practitioner is to be constantly pressed for time. These templates are meant to help the readers of this manual immediately conceptualize the activities, download a template, and run fully equipped to their next meeting or field activity.

ADAPTABILITY OF THE CBP MANUAL

It is important to note that the components and steps are modular, such that they can be used, adapted, or omitted depending on the outcomes of a project and the demands of a context. The components and steps of CBP can be adapted depending on the context, programme and actor. The sequence of the proposed steps is proposed in a logical manner but can be rearranged based on local preferences or pre-existing processes already in place by governments, civil society organizations, academia, NGOs, private sector, and local-level actors. The steps can also be re-formulated or even omitted given the preferences of practitioners or restrictions in the operating context. The steps can be complemented by more specific assessments, for example the assessments found in IOM's AVM and Reintegration Handbooks. They can also be used in support of specific programmatic objectives, for examples the three solutions to displacement offered by the IASC Framework on Durable Solutions. The overall package of steps within the CBP Manual are therefore offered to practitioners who must decide which one(s) is/are best to use, how and when.

TIMELINE FOR IMPLEMENTATION

The timeline for overall implementation of this manual is proposed at eight weeks. This time period can easily be considered as an inception phase for any longer-term programmes that allows the practitioners sufficient time to organize and implement activities.

In the event that the CBP process is being used for longer-term initiatives or planning processes, this period can be expanded to allow more time for community consultations. Similarly, the implementation window can be reduced if it is being used for more specific activities. In several case studies, a select number of the steps within the Manual were used within 2-week periods to garner feedback and participation from communities in support of specific activities and initiatives.

In line with the overall adaptability of this manual, the timeline is ultimately up to the discretion, organization, and efficiency of practitioners. A full template that includes the proposed timeline and a corresponding workplan can be found in the Annex of the CBP Manual.

COMPONENT 1

COMMUNITY-BASED PREPARATORY PHASE

Steps within Component 1 lay the groundwork for an inclusive and participatory CBP process and take practitioners through coordination, identifying relevant national strategies, community definition and selection, community outreach and team creation.

This preparatory component starts with recommended guidance on broad-based coordination with partners at the local, regional and national levels to properly identify and contribute to national strategies, planning processes, and coordination frameworks. Conducting proper coordination with various actors at various levels is a crucial first step, especially if the CBP process is used for planning processes or development frameworks. Component 1 then goes into a series of steps that allow practitioners to better understand community dynamics. These steps contribute to the selection of specific locations for CBP programming while also leading to a nuanced understanding of the various stakeholders and socioeconomic groups within each location.

Finally, Component 1 involves setting up the systems and structures that will be used throughout the entire CBP process. This includes the initial meetings with key stakeholders and the community itself. Importantly, it also involves the establishment of a Core Facilitation Team (CFT) which will drive the planning process moving forward.

Component 1 is made up of nine steps, as outlined in the diagram below.

COMPONENT 1: SUMMARY OF STEPS

STEP

1

Coordination and National Strategies

CBP should be discussed with all relevant partners and stakeholders at the national and sub-national levels to secure buy-in and ensure that the process contributes to pre-existing strategies, plans and frameworks. Broad-based awareness raising should take place with governments, UN, and NGO coordination forums.

RATIONALE

- CBP should be discussed with relevant partners at the national level prior to engaging at subnational levels or directly entering communities. Obtaining the support of national stakeholders can help pave the way for local-level engagement, while ensuring that the CBP process is aligned with and contributes to national strategies, planning processes, and coordination frameworks. Broad-based awareness raising is also meant to ensure that the CBP process does not duplicate existing efforts that may be ongoing by other partners.
- After awareness-raising at the national level, a diverse array of stakeholders at the subnational level can be engaged to make them aware of and bring them into the CBP process. Higher-level local leaders can also be consulted at this time to introduce the process. The idea is to ensure alignment with pre-existing sub-national strategies, planning processes and coordination frameworks.
- Sustained engagement of stakeholders through the formation of coordination platforms, steering committees or technical working groups ensures joint ownership and that the CBP process and projects are guided and supported by the necessary resources, knowledge, and expertise.

- Relevant partners can include government-level actors, UN agencies, NGO community, and high-level civil society actors. The UN can typically be approached through the UNCT or HCT, depending on the context. The United Nations Network on Migration (UNNM) can be approached if activated at the country-level. Various NGO forums exist that allow for collective advocacy from the NGO community. And finally, engagement with national governments through relevant ministries is highly recommended to ensure alignment with ongoing national action and development strategies.

PURPOSE

- To obtain broad-based support from all relevant partners in the national government and national-level representation in the UN / NGO community.
- To gain buy-in for the CBP process from key stakeholders at the subnational levels which can include state, region, zone, district, governorate, or provincial levels. Subnational administrative units and UN/NGO actors describe all institutions, departments, or offices other than those at the national government level.
- To establish sustained mechanisms for stakeholder engagement in and contribution to the CBP process.

OUTPUTS

- Established communication and coordination mechanisms with relevant stakeholders at various administrative levels.
- Early entry points established into pre-existing UN or government-led strategies, planning processes and coordination frameworks and to ensure there is no duplication of effort.

METHODOLOGY

1. Meet with representatives of relevant national government departments, such as those involved in community development, infrastructure, and services. Gather information about pre-existing frameworks or strategies in place that overlap with the programme and the CBP process. Look for entry points for CBP to feed into such pre-existing structures.
2. Meet with representatives or coordination structures in place at the UN and NGO level. Typical entry points for such coordination exist in the form of the UNCT and HCT. Depending on the outcomes of the programme, the UN Sustainable Development Cooperation Frameworks at the country level will be particularly relevant. The goal is to map out pre-existing strategies, planning processes and coordination frameworks to identify which are relevant to the programme using the CBP process.
3. Using the stakeholder-mapping and analysis (see Step 4), identify stakeholders at subnational levels such as the state, region, zone, district, governorate, and or province. Also identify-local level official authorities (such as a mayor, town or village councilor or chairperson, or village chief) and high-level local community leaders with broad and cross-cutting influence. Hold consultations with these identified subnational stakeholders to ensure that there is no duplication of effort, and that relevant subnational stakeholders are informed in advance of the CBP process and project outcomes.
4. *Optional*: Host a round table for the stakeholders at the national and sub-national levels. Rather than consult all the government, UN and NGO stakeholders in individual meetings (especially at subnational levels), it might be conducive to host a round table with such representatives to determine which officials and agencies should and are willing to be involved in CBP and how the various stakeholders can play a role. If applicable, the donors behind an initiative or programme can also be included in this optional step.

5. *Optional*: Propose the creation of a coordination framework between various stakeholders that allows for regular updates and feedback. The establishment of quarterly steering committee meetings at the national level can provide a regular forum for coordination that can include national stakeholders, UN/NGO partners, and donors (if applicable). Note that such coordination forums are usually reserved for coordination with national-level actors and are separate from the community consultative sessions described later in Component 1.

KEY CONSIDERATIONS

- **Buy-in.** National and regional-level buy-in from relevant stakeholders from the government, UN, and NGO community is particularly important as it can often be a strategic entry point to secure the buy-in of other stakeholders. This can be achieved by creating space for national counterparts to express, in their own terms, their vision for recovery and/or development. Ensuring this sense of ownership first, through open questions, will create space and trust to feed in core principles of CBP. The bottom–up ethos of CBP needs to be introduced gradually!

- **National Development Plans and Sensitives.** It is especially important to be knowledgeable about national-level priorities and its development policies, plans, and projects. This will allow the CBP process to be better situated in a national context and demonstrate how CBP can support national plans and priorities.

- **Messaging and Communication.** Ensure the core principles of CBP are shared with national-level counterparts in order to promote a consistent understanding of CBP. Establishing understandable language related to CBP objectives, benefits, parameters, and limitations can help to manage expectations and bring about clarity in terms of what is being asked of partners, what will be provided to whom, and the intended impact.

STEP

2

Preliminary Context Analysis

Step 2 is a rapid analysis used to select the areas of implementation and gather preliminary information for subsequent steps in CBP.

RATIONALE

- Preliminary information gathered through Step 2 is required to be able evaluate where and whether conditions are conducive or not for CBP to occur. This information should allow for broad comparison across potential target areas to inform target selection. It should be conducted at a macro level and include migration trends, displacement patterns, protection challenges, human geography as well as opportunity (or not) to engage in CBP.
- For CBP to take place, contexts need to have a sufficient level of security, such that practitioners can spend sustained periods of time on the ground. Secondly, contexts must have a sufficient opportunity to embark on collective recovery or development pathways that are aligned with programmatic goals.
- Step 2 is a rapid analysis used to select the geographic areas of implementation and gather preliminary information for subsequent steps in CBP. Detailed (participatory) assessments of community dynamics and stakeholders take place at Step 4. Tiered analysis allows you to efficiently build information on target communities. Step 2 can also take place during the project development phase and inform project design.

PURPOSE

- To provide preliminary information to better understand all possible target communities (creation of a "long list" of possible target communities), to prioritize communities that are most in need of and most conducive to benefiting from CBP processes.
- To identify conflict, political, social, or cultural sensitivities to consider, be aware of and responsive to during CBP.
- To locate, analyse and integrate relevant information from various sources, including any information that is relevant to the context and the programme that is using CBP, such as displacement, migration, recovery, and/or development patterns.

OUTPUTS

- Data on indicators to determine where to conduct CBP.
- Long list of potential target communities for CBP.
- Context and conflict assessments/reports/profiles on communities (1–2 pages).

METHODOLOGY

1. Determine the criteria that should be analysed and evaluated and develop relevant indicators to inform community selection for CBP. Consider both the conditions that indicate high levels of need and communities conducive to CBP. Look for key indicators that are relevant to the programme using CBP, such as displacement and mobility trends, outward migration, or reintegration that may be relevant to a migrant-protection programme.
2. Review existing data and assessments to collect relevant information and identify gaps.
3. Review existing strategies of the government, UN and NGO community which define geographic and sectoral priorities.
4. Conduct assessments (ideally through field visits) and/or necessary data collection. Specific types of context assessments may include conflict, resource/physical environment, human geography, or governance which can all be linked to the specific outcomes of your programme.
5. Consolidate information into a report(s) that allows for comparison and prioritization.
6. Create a preliminary list of potential target communities (the "long list" of potential target communities).

KEY CONSIDERATIONS

- **Define Administrative Levels at the Start.** All contexts are broken down into administrative layers such as regional, district and local levels. It is necessary to identify which administrative layer is of interest to CBP. While each user of the CBP process must make this decision, it is recognized that CBP is most relevant to the most local administrative layers – that of the community. Defining the administrative layers that are of interest to CBP is an essential first step for organizing the entire CBP process to come.
- **Defining Communities.** As stated above, a country's administrative breakdown can offer an initial perspective into how communities are defined from the administrative perspective. Following administrative layers to the smallest component is also useful since it can help to locate initial stakeholders (official, customary, and civil society) who are organized around administrative layers. But defining communities can still be difficult and vary significantly by context. Remember that communities, for the purpose of CBP, refer to a group of people living in a specific geographical area, or belonging to the same social, economic, and cultural institutions.
- **Who, What, When, Where (4W).** Depending on the context, the field can be crowded with other local, national, INGO and/or UN actors. It is important to find out who is working in the areas of interest during this preliminary step and to reach out to relevant coordination forums to locate 4W information (Who, What, When, Where). When applicable, the UN Country Team (UNCT) or HCT can be approached to locate all relevant UN and NGO actors and programmes. As seen in the steps below, this 4W exercise should be regularly updated so field staff have a "full picture" of actors in the area. This is required for coordination with other government, non-government, and UN actors and identifying synergies with broader efforts. Conversely, an absence of actors can be used as an indication of gaps and therefore opportunities for CBP programming.
- **Land Ownership.** Land ownership can oftentimes be overlooked during initial assessments, but it is a crucial component that informs subsequent planning and activities. To the extent possible, confirm the status of land ownership of the various groups in the community so that future projects implemented in the community benefit the intended target population.

STEP

3

Selecting Target Communities

> The process of selecting communities is also an opportunity to build relations, introduce the project, and inform more detailed stakeholder-mapping of Step 4. It is also of crucial importance to make sure that selected communities are relevant to the programme that is using CBP.

RATIONALE

- The overall goal of community selection is to ensure that the geographic locations where project funds will be used are aligned with the objectives of the project.
- Community selection should be an inclusive process. This step allows for engagement with stakeholders at multiple levels with ties to the potential target areas and who can provide additional context to inform the community selection process.
- The process of selecting communities is also an opportunity to build relations, introduce the project, and inform more detailed stakeholder-mapping of Step 4.
- Engaging various stakeholders from government, UN, NGO, and civil society organizations early on helps to determine which target communities have institutions and resources that are able to support the CBP process, sustain its projects and ensure community ownership.
- Additionally, a transparent process in which an array of stakeholders in existing decision-making structures are consulted enhances debate and accountability on community selection, reducing the potential for the process to be co-opted by individual interests.

PURPOSE

- To define and select the exact communities that will host CBP activities.
- To ensure there is consensus and decisions involve consultation with stakeholders at multiple levels from various institutions (e.g. regional, district, and local actors within government, UN, NGO and civil society).
- Ensure that the community selection process leads to the selection of areas that are most relevant to the objectives and outcomes of the programme or initiative that is using CBP.

OUTPUTS

- Table of selected areas and communities and location (map) of prioritized community within the larger region/district.
- Contact details of leadership for each area/community which can feed into subsequent stakeholder-mapping exercises.

METHODOLOGY

1. Community selection is a crucial step as it determines where CBP will take place and where the resources of the broader programme will be invested. Initial parameters should include: what administrative level is most relevant to your programme and how much funding does the programme have for various beneficiaries, including individuals, households, and communities. Findings from Step 2 should then be introduced to determine the exact locations where CBP will take place.

2. Determine which administrative layers are relevant to your programme and your CBP process, how many CBP areas can be selected overall in terms of staff capacity, geographic coverage, and budget availability and how many CBP processes will be held in each area (1+).

3. Consult with officials at the subnational level (e.g. regional, provincial, or district) and local-level community stakeholders who exist in decision-making structures. Local leadership varies between contexts but could include village heads, chiefs, clan leaders, religious leaders, or those with specific, traditional leadership roles. Some areas may have development committees who would be useful resources to consult. Use this opportunity to explain the purpose of the CBP and provide an overview of how the community selection process is organized, whether additional indicators should be included in the selection process, and whether there are other areas to be considered for CBP. Avoid being too prescriptive about the process and allow for stakeholders to contribute. Ask about how the process aligns with existing or traditional community engagement or planning processes. Overall, these figures are likely to add valuable insight on different communities within their considered areas to help inform community selection.

4. Using the information gathered during Step 2 and discussions with subnational officials and local-level community stakeholders, refine the long list of communities that may host CBP activities.

5. Finalize community selection and create table of key information, including criteria and rationale for selection.

KEY CONSIDERATIONS

- **Securing Buy-in.** The receptiveness of partners to the CBP process and their willingness to provide the necessary support and resources (such as access, logistics, assistance mobilizing communities, and resources for implementation) should be considered during community selection. While this process is meant to be community-led, the buy-in from partners at various levels can yield dividends and can be important when additional support is required in terms of logistics, approvals, and access.

- **Elite Capture.** Avoiding assigning too much "weight" to any single individual in the selection process. This can be avoided by consulting a diverse array of officials and local stakeholders (see Step 4 for examples of diverse local-level stakeholders). Doing so will enhance the transparency of the debate and selection process and reduce the ability of a small number of individuals to unduly influence selection. If this occurs, ensure that the entire process is explained so it is clear that there are multiple indicators used to select communities. Offer opportunities for stakeholders to comment on indicators or certain steps in the process but make it clear that the process is what ultimately decides location selection.

- **Conflict Sensitivity in Community Selection.** It is critical to anticipate steps within the CBP process that can create tension. Community selection is one such step. How do you, as a CBP practitioner, handle communities which were not selected? This is particularly challenging when a neighbouring community was selected, and another was not. There are many steps that can be taken to address this.

One is to ensure that expectations are managed from the very beginning and that indicators used for selection are transparent and shared with local stakeholders. When the selection has been made, ensure that meetings are held with consulted stakeholders in non-selected locations to clearly explain the process. Create plans to “cluster” communities together to better spread resources in areas where non-selection might be problematic. Locate partners who may have resources to cover areas too.

- **Inclusivity.** It is critical to have the leadership or representatives of mobile groups fully engaged in the selection of communities and early conversations introducing the approach. This is particularly important when such groups lack defined representation or originate from geographic areas outside the administrative unit covered by local government authorities. Such groups could include returning migrants or IDPs.
- **Duplication of Intervention.** Ask officials whether interventions similar to CBP have already occurred in areas under consideration, to avoid duplication of community development-planning and projects. Ensure that any pre-existing 4W information is updated so that you have a full picture in terms of activities of other government entities, NGOs, UN, and other organizations. But do not be deterred by crowded fields. Having multiple actors in areas of intervention offers opportunities for synergy-building and strengthened coordination.
- **Geographical Mapping Exercise.** Drawing a physical map of the areas being considered for intervention and the communities within them to understand their geography and their relative location to one another can help to create a list of and define target areas and communities, particularly if multiple communities will be conducting independent CBP processes. Subnational stakeholders might be able to help with this activity. See the example given at the bottom of the page.
- **Connecting CBP Processes.** If CBP processes are to take place in more than one area, outline how the CBP processes are related. For example, will they operate autonomously, or will they collaborate or mutually reinforce each other, such as at a regional or district level. For example, CBP processes at more local levels can be consolidated to create action plans or development plans at higher administrative levels.

TEMPLATES FOR CBP PRACTITIONERS

- 1.3 _ EXAMPLE _ Selecting Communities: An example of criteria used for community selection can be found at the end of this Manual.

STEP

4

Preliminary Community– and Stakeholder–mapping

The identification and analysis of community stakeholders should be an inclusive process with officials, partners, community leaders and community-level influencers. This will allow you to identify the individuals, institutions, and community groups that should be engaged throughout the entire CBP process.

RATIONALE

- Now that community selection is made (Steps 2 and 3) and you have consulted with relevant members and stakeholders at various levels (Step 1), it is time to begin developing a more thorough understanding of the social dynamics, decision-making structures, capacity, and stakeholders within the selected communities.
- Analysis of community dynamics including social practices, decision-making structures, and cultural norms is necessary to gain a nuanced understanding of the selected communities at a localized level, as well as to inform the CBP process.
- The identification and analysis of community stakeholders should be an inclusive process with government officials, partners, and community leaders and influencers. This will allow you to identify the individuals, institutions, and community groups that should be engaged throughout the entire CBP process.

PURPOSE

- To gain an in-depth understanding of selected communities and relevant stakeholders including social dynamics, decision-making structures, community groups and leaders and cultural norms. This will help inform community engagement and support a responsive and context specific CBP.
- To identify stakeholders that should be engaged and determine whether and how they are willing to contribute to the process and/or to the implementation of the projects.

OUTPUTS

- Community profiles.
- Stakeholder map and stakeholder summary table.

METHODOLOGY

1. Exercises should build on information gathered in Step 2 and focus on pre-existing community dynamics and stakeholders.
2. Community dynamics include social practices, decision-making structures, community capacity, cultural norms, and community groups (volunteer groups, youth groups, and others) within the communities. Exercises could include informal conversations with community members or a review of existing information and/or more formal key informant interviews or focus group discussions.
3. Create a comprehensive table which includes the name of the individual, the category in which they fit, their institutional or group association, their title/role and responsibilities, their outreach/mobilization potential, and whether they have previously engaged in any consultations or if they participate in later activities with your organization. If time and resources allow, stakeholders should be invited to explain their role in the community in their own words and explain the strengths or assets that they can bring to the CBP process. This mapping exercise and resulting tables should be continually updated.
4. When conducting the community stakeholder-mapping exercise, it is important to keep several key recommendations in mind. Remember to balance stakeholders with official responsibilities with members of civil society (community leaders and community influencers) and customary positions. Community leaders should also be balanced with everyday people in the community, allowing a diverse array of people to be consulted as stakeholders. And finally, it is of the utmost importance to find representatives from various socioeconomic groups in the community to ensure that all groups are consulted, especially those that are typically underrepresented in dialogue and decision-making forums.
5. Possible stakeholders to be mapped during this step include:

   a) Subnational government officials such as local leadership offices (mayor and/or other local authorities) and government departments at the regional, governorate, district, and local levels.

   b) UN, INGOs, NGOs, and Civil Society Organizations (CSOs) active in the target area.

   c) Community members active in the community such as doctors, nurses, engineers, daily workers, teachers, professors – everyday people who are familiar with the "inner-workings" of the community.

   d) When implementing CBP for a programme with specific objectives and outcomes, ensure that the stakeholders are relevant to the programme. This can include consultations with stakeholders from displaced communities, at-risk demographics, migrant returnees, or migrants in vulnerable situations in the community along with their families and networks.

e) Community leaders, including cultural or religious leaders or individuals with customary authority.

f) Community influencers, such as sport players, writers, performers, artists, activists, or online/social media influencers.

7. *Optional:* Set up feedback channels to regularly update the stakeholders. Feedback channels are especially important to establish with stakeholders who do not wish to be directly involved in the CBP process but have significant authority or influence over the selected community, such as senior government officials, higher levels of administrative divisions, or community influencers. If time and resources allow, working groups can be created for such stakeholders and can exist alongside the community consultative process explained throughout this component, allowing for the injection of technical knowledge and guidance into the CBP process and its resulting projects.

8. Remember that in addition to the community profile and the stakeholder-mapping exercise, 4W mapping should be regularly updated so that field staff have an accurate list of all actors active in the selected community.

KEY CONSIDERATIONS

- **Differentiating and Identifying Stakeholders.** The administrative division and subdivision(s) at which you identify stakeholders will depend upon the context and decisions about which administrative layer will host CBP. It is necessary to engage stakeholders at various administrative levels. Example from a previously implemented CBP process by IOM in Somalia include the district-level representatives at the Ministry of the Interior, Ministry of Planning, District Commissioner's Office, Governor's Office, Mayor's Office, district-level government departments, UN partners, NGOs active in the target area and community leaders with significant and cross-cutting influence in the administrative division, such as clan elders.

- **Engaging High-Level Community Leaders.** The involvement of community leaders with broad and cross-cutting influence in the selected community is vital to ensuring recognition and endorsement of the CBP process. In many communities, these individuals may be elders. These figures should be involved throughout the CBP process, including in these stakeholder consultations.

