

# COMMUNITY ENGAGEMENT FIELD GUIDE

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FOR USE BY FRONT-LINE WORKERS IN LEBANON



M&D Consulting, Inc. supported the capacity building of NGO & government representatives & their frontline workers to use a community engagement (CE) approach in community-level development work. Three documents listed below were developed by the consultants in collaboration with participating NGOs in Lebanon.

- 1. Community Engagement Field Guide (FG) & toolkit:** Frontline workers from implementing NGOs & government agencies will use this document as a reference while they conduct CE in the communities where they work. The FG describes the five steps of CE & provides tips & tools to help FWs work more effectively with community members & local partners. The FG & tools will be available in Arabic & English.
- 1. Facilitators Manual to Conduct Training of Trainers (TOT) on CE:** Experienced (master) trainers will use this manual in a workshop to develop a cadre of local trainers who will be able to a) use the FG to explain & demonstrate the five CE steps & use appropriate tools for each step, & b) to organize & conduct training for frontline workers (FW) using the Cascade FW training module in CE.
- 1. Facilitators Manual - CE Workshop for Frontline Workers:** This manual is to be used by graduates of the TOT workshop in CE described above to train NGO & government frontline workers (FW) to facilitate CE at the community level. During the workshop, FWs will learn to use the information & tools found in the Community Engagement Field Guide to support their work. Ideally, this Guide would be used by participants of training workshops on CE when they are planning or implementing a CE approach. However, the Field Guide is also designed to be a stand-alone reference so that any development manager or frontline worker can use its content & tools to support their work.

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# ACRONYMNS / ABBREVIATIONS

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- CE – community engagement
- C4D – communication for development
- FW – frontline worker

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# CHAPTER 1: INTRODUCTION

## DEFINITIONS

### WHAT IS COMMUNITY ENGAGEMENT?

*Community engagement* is a community-driven approach to development where community members themselves identify problems & using available resources, plan & implement solutions. By taking a major role in decision-making, community members keep ownership of process & outcomes, thus leading to more trust in their neighbors & partners, more sustainable outcomes & more confidence that they can face future challenges. External development agencies such as NGOs support & facilitate engagement based on community-defined priorities so that ownership & decision-making stay in the hands of community members.

### WHAT IS COMMUNITY MOBILIZATION?

Community mobilization is a development approach where the community plays an important role, but the process & most decisions are made by external agents such as your NGO or government. Thus, the NGO controls the steps of assessment, planning, implementation & monitoring. Community participation is used to support, but not direct these steps. Community mobilization is useful when a development issue needs community cooperation to implement specific, focused interventions to achieve short term goals.

### WHAT IS OUTREACH?

Outreach is a tool that an NGO or other external development agencies use to reach the community when addressing a development problem. This tool channels information between the community & the NGO so that the NGO's projects are more responsive to community needs. Outreach is usually done by frontline workers, & role of the frontline worker changes depending on the capacity & degree of ownership the community has in the project.

### WHAT IS A CAMPAIGN?

A campaign is a communication tool where a variety of activities are aimed at dissemination information to support a specific development issue by raising awareness, increasing knowledge or changing behavior & social norms. A campaign is a result of the same assessment & planning steps used in most development approaches. A campaign is usually implemented through a variety of communication channels such as mass media, social media, print & interpersonal communication such as house-to-house visits & local theatre.

### WHAT IS A PARTICIPATORY APPROACH?

Participation is a common word used in everyday conversation. The dictionary of American English defines to participate as "to take part in, to share with others" as in, to participate in a discussion. A participatory approach is defined as "to provide the opportunity for individual participation."

All of the strategies mentioned above use some aspects of a participatory approach. What makes CE different is that community members participate in a decision-making capacity & set priorities for what local conditions

they want to focus on & what strategies & resources they will use. This fundamental difference in participation has implications for the role that donors, development agencies, NGOs, & government ministries take. The role they play in CE is supportive, not leading improvement strategies.

## ROLES

### ROLE OF THE COMMUNITY

Let's use the Table of Community Decision-making (in the Introduction chapter of this guide) to look more closely at the interaction during community engagement between communities & external development agencies such as your NGO, government or international aid organizations such as UNICEF.

EXTERNAL DEVELOPMENT AGENCIES			
Level 4	Level 3	Level 2	Level 1
<p><b>Communities lead the process to identify project priorities.</b></p> <p>Communities play a major role in all phases of health, environmental &amp; education initiatives &amp; occasionally seek the advice &amp; resources of external agencies.</p>	<p><b>Communities &amp; external agencies jointly define project priorities.</b></p> <p>Communities play the principle decision-making role in all phases of the project with support &amp; technical assistance from external agencies.</p>	<p><b>External agencies define priorities.</b></p> <p>Communities participate in all phases of the project but external agencies play the principle role in decision-making.</p>	<p><b>External agencies plan &amp; administer the project.</b></p> <p>Communities are involved in the project only at the implementation phase.</p>
COMMUNITY			

 External Development Agencies  Community

Ideally, if your NGO is using a community engagement approach, assessment, planning, implementation, & monitoring would be led by community members themselves (**Level 4 in the table**) & they would seek advice from you & your NGO only as needed. As explained in the table, at Level 4, communities “take matters into their own hands”: identify a problem, find a solution, & take action. They might advocate for better health services, build a school, or organize a scholarship so a local student can train as a doctor or teacher to serve their community.