- **Locating "Local Champions."** When engaging with stakeholders, try to identify senior government officials, influential civil society leaders or engaged members of the community who can serve as "local champions" for the CBP process. These individuals may have expressed previous interest or involvement in participatory processes and should be well spoken and passionate about CBP. These figures can serve as influential advocates for CBP and explain it in a consistent manner that can be understood by and appeals to their communities. Additionally, these "local champions" can serve as sustainable drivers of CBP, raising visibility and even potentially obtaining additional funding. This is particularly relevant if such local champions are interested in the work of the CFT outlined in Step 6.

- **Importance of "Community Influencers."** When engaging in stakeholder-mapping, be sure to closely consider influential figures in the community who are not traditional leaders, such as influential women and youth or even influential online activists. These individuals may hold significant decision-making power in informal, less visible roles and are more difficult to identify but are essential stakeholders. Community influencers can partake in the stakeholder-mapping and analysis as they may be able to identify individuals, groups or institutions as stakeholders that are important to them that government officials or traditional community leaders would not.

- **Inclusivity.** Inclusivity is crucial for genuine community participation and a successful CBP process and is therefore a cross-cutting principle of CBP. Practitioners should map a broad range of stakeholders that are gender balanced, age sensitive and diverse. As previously mentioned, official stakeholders should be matched by members of civil society. Leaders should be balanced with ordinary members of the community.

Practitioners must locate stakeholders from all socioeconomic groups, especially those that are typically underrepresented. Frequently marginalized groups can include persons with disabilities, IDPs, migrants, refugees, returnees, ethnic and religious minorities, and even diverse SOGIESC when contexts allow.

- **Sustaining Stakeholder Involvement.** Key stakeholders should be invited to the community consultative sessions (see Components 2 and 3) and included throughout the CBP process to enhance their connection to it. If key stakeholders are not directly involved in the CBP process, parallel working groups can be established to learn from their experiences and keep them involved.

- **Anticipating Stakeholder Response.** Specifically consider which stakeholders are likely to support the process and which might take issue with it, particularly if they were not to be directly consulted in the following steps. All communities have "connectors" that bring the community closer together and dividers that drive them apart.

- **Contacting Stakeholders**. Consider who should contact these stakeholders and how they should be contacted. Compile a list of contact details and assign certain staff to contact certain stakeholders. This can be particularly important for streamlined government coordination and ensuring that hierarchies within the communities in which you work are respected.

- **Stakeholder Profiles**. The stakeholder table/profiles are essential to determining how to approach stakeholders, understand what they might contribute, anticipate concerns they might have, and encourage their buy-in and ownership.

TEMPLATES FOR CBP PRACTITIONERS

- 1.4 _ Template _ Stakeholder Mapping: A template of a Stakeholder-mapping exercise can be found at the end of this Manual and used by any field mission engaged in this step.

STEP

5

Inception Meeting for Local Stakeholders

> The inception meeting will inform local leaders and stakeholders about CBP and its underlying principles so that they are better equipped to support the CBP process and promote its principles and so that CBP can be accurately and effectively communicated to the wider community.

RATIONALE

- After completion of Steps 1–4, sufficient information will be gathered to hold an "inception meeting" with relevant local leaders and concerned stakeholders. This inception meeting can take a variety of forms, but the purpose is to rally support for CBP. It is important to create positive impressions about CBP with local stakeholders and foster an atmosphere of local ownership at the community level.
- Step 5 is focused on local leaders and stakeholders that are directly relevant to the implementation of the CBP at the local level, as opposed to the more national and regional-focused coordination in Step 1 or the optional working groups proposed under Step 4. Use the stakeholder-mapping exercise of Step 4 to help identify the local stakeholders that are relevant to this inception meeting.
- The leadership, support and participation of local officials and community stakeholders (community leaders and community influencers) throughout the process will enable community mobilization and rally support for CBP, legitimize the process among community members and improve communication about and understanding of CBP.
- The inception meeting will inform local leaders and stakeholders about CBP and its underlying principles so that they are better equipped to support the CBP process and promote its principles and so that CBP can be accurately and effectively communicated to the wider community.
- Consulting stakeholders allows them the opportunity to introduce important considerations that had not yet taken into account, such as current development projects in the area, outward migration trends, or other major issues that are of top concern for the communities. Many communities may have pre-existing forums and projects to draw from.

PURPOSE

- To ensure buy-in and sustained participation of local leaders, including local officials, traditional and community leaders, and community influencers.

OUTPUTS

- List of refined socioeconomic groups in each community.
- Receive a list of nominations from local leaders and community stakeholders for the CFT.

METHODOLOGY

1. Based on your community assessments and stakeholder-mapping, identify local leaders and stakeholders that are directly relevant to the implementation of the CBP. These should include local officials, traditional leaders, community leaders and community influencers.

2. Host an inception meeting for identified stakeholders during which your organization will introduce the processes and principles of CBP. Solicit participation and determine the role of local leaders and community stakeholders and refine the list of socioeconomic groups (see Step 8). A proposed agenda template for this inception meeting is found at the end of this step.

3. Stakeholders should confirm if they are interested in supporting projects and have time and resources to contribute. Any resources or funding offered should be factored into overall capacity for the eventual proposed projects to help guide project-planning in the final phase of the CBP. However, it should be emphasized to stakeholders that contributions will not be used as a mechanism to influence the process.

4. Members of the Core Facilitation Team (CFT) should be nominated during this meeting (see Step 6). If deemed necessary, CFT nominations can also occur through more focused engagement with local leaders and stakeholders.

5. Local leaders and community stakeholders will report back to their communities and constituencies, relaying the main points of the debriefing and communicate about the community-wide meeting on the CBP process (see Step 7), using agreed communication methodologies.

6. *Optional*: You may consider establishing working groups as previously referenced under Step 4: Stakeholder-mapping. Working groups can be made for formal local authorities, informal leaders, or even specific target groups. These groups can offer guidance on community dynamics, coordinate with you and your organization, and collaborate with the coordination platforms or steering committees operating at higher levels (as referenced in Step 1).

KEY CONSIDERATIONS

- **Inclusivity.** The same principles of inclusivity apply to this step: always promote an atmosphere of inclusivity and check to make sure stakeholders from smaller constituencies and typically marginalized groups are involved. This includes considering gender balance, age sensitivity, and diversity inclusion.

- **Decide on the Meeting Format.** While an inception meeting is proposed, it is up to you and your organization to decide on the best format for gathering the relevant authorities and stakeholders and introducing CBP. Less formal engagements can take place as "debriefing sessions" or "orientations," just ensure that the purpose and outputs are attained with whatever format is decided.

- **Different Meetings, Different Purposes.** A number of meetings and engagements are proposed throughout Component 1. Make sure that the purpose of each meeting is clearly understood by relevant project staff and to any authorities that are cross-cutting. If deemed necessary by you and your organization, several meetings can be condensed into one if they involve the same stakeholders. To help assist in this process, the following engagements have been listed thus far:

    - Step 1: Coordination and National Strategies. Engagement with national and subnational leaders and stakeholders was proposed in Step 1. This is to ensure that support is garnered from the national level, and that key administrative layers and positions are familiar with the CBP process from the start. This step is about awareness and information sharing for higher-level authorities. Note that higher-level local authorities are also recommended for engagement at this step.

- Step 3: Selecting Communities. Meetings with key stakeholders at the sub-national and local levels is recommended during Step 3 to assist with the community selection process. These are likely to be with counterparts that will be frequently consulted throughout the process.
- Step 4: Stakeholder-mapping. Working groups were proposed in Step 4 for certain stakeholders who do not wish to be directly engaged in the CBP process but who can offer valuable insights. Such working groups are recommended to be informal and used to keep stakeholders engaged and to inject their knowledge into the CBP process.

TEMPLATES FOR CBP PRACTITIONERS

- 1.5 _ Key Questions _ Inception Meeting: For a full list of suggested agenda items, please see the suggested Agenda at the end of this Manual.

STEP

6

Establishing and Training the Core Facilitation Team

The CBP process relies on the mobilization of two different groups in order to establish an inclusive, locally-driven participatory process. The first is the creation of a Core Facilitation Team (CFT) that is made up of local community members such as village heads and representatives of youth, women, disabled populations, and other under-represented groups. They undergo extensive training on leadership and facilitation skills and are tasked with driving the overall process.

SUMMARY

- The CFT is a group of usually four people responsible for facilitating the CBP process at the community level. The idea is to give power to community representatives directly for implementing the process, and not rely 100% on staff within your organization to implement the process. This is referred to as "divesting power" and is crucial for the CBP process to be locally owned.
- Who is in the CFT needs to factor in local considerations, including the extent to which local leadership structures are established, functioning, and accepted by their communities.
- Avoid duplications if possible and use pre-existing formal or informal groups within the community to act as the CFT, if applicable.

RATIONALE

- The members of the CFT are essential to meaningful and effective community consultation sessions and the creation of a feasible CAP that is reflective of community-wide priorities as they are responsible for helping the community express its needs, vulnerabilities, preferences, and ideas.
- Effective training of the CFT is central to ensuring the members are prepared and equipped to facilitate an inclusive and productive process reflective of the entire community, as well as resolving disputes, tensions and managing risks. Their capacities and attitudes can determine the success or failure of a CBP process.

PURPOSE

- To establish the CFT in order to support the overall CBP process and give power to the communities directly to implement the process.
- To prepare CFT members to facilitate the CBP process to ensure it is community driven, owned, and managed.

OUTPUT

- Trained and prepared facilitators, made up of approximately four local persons that make up the CFT.

METHODOLOGY

1. The stakeholders consulted in the previous step (Step 5) will nominate around four persons from the local community where the CBP process is being held. The CFT can be composed of relevant government department personnel, local government officials, or local traditional or community leaders with widespread recognition and influence. Integration of the principle of inclusivity is key at this step. Encourage gender balance, age sensitivity and diversity when creating the CFT. This will enhance transparency and inclusivity of the CBP process.

2. Think of this as a hiring process for the core group that will help drive the CBP process. The selection process begins with recommendations from identified stakeholders. Consider all the proposed members as applicants and go through a selection process if deemed necessary by you and your office, including in-person interviews or written tests.

3. Create a ToR document so that the roles and responsibilities for CFT members are clear, especially vis-à-vis the other coordination platforms of the CBP process. A signed ToR with each member of the CFT can also be used to facilitate any administrative steps that need to be taken to create and sustain a CFT during the lifespan of the project. A ToR template can be found at the end of this step.

4. Consider the resources that can be dedicated to the functioning of the CFT. While volunteers are to be sought for the CFT, stipends can be used to cover operating costs. Transportation allowance for CFT members is one such example that is typical in field environments where access is an issue. Other basic running costs include meal stipends or purchasing of basic administrative materials.

5. When the CFT is constituted a training should be organized, to build CFT members' capacity in the skills mentioned in the ToR template found at the end of this step.

6. The training curriculum can follow any number of components related to leadership and facilitation in the context of CBP. Such examples include the Transformational Leadership Training and Multi-stakeholder and Community Capacity Enhancement Training which can be provided by IOM upon request.

7. During the training, the facilitators should work to refine the list of socioeconomic groups identified by stakeholders and the community at large (see Step 8), which will be used to ensure all groups in the community are represented during the CBP process.

KEY CONSIDERATIONS

- **Voluntary Nature of CFT.** The global guidance is to make the CFT as volunteer based as possible. While financial incentives are oftentimes requested by stakeholders, such incentives can distort the local ownership of the CBP process and the volunteer nature of the CFT. Be careful not to create a CFT or a CBP process that is dependent on external resources. **Volunteerism** is one way to avoid this trap and ensure sustainability of the CBP process.

- **Conflict Sensitivity in CFT Selection.** While adhering to the principle of volunteerism, conflict sensitivity requires practitioners to consider the range of motivations for candidates' involvement in the CFT. Consider various motivations and make informed decisions when assembling the CFT.

- **Running Costs.** One way to promote volunteerism but also acknowledge certain realities is to cover the running costs of the CFT. Running costs can include transportation assistance, meals during meetings, and basic administrative equipment for members. Always try to have cost-sharing mechanisms in place with local leaders and stakeholders, as having the running costs covered by resources in the community is ideal for local ownership and sustainability.

- **CFT Importance.** The CBP's success depends on the CFT's commitment to inclusion and participation. The character, skills, passion, commitment, and creativity of the individual members of the CFT is therefore of prime importance to the overall functioning of the CBP process. Selection and training of the CFT members is especially crucial.

- **Contingency-planning.** It is important to anticipate turnover and defections, which can negatively impact the continuity of the process. To mitigate this risk, when CFT members are appointed, you and your organization should also select a small group of "back-up" members. This group of individuals should be kept in the loop throughout the whole CBP process, to ensure a smooth transition if a CFT member leaves her/his functions before completing the process.

- **Neutral Arbiters.** The CFT should serve as neutral arbiters of the community consultative sessions and should not influence the process with their views. The CFT is there to facilitate the process.

TEMPLATES FOR CBP PRACTITIONERS

- For an example of training content that is relevant for the CFT, please contact your IOM counterparts directly for copies of training materials.

- 1.6 _ Template _ CFT ToR: A ToR can be used for internal administrative purposes (paying running costs for CFT) or to make official arrangements with CFT members. An example can be found at the end of this Manual.

STEP

7

Community mobilization and contribution and logistics

Step 7 is meant to be an entry point to explain the process to the broader community and build trust. Key exercises are included in this Step to help achieve this. This step can also be used to create positive impressions, better understand group dynamics, and bring the community together from the very start. It will help with the entire process!

RATIONALE

- At this point in the process, the structure of the CBP process is beginning to take shape. Initial assessments and mapping exercises are complete, an inception meeting was held with relevant local stakeholders and the CFT is established. Step 7 is meant to be an entry point to explain the process to the broader community and build trust. Key exercises are included in this Step to help achieve this. This step can also be used to create positive impressions, better understand group dynamics, and bring the community together from the very start.
- The broad community meeting brings the community directly into the CBP process by ensuring their understanding of its purpose and objectives, allowing them to select their representatives, and establishing how they can remain informed and engaged throughout the CBP process. This includes establishing communication and feedback mechanisms which are discussed in full in Component 3, Step 6.
- The meeting leads into the formation of socioeconomic groups using a recommended exercise (Glass Code Exercise) to build trust. The starting point for the meeting is to explain the process and build trust within the entire community. Large meetings can impede participation from marginalized groups and exercises like this can help the entire population be heard.

- Bringing the entire community into the CBP process enhances the likelihood that CBP is community driven and owned and that CBP projects are properly embedded in the community and sustainable.
- Creating positive impressions about the CBP process is also important. Think of creative ways to embed this meeting within larger community activities, exhibitions, or festivals.

PURPOSE

- To mobilize the broader community, build trust and select community representatives to participate in CBP.
- To ensure understanding of CBP at a community level and create a positive impression of the CBP process from the very beginning.
- To gather information from the community that will be helpful in setting up communication, complaints, and feedback channels.

OUTPUTS

- List of representatives from each community that will participate in CBP, submitted to the CFT.

METHODOLOGY

1. Local leaders call for a community meeting at the lowest administrative division level (such as a ward or village). Ensure that multiple channels are used to disseminate information about this meeting, including traditional platforms used by local authorities and more modern, social media-based communication forums.
2. The meeting should be chaired by local leaders, facilitated by the CFT, and attended by your relevant staff and government stakeholders. A draft Agenda for the Broad Community Meeting can be at the end of this step.
3. Conduct a trust-building exercise during the meeting, which should break the ice and make participants more comfortable, thereby encouraging active involvement and participation of all members of the community. See the Glass Code Exercise at the end of this step. This exercise also conveys central themes of CBP.
4. The CFT and local leaders will present the list of socioeconomic groups to the community and allow community members the opportunity to discuss and revise the list. See Step 8 (“Identification of Socioeconomic Groups”) for more details.
5. Once the list of socioeconomic groups is agreed upon, community members will appoint representatives for each group. These representatives will be the participants in the community consultative sessions that will establish the Community Action Plan (CAP).
6. Discuss how the community typically receives information about issues of common concern. Do they rely on organized community meetings, religious gatherings, radio, signboards, printed materials, SMS messages or Internet and social media? Also discuss how the community submit feedback to various actors, both governmental and non-governmental. Are there established platforms that they use or that they are comfortable with? See Component 3, Step 6 for additional relevant questions. Such information will help the CFT and selected representatives better communicate with the community while also preparing for steps in Component 3 related to communication strategies and **complaints and feedback mechanisms (CFMs)**.
7. After the community-wide meeting, consult with local leaders (those previously debriefed) and the selected representatives (it is possible some of these figures will fall into both categories) to decide upon logistics for the sessions where these participants will engage in the planning process.

8. *Optional:* Embed the community meeting within a larger event that acts as a sort of fun, engaging spectacle for the broader community and creates a positive first impression of the CBP process. Such an event can take many forms and it is up to the field Missions to decide on the possibilities. Examples are numerous and include football matches between various stakeholders such as local leaders and civil society, police, and youth groups; sporting events such as 5-km runs or organized bike tours; film festivals; screening of major sports events; traditional cultural expressions such as music, dance, theatre, fashion shows or art exhibitions; events aligned with UN-recognized international days; and locally sourced food exhibitions.

KEY CONSIDERATIONS

- **Decide on Structure.** As with all steps, it is up to you and your organization to decide on how to best engage the community at this point in the process. If events do take place at this step (festivals, music, food, football, etc), ensure that ample time is set aside to truly introduce the community to the CBP and engage on issues related to socioeconomic groups and local representation. Multiple days can be set aside for this step where events precede the actual community meeting, or the community meeting precedes communal events. Remember that too large a group makes individual contribution and concentration ineffective.
- **Managing Large Gatherings.** Large groups may make some people abscond the sessions and the facilitation process may be made more complex. If the community meeting involves too many individuals, conduct break-away sessions, and have contributions brought back into plenary.
- **Complaints and Feedback Mechanisms.** While not discussed in detail in this Manual until Component 3 (see Component 3, Step 6), CFMs should be applied at all stages. This starts with collecting initial information on communication and feedback flows within the community, but it is never too early to set up a CFM for the programme in which CBP is being used.
- **CBP Purpose.** During the community meeting, it is essential to highlight the importance and benefits of community planning as opposed to direct implementation by your organization or its partners. This can be achieved by having the meeting chaired by local leaders and led by the CFT, composed of members of the community.
- **Community Input.** Local leaders should be present to advise and support this meeting, but voices of community members should be given precedence, especially when determining socioeconomic groups and representatives. Find ways to encourage broad community input during the meeting. If there is a large gathering, meetings can be broken down into smaller components with contributions brought back to plenary, for example.

TEMPLATES FOR CBP PRACTITIONERS

- 1.7 _ Agenda _ Broad Community Meeting: A draft agenda for the broad community meeting can be found at the end of this Manual.

GLASS CODE TRUST BUILDING EXERCISE

The Glass Code Trust Building Exercise helps incite dialogue through a practical exercise that also conveys a strong message on key themes related to CBP. These themes include:

- Community profiling;
- Importance of deliberative dialogue;
- Planning and implementing projects that are relevant, owned, utilised, maintained and managed by the local community;
- Method of assistance that promote self-reliance and accountability;
- The target group for identified projects;
- Complementarity role of different actors.

METHODOLOGY

A glass code is usually an effective tool to characterise the different stages each socio-economic group member has attained to determine whether the response to development should be to protect, prevent, promote, empower or stimulate active participation.

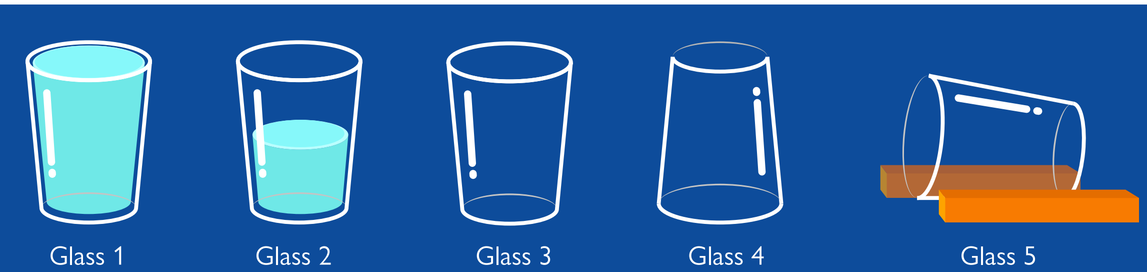
RESOURCES REQUIRED

- Five litres of water
- 5 glasses of the same size
- 2 mighty markers or pieces of wood
- Cloth for wiping

PROCESS

The facilitator demonstrates the code using five water glasses:

1. **Glass 1**: should be full of water such that any further pouring results in spilling of water.
2. **Glass 2**: should be half full and water is poured into the glass until it becomes full
3. **Glass 3**: should be empty but upright such that water can be poured into the glass easily.
4. **Glass 4**: should be turned upside down such that no water can be poured into the glass.
5. **Glass 5**: should be lying sideways and supported by mighty markers or supporting objects such that it is difficult to pour water in it at the same removal of objects makes the glass to roll in any direction.



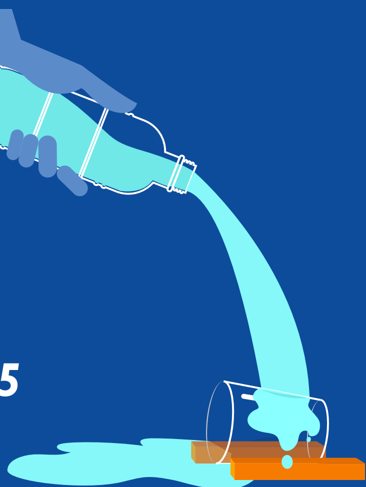
The first volunteer from among the participants comes forward to follow instructions on how to pour water in each of the five glasses while the rest of the participants are just observers. The Facilitator asks participants if they have better ways of pouring water into the five glasses than the first volunteer.

Glass 1

Glass 2

Glass 3

Glass 4



Glass 5

This should be followed by a discussion in plenary using the following questions:

- What did you see happening in the code?
- Does this happen in our day-to-day lives?
- What does each object, person and symbols represent?
- What is related to your own experience?
- What lessons do we draw from this code?

Five main categories of people are usually identified from the discussions:

Self-reliant.
A sufficient level of resources exist to be self-sustaining. The provision of additional resources to this group will result in "overflow".

Temporarily insecure due to shock or stress.
Additional resources will bring this group back up to previous levels of self-reliance.

Recurrently vulnerable.
In need of more resources than Glass 1 and 2, but fully capable of receiving and using the resources.

Structural Vulnerability.
Structural vulnerability unrelated to shocks. Incapable of "absorbing" or receiving additional resources. Implies that additional steps are required before undertaking self-reliance pathways.