More often, a community engagement approach involves the combined effort of both community & your NGO. At **Level 3 of the table**, community members would take a decisive role in decision-making, design, & implementation, but they would rely on your NGO for capacity building, technical, logistical & social support. For example, from you & your NGO, community members would learn how to use an appropriate assessment tool to gather locally relevant information, & how to use those results to identify the problem & design solutions. Because community members are doing the steps themselves for a local problem, even tools for monitoring will be simpler to use & gather less information than tools used by external agencies. The most important feature of Level 3 in the Community Engagement Table is that even with input from an NGO, information & decision-making would stay in the community. Most projects using a community engagement approach would be at Level 3.

At **Level 2 in the table**, external agencies take the decision-making role at all steps, only asking the community

for information & cooperation. Community mobilization & outreach would usually be at Level 2. For example, following your NGO's priorities, assessment methods such as focus group discussions & in-depth interviews would be used to collect information from affected community members about their needs & problems. This information is then processed externally & returns to the community in the form of projects, communication strategies, messages & materials that reflect local views. During implementation, the community is asked to cooperate in these customized campaigns & to follow social & behavior change advice. So although the community has participated in various steps at Level 2, it no longer is in the lead decision-making role.

At **Level 1**, external development agencies—national & international—assess, design, implement & monitor with virtually no input from local communities. Projects & communication messages & materials are centrally designed although “local adaption” is sometimes done. Communities are exposed to messages to improve knowledge & to adopt new behaviors. They often discover that development projects have started near-by with little advanced notice.

Now that you have studied this table, discuss with your employer/supervisor where your project lies on the participation continuum so that your role & choice of tools are based on realistic expectations of how community input will be used.

- **Role of external development agencies & the frontline worker:** As you see from the community participation table above, if your NGO takes a supportive, less controlling role in local projects, your role as a fieldworker will be different from what you are used to. In a community engagement approach, you are to facilitate a collective process led by community members. Thus, the community you serve will be more than beneficiaries, they will make decisions equally with you, your NGO, & local health, environmental, & educational services to prioritize problems, assess, design, implement & monitor projects. You are most familiar with the role of an outreach worker where, according to pre-set priorities, you provide information & explain correct practices to beneficiaries in the community you serve. Often, you act as a liaison between services & beneficiaries—so that women & children will access services for maximum benefit. So how is your role going to be different when taking a community engagement approach?
- **Role of Frontline worker:** To facilitate community engagement steps, you will:
  - Shift from working mostly with individuals, to bringing families & community members together to work in partnership with each other & local groups to take collective action. Thus, you will help them to identify root causes to problems & find opportunities & resources they can use to improve local conditions. Depending on community priorities, you might help them gain access to better & more responsive services.
  - Shift emphasis from delivering messages & raising awareness, to encouraging dialogue & shared experience about root causes to problems that concern community members. You would help the community set priorities to address the problems they feel are important. These priorities quite often are different from the priorities set by your NGO or donor.
  - Shift from coverage of information— How many community members heard the messages—to building trust & working together to make change. To build trust, community groups need to meet repeatedly, so that over time, they learn to listen to each other & use what they know to address local issues collectively. The point is for community members see how their own efforts have improved local conditions. In the beginning, a small number of community members will be involved, but as they achieve success, others will join in.
  - Shift from problems to appreciation. You will approach the community from an appreciative perspective, looking to use local knowledge, available resources & leadership networks to improve conditions rather than seeing the community as not capable of helping itself.
  - Adapt expert solutions to the community reality. Help community members shape expert solutions into

practices they can do by taking into account traditional wisdom, experiential knowledge, logistic, security & economic issues. Resulting action plans & objectives should be a blend of all these factors.

## PRIORITY HEALTH, SOCIAL & ECONOMIC ISSUES

A full community engagement approach (as shown in the Community Decision-making Table earlier in the Introduction) lets the community set priorities of what health, social or economic issue it wants to address. However, in most contracts between donors & development agencies, priority issues, budgets, outcomes & timelines are decided without local input. If this is the case, your NGO may not have the flexibility to let the community you work in choose a locally relevant priority area. If the terms of the contract do not allow the community to decide & or to lead the development process, you will need to change your approach or wait to try community engagement when administrative conditions are more favorable.