KEY QUESTIONS

- Which groups in our community are represented by each Glass?
- Which groups need additional resources to reach previous levels of self-reliance (Glass 2)?
- Which groups are in need of the most resources to reach previous levels of self-reliance (Glass 3)?
- Are there groups in our community who, at the moment, are incapable of receiving additional resources? If yes, why? What are the structural vulnerabilities faced by these groups? (Glasses 4 and 5)?
- Why are they so many or few in each group?
- What kind or type of assistance is required by each group and why?

STEP

8

Identifying of Socioeconomic Groups

A socioeconomic group is defined in the CBP process as any formal or informal associations that community members identify they have with other members of the community, whether through economic, social, cultural, gender, age, ethnic, or religious ties.

RATIONALE

- A socioeconomic group is defined in the CBP process as any formal or informal associations that community members identify they have with other members of the community, whether through economic, social, cultural, gender, age, ethnic, religious, or migration-based ties. Labels are not assigned by the CFT or your organization to socioeconomic groups. Of critical importance is that the communities themselves are supported to self-identify at various steps in the process.
- Identifying and clearly defining the main socioeconomic groups within the selected community is central to the entire CBP process, as it ensures an inclusive process in which all the main groups, including those facing marginalization or discrimination, are represented during planning so that the key needs, vulnerabilities, and preferences of diverse socioeconomic groups are considered and addressed.
- Transparently and inclusively forming socioeconomic groups is critical to strengthening local ownership over the programme, which leads to better results in your programme overall.
- This step also helps to preemptively consider during the planning phase (Component 3) the challenges separate groups may face in accessing and benefiting from the interventions to ensure the interventions reach a broad range of groups.

- Identifying and defining these groups will also shed light on the assets of groups that can be leveraged throughout the CBP process and the implementation of projects.

PURPOSE

- To ensure all the main socioeconomic groups are represented during the CBP process, including the most vulnerable and marginalized groups. Step 8 is a streamlined step that cuts across the entire component (Steps 4, 5, 6 and 7) and factors heavily in the upcoming process. All references to socioeconomic groups throughout Component 1 are fully summarized in this step.

OUTPUTS

- List of socioeconomic groups and their representatives.

METHODOLOGY

1. Step 4: Preliminary Community and Stakeholder–mapping. Prepare a preliminary list of socioeconomic groups based on community assessments and mapping exercises. Ensure that additional outside information is also consulted that is relevant to the identification of a preliminary list of socio-economic groups in selected communities. See the list of recommended outside resources in Step 4 (government-related data products, relevant government strategies, etc).
2. Step 5: Inception Meeting with Local Stakeholders. Engage local leaders during the meeting to refine and adapt the list of socioeconomic groups within their community.
3. Step 6: Establishing and Training the Core Facilitation Team. Engage the CFT to refine the list of socio-economic groups and adapt it based on CFT recommendations.
4. Step 7: Broad Community Meeting. The CFT and relevant local leaders present the list of socio-economic groups to all community members in attendance and give them the opportunity to discuss and revise the list. Such discussion can be facilitated by the exercise proposed in Step 7.
5. This group-based exercise is meant to stimulate discussion after which the community discusses how they see themselves, how they relate to each other and how they categorize these relationships. It is crucial that exercises elicit discussions such as this so that communities self-identify the various socioeconomic groups.
6. Once the list of socioeconomic groups has been agreed upon by the wider-community, community members will appoint representatives from each group. These representatives will be the participants in the consultative planning sessions and will be the primary communication mechanism between CBP participants and the community. Representatives will be responsible for sharing information about the process and its progress with their respective groups and for voicing the needs, preferences, and concerns of their respective groups. The CFT should receive a list of these representatives and their contact information. The method used for appointing representatives is up to the community and should be adapted based upon context.
7. The CFT should then explain to representatives after the meeting that they need to gather certain information and data on their respective socioeconomic groups, which will be used to inform the community-based assessments and project-planning that will be conducted by representatives during the community consultative sessions. This data may vary depending on context, but may include number of households, livelihoods sources, property, education access and level of food security.

KEY CONSIDERATIONS

- **Key Questions.** When engaging local leaders and the wider community to identify the socioeconomic groups in the community, the following questions may be useful:
    - ◻ What are the different groups that you recognize in the area?
    - ◻ What kind of people make up your community/village? (Consider providing a few examples, such as unemployed youth, older women and businesspeople.)
    - ◻ Are there any groups of people that are hard to identify or are not very visible?
- **Marginalized Groups.** Be sure to probe for groups that may be less visible or marginalized. Identifying such groups is a streamlined and active process. Look for such groups during assessments, meetings with various stakeholders and discussions with government officials at various administrative levels. It is also important to be observant during community events, both formal (Step 1 and Step 6) and informal (the optional festivities of Step 7: Broad Community Meeting), and to follow up on any observations with involved community stakeholders.
- **Socio-Economic Groups and Programme Objectives.** Socio-economic groups should not be "pre-determined" by those organizing the process. While it is essential to ensure that target populations are included in this process (such as IDPs, at-risk groups, or recently-returned migrants), it is not advised to require socio-economic group to be created for these groups. Rather, let the process of self-identification take place. These groups will identify with other members of the community for many reasons. They may also identify with other members within the IDP or returnee community for more specific reasons. Letting this process of self-identification take place is essential for the overall process.
- **Group Fluidity.** Keep in mind the fluidity of some of these groups when considering their interests. For example, youth in school may become unemployed youth within a year or two.
- **Inclusivity.** Emphasize that it is critical that the main social groups are represented because this will ensure that the priorities of all are considered and will allow the strengths and assets of diverse groups to be built upon, which is beneficial to the entire community. Inclusivity also means achieving gender balance in representation, while paying close attention to overall diversity and age sensitivity.
- **Number of Representatives.** There should be one representative for each socioeconomic group from each community. The general recommendation is to create a group of no more than 30 representatives in total. More representatives may be included in areas that have a smaller population.
- **Combining Groups.** If there is an exceptionally substantial number of socioeconomic groups, some like-minded groups may select one person to represent them, but this does not mean dissolution of the groups.
- **Consulting Represented Groups.** Representatives of the socioeconomic groups should consult with the other members of their respective groups before attending their first consultative session to inform any persons not at the community-wide meeting about the CBP process and to ask persons in their group about their priority needs and concerns.

STEP

9

Inaugural Community Consultative Meeting

This step will constitute the first community consultative session among representatives and will provide the foundation for the community-based assessments, planning and prioritization sessions to come.

RATIONALE

- This step will constitute the first community consultative session among representatives and will provide the foundation for the community-based assessments, planning and prioritization consultative sessions to come.
- Building trust among participants and establishing a clear understanding about the entire CBP process, along with its logistics and guidelines, will increase the likelihood that the rest of the CBP process runs smoothly and is collaborative and productive.

PURPOSE

- To ensure participants' understanding of the CBP process and its purpose, manage expectations, and establish logistics for the functioning of the consultative sessions.
- To enhance trust among participants and convey themes central to CBP, such as inclusivity.

OUTPUTS

- Optional workplan for the community consultative sessions.

METHODOLOGY

1. Create the final list of participants. This is meant to be the first organized meeting of the group that will be involved in the coming assessment, planning and prioritization process. The "group" is composed of representatives selected by the community. The representatives come from the socioeconomic groups identified by the community at various stages of the process. The first step should therefore be to create a definitive list of participants for this inaugural consultative meeting. This list, while not fixed, can serve as a basis for the meetings to come. Think of this as the final participants list and ensure that the CFT is included.
2. Before bringing the group together in plenary, consider the following logistical considerations for this meeting and those to come:
    - A venue that is accessible to all participants.
    - Dates and timeline for the meeting.
    - Meals/refreshments.
    - Other necessary arrangements.

- ☐ Resources that the community can contribute.
- ☐ Any logistical challenges that may occur or could detail the planning process and how they can be addressed or mitigated.

3. Bring together the CFT, representatives and relevant staff from your organization in plenary. The meeting should begin with opening remarks and a review of the meeting's Agenda, a proposed template of which can be found at the end of this step.

4. A key component of this meeting is the disclosure of the available resources for the coming CBP process. It is recommended to describe all available resources that your organization will be investing in the CBP process including financial, logistical, and human. If the CBP process is being used to support planning processes or to gather information, make sure this is clearly represented to the group. Remember that this inaugural meeting is with those who will be the drivers of the CBP process. They need to have basic information related to the purpose of the programme and the resources behind it in order to keep expectations clear.

5. During this meeting, review the entire CBP structure, including all coming steps of Components 2 and 3. The participants must fully understand the entire process so they can properly place and conceptualize it. Ensure that time is left for participants to ask questions about each proposed step. Remember that it is up to you and your organization to decide on what tools are required for their CBP process. Do not be afraid to make changes or to integrate the feedback of participants about the steps in the entire process.

6. Review the logistical considerations and decide on the format, timing, and place of the meetings to come.

7. *Optional:* Create a workplan with the participants which gives the entire group an idea of how long the entire process will take, deadlines throughout, and when larger meetings will be held with the community. Remember that these are representatives responsible for continued communication with the broader community. Their understanding of the process and of key dates within will allow the broader community to follow along, too. There are a variety of additional steps that are proposed throughout the CBP process (see Components 2 and 3) but the exact timing depends on the preferences of CBP practitioners and the community itself. See the points below and consider if the time is right to introduce these concepts or address at later stages of the CBP.

8. *Optional:* In certain environments, it is helpful to establish a community mediation forum. Community mediators can offer dispute resolution services through, for example, Community Based Conflict Mediation Committees or Dispute Resolution Committees. The committees and network of committees can serve as a community-based organization in disseminating information, institutionalizing the culture of dispute resolution, promoting peace and harmony in communities, and in protecting, promoting, and uniting the rights and interests of community mediators.

9. *Optional:* While it is proposed to establish Complaints and Feedback Mechanisms (CFMs) and a communications strategy for CBP during the planning phase of Component 3, you and your organization have the option and are encouraged to establish these core steps earlier on in the process. See Step 6 of Component 3 to establish CFMs and communications strategies.

KEY CONSIDERATIONS

- **Expectations.** When presenting the CBP process, it is important to manage expectations. CBP projects may fail to foster community ownership and accountability, should community members be disappointed by the process's outcome after setting their expectations too high. Therefore, it is necessary to inform the community about the potential challenges that may arise during the process, such as delays between the consultations and project implementation. Any funding mechanism, based on community contributions, must also be clearly explained, to ensure the community members will not expect block grants to fund all the projects identified in the CAP.

- **Resource Disclosure.** Disclosing the total amount of resources available for the community activities is recommended during this Step since this is the first meeting with those responsible for the CBP process. How can the CFT and the community representatives engage in project-planning and prioritization if they do not know what resources are available? It is best to frame resources in a holistic manner. Resources can be financial, social, physical, and human. When it comes to financial resources, disclose the number of projects available per community and the average amount available per project. Allow time in plenary for the CFT and representatives to ask questions. Similar information can also be shared with your government counterparts consulted during Step 1, along with the total amount of the entire project. Internal budget details should remain internal such as line-item amounts and salary-related information.

- **Different Meetings, Different Purposes (Part 2).** Several meetings and engagements are proposed throughout Component 1. To help keep such meetings organized within the process and in the minds of field staff and stakeholders, below is a revised list of all meetings proposed in Component 1:

  - Step 1: Coordination and National Strategies. Engagement with national and subnational leaders was proposed in Step 1 to ensure that support is garnered from the national and subnational levels.

  - Step 3: Selecting Communities. Meetings with key stakeholders at the subnational and local levels to assist with the community selection process.

  - Step 4: Stakeholder-mapping. Working Groups were proposed in Step 4 for certain stakeholders who do not wish to be directly engaged in the CBP process but who can offer valuable insight

  - Step 5: Inception Meeting with Local Stakeholders. This meeting brings together key stakeholders at the local level to introduce CBP, solicit participation and determine the role of local leaders and community stakeholders (including nominations to the CFT).

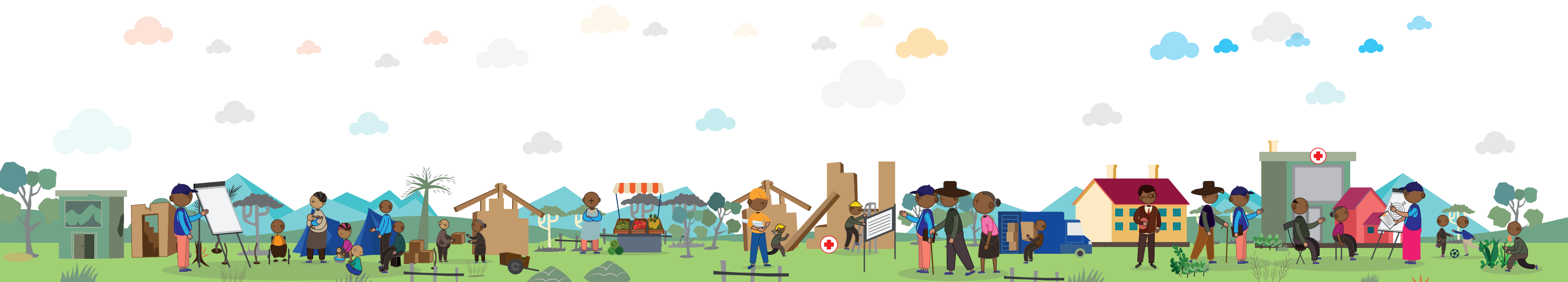
  - Step 7: Broad Community Meeting. This is when the entire community is brought into the CBP process and when representatives are selected to participate in the process.

TEMPLATES FOR CBP PRACTITIONERS

- 1.9 _ AGENDA _ Inaugural Meeting: The template for the inaugural community meeting can be found at the end of this Manual.

COMPONENT 2

COMMUNITY-BASED ASSESSMENTS



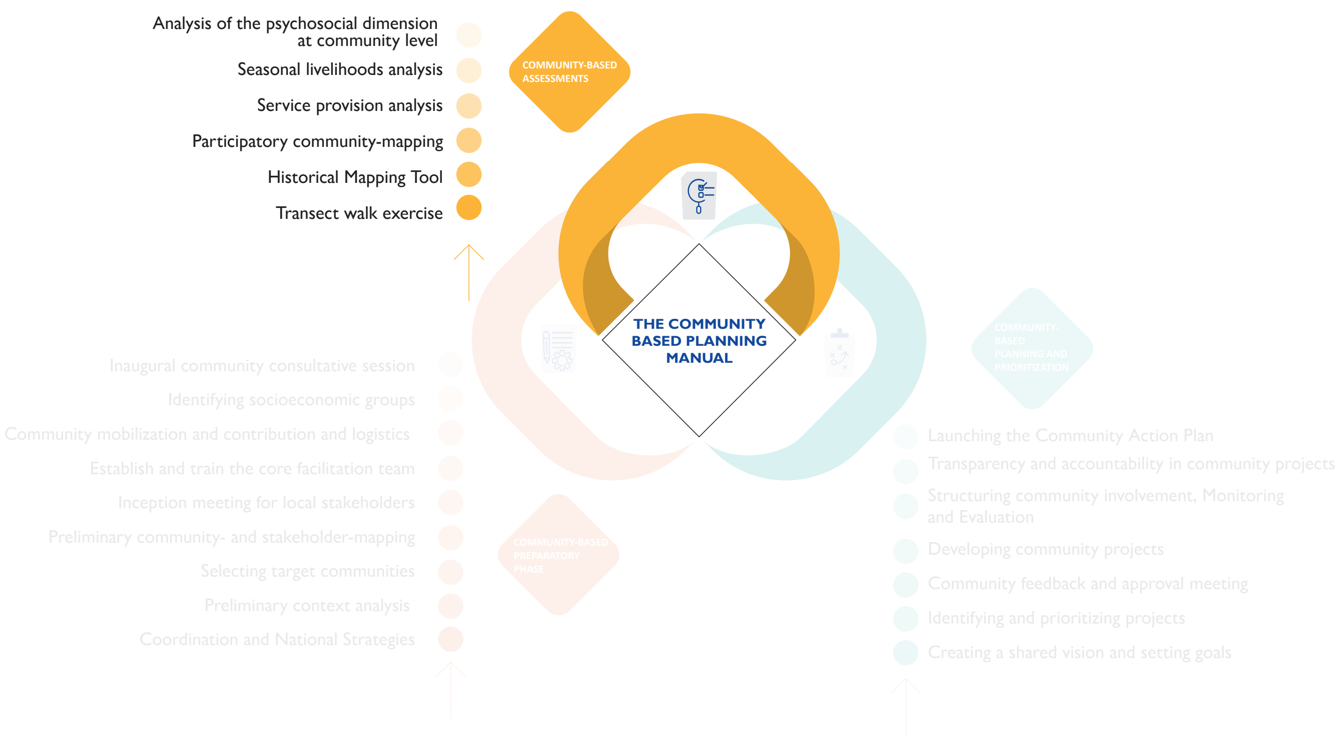
In line with the overall approach to CBP, Component 2 positions the community as the driver of assessment processes. This community-driven approach offers an alternative to key informant interviews, focus group discussions and multisectoral assessment tools which typically inform programming. Overall, this approach generates a nuanced understanding of a community, builds trust, and creates a solid foundation for the planning and implementation phase to come.

The assessment exercises offered in this component are meant to provide different options to you and your organization who can select the most useful and relevant to programmatic objectives, resources and the local context. The scale and type of programme that you and your organization are implementing will inform the types of assessments used and how to best implement them.

The information obtained during the assessments should be analysed and summarized, highlighting key findings and recurring themes. A series of templates are offered at the end of each step to help with this. To the extent possible, the data should be disaggregated by gender, socioeconomic group, and age as several examples. This data disaggregation will help to identify how different groups may be impacted by, or benefit from, various projects in comparison to other groups and thus will provide critical information for the planning and prioritization phase (Component 3) that leads to the development of CAPs.

It is important to note that the assessments included in Component 2 are non-technical in nature. They are broad-based exercises that allow for interaction with the community to help build trust. They are also crucial for you and your organization to better understand community-level dynamics, needs and trends from the perspective of the community itself. When the CBP process is applied to programmes with specific objectives, outcomes and outputs, more specific and technical assessments can be conducted in addition to the steps provided in this Component.

COMPONENT 2: SUMMARY OF STEPS:



STEP

1

Transect Walk Exercise

The transect walk is an interactive start to the community-based assessment process. It involves creating a series of groups with different objectives who then walk through the community together with representatives from socio-economic groups. This allows the community to be seen from multiple perspectives.

RATIONALE

- The transect walk is an interactive start to the community-based assessment process. It involves creating a series of groups with different objectives who then walk through the community.
- By exploring the community and its landscape, participants can analyse how different socioeconomic groups interact with infrastructure, services and the land and related infrastructure and identify challenges that might impede community development.
- Breaking away from more formal assessment processes provides an opportunity to stimulate reflection, encourage informal discussion and build trust.

PURPOSE

- To survey the key features of the community using an icebreaker activity and to introduce questions related to conditions, access, and mobility to the assessment phase of CBP.
- To identify physical areas and features that could benefit from intervention and to identify challenges related to the physical environment or land use that may be an impediment to community projects.

OUTPUT

- A transect walk report can be filled in by each group to summarize the exercise and take note of any issues encountered. A template can be found at the end of this step.

METHODOLOGY

1. Split the participants into four groups and identify a leader and relevant experts within each group who are familiar with the community and key landmarks. Divide the community or programming area into four key geographical zones (such as a grid that divides the area north to south, east to west) and assign a group to each zone.
2. Each group should create a planned route for their transect walk in their designated zone. Planning in advance allows each group to know the exact path they will follow, the direction they will take, and the areas and features that will be included in their walk. If possible, a common endpoint can be established where participants can re-convene and socialize as a group such as at a local restaurant or catering to a typical community gathering point.
3. Each transect walk group should be as diverse as possible, with considerations of gender-balance, age sensitivity and diversity all considered. This is particularly important for this step since men, women and youth across all socioeconomic groups may use the land and related infrastructure differently. Accommodating different perspectives can be critical.
4. It would also be useful to ask local experts to join the transect walks. Experts should have expertise relevant to the area and features being explored. Experts can include agriculturalists, engineers, members from the private sector, and representatives from local government departments and ministries.
5. Participants identify and discuss various aspects of their physical landscape, including various settlements, villages, land, natural resources, infrastructure, and areas of communal historical value (landmarks, social spaces, graves sites, etc).
6. Participants in each of the transect walks should also stop at homes along their way and ask community members about their relationship with key landmarks near them (land, natural resources, and infrastructure) and whether and how they use the land and its features. This will help the CFT and CBP participants to identify key issues, observe linkages and understand causes of specific problems related to land use, its physical features, and related infrastructure.
7. Use the key questions below to stimulate discussion during the transect walks. Note that the relevant questions will vary according to the category of land use and types of land features that each transect walk is exploring and analysing.

KEY CONSIDERATIONS

- **Facilitating Interaction.** This exercise is most effective when it fosters interaction between different groups within the CBP process and the CBP participants and the community. Having a diversity of community representatives in the same group can encourage exchange across different socioeconomic lines and allow participants to see the community through the eyes of others. Keep this in mind when organizing the exercise and the groups. At the same time, it is important to encourage interaction between the CBP participants and members of the community. Ask CBP participants to speak with members of the community during the walk and ask about their relationship with key landmarks near them.

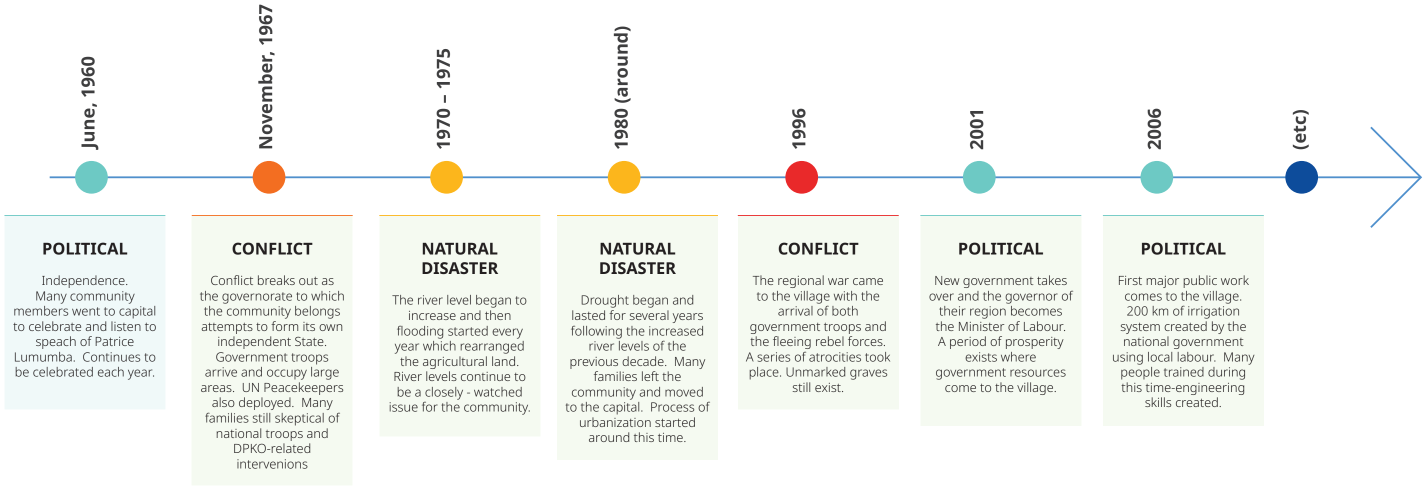
- **Security and Cultural Considerations.** In certain areas it is important to incorporate security considerations for this icebreaker exercise. Ensure that relevant local authorities are aware of the activity and that members of the community participating in the CBP are comfortable with the exercise and the zones they are asked to walk through. It is also recommended to be sensitive to any cultural considerations when walking through the community, such as dress code, respect for cultural heritage sites and proper interaction with religious institutions.