## FINDING LOCAL PARTNERS

In every community, some individuals have more influence than others. These individuals can be a government official, the head of a religious or political group, the shaweesh, the head of a civil society group, a wealthy businessman or kafeel, members of an influential family, & so on. They are often referred to as “gatekeepers” because they can influence community-level activities positively or negatively—they can either open or close the gate!

During assessment, you would help community members identify key influential people, & work together to turn some of these gatekeepers into partners. Partners would use their influence or resources to help community-initiated activities. They offer time, financial or material resources, clear road blocks during implementation, or publicly endorse community events. Creating partners is not a simple, one-time invitation to participate, so you & your community group should seek advice & be prepared for several meetings to negotiate a positive role with a partner.

To gain a partner’s cooperation, you cannot offer money or other material benefits but you can give them social recognition. Social recognition is a process that acknowledges individuals or groups in different ways. Most people want to be seen as good citizens, good neighbors, good examples of their religion or the member of the better political party. So, acknowledging individuals & groups who have contributed voluntarily to community work through social recognition improves relations among diverse community members, encourages collaboration, celebrates project success & shares lessons learned, & enables openness & a culture of transparency. Recognition can be done through postings on social media, community dinners, award ceremonies, or a football competition named after a helpful partner. Use Tool 4-2 to help you identify & reach agreement with local partners.

## INVOLVING MARGINALIZED PEOPLE

Individuals & families living in the same community usually differ along social, economic, religious & other factors which sometimes negatively affects their access to information, resources & services. They are labeled as marginalized because they often live—physically & socially—apart from the majority in the community. In most community-oriented approaches, marginalized people are identified as beneficiaries & their participation is limited to voicing their “needs” & following advice from development programs designed to help. In a community engagement approach, the role of marginalized people is different: they are actively involved in community-led

activities. As with other community members, the marginalized would be part of the decision-making group when defining problems, identifying resources & making plans. At each step of the community engagement process, you will need to find creative ways to overcome local biases so that marginalized members of the community can participate equally with their neighbors.

## WORKING TOWARD SUSTAINABILITY & RESILIENCE

Although a community-led approach seems labor intensive at the beginning, more families will adopt desired behaviors over the long term (sustainability) if they are involved in setting priorities & decision-making during the planning & implementation process. For example, if improving child nutrition, research has shown that many children in Lebanon are at risk for malnutrition & parents are not giving enough food from the food groups important for growth. Although this is a known problem among external development agencies, it is important that community members see to what extent this problem exists locally, which segments of their community are most affected & what opportunities exist that could help. If they decide to set improving nutrition as a priority for community action, they are more motivated to plan realistic, corrective strategies & participate in social & behavioral change over the long term. Another benefit from collective action is that a community is better able to face new challenges (resilience) if it has previous successful experience in collective decision-making & implementation. “Programming for resilience requires fostering community ownership, risk-informed planning & programming, working with nontraditional partners & improving synergies between different sectors & agencies, as well as between humanitarian action & development programming.” (From: “Child Rights Tool Kit: Integrating Child Rights into Development Cooperation”; European Commission & UNICEF, 2014.) You will see that by following the steps of community engagement found in this field guide, you will be contributing to over-all goals of sustainability & resilience.

## HOW ARE HUMAN RIGHTS ADDRESSED IN COMMUNITY ENGAGEMENT?

Human rights are a set of internationally agreed, legally binding norms & standards to which all people – including children – are entitled. They can be understood as standards of human dignity & identity rooted in every culture, religion & tradition throughout the world. Human rights approaches mean giving particular attention to the most discriminated against & excluded groups within a society: women, minorities, children with disabilities, unaccompanied minors, indigenous peoples & others. Development agencies that integrate human rights in their programs should be participatory, inclusive & accountable to those they are seeking to reach.

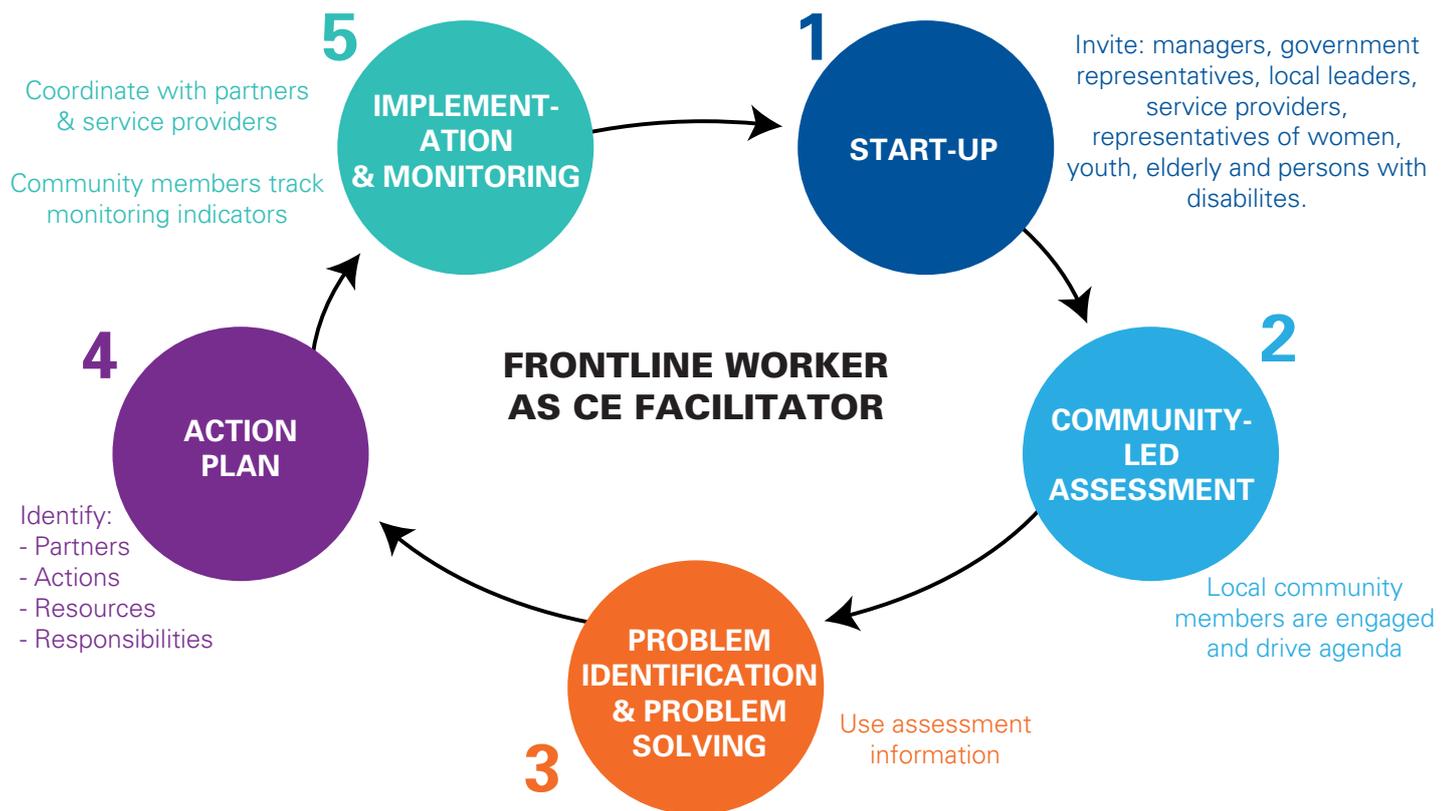
The community engagement approach described in this field guide brings the human rights approach down to the community level. Following its steps will insure that the project is inclusive, participatory & involves families & community members in decision-making partnerships that expand beyond governments to foster closer relationships with civil society, especially with local & national non-governmental organizations (NGOs), marginalized communities, minorities, indigenous peoples, children & youth, disability advocates & women. Based on “Child Rights Tool Kit: Integrating Child Rights into Development Cooperation”; European Commission & UNICEF, 2014.



# CHAPTER 2: FUNDAMENTAL STEPS IN COMMUNITY ENGAGEMENT

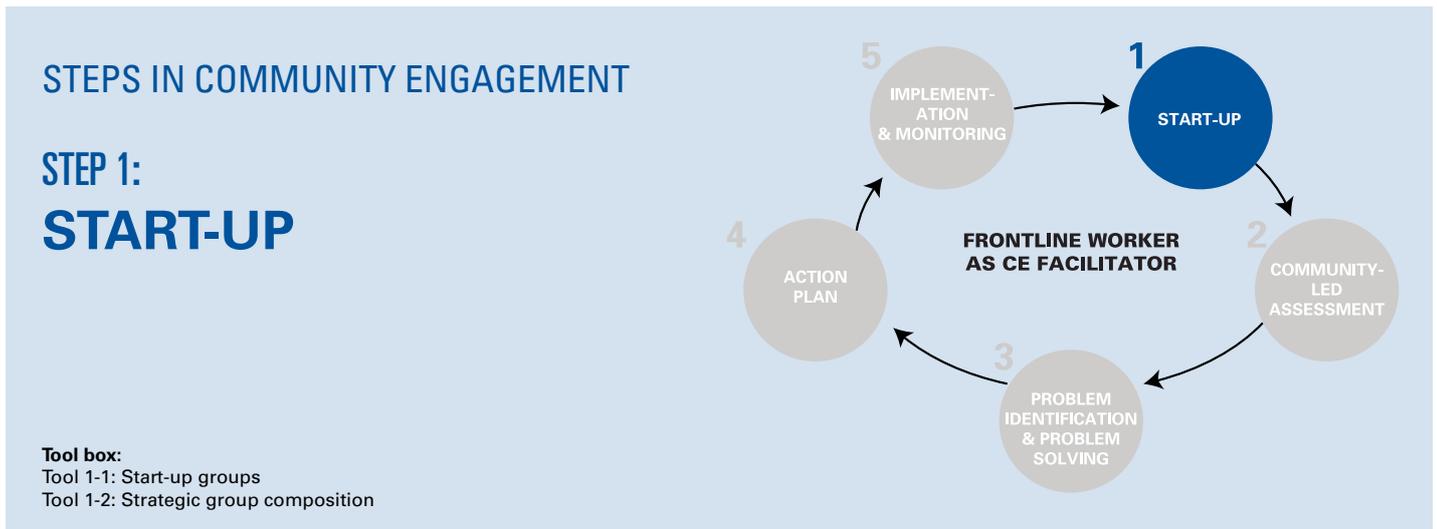
As seen from the introduction, the key to community engagement is bringing community members together with technical specialists, partners, local leadership & social networks to work collectively on priority areas chosen by the community. As a frontline worker, you will facilitate an inclusive & transparent process so that all these diverse actors can participate fully & all opinions are heard before the community takes decisions about a development plan. You will facilitate meetings of community members & selected leaders while they learn to assess, problem-solve, plan & act collectively.