- **Conflict Sensitivity.** This assessment may be particularly sensitive if land in the community is a significant source of tension or conflict. You and your organization should thus consider beforehand, based on preliminary assessments that have been conducted, whether this exercise can be appropriately conducted in a conflict-sensitive manner that is not harmful to participants or to the CBP process.

- **Land Ownership and Access.** It is advised to maintain a keen awareness of land ownership while participating in the transect walk. It should be noted which portions of land and land features the community is entitled to and which land is not authorized to be used by the community or is so contested that it may be unwise to try and use it. For government-controlled lands, it is important to understand which tier and body of government controls those lands to determine which government entity would need to be consulted about the legality and possibility of land use for community projects.

TEMPLATES FOR CBP PRACTITIONERS

- 2.1 _ Template _ Transect Walk: A template that can be used to summarize the transect walk of each group can be found at the end of this Manual.



STEP

2

Historical Mapping Tool

This tool serves as a useful entry point for the more formalized community-based assessments as it encourages participants to look at their community and its history holistically and to consider how this history has influenced and informed the present.

RATIONALE

- This tool serves as a useful entry point for the more formalized community-based assessments as it encourages participants to look at their community and its history holistically and to consider how this history has influenced and informed the present.
- Understanding how the past plays a role in the present will help the community identify the root causes of current issues during subsequent assessments and therefore will also help them to identify projects that will address root causes during the planning phase.
- This tool can also enhance solidarity amongst community members by reinforcing pride among participants about their community and their shared history.

PURPOSE

- To act as an "opener tool" for the formal community-based assessments process.
- To understand past events in the community and how they have impacted different socioeconomic groups and created or sustained social dynamics, power structures, livelihoods, and the environment.

OUTPUT

- A historical timeline with events and/or an events table, with the name and date of events and their effect. A template can be found at the end of this step.

METHODOLOGY

1. A facilitator explains the historical mapping activity and its purpose.
2. Break up the participants into the identified socioeconomic groups. Facilitators identify the eldest figures among the participants who have lived in the community the longest and ensure that there is at least one of these members in each group. They ask each group to draw their own timelines including major events or notable periods for as far back in their communities as they can remember. These events may include natural disasters or other climactic events, disease epidemics, significant changes in political or other power structures, periods of economic growth or decline, times of community celebration or healing, and episodes of notable social change.
3. Facilitators ask each group to discuss and report on key questions (see the link on the next page).
4. Re-convene all groups and have each group report their findings. Create a master timeline and/or events table. All groups should discuss the events and come to agreement. These should include the event/period of significance, the estimated date and duration, and the general impact.

KEY CONSIDERATIONS

1. **Opening the Process.** Following the transect walk, the Historical Mapping Tool is presented as an "opener" to the community-based assessment process since it is non-controversial, shows a general openness to understanding the community and immediately positions the community as the driver of the assessment process.
2. **Caution in Historical Mapping Tool.** General problems will surface during the different steps and components and must be incorporated into the design of the CBP and the resulting projects in Component 3. It is likely that sources of conflict and community tension will emerge during this step. Keep a conflict sensitive approach by allowing participants to determine the direction of the conversation so long as a respectful, informed, and conscientious discussion takes place on past conflicts and disasters.
3. **Creating the Timeline.** Consider using cards to place events on the timeline so that events can be adjusted/corrected, as well as new events added to the timeline.

TEMPLATES FOR CBP PRACTITIONERS

- 2.2 _ Template _ Historical Mapping: A template that can be used to complete this historical mapping process can be found at the end of this Manual.

STEP

3

Participatory Community-mapping

Step 3 is a participatory, hands-on exercise in which the key details and dynamics of the community are represented as spatial inputs on a map.

RATIONALE

- Step 3 is a participatory, hands-on exercise in which the key details and dynamics of the community are represented as spatial inputs on a map.
- The creation of these maps allows the community-driven assessment process to spatially represent key issues such as household profiles, conditions of existing social and economic infrastructure, land and natural resources, and patterns of access and mobility for different groups.
- Overall, this step will help communities understand the issues that create vulnerability among different groups and what factors may allow for improvement, thus setting the stage for community projects in Component 3.

PURPOSE

- To better understand the condition of households, infrastructure, and land in the community, understand management and maintenance issues, and to visualize how conditions might be improved.
- To identify vulnerabilities and/or disparities within the community related to access and mobility and address the cause of the identified vulnerabilities and disparities.
- To describe and propose actions and priorities for improving conditions in the community that can be integrated into future CAPs.

OUTPUTS

- Map of the community that shows households, economic and social infrastructure, land, and key natural resources.
- Tables that summarize whether the conditions of the households, infrastructure and land referenced in the map are improving, declining, or remaining the same. A template is found at the end of this step.
- Tables that summarize access and mobility issues. A template is found at the end of this step.

METHODOLOGY

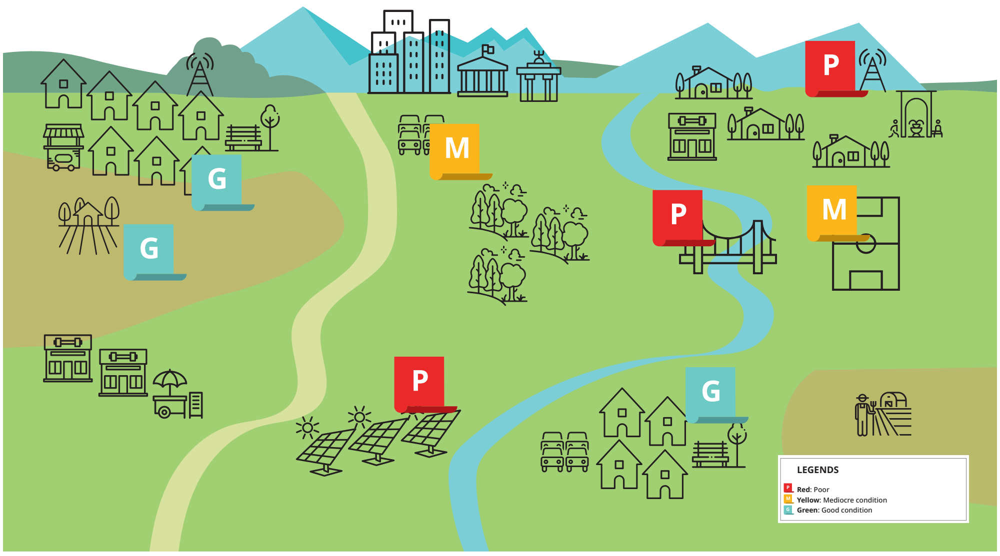
Plenary Map-making

1. A member of the CFT will explain the purpose of the mapping exercise to the entire group in plenary session. Volunteers are selected to help with the tasks required to create the maps and include the various features indicated by the other participants.
2. Begin with a large universal map that shows community boundaries and has sufficient space to cover the details and dynamics of this step. Such maps can be created on the ground, on large sheets of paper or online depending on the preference and resources of the local context.
3. Identify the different villages, clusters of households, and/or neighbourhoods within the community. Be sure to identify where different groups of people may be concentrated, including IDPs, returnees, migrants in vulnerable situations along migration routes, etc.
4. Indicate on the map the locations of all social and economic infrastructure, such as markets, roads, schools, clinics, hospitals, mosques, churches, bridges, police stations, government buildings, and community centres. Either use the ground and available materials to symbolize the features on the map or draw the referenced infrastructure with different-coloured markers on the large piece of paper.
5. Participants then identify various aspects of their physical landscape, including land, natural resources, and infrastructure that directly uses natural resources, such as irrigation systems, agricultural land, grazing areas, water sources and sources of energy are examples.

Plenary Card Exercise

1. Next, participants identify the status of the households, infrastructure, and land by using coloured cards (red, yellow, and green). Information collected through this exercise can be recorded on the map itself or in an annexed table that the entire group can see and review. Red cards represent those deteriorating or becoming worse off; yellow cards, stable or remaining the same; and green cards, improving.
2. Participants will determine which household clusters/neighbourhoods will be assigned which cards and volunteers will place the cards on the map or in a separate table next to the map where the various household clusters are represented.
3. Participants assign a card to each social or economic infrastructure based on whether they believe the infrastructure is degrading, improving, or stable. Information can be recorded directly on the map or in an annexed table. The exercise can again be repeated for land and natural resources if relevant to the context (e.g. agricultural land that is improving, remaining the same or degrading), with conditions either recorded directly on the map or referenced in an annexed table.
4. A final map or table with the coloured cards and arrows indicating the status of households, infrastructure and land is created and agreed upon by the community. The final version should be documented by the CFT. To help facilitate discussions during this step, see the proposed key questions at the end of this Step.

Sub-Group Activities



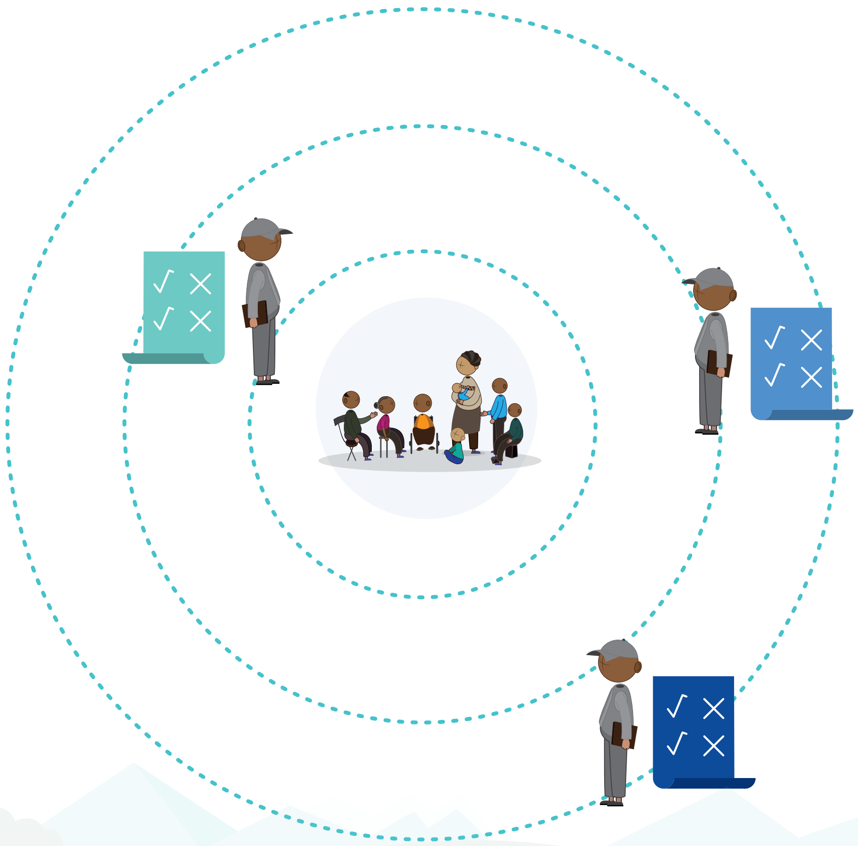
1. Break participants into small groups. The idea is to use the map made in plenary to discuss issues related to access and mobility in smaller groups.
2. The subgroups should first focus on **access** and understanding how different groups in the community interact with infrastructure, land, and natural resources. This is meant to highlight which groups do and do not have access to and benefit from certain resources, which groups rely on which resources, barriers accessing resources, and how resources may serve as a source of conflict. Use the key questions found at the end of this Step to help guide the group discussion on access.
3. Next, turn the conversation to **mobility**. This exercise will reveal the key resources and services which different groups must travel to access, where they travel and the factors that inhibit their ability to access them, including long-distances. This will identify vulnerabilities related to mobility, issues that impede safe travel to access necessary resources, services, and solutions to enhance freedom of movement. Using a copy of the map made in plenary, have them show with arrows (sticks can be used for a ground map) where they go to access services and resources to map out mobility. Each group should also discuss the key questions on mobility, found at the end of this Step.
4. During the subgroup discussions, ensure that all information is recorded by a dedicated notetaker. Information can be organized in a table that highlights issues related to access and mobility. A template is found at the end of this step.
5. Allow each group adequate time to present their discussions, or the map they have produced, with the larger group. Ensure the note-taker is taking detailed notes during the presentations to be used during the planning phase in Component 4.

KEY CONSIDERATIONS

- **Documenting the Map.** If participants conduct the exercise using a ground map, be sure to either take a clear photo of the map at the end of the exercise or to copy the map onto a large sheet of paper. If small groups create their own ground maps, a master map can be drawn on paper in the plenary, combining the different reports, as the groups explain and agree on their assessments.
- **Ensuring Diverse Perspectives of Participants.** When conducting the plenary discussion in this activity, it is essential that facilitators ensure that all socioeconomic groups are enabled to provide input during the mapping session because certain groups may know certain areas of the community better than others and thus know of essential additions other groups may not. Additionally, breaking participants up into small groups that are based on socioeconomic group identity when participants are determining which status to allocate to the households, infrastructure and land will allow different groups to assert their perspective on the matter without fear of judgment by others (particularly when labeling the conditions of households of different socioeconomic groups).
- **Potential Conflicts.** Be mindful that topics covered in this exercise, specifically differentiated access to resources, can be a driver of tension in a community. The facilitator needs to emphasize that this is a mapping exercise and the importance of listening to everyone's opinions even when people disagree. At the same time, ensure that the streamlined nature of conflict analysis in community-based assessments is considered and that such information is integrated into Component 3.
- **Sensitive Information during Assessments.** It is possible that sensitive information may emerge during the assessment phase, such as Gender Based Violence (GBV), trafficking in persons, child protection, etc. It is recommended to consult with GBV actors or with designated focal points within government, NGOs or UN agencies that cover GBV issues. Locate material on how to handle unsolicited reports of GBV (including sexual exploitation and abuse) so that facilitators are aware of what to do if such information is reported by community members.

TEMPLATES FOR CBP PRACTITIONERS

- 2.3 _ Key Questions _ Mobility and Access: To help assist in conversations in the proposed subgroups, see key questions at the end of this Manual.



STEP

4

Service provision analysis

The identification and analysis of community stakeholders should be an inclusive process with government officials and community leaders and influencers. This will allow you to identify the individuals, institutions, and community groups that should be engaged throughout the entire CBP process.

RATIONALE

- This step complements the participatory mapping exercise and is intended to help participants understand the relationship between the community and service delivery entities from the government, UN, NGO and private sector. This step can also highlight the relative importance and accessibility of services, and how the delivery and quality of these services can be improved.
- This analysis will highlight existing basic service delivery systems that can be used to support community development projects, as well as gaps and weaknesses in basic service delivery that community projects could address. This information should help improve the standards, delivery, and quality of services to the community.
- Additionally, this exercise will highlight the services that the community perceives as most important, which can inform the priority ranking of community projects during the planning phase in Component 3.

PURPOSE

- To identify the different service providers in the community and define their role within and relationship to the community.
- To identify gaps in service delivery and discuss how services can be improved to ensure for availability, accessibility and quality of overall public services.

OUTPUT

- Table with list of service providers that includes the importance, accessibility, effectiveness, and closeness of service providers to the community, locations covered, strengths and limitations, preferred method of delivery, and actions to improve services and ensure they are available, accessible and of high quality. A template for such a table can be found at the end of this Manual.

METHODOLOGY

1. The facilitator explains the purpose of the service provision analysis and the exercise (note that there are two different suggested exercises to choose from).
2. In a plenary session, the group produces a list of the different service providers in the community. This should start with the delivery of services from the government and line ministries. It can expand to include local, national, or international NGOs, UN agencies and private companies. Services can include water, electricity, Internet, food, agricultural inputs, livelihoods (jobs), finance, protection, healthcare, psychosocial services, and many others. Be sure that all socioeconomic groups give input on the services and service providers they use.
3. Next, participants are asked to rank the closeness, importance and effectiveness of the services and service providers through one of two proposed exercises:
    a) In option 1, all participants in a plenary session receive three different coloured cards to rank the closeness of the community's relationship to the provider, the importance, and the accessibility/effectives of the services. The coloured cards follow the examples given in the mapping exercise (green cards represent "very close, very important, and very accessible/ effective services"; yellow cards are "moderately close, moderately important, and moderately accessible/effective services"; and red cards are not close, not important, and not effective services. For each organization listed, participants will raise either their green, yellow, or red cards for each category and facilitators will count the results of each and tally them on a paper next to each service provider.
    b) In option 2, participants are broken into groups. Each group will draw a big circle in the soil to represent the community. The facilitator will go through the list of organizations and participants will illustrate the closeness, importance, and accessibility/effectiveness of each as per the examples below (closeness to the community, importance, and accessibility and effectiveness).
4. **Closeness of the Relationship to the Community.** Participants will draw a small circle in the soil to represent each organization. The closer they draw the small circle to the centre of the large circle (the community), the closer the organization's relationship is to the community. The circle should be located at the centre of the large circle (3 points), inside the large circle but not at the centre (2 points), or outside of the circle (1 point).
5. **Importance.** Within each small circle representing an organization, the participants will allocate one, two, or three stones inside the circle. The more stones allocated, the greater the importance of the service provider or the service it provides. Facilitators can suggest that these stones represent an essential (important) good in the community, such as a staple food.

6. **Accessibility and Effectiveness.** Within each small circle representing an organization, the participants will allocate one, two or three sticks/twigs inside the circle. The more sticks allocated, the greater the accessibility or effectiveness of the service provider or the service it provides. Facilitators can suggest that the twigs represent the service provided.

7. Bring the group back together in plenary to discuss the results of the exercises above. Key questions can be found at the end of the Step to help facilitate discussion. Be sure that participants specify whether they are talking about the service itself or the service delivery organization. For example, if the participants are discussing a need for improvement, make sure they explain whether it is the quality of the service that needs to improve or the service delivery organization that needs to improve.

8. The exercise and information gathered should result in a table that summarizes the points above. Information should include the name of the service provider and its service; rating of each organization's importance, accessibility, and closeness to the community; locations covered and people using the service; strengths; limitations; actions for strengthening quality of service, delivery, or the organization; and note any services or service organizations that are missing entirely from the community.

KEY CONSIDERATIONS

- **Differentiating among Socioeconomic Groups.** When producing the list of service providers, it is essential that all socioeconomic groups give input, as the services and services providers used and the perceptions of them may differ between socioeconomic groups. As always, be sure to take note of the services and service providers that are most accessed by, or especially important to, women and minority groups.

- **Identifying Services and Service Providers.** As another method to identify services and service providers and to ensure that no essential services or services providers are left out, you may also consider asking participants about the daily activities that they are engaged in and then encourage them to identify services that might be accessed during those activities and who provides them.

- **4W and Stakeholder-mapping Exercises.** Make sure that outputs of Component 1 are updated based on the results of this exercise. Of relevance is the 4W exercise completed during initial assessments and the stakeholder-mapping table. Having an up-to-date list of actors and service providers in the community will help create synergies and de-conflict during the planning phase of Component 3.

- **Services, Community Tension and Conflict.**Look at how closeness, importance, and accessibility of services for different socioeconomic groups might influence tensions and be drivers of conflict, or conversely how improving services might contribute to overall goals related to your programme.

TEMPLATES FOR CBP PRACTITIONERS

- 2.4 _ Key Questions _ Services: Key questions on the post-exercise discussion on services within the community can be found at the end of this Manual.

STEP

5

Seasonal livelihoods analysis

Step 5 is focused on local leaders and stakeholders that are directly relevant to the implementation of the CBP at the local level,

RATIONALE

- Seasonal livelihoods analysis helps to understand when and why certain events happen across an annual cycle of people's livelihoods to ensure interventions are effectively targeted at critical times of the year and to avoid imposing unsustainable investments.
- This analysis will highlight periods during which communities are the most vulnerable or experience challenges, as well as periods that may give rise to opportunities for livelihood improvement. Doing so will inform the type and timing of interventions that will be developed during the planning and prioritization phase in Component 3.

PURPOSE

- To understand the livelihoods of different households in the community and how those livelihoods change and are affected by the seasons of year.
- To identify opportunities for livelihood improvement and challenges faced during phases of the year.

OUTPUTS

- Seasonal livelihoods calendar showing periods of distress and challenges faced and opportunities to create productive assets.
- Table that quantifies livelihoods strategies in relation to the seasons.

METHODOLOGY

1. Introduce the session by explaining what is meant by seasonal livelihoods analysis and the factors and issues that might surround people's livelihoods. This should include explaining the differences between primary and secondary sources of livelihoods, how major sources of livelihoods, such as agriculture, may vary throughout the year, how climate may play a role in changes in livelihoods, and how commerce is related to livelihoods, as well as related population mobility (e.g. through seasonal rural–urban migration, migration to plantations during harvesting periods or nomadic pastoralism).
2. In a plenary session, discuss with participants:
   a) The wealth and other assets of the community, including natural assets, physical assets, monetary resources, human assets, and social support systems.
   b) The sources of livelihoods in the community, including both individual production/self-sufficiency and other sources of income such as cash for work, food for work, and remittances.

c) The meaning of coping strategies and examples of them (which can include both positive coping strategies (livelihood diversification, safe migration) and negative (asset depletion, criminality, irregular migration etc).

d) The meaning of opportunities for wealth or asset creation.

e) The meaning of vulnerabilities, shocks, and stresses.

3. Break the participants into the identified socioeconomic groups, with men, women, and youth in their own groups. To help facilitate discussion, see key questions below.

4. Bring the group back together to allow each group to present the outcomes of their discussion. These responses should be used to collectively develop a list of livelihood sources and coping strategies and to produce a seasonal calendar which captures periods of distress, reasons for hardship, and periods of and reasons for relative productivity or increased income generation for different socioeconomic groups. It may also include commercial trends, crop production, livestock-related production, market prices of essential foods or items, expenditures, levels of trade, or labour. The group should also integrate gender dynamics by identifying certain sectors or sources of livelihoods that are gender specific.

5. Use this information to trigger discussion on the reasons for major challenges and on opportunities to improve livelihoods. Ensure the notetaker records this feedback.

Optional Exercise: SWOT Analysis

1. The assessment exercises offered in Component 2 have surveyed the land, examined historical events, mapped community resources, analysed service provision and considered sources of livelihoods. To help the community consolidate this information, it may be useful to conduct a SWOT analysis in a plenary session.

2. The SWOT analysis enables participants to utilize all the information conducted during the community-based assessments to summarize the key strengths and weaknesses of their community, opportunities for the improvement of their communities, and threats that may inhibit community improvement. This exercise helps to condense extensive information about the community in a way that can stimulate thinking about goals and strategies.

3. An example of a SWOT analysis can be found here.

- Educated and business minded members in the community
- Peace-loving community
- Religious Institutions.
- Access to land/agriculture production
- Schools are accessible for children to attend
- Hard working youths (men and boys and women and girls)
- Access to public services
- Good community leadership
- Women and community members support each other in times of need
- Community ownership and cooperation

STRENGTHS
S

- Laziness and free hand-out mentality among community members
- Jealousy and misunderstanding within the community
- Lack of education among community members
- Inequality between men and women regarding household/ agricultural work distribution
- Lack of access to services such as markets
- Drug abuse especially among the youth
- Social problems of gambling and theft within the community
- Marginalization
- Fighting and violence within the community

WEAKNESSES
W

- Send younger people to schools – Human Resources Development
- Open and willing to work with Government and other Development Partners for the benefits of the community
- Willingness to mobilize the community and work with partner stakeholders to promote peace and development
- Good agricultural land to support income generation activities
- Road access, including closeness to the Highlands highway
- Support from local Member of Parliament
- Promote different church activities that promote peace and development

OPPORTUNITIES
O

- Illegal Roadblocks – cut off access to services and supplies
- Tribal Fights – affecting people's welfare and peace
- Gender-based violence
- Environmental challenges affecting agriculture
- Natural hazards landslides and frost/ drought
- Build-up of weapons
- Weakened Rule of Law
- Criminality
- Violations of Rights
- Human Trafficking
- Increase in limited resources such as land and safe drinking water

THREATS
T

KEY CONSIDERATIONS

- **Rural versus Urban.** A seasonal livelihoods analysis, particularly one which focuses heavily on agriculture and climactic events, may be more relevant to rural communities than it is to urban communities but not always. Thus, this activity may need to be adapted depending on whether the context you are working in is more urban or rural. An urban seasonal livelihoods analysis may focus more on commercial activities (next bullet item).

- **Commercial Calendar.** It may be beneficial to integrate a commercial calendar into your seasonal livelihoods analysis. Trends surrounding trade may be central to many community members' livelihoods. It may be useful to consider religious calendars when analysing commercial trends, as religious events often correspond to changes in livelihoods/commerce. For example, during a religious holiday, there may be a drop in the consumption and profits on certain food items that are sold by certain groups and increases in the consumption of others. Analysing a commercial calendar will be especially useful in urban or peri-urban environments.

- **Differentiating Socioeconomic Groups.** It is essential that the seasonal livelihoods analysis capture how livelihoods sources, trends throughout the year, challenges, and opportunities pertain uniquely to different socio-economic groups. This will ensure that future livelihoods interventions are tailored to the right people.

- **Disaggregating Gender and Age.** The data accumulated, both as it is represented on the calendar and in the table, should be disaggregated by gender and age to the greatest extent possible.

- **Conflict and Seasonal Livelihoods Analysis.** This activity can also be used to be identify periods of the year in which there are typically increases in conflict and thus may also highlight potential root causes of conflict.

- **Considering Migration Patterns.** During the discussions, participants should be encouraged to consider how migration patterns are related to sources of income or livelihoods strategies throughout the year. Certain people in the community may even migrate between urban and rural areas depending on how the time of year impacts their livelihood strategy.

TEMPLATES FOR CBP PRACTITIONERS

- 2.5 _ Key Questions _ Livelihoods: Key questions to help guide through this step can be found at the end of this Manual.

STEP

6

Analysis of the psychosocial dimension at the community level

> CBP must also consider the importance of social support systems in determining the psychosocial well-being of individuals and groups and decide how to appropriately strengthen those systems.

RATIONALE

- Certain aspects within the community can affect the psychosocial well-being of individuals, families and communities themselves. This can be due to the cumulative exposure to direct stressors, like violence, abuse and exploitation, loss of significant others, properties, systems of meaning and values. Normal psychological consequences at the individual and community levels include fear, confusion, grief, loss, isolation, anger, mistrust, lack of community cohesion, discrimination and marginalization, antisocial behaviors and lack of trust in institutions. These consequences need to be accounted for and responded to in community-level assessments and programming.
- CBP must also consider the importance of social support systems in determining the psychosocial well-being of individuals and groups and decide how to appropriately strengthen those systems. If done in an inclusive, context-sensitive way, CBP can lead to positive outcomes with regard to social cohesion and psychosocial well-being at community level.
- Individual, collective and historical traumatic memories can be revitalized through CBP processes and be accompanied by strong emotions. Basic trainings can be used for CBP staff (and specifically the CFT) to account for this while also strengthening staff's ability to respond to disagreements and tensions throughout the process.

PURPOSE

- To incorporate psychosocial considerations into the community-based assessment process that are likely to arise in communities that are recovering from migration crises, conflict, or natural disasters.
- To understand and leverage social support systems in CBP so that families, groups and communities can support and care for others in ways that encourage long-term recovery, resilience, and reintegration.
- To prepare staff and practitioners for individual and community-level reactions that are normal after a crisis and give them resources required to respond and/or refer issues as they arise during the CBP process.

OUTPUTS

- Key CFT members are trained and enabled to provide psychological first aid in form of basic emotional and practical support
- A referral pathway is established for persons with psychosocial needs who have been identified during the CBP process

METHODOLOGY

1. Reach out to relevant governmental departments and, if required, other external partners to conduct a training on psychological first aid covering basic emotional and practical support. This can typically be completed by MHPSS staff trained on psychological first aid and can be administered to CBP practitioners, including CFT members.

2. Use the guiding questions found at the end of this step as a reflection tool for CBP practitioners and the CFT. Use the guiding questions to observe and discuss community dynamics and assess risk factors in the community. If possible, have this discussion supervised by a professional experienced in assessing and responding to MHPSS needs.

3. In the event that an individual referral to MHPSS services is required (e.g. a person is at risk of harming himself or others) activate the support system and organize a referral.

4. If no referral partner is available and/or the continuous need for support arises during the CBP, consider setting up a MHPSS support structure at the community level in the long run, which provides community members with a safe space to express and process their thoughts and feelings. If capacities and resources are limited, this could be done at small scale level, by establishing, for example, peer support structures. However, these should still be supervised by MHPSS staff.

POSSIBLE STEPS FOR DEVELOPING A MHPSS PROGRAMME

1. Conduct a psychosocial needs assessment which is context and conflict sensitive (for example, see IOM Psychosocial Needs Assessment tool and IOM MHPSS Manual, p. 23).

2. Raise awareness of psychosocial needs among relevant stakeholders, community, religious leaders, and others.

3. Build capacities of and supervise community members to provide focused and community and family supports such as:

   a) Rituals, liturgies, commemorations and celebrations (see Chapter 7 of IOM MHPSS Manual);

   b) Spiritual and healing practices and explanatory models of diseases and conflict;

   c) Legends and myths, novels and poems, proverbs and jokes;

   d) Memories and oral histories;

   e) Visual and plastic arts, songs and dances, theatre, drama, storytelling and performance;

   f) Handcrafts, dressing and ornaments, cooking and hospitality;

   g) Sport and play;;

   h) Learning.

4. Disseminate information about existing MHPSS services (e.g. practitioners, hospitals and NGOs);

5. Integrate MHPSS programmes with other relevant support systems (e.g. livelihood, shelter, health and health) and coordinate with specialized MHPSS services.

KEY CONSIDERATIONS

- **Assess risk and protective factors**. When analysing psychosocial well-being at the individual and community levels one tends to focus on aspects of vulnerability. To identify entry points for positive change and get a full picture of support structures and resources, it is likewise relevant to look at protective factors that are enhancing the resilience of individuals and communities when facing adversity.

- **Cultural sensitivity**. Individual psychological distress and the rupture of community ties as a response to adversity are expressed across many cultures. However, communities and cultures differ in the way how these are expressed. Community attitudes towards the expression of uneasiness and stigmatization may additionally make these signs of distress less visible.

- **Create a safe space**. Grief and loss are expressed not only in a culturally relevant way but also according to an individual's needs of processing past experiences. In practice, this means that no one should be forced to express him or herself if they are not ready to do so. If the CBP process encounters these phenomena and "triggers" painful memories, safe spaces should be identified that ensure confidentiality and provide the relevant support needed.

- **"Do no harm" approach**. A CBP process is likely to stimulate strong emotions given the nature of some assessments and the limited resources when it comes to project prioritization (Component 3). While looking at the process from a bird's eye view can be sufficient most of the time – as communities tend regulating themselves without intervention from outside – in rare cases facilitators should intervene to not reproduce previous power dynamics.

- **Be inclusive and allow multiple narratives in parallel.** While covered through thorough stakeholder-mapping and socioeconomic group formation, ensure at all times that a participatory, gender and age appropriate approach is used to avoid biases and blind spots.

- **Support existing self-help/collective approaches.** Any intervention coming from outside the community has an effect on its dynamics and should not overlook existing internal strategies to deal with individual and community suffering. Wherever possible try to develop collective forms of "healing" which are more sustainable and reduce the dependency from external actors without diminishing individual needs for support.

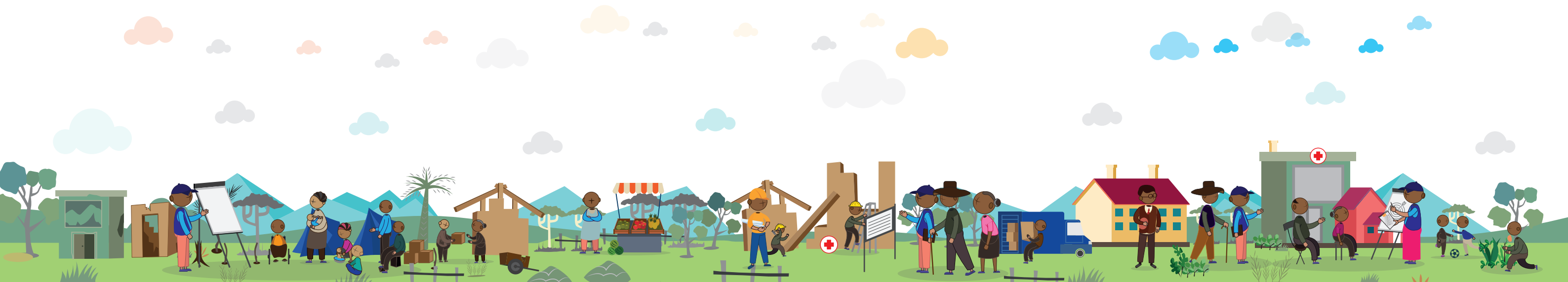
TEMPLATES FOR CBP PRACTITIONERS

- The IOM Manual on Community-Based MHPSS (2021) can be found here: Manual on Community-Based Mental Health and Psychosocial Support in Emergencies and Displacement (second edition).

- 2.6 _ Key Questions _ MHPSS: Key questions to help address the MHPSS component at the community level can be found at the end of this Manual.

COMPONENT 3

COMMUNITY-BASED PLANNING AND PRIORITIZATION



In this Component, participants will come up with specific projects for their communities based on a common community vision. They will utilize the information they have gathered during the community assessment phase to inform project design and link the technical requirements for project implementation with existing community resources. This phase will result in the creation of a detailed CAP which should be celebrated at a launch event.

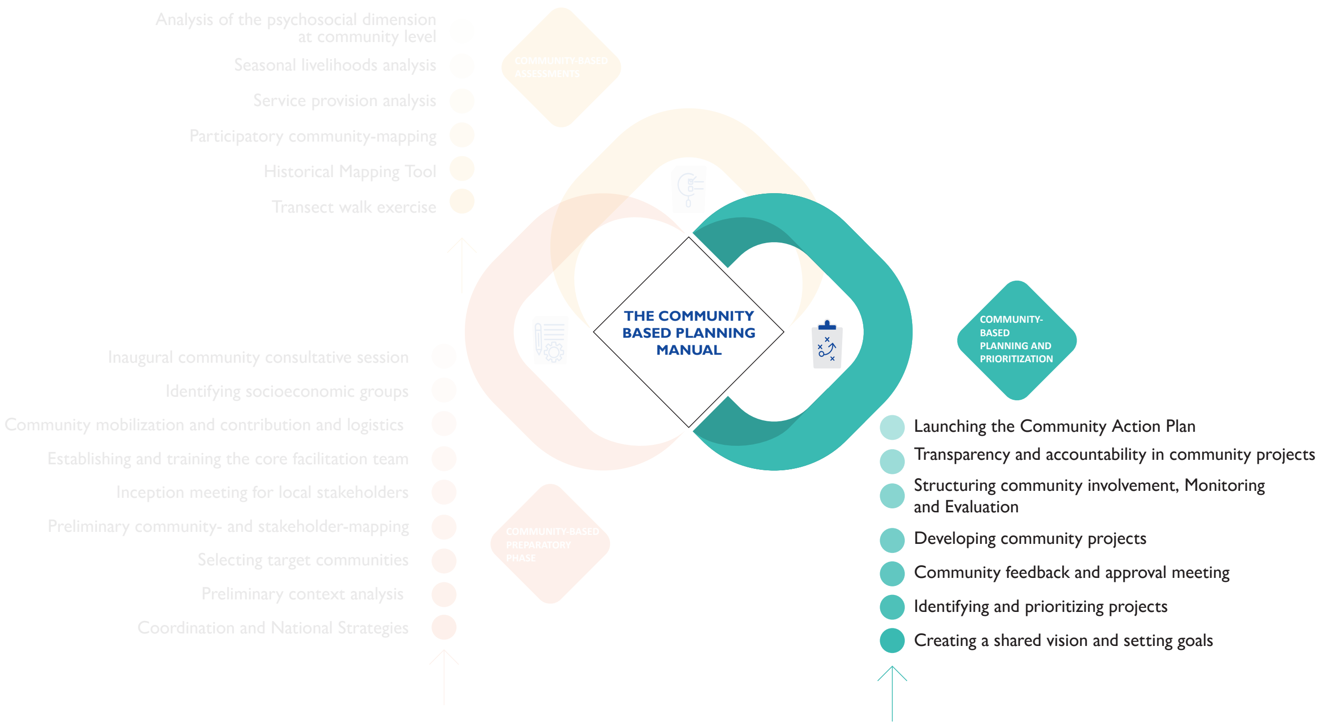
It is essential that the information collected during the community-based assessments in Component 2 is easily accessible to participants during Component 3 so that planning and projects are directly informed by the assessments. Facilitators should do a major recap of this information by summarizing the findings and highlighting the outcomes of the assessments.

Communicating with the wider community and establishing robust feedback mechanisms are key parts of Component 3. Transparency and accountability help ensure that the outcomes of the planning and prioritization process are truly representative of the wider community. This will also enhance community awareness and engagement, increasing the likelihood of contribution from the community and promoting ownership and sustainable projects.

Throughout Component 3, ensure that all voices are equally heard across the defined socioeconomic groups, and be sure to actively solicit the thoughts and opinions of marginalized groups. This is particularly important because different groups may have different priorities and preferences for community projects and because the strengths of all groups can be leveraged to contribute to the projects.

Finally, it is useful to have technical experts involved throughout Component 3. While the planning process is led by representatives from the community, experts can introduce practical considerations and help manage expectations regarding the realities of the time and resources required for implementation of various projects. Partners from local governments or local line ministries can be of particular help to the tasks listed in this Component.

COMPONENT 3: SUMMARY OF STEPS:



STEP

1

Creating a shared vision and setting goals

The process of selecting projects must begin by creating a shared vision statement by the community and then listing a series of associated goals. This not only helps determine which projects are to be selected, but to bring the community together around common themes.

RATIONALE

- Starting with an icebreaker exercise (River Code Exercise) helps ignite discussion on common visions and goals and continue the trend of building trust between various groups in the community throughout the CBP process.
- Developing a shared vision statement to ensure that the diverse socioeconomic groups in the community agree on a common understanding of what they would like to achieve and how they would like to transform their community. This overarching vision helps to guide and shape the different development priorities and initiatives during this planning process.
- Identifying goals and strategies that relate to the overall vision statement further unites the diverse community over specific, shared objectives and will directly lead to the development of projects that will contribute to these goals.

PURPOSE

- To make communities participate in deliberative dialogue and create a sense of ownership over the process of identifying goals and priorities.
- To develop a vision statement that captures what community members would like their community to become.
- To identify and rank goals for the community and develop strategies for each of the goals.

OUTPUTS

- Vision statement.
- Table of ranked goals and strategies in line with the vision statement.

METHODOLOGY

1. Start with a major recap of the information and data from the community-based assessments by summarizing the main highlights and findings. Emphasize the key thematic issues that came out of the assessments which may be relevant to a community's shared vision and goals, such as food insecurity, hazard risk, environmental degradation, or physical insecurity. This will help connect the community-based assessments to the planning and prioritization phase and ensure that the information and data that came out of the assessments directly informs planning and prioritization.

2. Introduce the purpose of this step – to develop a vision statement and identify and rank community goals – and explain the River Code Exercise.

3. Conduct the River Code Exercise, a tool to assist the communities in defining their vision collectively. This is a key step not to overlook as it breaks the ice and continues the trend of building trust across community groups, a goal that is streamlined throughout the entire CBP process. The River Code Exercise also offers valuable key questions to help guide this entire step.

4. After the River Code Exercise, break the participants into small groups to discuss their vision for the community and their goals. It may be helpful to break participants up by socioeconomic group, as different socioeconomic groups may have different visions and goals. This will ensure that all socioeconomic groups are able to collectively identify and then express their unique preferences and that the preferences of marginalized groups are not overridden by others.

5. Bring the participants back together in plenary to present the group findings. Conduct a group discussion to find consensus on one vision and around three to six goals. Participants should then prioritize the selected goals, discussing their rationale for their chosen ranking. Facilitators will harmonize the rankings suggested by participants to create one list of ranked goals that participants agree upon. There are many ways to conduct prioritization exercises in plenary sessions. Examples of the three options listed below can be found here and at the end of this step.

   a) Option 1, criteria-based ranking: Participants will together come up with a list of criteria on which they agree the rankings of goals should be based. For example, criteria can include number of beneficiaries, geographic coverage, decrease in conflict or benefit to marginalized groups (migrants, returnees, women, unemployed youth, etc). Assign an easy range of scores for each criterion of 1-5. The participants will then assign a score for each criterion for each goal. The ranking will then be based on the sum for each goal.

   b) Option 2, pairwise ranking model: Once a long list of goals is established, create a table that has all the goals listed in a matrix. The purpose of a pairwise ranking model is to allow the participants to compare each goal with another and decide which of the two is more important. This is repeated for all goals listed in the matrix. After participants compare all goals, the number of times a goal appears in the matrix is represented as a score which can then be used to rank all goals.

   c) Option 3, consensus building through clustering: As participants present, cluster together similar goals and identify the themes that encompass or link them. Then the participants, guided by the facilitator, can work to phrase goals that represent each of the clusters, drawing on each of the goals in that cluster and the theme that connects them. Once goals are identified through consensus, it should be easier to also rank them through consensus by having participants explain their rationale for prioritization and negotiate based on this rationale until an agreement is reached. Then work together to develop a vision based on the identified goals. The goals should directly contribute to the vision.

6. Break participants up into the same groups and have them produce strategies for each goal (for example, for the goal of "food security," a strategy might be "irrigation").

7. Bring the participants back together in a plenary to present their strategies. Facilitators will harmonize the strategies and include them in a table next to each of the goals. An example of a summary table that includes goals, strategies and project ideas can be found here and a template can be found at the end of this section.

KEY CONSIDERATIONS

- **Explaining the Purpose of the Visioning Process.** The visioning process is intended to help participants representing diverse socioeconomic groups look into the future and articulate what they would like to achieve and how they wish to transform their community. The statement should reflect the guiding values and overarching desire of the community. It will inform the individual goals that will be subsequently identified and prioritized and the specific projects that will be developed throughout Component 3. Creating a vision statement and identifying specific goals will unify the community over a desire to achieve their mutual goals and the values that underpin them and encourage them to support each other throughout the process. The vision may range anywhere from 5 to 50 years.

- **Determining your approach for vision selection and prioritization.** The method used for identifying and ranking goals, either criteria-based ranking or consensus-building through clustering, should be based upon the context of the culture and the participants. Clustering may serve as a less competitive approach and as a means for building common ground. This may be more appropriate in contexts where tensions among socioeconomic groups are high, or competition may not be well-suited to the general culture of the community. However, criteria-based ranking may serve as a more transparent and straightforward approach where the ranking is more clearly justified based upon specific, agreed upon criteria and mathematical evaluation of those criteria and goals.

- **Technical Experts and Engineers.** It may be helpful to bring in general technical experts and engineers in this step, even though projects have not yet been identified. It will be helpful if these experts are aware of community goals and preferences from the beginning so that they are better able to help the community come up with and design effective and feasible projects in later steps.

- **Timeline of Goals.** The goals identified in this stage should be mid-to long-term goals and broad enough so that multiple strategies and projects can contribute to them. While certain, specific projects may be short-term, goals should be something that communities can continually build towards. This will help ensure the CBP process produces long-term, sustainable benefits instead of short-term solutions.

TEMPLATES FOR CBP PRACTITIONERS

- 3.1 _ Exercise _ River Code Simulation: See the information at the end of this Manual for all information on this exercise.

- 3.1 _ Template _ Prioritization Models: For a template matrix table that can be used during the ranking of community goals via the pairwise model, see the examples at the end of this Manual.

STEP

2

Identifying and prioritizing projects

Step 2 is a rapid analysis used to select the areas of implementation and gather preliminary information for subsequent steps in CBP.

RATIONALE

- Allowing participants to come up with their own community projects autonomously, creatively, and collaboratively promotes community ownership over the projects from the beginning, ensures that the community's priority needs and the best way to address those needs are determined by the community, and enhances community pride about and solidarity around their project ideas and ambitions.

PURPOSE

- Identify, prioritize, and sequence potential community projects for each of the goals identified.
- Provide clear rationale for the prioritization and sequence of the projects, reaching consensus among participants and outlining additional details surrounding the projects.