## STEPS IN COMMUNITY ENGAGEMENT



*Based on WCARO field guidelines for Community-based Health Programs, 2011*

This field guide first describes the fundamental steps to facilitate the planning & coordination of community-led projects. When different priority problems are selected for improvement, you will need to adapt the CE steps to accommodate the different implementing NGOs, local partners & service providers involved. In addition, the unique conditions of each targeted community such as urban, rural & refugee camps, will influence how you will follow the fundamental steps. Within each community, the families & individuals who participate in planning & implementation will depend on their interest, availability & capability. Despite all these modifications, you will still use the facilitation skills you have learned to lead & coordinate the meetings necessary in the CE process. Over the long term, your role in the field as a facilitator & your commitment to engagement will help produce more sustainable results & strengthen community resiliency for the future. Your position as a frontline worker is in the middle of the figure below to represent your role as facilitator for the engagement process driven by community members.



Initial start-up meetings with local leaders (it will take more than one meeting) are important to discuss the issues that your project will focus on, introduce the community engagement approach, build trust, & clarify project objectives, methods & expected outcomes. These meetings should also devote time for you & project managers to listen to the community describe its past experiences with development and/or relief projects (which shape their expectations) & to learn how leaders & members of the community might participate in this current project. Community leaders have probably had many such meetings with external development & relief agencies, but now that implementation of this specific project is about to begin, initial contact with listening & exchanging information is important to customize methodology & to clarify expectations of costs, benefits & outcomes. Tools to help with this step are listed above & can be found in the Tool Kit at the end of this Field Guide.

## ORGANIZING START UP MEETINGS

If you are an employee of the implementing NGO, then you & your supervisor/NGO official would schedule a meeting with key community leaders, clarifying date, time & location, & who from the community should attend. Representatives of community members most affected by the problems being discussed would attend start-up meetings as well as community leaders such as local government officials, relevant CBOs, NGOs, service providers & key civil society groups including religious & political leaders. On the project side, any staff involved in the management of the project (government ministry, UNICEF, & other members of your NGO. This shows the high priority of the project as well as providing necessary technical information. It works best, at the beginning if some or all of these officials have previous experience with this specific community. Your team should be as diverse as possible, including at least one woman, & a member from the Lebanese, Palestine and/or Syrian populations as appropriate. Make sure translation services are available so that all attending can participate fully. It is also important for you & other frontline workers to play an active role in these meetings, so that you are seen as key implementers, & that you are given the “green light” to proceed with the project: to organize events, meet with community members & local leaders as necessary & facilitate community action.

The agenda of these meetings will change over time & instead of start-up issues, more time will be spent planning how engagement will be structured—which issues will be assessed? Will there be one general assessment or will specific issues be assessed separately? Who will participate in assessments? How will resources be allocated? As activities are implemented, you should use these meetings to keep community leadership informed of progress & to engage them in problem-solving, planning next steps, & celebrating accomplishments.

## **INITIAL START UP MEETINGS WITH LOCAL LEADERSHIP & PROJECT MANAGERS:**

### **1- Schedule meeting with appropriate community leaders & the on-site focal point for this project.**

- Date
- Time
- Location
- Who will invite participants? How will they be contacted?
- Who will set up the meeting room—chairs, lights, microphone?, refreshments?

### **2- Participants from the community**

- Key local opinion leaders
- Local government officials
- Heads of political parties that are active in the community
- CSOs & other organizations active in the community
- Religious & social leaders
- Representatives of community members most affected by the problems including women, youth, the elderly, & other marginalized people.