OUTPUTS

- Table with list of projects and associated information such as priority, cost, duration, sequence, and target beneficiaries.

METHODOLOGY

1. A facilitator conducts a summary of the findings of Step 1 and explains that the group will now work to come up with community projects that contribute to the identified goals and strategies. Ensure that the findings of the community-based assessments of Component 2 (maps, tables, and others) are easily accessible for participants so that the assessment component continues to link with planning.
2. Divide participants into groups. Ask the participants to come up with multiple projects that align with the overall vision statement, contribute to identified goals and use the identified strategies. These projects can span across all sectors and may contribute to food or income security, livelihoods diversification, disaster risk management, provision of basic services, and improvement of social cohesion. Ask the participants these key questions (found at the end of this Manual) to help facilitate ideas. Additionally, it may help to split participants into clusters of socioeconomic groups and assign different thematic issues that came up during the community-based assessments. This will allow them to come up with solutions that can be translated into projects that will directly address the issues that most impact them. Engineers and other technical experts should be present and walk amongst the groups to assist.

3. Bring the participants back into plenary and have each group report back on the projects they identified. Agree upon a final long list of projects. The next step is to prioritize the projects that were selected by participants. Prioritization can take place through multiple exercises as listed in Step 1, such as criteria-based, pairwise ranking, or clustering. If criteria-based ranking is used, participants can identify and agree upon a set of criteria that will be used to prioritize the projects included in the long list. A numerical range is assigned to the criteria (1–5 for example) and then a number is assigned to each criterion and totaled for each project. Use these criteria to rank projects against each other and come up with a prioritized ordering. This may be done by agreeing on various categories of priority (1, 2 and 3) and then totaling the points to give each project a final score and allow for a final ranking based on the totals. Such criteria could include:

   a) Needs-based criteria: Prioritize projects which benefit the most vulnerable.

   b) Inclusivity criteria: Prioritize projects which benefit the highest number of socio-economic groups.

   c) Viability-based criteria: Prioritize projects which are the most feasible and sustainable in the long term.

   d) Catalytic criteria: Prioritize projects with the highest likelihood of upscaling and replication.

   e) Thematic-based criteria: Prioritize projects expected to positively impact a pre-defined intervention area such as reintegration, livelihoods, security, or drivers of irregular migration.

4. Following the prioritization exercise, consider the potential sequencing of projects. This can be done by asking participants (assisted by any experts in attendance) to estimate the feasibility and duration of each project and then distinguish between short-term and longer-term project ideas. This distinction sets realistic expectations about what can be achieved based on technical realities and allows participants to re-evaluate project priorities when considering those realities. Not all projects that are prioritized can be selected and not all projects that are selected can be implemented right away. It is important to identify some quick wins within the longer-term goals.

5. Finally, discuss with the full group some of the basic information about each project, including the expected duration, cost, and beneficiary numbers. This information should then be included in a final project summary table (template found at the end of this Step) which includes the list of prioritized projects, associated goals and strategies, duration, cost, beneficiaries, and project rationale (based on the key thematic issues the project is intended to address and the SWOT analysis if one has been conducted).

KEY CONSIDERATIONS

- **Community Resources.** It should be clear how much funding is available for community projects within the overall programme and what this means for allocations per community. Decisions can be taken at the country level regarding the average total amount per project and therefore the number of projects available to each community involved in CBP, but this information must make its way to your entity's field staff and the CFT to help organize the process and keep expectations in-check.

- **External Resources, Partner Coordination, and the CAP.** As discussed throughout this Manual, regular efforts should be undertaken to map actors via the regular updating of 4W mapping exercises. This information can be used to find other actors to finance projects identified through the CBP process. Such efforts at coordination and streamlined programming can help communities achieve a greater number of common priorities.

- **Confidentiality.** There are several ways to allow for confidential inputs on project ideas or priorities. Participants may write their project ideas on cards and then mix them up. The cards can be presented by the CFT or by random participants. Alternatively, to avoid excluding participants who cannot write, one CFT member can act as a neutral surveyor and gather individual feedback from the participants. The input will then be anonymized and presented by the CFT. When it comes to prioritizing, indicators can be agreed upon as a group, but voting can be done anonymously. Since it would be inefficient to use these methods in all the CBP sessions, it is recommended to only use them when discussing sensitive topics or deciding on the final project prioritization.

- **Linking Assessments to Planning.** Throughout the planning and prioritization component, facilitators and technical experts should regularly remind participants of the key issues and ideas that came out of the community-based assessments and help integrate this information into planning and prioritization. They should identify and explain information from the assessments as it is relevant to the discussions. This can include assisting groups during small group discussion by providing input from the community-based assessments. The results of the assessments can be shown in the plenary room, such as the final maps or tables. Groups can also be organized around issues identified in the assessment phase and asked to come up with projects that specifically address those issues.

- **Expertise.** Technical expertise is essential in helping guide participants through this step. Ensure that engineers or trusted experts from the local administration or line ministries are involved from the initial inception of projects so they can help shape them to meet community goals while ensuring the project design remains feasible and effective.

- **Multiple Village Projects.** Including multiple villages in the community-based projects should incentivize more members from the larger community to contribute resources to the projects, thereby expanding the project's impact. So long as this fits within the administrative level defined and involved in the CBP process, it is encouraged to locate projects that benefit numerous villages.

- **Do no harm.** Ensure the "Do no harm" principle is applied. Projects should be as conflict sensitive as possible and seek to mitigate negative externalities. In practice, this means projects should be evaluated based on their potential to negatively impact relations between community groups, for example, through preferential benefit to one group over another, whether through the benefit it brings of the location of the project.

TEMPLATES FOR CBP PRACTITIONERS

- 3.2 _ Template _ Projects: For a template that can be easily filled in by field Missions to summarize all project details gathered by this step, see Annexes at the end of this Manual.

- 3.2 _ Key Questions _ Projects: For the list Key questions that can be used to help generate discussion under this Step, see Annexes at the end of this Manual..

STEP

3

Community feedback and approval meeting

The process of selecting communities is also an opportunity to build relations, introduce the project, and inform more detailed stakeholder-mapping of Step 4.

RATIONALE

- It is imperative that the wider community be brought into the planning and prioritization process and that their approval is sought so that they feel a sense of ownership of the proposed projects. This will enhance solidarity with the wider community. In practice, it is inconceivable that the whole community will attend. For example, in a community of 10,000 individuals, this would be impractical, but typically events in the past have seen 100–200 people.
- This step is also important because it allows the community to give feedback so that they can convey their preferences, contest, or vocalize support for the proposed projects and their prioritization, and introduce considerations that participants in the working group may not have considered.
- Making the community aware of the outcomes of the CBP process early on also better prepares them to engage in implementation since they will already have some knowledge of the interventions.

PURPOSE

- To allow local representatives who have participated in the community consultative sessions to present their proposed projects to their wider community.
- To allow the wider community to give feedback on the proposed projects so that the projects can be modified if necessary.
- To gather community approval of the projects and their prioritization.

OUTPUTS

- Specific notes on community feedback to be integrated into the next planning steps.
- Finalized list of projects in priority order that has been officially approved by the community.

METHODOLOGY

1. Representatives from the community that are involved in the consultative sessions welcome the broader community and present the outcomes of the planning and prioritization sessions. Key items to be presented can be found at the end of this Step. Emphasis should be placed on the link between the assessment phase and the planning phase and how challenges and opportunities identified in assessments were translated into projects that reflect common vision and goals. This presentation should be prepared in advance in the local language.

2. Open the meeting for feedback from the wider community on the proposed projects and their prioritization. All feedback should be written in detail by the note-taker, and community members should be assured that all feedback will be taken into consideration and integrated to the extent possible. This can also be used as a forum to answer any questions about the broader CBP process and its next steps.

3. Once feedback is gathered and acknowledged, solicit official approval from the community members in attendance. This can be done simply by the raising of hands or by utilizing local customs and practices for reaching consensus.

4. Consult community members who are not participants in the consultative sessions about community resources, communication channels, and feedback mechanisms that can be used once implementation of projects begins. This will be used to create communication strategies, feedback mechanisms and M&E frameworks in coming steps.

5. Close the meeting with thanks and inform attendees that the representatives involved in the consultative sessions will continue to keep them updated about the final phases of the CBP process and will share the CAP with them when it is finished. Also give attendees the date and location of the official CAP launch event to which the whole community should be invited.

KEY CONSIDERATIONS

- **Ensuring Marginalized Voices are Heard.** It will be especially important in this step to ensure that marginalized voices, such as women, youth, and minority ethnic or religious groups are heard. If the number of persons in attendance is especially large, it may be useful to divide the attendees into small groups to provide feedback and ask questions. You may even consider creating some groups that consist of only women or only members of that marginalized group so that they are not influenced or intimidated by more powerful members in the community. A local leader or representative can facilitate each group. If a group is only comprised of certain marginalized members of the community, that group should be facilitated by someone from their own socioeconomic group.

- **Stakeholder Feedback.** At various points in the CBP process (see Steps 1 and 4 of Component 1), optional working groups were proposed for influential stakeholders or authorities. If considered helpful by CBP practitioners, the feedback of such working groups or of influential stakeholders can be gathered at this point in the process. They can be invited to the larger community meeting, consulted in a separate group setting, or approached on a bilateral basis. This can be helpful in cross-checking priorities and projects with influential stakeholders and garnering support for the vision, goals and projects identified by the community. Influential stakeholders can also offer advice on resources that can help with project-planning and implementation.

- **Partner Coordination.** Ensure that there is no effort duplication. For instance, there could be scenarios where the proposed activities are being implemented by government entities or UN/NGO actors. Use pre-existing 4W information to cross-check ongoing activities of other partners with the list of proposed projects. Consultations can also take place with stakeholders at various levels to make sure projects do not overlap with any ongoing government plans. In general, it is useful to have key stakeholders, such as CSOs, NGOs or others participate in the planning process so that such duplications are avoided.

- **Linking Assessments to Planning.** This community meeting can be used as an opportunity to show the broader community the origins of certain projects and prioritization ideas. If helpful, provide summaries of the assessment phase and show how certain projects were created to address certain issues that were identified during assessments. Showing such links can be crucial in creating community ownership over the projects.

- **Two-Way Communication.** From the earliest stages of project development, facilitators and participants should regularly consider when and how the activities and outcomes of the planning process can be communicated to the community so that there is transparency and accountability throughout the process. Communication with communities should be fluid and continuous, with participants in the process regularly updating the groups they represent and explaining the rationale behind defined visions, goals, and projects. Communication with communities should not be limited to this step alone. Ensure that representatives involved in the consultative sessions continue to be a source of communication and feedback throughout the CBP process.

TEMPLATES FOR CBP PRACTITIONERS

- 3.3 _ Agenda _ Community Meeting: For a checklist or potential agenda items for the community feedback and approval meeting, see proposed Agenda at the end of this Manual.

STEP

4

Developing community projects

> The identification and analysis of community stakeholders should be an inclusive process with government officials and community leaders and influencers. This will allow you to identify the individuals, institutions, and community groups that should be engaged throughout the entire CBP process.

RATIONALE

- Develop specific contingency plans for each project to mitigate negative impact of environmental hazards or disruptive events. This is also known as "disaster-proofing" the projects.
- Identify the resources that exist in the community that can be used for implementation, including local partners and technical support.
- Consider how the project will be maintained in the long term after the phase-out of project resources.

PURPOSE

- To use past events and their impacts to predict potential hazards and carry out contingency-planning to create mitigation measures and "disaster-proof" projects.
- To identify the potential local resources and partners that can provide technical support for project implementation.
- To create long-term maintenance or sustainability plan that is community owned.

OUTPUTS

- Contingency-planning table.
- List of contributions from the community or from local partners for each project.
- Phase-out/sustainability plan.

METHODOLOGY

1. **Plenary session with community representatives**. Present the final list of projects in the form of a table that has all project-related information. Explain to the participants that the purpose of this step is to finalize the details of each selected project in view of implementation and long-term sustainability.
2. **Disaster-proofing.** Based upon the historical trends analysis of Step 2 of Component 2, the full group of participants should create a list of events, challenges, and hazards that may impact each project. For each of these hazards, participants should rank the identified incidents by their likelihood of an occurrence and their potential level of impact.

This can easily be done on a scale of one to three, for example. Participants should also explain how it may affect the projects, mitigation measures that can be taken for negative events or measures that can be taken to capitalize on positive events, and the technical support that would be required to assist with those measures. This information should be included in a table and will serve as the contingency plan for the CBP projects. To help gather this information, consider these key questions found at the end of this Step.

3. **Local Resources and Implementation.** Participants will then be asked to consider what will be required to implement the projects, such as materials, labour, machinery, and others. Ensure that technical experts, such as engineers and agriculturalists, are there to help outline the various technical requirements needed for implementation. Next, the participants are asked to brainstorm about how to link the technical requirements with existing community resources. Participants will possess a deeper and more nuanced knowledge of what resources the community has available (such as locally available building materials or specialized labour) and can provide insight about community perceptions of suggested partners and their relationship with those partners. This activity will give participants a clearer understanding of how they fit into the implementation process and how they can collaborate with various partners to make projects a reality. The key questions found below to help guide discussion.

4. **Long term Care and Maintenance, Sustainability and "Phase-out."** The facilitators should next turn the discussion to the long-term care and maintenance of each project. This is oftentimes referred to as a "phase-out plan" in which the long-term care and maintenance of a project is covered by community resources. First ask participants to identify what is required to maintain the results or functioning of the project after it is completed. If an irrigation canal is created, for example, what is required to ensure that it continues to function in the long term? If rainwater harvesting systems are installed in households, who is responsible for maintaining them? Then ask the group to identify existing resources in the community that can be used to provide for the long-term care and maintenance of the project. This can include requesting a government department to agree to provide resources for care and maintenance or locating volunteer groups who are willing to provide for the long-term sustainability of a project. Such responsibilities can easily overlap with the creation of Community Action Groups listed in the next step.

5. Based on the steps above, it is recommended to update the project summary table to include the information on mitigation measures, community resources and the "phase-out" plan. A template can be found at the end of this Step that includes sections on disaster-proofing, community contributions, and an expanded project summary table.

KEY CONSIDERATIONS

- **Disaster-proofing.** Important past and potential future events to consider are climatic events/shocks/disasters, new economic development opportunities, disease epidemics, or logistical challenges. Considering the range of risks to the project and developing mitigation plans helps create more sustainable outcomes.

- **Local Resources versus IOM Resources.** How do CBP practitioners best use resources that come from outside the community (external resources) without distorting the community's ownership over the process and the projects? When working in the field or with facilitators, conceptualize this problem by asking, "How do we implement this project using local resources only?" Remove you and your entity from the equation and see what comes up. This can help position the community's resources as the driving force for change with resources from your programme as a "match" or as a "gap-filler." In order to incentivize the inclusion of community resources, it is advised to offer your resources as a "match" to whatever the community is able to contribute. Local resources can include specialized labour, subject-matter experts, land, pre-existing infrastructural assets, and materials.

- **Sustainability and "Phase-out Plans."** Local resources must also be there to help ensure that the project will be maintained in the long term. Think of any infrastructure-related project (e.g. irrigation system, school rehabilitation, borehole-drilling, water network repair, electrical transformers and community hall construction) and ask who will be responsible for maintaining that project five years from completion. For many examples, local government departments will have primary responsibility for care and maintenance issues. Coordinating with these departments and creating agreements is one way to address the issue of long-term care and maintenance. But leveraging resources within the community can also be the answer. Volunteer groups can be empowered to provide care and maintenance, or local groups can be formed for the specific reason of maintaining a project after completion. Trainings can be organized for such groups that helps them in this regard.

- **Expertise.** It is essential that experts are directly involved in this phase of the project to assist participants to identify what types of technical work will be needed for implementation, as participants may not have the technical knowledge to identify all these factors on their own. Remember that much still depends on the implementation modality that will be used for each project. As stated throughout this Component, experts can include engineers, agronomists, academics, or representative from line ministries who are familiar with service provision and service-related infrastructure.

TEMPLATES FOR CBP PRACTITIONERS

- 3.4 _ Template _ Projects, Expanded: A general template is proposed that covers Disaster Proofing, Community Contributions, and a revised Project Summary Table which includes these aspects of project development. A sample bill of quantity is also included to see how a typical engineer identifies various project components. All examples can be found at the end of this Manual.

- 3.4 _ Key Questions _ Developing Projects: Key questions for the discussions referenced in this step can be found at the end of this Manual.

STEP
5

Structuring community involvement, Monitoring and Evaluation

Community groups are an excellent way to transition away from the assessment and planning process and into implementation together with the community.

RATIONALE

- Formal groups are proposed to help structure the community's involvement and ownership. Community Action Groups and a Community M&E Committee can ensure that implementation of the CAP is community managed and that a two-way communication channel is always open between implementors and the wider community.
- Community Action Groups will play a crucial role in mobilizing resources for implementation and long-term care and maintenance issues. Creation of these groups should also promote broader community participation, as other community members are likely to feel a stronger connection to project implementation when it is being led by members of their own community.
- The Community M&E Committee will engage in regular review of the CAP's implementation to monitor progress, ensuring projects stay on track, and evaluate implementation activities, ensuring that objectives are met. This committee is essential because the sustainability of these projects is dependent upon the community's ability to continuously monitor, evaluation, learn from, and adapt development projects.

PURPOSE

- To establish a Community Action Group to help lead and coordinate implementation efforts and address any longer-term sustainability issues related to the project.
- To establish Community M&E Committee to engage in project oversight and ensure implementation remains on track.

OUTPUT

- Community Action Group(s) and Community M&E Committee instated with established roles and responsibilities.

METHODOLOGY

1. In a plenary session with the community, review the final table of projects and the itemized list of steps and resources required to complete each (see Step 4 template found at the end of this Step). Agree on the establishment of one or more Community Action Groups per project and assign specific components to each. It may be the case that there is a single Community Action Group for each project and a single M&E Committee for all projects in a community.

2. In the plenary session, review the ToR for both the Community Action Groups and the Community M&E Committee so the community is familiar with the designed roles and responsibilities of each group.

3. The community should the come together to elect members for the Community Action Groups and the Community M&E Committee. Before election, it is important to establish with community members how membership should be distributed equally amongst socioeconomic groups and particularly to ensure women and youth are equally represented. If there are multiple villages or other subdivisions of the community that make up the larger community participating in CBP, there should also be equal representation of these smaller communities.

4. Technical experts should then be identified to be a part of each of these community-based entities. For the Action Groups, the technical experts selected will depend on the project or project components assigned to the Action Group.

5. Each Community Action Group and the Community M&E Committee should formally establish in writing their working modalities and review the ToR. Working modalities can relate to the frequency of meetings and field visits to project sites, while roles and responsibilities should be specifically tied to the goals, projects, priorities, and activities developed in the planning sessions.

6. The Community Action Groups should begin meeting as soon as possible, prior to implementation, to prepare implementation activities. The Community M&E Committee should begin meeting as soon as implementation begins so that they can begin monitoring from the very first phase of implementation. These entities should be provided with the results of the community-based assessments to inform their work. These entities should continue to operate throughout the entirety of the implementation process and, if agreed upon by the Community Action Groups, continue afterwards to ensure care and maintenance.

KEY CONSIDERATIONS

- **When to Establish the Groups.** The timing of this step is flexible and can be conducted as early as step 3 during the community feedback meeting. It may be helpful to establish these bodies early on, especially the Community Action Groups, so they can begin laying the foundations for implementation from the beginning. However, it is also important not to appoint members to these bodies until specific projects have been decided upon, as the type of project may influence which individuals are seen as best suited to the community action group for that project based upon their past experiences or expertise.

- **Community Identification of Suitable Group/Committee Members.** It is recommended to have the entire community present to elect both groups. The community will be able to identify individuals who may be particularly well-suited based on their expertise or experience. For example, if there is a community member that already does water work on a volunteer basis, the community may wish to elect them to an action group working on implementation of a water-related project. Members of these entities should be re-elected every one to two years to ensure continued accountability.

- **Members of Group(s) and Committee.** While still allowing the community to elect the members, it may be effective to keep many of the same members from the CFT or previous working groups from the planning process (if these were established) to serve on the Community Action Groups or M&E Committee, as these individuals are likely to have extensive knowledge of the CAP and its projects. It also offers an opportunity for dedicated volunteers or participants to evolve as the CBP process transitions from the planning phase to implementation.

- **Volunteerism.** The activities of both groups may involve some basic expenses which can be covered by your programme's resources but ensure that such external resources are not the reason for participation in these groups. These are volunteer-based positions that come with responsibilities to the entire community.

- **Inclusivity in Group(s) and Committee.** The Community M&E Committee should be inclusive of representatives from all the main socioeconomic groups. The Community Action Groups should be inclusive of all the socioeconomic groups who are the target beneficiaries of the relevant project. There should be a specific focus on gender equality in these representative bodies and on the equal representation of traditionally marginalized groups. This is essential so that each group can mobilize their respective communities for implementation and so that they can channel feedback from their communities about how implementation is uniquely impacting them.
- **Utilizing Community-based and IOM Assessments.** All Community Action Groups and the M&E Committee should be provided with the results of the community-based assessments and the preliminary assessments conducted during community selection. These assessments will help the action groups guide implementation and will provide a baseline against which the M&E Committee can monitor and evaluate progress of the implemented projects. Ideally, the results of these assessments should be broken down and summarized in a manner that is easily accessible to the community members referencing them. Doing so will help build the capacity of these bodies where the necessary knowledge and expertise to drive implementation and M&E may have been previously lacking.

TEMPLATES FOR CBP PRACTITIONERS

- 3.5 _ Template _ ToR Action Groups: A ToR template that can be used for this step can be found at the end of this Manual.

STEP

6

Transparency and accountability in community projects

Step 6 is where participatory practices overlap with the principles of transparancy and accountability. Step 6 is meant to build trust and greatly improve participation during implementation.

RATIONALE

- When developing the projects, it is essential to establish clear two-way communication channels with the community through a communication strategy and a **Complaints and Feedback Mechanism (CFM).**
- Sharing relevant information about projects with the community and establishing and promoting diverse and appropriate CFMs complements a community-based approach within any programme.
- CFMs help create quality and responsive programming and help build trust and stronger partnerships with communities. Safe and accessible CFMs create channels for communities to willingly report issues that require you and your organization to inquire, investigate and/or follow up.
- Enhancing transparency and accountability will increase trust in the organization that is responsible for implementation and will encourage community support of and participation in implementation.
- Communicating the positive impact of community-based interventions can amplify their impact by promoting a unified vision for a prosperous future.

PURPOSE

- To multiply the positive impact of the entire CBP process by increasing accountability of all actors involved in project implementation and increasing awareness of the projects, their impact, and the common vision and goals that they are contributing to.

OUTPUT

- Communication strategy.
- CFM structure and implementation.

METHODOLOGY

1. Facilitator explains the necessity of establishing communication strategies and a CFM and explains the details of each.
2. Break participants up into groups, separating between men, women, and youth (as these groups are likely to receive information and communicate through different means and thus will have different ideas and preference for communication strategies and mechanisms).

3. Ask the groups to discuss the key questions found at the end of this Step to better understand how members typically receive information and how they would like to receive information about the community-based projects. This is relevant to both the communication strategy and the CFM.

4. Groups will report back in plenary and a facilitator should make a list of the strategies and mechanisms for communication that participants have identified, as well as a list of avenues for engagement identified by participants. The facilitator should be sure to note which individuals or groups have suggested which communication mechanisms.

5. Based on information received from participants, you and your oganization should collaborate with other stakeholders and local leaders involved in implementation to lay out specific plans for communication and project awareness-raising. The communications strategy should establish how (in what form, who is responsible, and what are the necessary steps to carry it out), where (specific location and which socioeconomic groups are being targeted), and when (timeline, including how often) the awareness-raising activities will take place. They should also put into place any communication mechanism that needs to be created in advance, such as setting up a hotline or texting channels.

6. Next, turn conversation to the CFM within the community. Start a discussion on whether any existing CFMs exist within the community that operate effectively. Are there feedback channels for government services, or NGOs or INGOs operating in the area? Understand what may or may not work in these examples and what may or may not work for the community-based projects.

7. Decide on what is the best form of feedback for the projects. CFMs should be continuous throughout all phases of the CBP cycle. These mechanisms should provide a space for community members to share their opinions, complaints, and suggestions. These mechanisms may include open forums, hotlines, house visits, surveys, group meetings with community members, and texting channels. Participants and your organization should consider innovative technologies to utilize to established feedback mechanisms.

KEY CONSIDERATIONS

- **Accountability within CBP Processes.** Establishing a robust feedback mechanism is part of a global effort by the UN and NGOs to increase accountability in all contexts. While this work is guided by internal frameworks, its essential elements are made available here for IOM's partners to use and incorporate. This is because enhancing accountability between your organization and the community is essential to the overall process and can yield many positive dividends over the course of implementation.

- **Forms of CFMs.** There are many examples of different mechanisms to illicit the feedback of the community. A series of proactive examples include exit interviews, follow-up interviews, perception surveys, organized focus group discussions or surveys on social media or via SMS. Other options include suggestion/complaints box, hotlines, help desks or social media platforms. The mechanism itself must consider how complaints and feedback will be processed by your organization and responded to ("closing the feedback loop").

- **Information Sharing and Communication.** Facilitators may use photographs, banners, public service announcements on loudspeakers, and radio advertisements to disseminate information on the projects and on the progress of, and activities related to, their implementation. Discussions must be held with the community to understand which channels work best.

- **Building on Existing Communication Structures.** Ensure that outreach modalities and channels take into consideration and build on existing communication structures in the community. Determine how groups typically seek out or receive information and use this knowledge to adapt different communication strategies.

- **Utilizing Key Influential Figures.** Work with both men and women who have influence and expansive networks in their communities at the grassroots level who have ideally been engaged as a stakeholder at some point in the CBP process (women's rights groups, youth groups, religious groups, or other local organizations). Work with these figures to pass on information, as people are more likely to follow the example of leaders and trusted groups embedded in their community.

- **Diversifying Communication Channels.** Preferences for channels and trusted sources will vary between individuals and groups, as will levels of access to mobile phones, smartphones, and the Internet. For example, some socioeconomic groups may not have access to Internet on a regular basis. Consider such factors as age, literacy, and barriers to using channels among specific groups within the community.

- **Adapting Messaging.** Different socioeconomic groups and individuals may understand information differently, as they will understand information in relation to themselves, so it is important to design, tailor, and disseminate messages accordingly. It is not only the form of communication that should be closely considered depending on the group, but also how to express the content that is being communicated.

TEMPLATES FOR CBP PRACTITIONERS

- 3.6 _ Key Questions _ CFM: Key questions about communication patterns and modalities within the community that can be used during this step can be foundat the end of this Manual.

STEP

7

Launching the Community Action Plan

The Community Action Plan (CAP) pulls together all the information generated during the CBP process (including in the pre-planning, community-based assessment, and planning and prioritization phase) to fully inform implementation of the community-based projects and to transparently show how and why the project implementation plans came to be.

RATIONALE

- CAP pulls together all the information generated during the CBP process (including in the pre-planning, community-based assessment, and planning and prioritization phase) to fully inform implementation of the community-based projects and to transparently show how and why the project implementation plans came to be.
- The CAP should be endorsed at various levels and used as a reference for all stakeholders, including government officials, local leaders, service providers, partners, and the wider community. It sets forth the community's vision and goals and articulates how they will be realized so that those undertaking these projects are held accountable to the CAP. Further, it serves as a blueprint for implementation plans so that the entire network involved in CBP is aware of the interventions and how and when they will be carried out.
- The CAP should be a source of empowerment to the community, capturing their hard work, ideas, and aspirations. Presentation of the CAP should be a cause for social cohesion and celebration.

PURPOSE

- To ensure proper and comprehensive documentation of the CBP process and to lay the foundation for implementation of projects in a technically sound, presentable, and accessible manner.
- To encourage buy-in from stakeholders and ensure that the community's voice is represented in higher forums via consultations and endorsement of the CAP.
- To officially inaugurate the CAP and its projects through a community event that also celebrates the common vision and goals of the community.

OUTPUT

- Community Action Plan (CAP).

METHODOLOGY

1. Establish a team responsible for drafting the CAP. This team should include members from your organization, the CFT, and local leaders that have been integral to the CBP process. The CAP should condense all the information collected throughout the CBP and display it in a digestible way. Information in the CAP should include the community vision statement, prioritized projects, project details, list of technical needs, role of partners, communication mechanisms and strategies, and composition and responsibilities of community action and oversight groups. A series of samples and templates are provided at the end of this step.
2. After completing the CAP, the drafting team should create a list of all the stakeholders and government entities that should be consulted and can potentially endorse the CAP. The consultation and endorsement process should closely consider prior government awareness-raising activities, stakeholder analysis, and subsequent involvement of other partners and stakeholders during assessments and planning processes. Outreach should cover government officials, ministries, and departments at multiple tiers of administrative division, formal and informal local leaders, and core partners.
3. Representatives from the CBP process should approach these stakeholders and authorities and present the CAP in its totality, allowing for a full understanding of the CBP process and its results. Such consultations can also solidify the resources and assets that were mobilized at the local level for project implementation. Inform the audience of the best way to provide their feedback on the CAP, and agree on an ideal timeline for review, feedback, and endorsement. The presentation should culminate in a request for endorsement from the stakeholder or authority.
4. Once feedback and endorsements have been obtained, the CAP should be finalized and should include the names of all endorsers. The drafting team and other participants of the CBP process may need to adapt components of the CAP based on feedback from endorsers, particularly when endorsement is contingent upon modifications of the plan.
5. Once the CAP is finalized and the process of consultation and endorsement is complete, a community-wide event should be planned to present and celebrate the CAP. Community leaders spread the word about the event to community members, ensuring all socioeconomic groups are aware of and included in the event. This provides an opportunity for the whole community to both be made aware of the contents of the CAP and to celebrate the creation of the CAP by the community and its intended impact. This event should also serve to unify the community over a common vision and goals, enhance enthusiasm for the community development projects, and encourage engagement and participation in implementation.

6. Host a celebratory event, during which time the CAP should be formally presented. Most of the event should consist of time for community members to socialize, play games, and engage in festivities that are grounded in the local culture and customs. This can be similar to Step 7 of Component 1 which recommended to embed initial community meetings within a larger event (football matches between various stakeholders; sporting events such as a 5km run or organized bike tours; film festivals; screening of major sports events; traditional cultural expressions such as music, dance, theatre, fashion shows or art exhibitions; events aligned with UN-recognized international days; and locally sourced food exhibitions).

KEY CONSIDERATIONS

- **Know Your Audience (Hint: It is the community).** The CAP has a dual purpose. On the one hand, it is a product that is submitted to stakeholders and authorities for endorsement. In this sense, it should be tailored for higher-level stakeholders and authorities. But on the other hand (and more importantly), the CAP is the culmination of hard work of volunteers and the community at large and needs to be accessible and celebratory. It is critically important to avoid creating a document that that looks like it was produced outside the area of intervention. The most effective CAPs present the information compiled through the various phases of CBP, retaining local government visibility and avoiding the high-quality "glossy" finish like those often produced by external actors. Whenever possible, include pictures and visual demonstrations in the CAP. Garner support from local artists. Find ways to translate elements of the CAP into appealing, interactive representations which can contribute to the local appeal of the end-result of the planning component of the CBP process.

- **CAP Endorsement Process.** Information from the preliminary and community-based assessments may help the drafting team to foresee and circumvent any issues that stakeholders needed for endorsement may have with the CAP. If the consultation and endorsement process become prolonged, the community should still be kept informed and engaged. This period can be used to conduct awareness-raising and establish feedback mechanisms, establish the Action Groups, and oversight committee, and lay the foundations for general implementation.

- **Event Festivities and Activities.** When planning for the celebration, be sure to consider how local customs and methods of celebration can be integrated into the festivities. This will help emphasize the CAP's embeddedness in the community.

- **Presentation of CAP.** Local leaders that have been integral to the creation of the CAP and are widely respected in the community should formally present the CAP during the festivities, briefly explaining how it was created, the vision, goals, and projects.

TEMPLATES FOR CBP PRACTITIONERS

- 3.7 _ Template _ CAP: While it is highly encouraged for each programme to create their own CAP and to have the CAP reflect the community's hard work, a template is offered at the end of this Manual to help summarize all information contained in the CBP process.

REFERENCES

Chambers, R.

1986 Putting the last first. In: *The Living Economy: A New Economics in the Making*. Routledge and Kegan Paul, New York.

Inter-Agency Standing Committee (IASC)

2010 *IASC Framework on Durable Solutions for Internally Displaced Persons*. The Brookings Institution, Washington, D.C. Available at https://reliefweb.int/report/world/iasc-framework-durable-solutions-idps?gclid=CjwKCAjw3cSSBhBGEiwAVII0Z58y_ZM-Md-Iq0ZGhRYPGkOYUdABxnFGkXf9DfAMmwAUIm66L5uLHRoCVakQAvD_BwE.

Internal Displacement Monitoring Centre (IDMC)

2021 Global Report on Internal Displacement 2021: Internal displacement in a changing climate (online report). Available at www.internal-displacement. org/global-report/grid2021.

International Organization for Migration (IOM)

2016 Women in Displacement Platform and Toolkit. IOM and Women's Refugee Council, Geneva. Available at www.humanitarianlibrary.org/collection/women-displacement.

2020 Accountability to Affected Populations Framework. IOM, Geneva. Available at https://publications.iom.int/books/accountability-affected-populations-framework.

International Organization for Migration (IOM), Norwegian Refugee Council (NRC) and the Office of the United Nations High Commissioner for Refugees Refugee Agency (UNHCR)

2015 Camp Management Toolkit (Chapter 3). NRC, Oslo. Available at https:// cccmcluster.org/resources/camp-management-toolkit?msclkid=edadede1b7 ff11ecbb9bc5b5e3a6385e.

Norwegian Refugee Council (NRC)

2020 Community Coordination Toolbox. Available at https://cct.nrc.no/chapter/1.

United Nations

2020 United Nations Community Engagement Guidelines on Peacebuilding and Sustaining Peace. New York.

2021 *Shining a Light on Internal Displacement: A Vision for the Future*. Report of the United Nations Secretary-General's High-Level Panel on Internal Displacement. New York. Available at www.internaldisplacement-panel.org

ANNEXES

COMPONENT	STEP	ANNEX TITLE
Introduction	Step 0	Timeline and Workplan Template
Component 1	Step 3	1.3 _ Example _ Selecting Communities
	Step 4	1.4 _ Template _ Stakeholder Mapping
	Step 5	1.5 _ Key Questions _ Inception Meeting
	Step 6	1.6 _ Template _ CFT ToR
	Step 7	1.7 _ Agenda _ Broad Community Meeting
	Step 9	1.9 _ Agenda _ Inaugural Community Meeting
Component 2	Step 1	2.1 _ Template _ Transect Walk
	Step 2	2.2 _ Template _ Historical Mapping
	Step 3	2.3 _ Key Questions _ Mobility and Access
	Step 4	2.4 _ Key Questions _ Services
	Step 5	2.5 _ Key Questions _ Livelihoods
	Step 6	2.6 _ Key Questions _ MHPSS
Component 3	Step 1	3.1 _ Template _ Prioritization Models
	Step 1	3.1 _ Exercise _ River Code Simulation
	Step 2	3.2 _ Key Questions _ Projects
	Step 2	3.2 _ Template _ Projects
	Step 3	3.3 _ Agenda _ Community Meeting
	Step 4	3.4 _ Key Questions _ Developing Projects
	Step 4	3.4 _ Template _ Projects, Expanded
	Step 5	3.5 _ Template _ ToR Action Groups
	Step 6	3.6 _ Key Questions _ CFM
	Step 7	3.7 _ Template _ CAP

Timeline

TEMPLATE for Field Missions

Community Based Planning Manual (2021)

	Weeks								Comments
	1	2	3	4	4	6	7	8	
Component 1									
Step 1: Coordination and National Strategies	X							X	Coordination should be a reoccuring activity.
Step 2: Preliminary Context Analysis	X								This can begin before project start-date.
Step 3: Select Target Communities	X	X							Community selection can be lengthy, but 2-week period is recommended.
Step 4: Community and Stakeholder Mapping		X	X						Stakeholder mapping is a continual activity, but complete exercises in 2-weeks.
Step 5: Inception Meeting for Local Stakeholders			X						Recommended to hold inception meeting by 3rd week of the CBP process.
Step 6: Core Facilitation Team				X		X		X	Training of the CFT should be continual, especially on core CBP principles.
Step 7: Mobilitation, Contribution, Logistics				X					Overlap with Steps 6, 8 and 9.
Step 8: Socioeconomic Groups	X	X	X	X					As detailed in Manual, Step 8 is stremlined.
Step 9: Inaugural Consultative Session				X					Inaugural meeting should conclude Component 1. Strive to hold in 1st month.
Component 2									
Step 1: Transect Walk Exercise					X				Component 2 offers a total of 5 different community-driven assessments. While logistical preparations might take some time, all five assessments can easily be implemented within a week period. Consider each assessment as an occasion to meet with representatives. Five assessments can easily translate to five meetings over a week period, or five sessions in several days over a week period.
Step 2: Historical Mapping Tool					X				
Step 3: Participatory Community Mapping					X				
Step 4: Service Provision Analysis					X				
Step 5: Conflict Mapping and Analysis					X				
Component 3									
Step 1: Shared Vision and Setting Goals						X			Establishing a shared vision and finding goals can be completed in 1 session.
Step 2: Prioritization of Projects						X			Prioritization may take time but is proposed over a 1-week period.
Step 3: Feedback and Approval						X			Finish the first week of Component 3 with the feedback meeting.
Step 4: Developing Community Projects							X	X	This step can take time since it involves contributions from other partners.
Step 5: Community Involvement and Oversight							X		The mechanism can be set up in a short time-frame. Proposed 1-week.
Step 6: Transparency and Accountability							X		The outlines of CFM and Communications can be set up in 1-week, rolled-out over time.
Step 7: Launching the CAP								X	Proposed to “launch” the CAP at the end of month 2.

IDENTIFYING TARGET COMMUNITIES

The below criteria are meant to be used when deciding which communities (or broader regions) to target for community-based reintegration assistance. They have been drawn from the Reintegration Handbook (section 3.2, p. 103), a 2016 IOM Morocco report from Altai Consulting, and the Project Handbook developed for the Reintegration Assistance and Development in Afghanistan (RADA) EU-funded project, implemented by IOM.

Those criteria highlighted in green are necessary, meaning if that criterion is not fulfilled the community should not be targeted for community-based assistance. Once the target communities or regions have been selected, longer and more detailed community profiles should be carried out and the information from this exercise can form the basis for those.

The criteria should be adjusted based on the scope and activities of the reintegration programme and the local context. Analysis of these criteria can be quantitative, for example using a ranking system from 1-5 for each (1 being the community does not fit the criteria, 5 being it completely fits) and criteria can be weighted according to the reintegration programme. It can also be done qualitatively by describing how communities fit the criteria and in cooperation with programme partners.

Number, profiles, and timing of returnees

CRITERIA	DATA SOURCE	COMMENTS
Number of migrants returning to the same community	National and local authorities, DTM or other third-party tracking, news reports	There should be at least a small number of returnees to a single community, but for the best chances of success it should be a larger concentration of returnees. To identify these communities, mapping technologies can be useful. Also consider the number of returnees against the size of the community to determine the concentration. Larger cities can be broken down into smaller neighbourhoods.
Returnees' profiles and/or needs are similar in the same community	Information from country of departure, initial counselling session, reintegration plans, previous trends	Community-based projects often require teamwork and similar aspirations, so returnees to the same community should have similar profiles, particularly in terms of age, community of origin, time spent abroad, family status, qualification level, work experience, areas of interest and life plans. Consider also other factors that may affect group social cohesion such as languages spoken. For projects aiming to improve social services, returnee service needs should be similar.
Returnees' desire to participate in community-based projects	Information from the country of departure, initial counselling session, reintegration plans, previous trends	Particularly for group income generating projects, returnees to high return communities should be motivated to participate and understand the benefits of collective and community-based assistance.
Time period of migrants returning to their communities	National and local authorities, DTM or other third-party tracking, news reports	Consider if returnees are returning to a community within a short time or over a longer period of time. Community assistance is often more successful when large numbers return over a short time as returnees will be at a similar place in their reintegration process. Also, communities are more likely to need support particularly with services or easing tensions when there is a large influx of returnees.

Community situation

CRITERIA	DATA SOURCE	COMMENTS
Stability and security	National and local authorities, UNDSS or other partners/ coordination groups, news reports, third party analyses	Community-based assistance should only be undertaken where it is safe for project staff to visit those communities and there is some stability, meaning there is a low likelihood that crisis will erupt during and in the short-term following project implementation. If there are existing conflict issues, a conflict sensitivity analysis should be carried out before starting implementation.
Availability of basic infrastructure (roads, transportation, electricity, water access, telephone networks, etc.)	National and local authorities, partners or coordination groups, previous returnee reports, site visits	This basic infrastructure will be required by the returnees and staff to implement and monitor activities. Improvements could be undertaken by the project, but most reintegration programmes do not have the scope to completely build infrastructure.
Availability of social services (health care, education, housing, etc.)	National and local authorities, partners or coordination groups, previous returnee reports, site visits	There should be some access to social services that would be needed for the activities (economic, social or psychosocial). The project could support the improvement of social services vis a vis the needs of returnees, but there should be some basis for this as most reintegration programmes do not have the scope to start services from nothing.
Local economic situation	National and local economic ministry or institution, national or international partners, previous project experience, third party project experience	If collective economic assistance is planned, targeted communities should have an economic market that is able to absorb additional labour/businesses. Communities that are extremely poor with little economic activity or have labour markets that are oversaturated (too many workers and not enough jobs/too many small businesses), are often not conducive to supporting returnee groups to start businesses.

Availability and motivation of partners

CRITERIA	DATA SOURCE	COMMENTS
Motivated and available local authorities	Site visits or phone calls with local authorities, previous project experience, third party project experience	The approval of local authorities is usually necessary to begin implementation. Additionally, consider if the local authorities are motivated to support the activities, their attitude towards returnees (see it as a positive rather than a burden) and if they are available and accessible if the activities will need their participation or other inputs.
Existing local community development projects	National or local authorities (development ministry or agency), coordination platforms or groups	If the programme will be integrating returnees into existing development initiatives, understand where these are active and able to add beneficiaries. If the programme will be starting new development initiatives understand what is already being done so as to not duplicate efforts in the same community.
Local community interest and willingness to support and/or contribute to the project	Presence and activity of local initiatives and groups, previous returnee reports, experiences of other or past projects	The local community should have some interest and motivation to support the community activities. If the community is against community-based support for returnees, then it will be very difficult to make progress at the community level.
Active local civil society	Presence and activity of local initiatives and groups, previous returnee reports, experiences of other or past projects	Active local civil society groups can support and be partners for community-based assistance and are a good sign that the outcomes could be sustained once the programme has finished. If they lack capacity but are motivated, capacity building could be addressed in the programme. Ensure that the civil society organizations are not identify based or exclude particular groups, which could point to conflict issues in the community.

Community Based Planning Manual

1.4 _ Template _ Stakeholder Mapping

Stakeholder Mapping Exercise

Step 4, Component 1

Location (Country Office)

Governorate	**District**	**Subdistrict**	**Community or Cluster of Communities**
English (local language)			
Created on date		Updated on date	

Local authority representatives (mayor, municipality officials, directorate representatives, local council representatives, etc)										
Name	Position	Institution	Location of the office	Areas of Responsibilities (geographical coverage)	Phone Number	Email Address	Communication Channel (phone, WhatsApp, email)	Participation in consultations/meetings (KIIs, phase out workshop) (consultations + dates) *fill out after the consultations take place	Participation in IOM activities (CFW, EDF, phase out) (activity+date) *fill out after the activities take place	Outreach/ mobilisation potential (e.g. can mobilize women/youth/elderly/PWD, businessmen...)

Community influencers / focal points of different demographic or interest groups or NGOs / active community members /										
Name	Profession (job)	linked to organisation / association / volunteer group (name of the group / organisation)	Position (what position they have within the organisation)	Location	Special Skills	Phone Number	Communication Channel (phone, WhatsApp or in person)	Participation in consultations/meetings (FGDs, phase out workshop) (consultation + dates) *fill out after the consultations take place	Participation in IOM activities (CFW, EDF, phase out) (activity+date) *fill out after the activities take place	Outreach/ mobilisation potential (e.g. can mobilize women/youth/elderly/PWD/ businessmen; can mobilize IDPs, HC, refugees, etc)

KEY QUESTIONS AND CHECKLIST FOR INCEPTION MEETING

- Explain the purpose of the CBP process, its background/context, its objectives/expected outcomes, and the planning process itself
- Explain CBP logistics
- Describe the funding arrangement as per the policy of "envelope disclosure";
- Manage expectations – explain any limitations of the project based on funding, technical capacity, or program directives; explain whether or not participants in the planning process will be compensated and explain why participation is so valuable; specifically explain the role that IOM will play and emphasize the importance of community ownership, sustainability, and inclusivity; highlight the importance and benefits of community planning as opposed to direct implementation by IOM or IOM partners
- Discuss the role of the CFT and local leaders, for example, it should be determined how local leaders can mobilize different groups in their communities, how they can serve as a continual link between the CBP consultative sessions and the community throughout the process, and what resources they may be able to provide to the process; additionally, local leaders may be included in the community consultative sessions even if they are not selected as representatives;
- Discuss the role of the CFT and local leaders, for example, it should be determined how local leaders can mobilize different groups in their communities, how they can serve as a continual link between the CBP consultative sessions and the community throughout the process, and what resources they may be able to provide to the process; additionally, local leaders may be included in the community consultative sessions even if they are not selected as representatives.;
- Allow time for local leaders to raise questions or concerns to be addressed during the orientation.
- Discuss communication strategies to engage the wider community in the process and ensure there is transparency throughout; consider in particular how local leaders can be links between the process and the wider community. Feedback channels should be developed.
- Decide on a date for the community-wide meeting (Step 7).