### **3- Participants from the project**

- Representatives from appropriate Ministry
- UNICEF programme officers, C4D officer
- Implementing NGO representatives
- Frontline workers who will carry out activities
- Translators as necessary; one frontline worker as rapporteur

### **4- Purpose of start-up meetings**

- To meet community leadership & to introduce project team & managers
- To explain the community engagement approach to be used; how this approach is different from other development strategies; introduce frontline workers
- To listen to community leaders/members describe the current state of local conditions, what efforts/programmes have been tried previously.
- To agree how project will operate in that locality; coordinate with other interventions/projects going on in community; clarify expectations specific to a community engagement approach.
- To decide on date, time & purpose of next meeting.

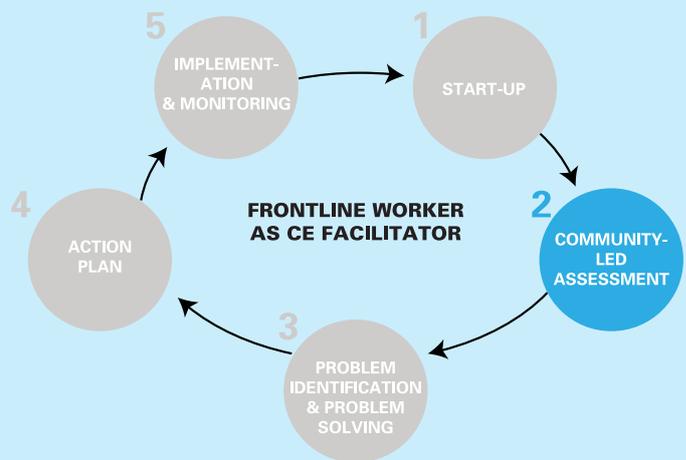
### **Subsequent meetings of local leadership & project managers**

Your NGO, UNICEF & other project managers will decide how they & local leadership will interact with the community following the start-up meeting. They should focus on supporting community-led activities & not take decision-making away from community members. Your work as frontline worker will be to ensure communication & constructive interaction between these two groups during the life of the project. Here are some possible issues this coordination committee might help to support:

- Planning assessment activities
- Helping to decide how to structure community groups
- Reviewing progress & problem-solving during implementation
- Resolving resource allocation issues
- Celebrating progress, sustaining improvements by continued support of process being implemented

## STEPS IN COMMUNITY ENGAGEMENT

### STEP 2: COMMUNITY-LED ASSESSMENT



**Tool box:**

- Tool 2-1: Community-led assessment checklist
- Tool 2-2: Transect walk & mapping
- Tool 2-3: SWOT
- Tool 2-4: Strategic composition of assessment group

The next step in community engagement is to coordinate & help affected community members lead assessments in their neighborhood. Following the initial start-up meetings, community members would have already identified what local conditions are of priority concern. While working with the community focal point(s) & your NGO, a decision needs to be made how to organize assessment. You might assemble selected community members & appropriate technical specialists to participate in one assessment of all issues being addressed. Or, smaller groups, with different community members in each, would assess each issue separately. Tools appropriate for community-led assessment are listed above & can be found in the Tool Box in this Field Guide.

The following table shows how assessment for community engagement differs from assessments that are needed for communication & other development strategies.

ASSESSMENT	COMMUNITY ENGAGEMENT	C4D & COMMUNITY MOBILIZATION
1. Lead actors	Affected community members & frontline workers	Outside experts NGOs Government
2. Type of information	Description of local problem; Infrastructure & services; Coping strategies; Local resources & partners	Level of awareness/knowledge of problem; social norms; actual practices
3. Assessment tools	Mapping Observation Community meetings SWOT analysis	Surveys Focus group discussions In-depth interviews
4. Analysis	Community report/summary Drawings	Quantitative analysis & Statistics Qualitative analysis
5. Users of results	Community members Community leaders Frontline workers	Communication & development experts

As the facilitator of this process, you need to ensure that assessment is objective & transparent so that community members expose weaknesses & gaps as well as strengths & what is working well. Participation in this kind of assessment increases local knowledge & begins the process of building trust among community members.

## INVOLVING MARGINALIZED GROUPS:

In these assessment exercises, it is important to identify any marginalized groups, families or individuals that face special constraints or have been ignored in the development issue being addressed. You need to find ways to include & support their participation so that they are equally active as other community members in the assessment activity. Only through active involvement will their views have any impact in planning & decision-making. Groups of people who are easily by-passed are women, youth, the elderly & the handicapped. Specifically, in Lebanon, Palestinian people, recent refugees & members of different religious groups are often marginalized from mainstream services & opportunities. Ideally, these groups should participate directly in assessment, but their inclusion might not be easy at first. For example, the elderly or the disabled might have difficulty walking around the neighborhood during an assessment, or attending meetings outside their home, so you might need to use volunteers to help with mobility issues. Women might find it difficult to speak up in a mixed group of men & women, so in early meetings, you might find a courageous woman to represent women's voices. Members of different religious groups might never have met together for dialogue.