TERMS OF REFERENCE FOR MEMBER OF CORE FACILITATION TEAM (CFT)

Position Title : Core Facilitation Team, Member

Organizational Unit : (To Be Filled in by Mission)

Duty Station : (To Be Filled in by Mission)

CONTEXT

CBP is defined as a process which empowers communities including vulnerable socio-economic groups and their leaders to demand and actively participate in the planning, identification and implementation of development interventions that are relevant to them. The desired outcome of this process is to influence resource allocation and ensure inclusive, transparent and accountable delivery of services to communities and other local level stakeholders.

The CBP process is led by a Core Facilitation Team (CFT) which is a team composed of members of the community nominated by local stakeholders and trained by IOM. The task of the CFT is to assist in the overall roll-out of the entire CBP process which covers assessments, planning and implementation stages.

The activities of the CBP will be closely monitored by Field Staff under the direct supervision of the (i.e. title of programme coordinator) within the (i.e. name of Unit / Department).

CORE FUNCTIONS AND RESPONSIBILITIES

1. Act as the key point of liaison with (name of organization) staff supporting the CBP process.
2. Agree on the specific roles for each of the facilitators and determine who will document the CBP process;
3. Develop and translate the CBP programme (the schedule of community consultation sessions and activities) into the local language;
4. Organise and confirm logistics for the CBP consultations with support from relevant staff (stationery, venue and dates for the consultations, equipment to take pictures or videos throughout the process);
5. Ensure that relevant Government departments and other support organisations have been invited to attend the community consultations;
6. Conduct the community consultations;
7. Organise the end-of-day and process-reflection meetings;
8. Finalise documentation of the Community Action Plan (CAP); and,
9. Communicate the CAP to the community.

Core Responsibilities as Facilitators of CBP:

1. Triggers the discussion or helps the groups to begin an exercise; Asks for information and gives information and Asks what people think and says what he or she thinks;
2. Summarises (repeats what has been said in the discussion clearly in a few words) and checks to see if everyone agrees;
3. Gives everyone a chance to speak and encourages shy members with words and tasks that will increase their confidence;
4. Analyses problems and resolves arguments;
5. Evaluates (looks at the strengths and weaknesses of the group's work and sees how it can be improved);
6. Is creative and encourages others to be creative and plays a catalytic role to other members to be leaders by developing their confidence and skills, appreciating their contributions and sharing responsibilities with them.

Required Competencies and Values:

The incumbent is expected to demonstrate the following values and competencies:

Competencies:

- Stimulate discussion and help groups to begin and manage exercises;
- Ask for and give information;
- Give everyone a chance to speak and encourage shy members to voice their opinion;
- Show creativity in ways to foster discussions;
- Summarize arguments during discussions;
- Analyse problems;
- Resolve arguments;
- Understand the strengths and weaknesses of the participants' inputs and seeing how it can be improved;
- Play a catalytic role to allow other members to be leaders by developing their confidence and skills, appreciating their contributions and sharing responsibilities with them.

Values:

- Inclusion and respect for diversity: respects and promotes individual and cultural differences; encourages diversity and inclusion wherever possible.
- Integrity and transparency: maintains high ethical standards and acts in a manner consistent with organizational principles/rules and standards of conduct.
- Professionalism: demonstrates ability to work in a composed, competent and committed manner and exercises careful judgment in meeting day-to-day challenge

AGENDA ITEMS

During the meeting, the CFT and local leaders should:

- Introduce the CFT;
- Explain the purposes of the CBP process, its background / context, objectives and expected outcomes, and the planning process itself;
- Introduce ice-breaker exercises;
- Establish the logistical requirements of the CBP process relevant to the broader community and define the community's role and responsibilities during the process;
- Explain the importance of an inclusive, equitable and transparent process and how this will be achieved;
- Explain the funding scheme;
- Manage expectations by explaining any limitations of the project based on funding, technical capacity, or program directives;
- Explain whether or not participants in the planning process will be compensated and explain why participation is so valuable;
- Specifically explain the role that (your organization) will play and emphasize the importance of community ownership, sustainability and inclusivity;
- Discuss communication strategies to engage the wider community; solicit community on best mechanisms for keeping open communication;
- Community feedback channels should be developed.

1.9 _ AGENDA _ Inaugural Meeting

Inaugural Community Consultative Meeting

Step 9, Component 1

AGENDA ITEMS

- CFT should welcome participants and present the process, explaining its purpose.
- Manage expectations - explain any limitations of the project based on funding, technical capacity, or program directives; explain that participants in the planning process will not be compensated but explain why participation is still valuable; specifically explain the role that IOM will play and emphasize the importance of community ownership, sustainability, and inclusivity (see key considerations).
- Introductions of socio-economic groups, by community.
- Verifications that all relevant socio-economic groups are represented.
- Discussions of logistical arrangements for the week for each community (venue, schedule, contribution of resources, food, etc).
- Explanation of the programme for the week.
- Verifications that the groups engaged their group members and brought relevant information required for planning.
- Appointment of note-takers. Ensure the note-takers are recording the following: list of pre-planning meetings held (between local leaders and their respective communities to discuss the CBP process) and their dates, venue, number of participants, villages and name of local leaders involved. They should also record which socio-economic groups are represented, with the name and sex of their representatives.
- Ensure members of the community are assigned roles in the provision of food and drink during the intensive planning process that will follow.

Community Based Planning

2.1 _ Template _ Transect Walk

Transect Walk Exercise

Step 1, Component 2

Location (Country Office)

Governorate	District	Subdistrict	Community or Cluster of Communities

Transect Walk - Summary Table

Group	Participants	Location	Main Planned Landmarks	Other Areas Visited	Insecure Areas?	Land Ownership	Notes from Participants	Additional Comments
Group 1	Village Leader, Police Rep, IOM Engineer, Department of Agriculture, Socio economic groups (disabled, youth, returnee)	Community Centre - Main Highway (NE Sector)	Police station, agriculture land and flour processing site (mill)	Visited household of recent returnees who currently use agricultural land.	No security issues. Only issue was large-scale erosion leading to loss of land along the river.	National Park boundaries are contested. Source of tension between the community and the National Park.	Police agreed to patrol the area since returnees complained of recent theft. Rep from Department of Agriculture confirmed that fertilizers to be distributed in next 2 weeks. Several boreholes were damaged leading to over-use of nearby irrigation canals via informal pump systems.	Contact Dept. Of irrigaiton to follow-up on bore hole issue. Possilbe infrastructure project for community.
Group 2								
Group 3								
Group 4								

Community Based Planning

2.2 _ Template _ Historical Mapping

Historical Mapping Tool

Location (Country Office)

Governorate	District	Subdistrict	Community or Cluster of Communities

Historical Mapping Tool - Summary Table					
Key Date of Event	Location of the Event	Man-Made or Natural Disaster	Notable Actors involved in the Event	Summary of the Event	Continued Impact on the Community

KEY QUESTIONS, ACCESS

- Where are the resources identified in the plenary located in your community? (Map them)
- Which other resources are not in the area and are not listed, yet affect communal relationships? (Such as nearby resources that are imported)
- Identify the challenges you have encountered as a community in sharing the resources mapped. What are root causes of these challenges?
- Who is accessing and who is not accessing these resources and why?
- What efforts have you made to address these challenges, including their root causes?
- Which of these efforts worked well and which did not? Why?
- Which structures, institutions or strategies do you see already in place to support equal sharing of communal resources?
- What do you see as the strengths and weaknesses of these structures, institutions or strategies? Why?
- What do you think can be done to strengthen the capacities of relevant institutions or groups to be able to support or regulate equal sharing of communal resources?
- What are some actions that can be taken to make these resources accessible to all community members?
- Which of these actions suggested in response to the question above can be:
    - Addressed by your community without external support?
    - Addressed by your community through collaboration with external agencies?
    - Addressed by external agencies due to the large investments required?

KEY QUESTIONS FOR MOBILITY

- Where do you go to get basic services and essential resources?
- What kind of services or resources do you get there?
- What is your travel route and what means of transportation do you use? How long does it take?
- What other things do you do in these locations indicated and for what benefit?
- What do you bring back to your village / community from these locations?
- Which insecurities, challenges, or impediments do you encounter when going and coming back from these locations?
- What is the root cause of these insecurities, challenges, or impediments?
- Who, if any, are the people directly and/or indirectly involved in these issues related to your mobility?
- What actions do you think can be taken to prevent/address these issues related to mobility?
- Who should be involved in implementing these actions and how?

KEY QUESTIONS, SERVICES

- Where does this service provider deliver services?
- To whom does it deliver these services / who uses these services?
- What are the positive aspects or strengths of these services, delivery systems, or providers?
- What are the negative aspects, limitations, or weakness of these services, delivery systems, or providers?
- How can the services or service organizations be improved? What actions should be taken to improve the quality of the services, accessibility, and effectiveness of the organization? How would the services be best delivered?
- How can the organization's relationship to the community be improved?
- Are there any types of essential services or types of providers that are missing in the community?

KEY QUESTIONS, SEASONAL LIVELIHOODS ANALYSIS

- What are the ongoing conflicts within your community or that affect your community?
- What are the insecure spaces in your community?
- What are your different sources of livelihoods and income generation?
- How do these sources vary depending on the time of year?
- What are your coping strategies (good and bad) when your main sources of livelihoods are not available?
- What hardships, shocks, or stresses do you face during the year that negatively affect your livelihoods? When?
- What are the reasons for these hardships, shocks or stresses? How are certain factors related to your livelihood influenced by the season (for example, access to water for income generation activities, access to livestock, fodder production, disease outbreak)?
- What types of commerce do you engage in and when? What are the most important goods that you obtain through purchase or trade? How does your ability to obtain these goods vary depending on the time of year or yearly events, such as religious holidays?
- What opportunities are available for asset and/or wealth creation or general livelihood improvement?

GUIDING REFLECTING QUESTIONS ON PSYCHOSOCIAL ASPECTS AT COMMUNITY-LEVEL

- What are the psychosocial topics arising from the CBP process?
- How do individuals generally express psychological distress in that community? Is there a common understanding of mental health and psychosocial wellbeing within the community? How are people with psychosocial issues perceived by other community members – are they stigmatized, or is the topic a taboo?
- What is the dominating narrative around the history of conflict, grievances and victimhood in the community?
- Are there specifically vulnerable groups? Does the CBP process provide enough protection for vulnerable individuals and gives a voice to marginalized groups?
- How does the community address psychosocial problems internally? What represents coping strategies for distressed community members and families?
- What connects people across conflict or community lines and how do they cooperate? What are indicators for collective healing? Who are the key actors promoting psychosocial well-being in the community?
- What are the available MHPSS services in that community? Map existing services in that area according to the IASC Intervention Pyramid (see IOM CP MHPSS manual, page 25) and check with other stakeholders whether a 4W mapping (Who is Where, When, doing What in Mental Health and Psychosocial Support) has been conducted in the respective area.

THE VISIONING PROCESS: THE RIVER CODE SIMULATION

The Visioning process is a powerful tool to help participants look into the future and articulate what they would like to be. A shared vision connects people and binds them with a common aspiration.

Key questions for visioning process:

- What is the current situation like? Where are we?
- Where do we want to go? What kind of situation do we want in future?
- What needs to happen for the vision to be achieved? To get there what are our priorities?
- What strategies can be used to achieve each priority or goal?
- For each strategy what key actions need to be undertaken?

METHODOLOGY

The River Code simulation is a powerful tool that can assist communities to define their vision. Identify volunteers who have different reasons and methods of wanting to cross a hypothetically flooded river. Four people are selected among the participants to do a role play of the river code after being taught on how it is done. After the role play the participants start by describing what they saw happening.

DESCRIPTION OF THE RIVER CODE[1]

Two men come to a river and look for a place to cross. The current is very strong and they are both afraid to cross it. A third man comes along and sees their difficulty. He leads them up the river to a place where there are some stepping stones and a small island in the middle of the river. He urges the men to step on the stones but both are afraid, so he agrees to take one of them on his back. By the time when he gets to the middle of the river, the man on his back seems very heavy, so he puts him on the little island. He then returns to fetch the second man who wants to climb on his back as well. But the third man refuses. Instead he takes his hand and encourages him to use the stepping stones himself. Halfway across, the second man starts to manage alone and drops the third man's hand. They both cross the river. When the two of them get to the other side, they are extremely pleased with themselves and they walk off together, completely forgetting about the first man, sitting alone on the island. He tries to get their attention, but they do not notice his gestures for help.

In plenary the participants respond to the following questions:

Question 1: What methods were used to cross the river?

Question 2: What would you associate or relate the following people to?

a. First person

b. Second person

c. Third person

d. The Helper

1 Quoted directly from http://www.fao.org/3/ad424e/ad424e03.htm.

Question 3: What does the river represent in real life?

Question 4: What does each of the sides of the river represent in real life?

a. First side where the people are coming from

b. Second side of the river where people wanted to go

Question 5: What was better for the first person; to be left where he was originally; or carried on the back and left in the middle of the river?

Question 6: What lessons can we draw from the river code?

Using the river code to define the community vision: Ask the basic question like:

- *"What do you want to see happening to you or your community when you get to the other side of the river?"*

Facilitators should remember that the focus is on what the community wants to see happening not to just focus on the challenges they meet when crossing the river! In the river there are crocodiles, hippos and the water is flowing very fast. They are not going to stop these from existing but they will need to get organized to cross this river with all its challenges.

- *Question 2: How do you want to cross the river?*

These are methods or strategies people want to use to achieve what they want to see happening.

Community Based Planning

3.1 _ Template _ Prioritization Models

Pairwise Ranking Model

Step 1, Component 3

Location (Country Office)

Governorate	District	Subdistrict	Community or Cluster of Communities

	Livelihoods*	Shelter	Roads	Garbage Collection**	School Rehabilitation	Water Network	Electricity	Number	Ranking
Street Lights	Livelihoods	Shelter	Security	Security	Security	Water Network	Electricity	3	4
Business Grants*		Livelihoods	Livelihoods	Livelihoods	Livelihoods	Livelihoods	Electricity	6	1
Shelter			Shelter	Shelter	School Rehabilitation	Water Network	Shelter	4	3
Roads				Roads	School Rehabilitation	Water Network	Roads	3	4
Garbage Collection**					School Rehabilitation	Water Network	Roads	0	5
School Rehabilitation						Water Network	Electricity	3***	4
Water Network							Electricity	5	2
Electricity								4	3

* Since each goal is listed in both the row and the column, the overlapping sections are in grey. So in other words, Livelihoods won't be compared with Livelihoods.

** The practitioner will notice that there are multiple "blank" cells during this exercsise - for example cells B17, C17, and D17. This is becaues Garbage Collection was already compared to these issues in cells E13, E14 and E15.

*** Remember that the score for each item is based on the number of times it appears in both the row and column in which the issue is listed. So for School Rehabilitaiton, pratitioners must total the aount of times it appeared in row 18 and also column F.

CHECKLIST FOR MEETING

- Welcome remarks
- Purpose of the meeting
- Purpose/objectives of the CBP process broadly (keep this brief as this was also covered in the community-wide meeting in the pre-planning phase)
- Introduce the representatives who participated in the consultative sessions throughout the CBP process and explain their role
- The planning process that was followed (pre-planning actions taken, community-based assessments conducted, planning and prioritization initiated and in progress)
- Outcomes of the CBP process: Vision statement, Goals, Strategies, Projects and Project Prioritization
- Explain the funding mechanism
- Explain next steps (those steps included in the rest of this component; emphasize the launch event, which is the next event in which the wider community will be involved)

Step 4, Component 3

KEY QUESTIONS, DISASTER PROOFING

- Which key past events dating from as far as the participants can remember to the present day have improved or worsened people's life, livelihoods, community, or the environment?
- Are any of these events reoccurring? What is their frequency and intensity?
- How did these events impact your livelihood?
- How did these vents impact your environment?
- How did these events affect the relationship between different groups of people in your community; and between your community and your neighbors?
- How has this past affected the current relations between community members and your neighbors?
- How did the people in community cope with the effects of these events?
- What are some of the lessons / actions that you've learned from past events that could help you to address future opportunities, hazards, disasters, conflicts and insecurities in your community? What are some previous best practices that could be used?
- What positive or negative events or factors might impact each of the identified projects (using the historical analysis to inform potential future events) and how would it impact the projects? Rank the likelihood of occurrence and potential level of impact of each of these events or factors on a scale from 1-3.
- What measures could be put in place to mitigate negative events or factors on each project? What actions could be taken to capitalize on positive events or factors and how does this relate to different projects?
- What technical support and resources would be needed for each of these measures?

KEY QUESTIONS, TECHNICAL SUPPORT AND PARTNER ANALYSIS

- What kinds of technical support are required for each project / intervention?
- Who should be the core partner(s) for each project? (These are the partners that will be central to implementation)
- What will be the role of the core partner(s)?
- Who should be the complementary partners for each project? (These are the partners that can support or assist implementation or contribute complementary measures)
- What should be the role of the complementary partners?

Community Based Planning

3.4 _ Key Questions _ Developing Projects

Project Summary Table - Expanded (Disaster Proofing)

Step 4, Component 3

Location (Country Office)

Governorate	**District**	**Subdistrict**	**Community or Cluster of Communities**

Vision Statement	summarize the vision statement of the community here
Goal 1	summarize each of the identified goals by the community here (and below)
Goal 2	
Goal 3	

Disaster Proofing					
Project Title	Identified Risk	Potential Impact (1-3)	Likelihood (1-3)	Mitigation Measure	Technical Supprt

Overall Role: Facilitating active community participation in project planning and implementation to improve project design through the use of local knowledge; increase project acceptability; produce a more equitable distribution of benefits; promote local resource mobilization and help ensure project sustainability.

SPECIFIC TASKS:

1. Participate in defining and mobilizing socio economic groups for community-based planning and review activities.
2. Mobilize locally available resources from community members for implementation of community based public works projects and ensuring there is secure storage for the materials.
3. Mobilize community members for implementation of community-based projects.
4. Engage potential partners to leverage resources for implementation of community identified projects e.g. participation in community action plan launch events.
5. Using appropriate structures/leadership, follow up with organizations that pledge to support community-based projects to ensure that they deliver on their obligations/pledges within the expected timeframe, budget and quality.
6. Ensure equitable distribution of benefits and ensure that socially, politically or economically weak groups have access to the project services and benefits i.e. project accessibility to different socio-economic groups.
7. Identify potential conflicts in the projects and bring them to the attention of community leaders and Peace Building Committees.
8. Participate in community action plan quarterly review meetings to assess progress, identify challenges, ascertain project's socio-cultural acceptability and increase the likelihood of beneficiaries participating and benefitting from the project.

ROLES AND RESPONSIBILITIES

1. Work with the X Project Team to engage other community members and stakeholders to set objectives for your community-based projects/activities and determine indicators to gauge progress toward achieving an objective or measuring the impact of a specific intervention.
2. Decide on data collection processes, tools and set monitoring schedules.
3. Collect data and record it in agreed formats, capturing both anticipated and unanticipated changes that result from the intervention. NB. Need for clarity on who will collect what data, from where (data sources) and when must it be collected.
4. Analyse data and make decisions about its use.
5. Jointly identify what is working well and what is not early on the project so that you can replicate successful actions and seek solutions for difficulties before it is too late.
6. Employ Gender Analysis Matrix (GAM), see below, to determine differing effects of project activities in terms of labour, time, resources and culture on men and women, boys and girls.
7. Organize quarterly community action plan review to determine successes, challenges and lessons learnt to build trust, confidence and project ownership among community members as well as integrate new community development priorities.
8. Determine level of (for example) social cohesion, peaceful coexistence and integration of returnees, internally displaced persons and host communities as a result of project interventions.
9. Write monthly reports and share with community leaders, x Project Team and the Core Facilitation Team.

KEY QUESTIONS, TRANSPARENCY AND ACCOUNTABILITY

- How do you seek out information about what is going on in your community? How would you prefer to receive information about the projects (you might list multiple examples – see key considerations)?
- What communication technologies do you have available to you and which do you feel comfortable using?
- What language do you prefer to receive information in?
- What other methods of communication might be beneficial to you other than written communication?
- Who in the community typically receives information first?
- Who in the community is not reached when information is shared?
- Do you know how to make a complaint to (the organization)?
- Do you feel safe and comfortable to make a complaint to (the organization)? If not, what can we do to make you feel safer and more confident about making a complaint?
- How would you prefer to give feedback or make a complaint?
- Would you like to be involved in the implementation of the projects? Please share what you would want to contribute?

Community Based Planning

3.7 _ Template _ CAP

Community Action Plan

Step 7, Component 3

Location (Country Office)

Governorate	District	Subdistrict	Community or Cluster of Communities

Component 3								
Vision Statement	summarize the vision statement of the community here							
Goal 1	summarize the first goal here with the related projects below. Continue this for the entire table below, or adapt as needed at field-level.							
Goal 2								
Goal 3								
Project	Priority	Duration	Cost	Beneficiareis	Rationale	Mitigation Strategy	Community Contribution	Phase-Out Plan

Componenet 2								
Component, Step	**Title**	**Identified Actors**	**Summary**	**Strenghts**	**Weaknesses**	**Opportunities**	**Threats**	**Comments**
2,1	Transect Walk							
2,2	Historical Mapping							
2,3	Community Mapping							
2,4	Service Provision							
2,5	Livelihoods							

Component 1		
1,1	Gov't Meetings	Provide a short summary of each step listed in this Component.
1,2	Indicators for Selection	
1,3	Final Communities	
1,4	Key Stakeholders	
1,5	Inception Meeting	
1,6	CFT	
1,7	Community Meeting	
1,8	Socio-Economic Groups	

IOM UN MIGRATION

EU–IOM KNOWLEDGE MANAGEMENT HUB

COMPASS Guiding safe migration

Ministry of Foreign Affairs