### FACILITATING PARTICIPATORY ASSESSMENT

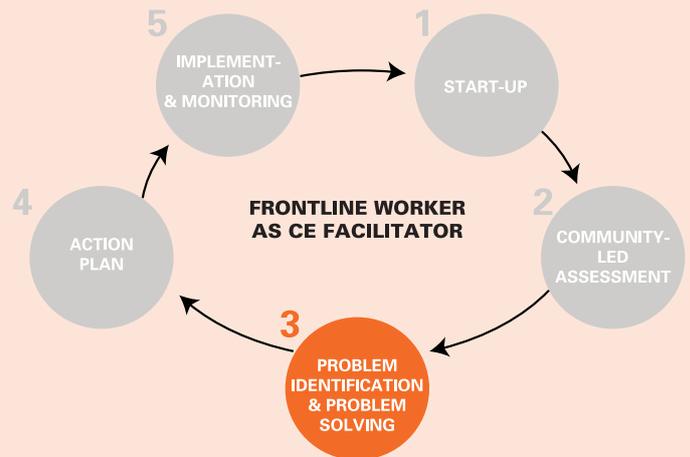
- Select which development issue(s) will be assessed.
- Select community members who are most affected by the problem & technical specialists as appropriate to participate in assessment. Include participation of people from marginalized groups.
- Select assessment method (s) & prepare a list of issues to be addressed. (See Tool # 2-1, 2-2, 2-3.)
- Logistics
  - a. Time & place for assessment—inform participants
  - b. Collect materials for assessment exercise (see assessment protocols in Tool Box)
- Help community members conduct assessment using appropriate tools.
- Facilitate group discussion about findings—“What have we learned?” “What are our strengths & weaknesses?”
- Throughout the meetings, use group facilitation skills for balanced participation & rational discussion. Encourage participation from the marginalized by listening to their opinions, accommodating physical disability, & minimizing social stigma.
- Rapporteur: Frontline worker or community member should record assessment results & discussion. Shares findings with other community groups, leadership & project managers through traditional communication and/or social media.

## STEPS IN COMMUNITY ENGAGEMENT

### STEP 3: IDENTIFYING PROBLEMS & PROBLEM SOLVING

**Tool box:**

- Tool 3-1: Problem Tree
- Tool 3-2: Identify the problem using assessment information
- Tool 3-3: Selecting & working with partners



### IDENTIFYING THE PROBLEM:

Facilitate meeting to look at assessment findings & discuss what strengths & weakness exist in the community related to the problem. Also, what opportunities & threats are there to affect change? This is called a SWOT analysis <refer to Tools 2-3 in the Toolbox>.

### UNDERSTANDING THE PROBLEM (PROBLEM TREE ANALYSIS):

To better understand why a problem exists, the group should discuss the root causes of deficiencies so that appropriate activities are targeted at the cause. The Problem Tree Analysis is a common tool (Tool 3-1). A “problem tree” can be drawn where the main problem is the “trunk”, the causes of the problem are the “roots” & the effects of the problem are the “branches”. By identifying the causes of a problem, it is possible to start to identify possible solutions.

The Problem Tree exercise can be carried out in three steps:

1. Discuss in a group the various issues that have been identified from the assessment. Write what the problem is on the “trunk”. (If more than one problem, draw another tree.)
2. Read the problem & ask “why” this is so. Write answer on the “roots”. Repeat the question “why” several times until there is agreement as to the core causes of the problem.
3. Identify & analyze what the effects of the problem are. When there is agreement, write the effects on the branches. The group should focus on activities that will address the root causes of the problem more than on its effects.

During these problem analysis meetings, unless constraints & opportunities are clearly identified & openly discussed, it is difficult to plan activities that will effectively improve root causes. Most commonly, community members & authorities are reluctant to discuss publicly what constraints families face & where there are weaknesses in government or private services & systems. It will be important for you to use the group facilitation skills you learned in training to make community meetings a safe place for open discussion. As you experienced in your own training, you & fellow participants gained confidence to offer diverse opinions as you met repeatedly during the workshop, & the training facilitator encouraged & respected everyone’s opinion. A community focal point should record discussion points & decisions made.

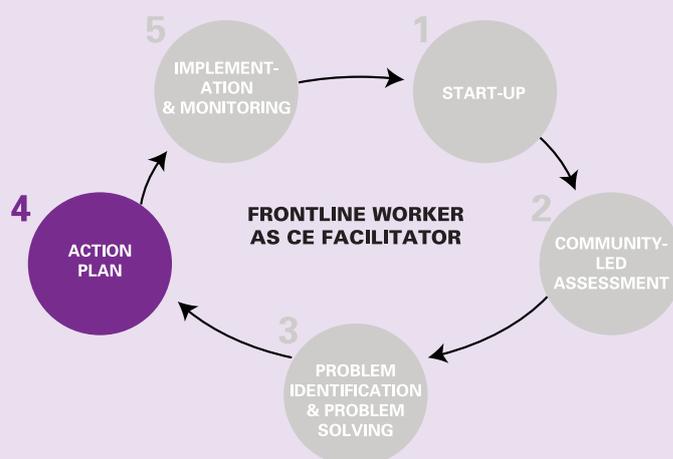
## STEPS IN COMMUNITY ENGAGEMENT

### STEP 4: ACTION PLANNING

#### Tool box:

Tool 4-1: Community Action Plan & discussion guide

Tool 4-2: Selecting & working with partners



Using the Action Plan tool (Tool 4-1), you will lead the group through identifying what problems they will address, what activities they will do, who will be responsible for each activity, what resources are necessary, who will access resources, what are outcome indicators, & time line. Sometimes these activities might be beyond the scope of your NGO's planning & budget, so you will need to negotiate a compromise between the community & your NGO managers.

When discussing what resources are necessary, help the group look beyond, "What funding will be provided?" & be active & creative in identifying & accessing resources. Besides financial resources, many material resources can be found locally to help with the community's projects. To explore material resources, ask questions such as, "Who can loan us a truck?" "Where can we find (cheaply) plastic containers for home water storage?" "Where is there a venue to hold our meetings? To have a wood working shop?" "How can we access books to be read to children who are not going to school?" Brainstorm with community members who could be potential partners for the activity (Tool 4-2): "Who has knowledge we need?" "Who can take our issues to the appropriate authority?" "Who has materials we need?" "Is there a service provider (health, education, WASH) who could be useful to our project?" Success in finding these kinds of resources is an important beginning to the engagement process you are facilitating.

Keep the Action Plan to just a few activities. Not all problems can be solved at once & groups often stop participating if they don't see progress or success. Success builds confidence, so encourage actions on two to three related problems first. "Related problems" means taking action on problems in the same sector. If the group is focusing on the WASH sector for example, problems for the Action Plan might be: lack of handwashing facility in the home; inadequate water storage containers in the home; neglected government maintenance of neighborhood water pipes; corruption in assessing & collecting fees from users. This is already an ambitious list. Activities just for improving water quality in the home might be: making & distributing clean water storage containers to households, making follow-up visits to check for maintenance, forming a committee to meet with local water establishment representative, provide safe conduct for women to/from central water sources. Urge the group to focus on these activities first. If there is momentum after months/year, then additional activities can be added to the Action Plan.

The community focal point or group rapporteur would share the group Action Plan with other community groups, leadership & project managers through the communication channels chosen by the group.

## FACILITATING ACTION PLANNING MEETINGS

- Communicate meeting venue & time to all group members.
- Throughout the meetings, use group facilitation skills for balanced participation & rational discussion. Encourage participation from the marginalized by accommodating physical disability, minimizing social stigma.
- After introductions, review results of the SWOT analysis & the Problem Tree exercise & use that collective knowledge & analysis to guide planning.
- Facilitate discussion as group members decide which problem (s) they will address & develop a short list of priority activities, “What can we do?”
- It will take time for group members to be comfortable discussing sensitive topics such as poor practices at home, inadequate services, withdrawing a child from school, gender based violence--so begin with neutral issues to build trust so that, over time, all aspects of the problem are covered.
- If discussion becomes heated, respect the different views, then ask “How can we move forward (despite these differences)?” “What positive actions can we take together?”
- Use Activity Plan matrix (in Tool Box) to structure a realistic, operational plan that community members can & want to do.
- Use the Local Partners matrix (in Tool Box) to show who will be approached & how they will be involved in activities.
- At the end of the meeting, summarize what decisions have been made & what planning work remains for the next meeting.
- Reach agreement when & where group will meet again. Remind them that planning will take more than one meeting.
- Show plan to other community groups, local leaders, & partners through agreed upon communication channels. Use this draft Action Plan & Local Partners matrix as coordination tools during implementation.

## DISCUSSION GUIDE

This is a suggested list of questions to facilitate discussion about the headings in the Action Plan:

### 1. What is the problem?

- a. What are the root causes of the problem? (See Why? Why? Why? Exercise in Annex)
- b. How long has this problem existed?
- c. What has been done in the past? What worked, what didn't work.
- d. What community members are most affected by this problem?

### 2. What is the activity?

- a. What can we do about this problem now?
- b. Who are possible partners—local leaders, local organizations, service providers such as teachers, health providers, WASH technicians (mention in Action Plan & then fill in details in the Partner Matrix)

### 3. Who will do the activity?

- a. Which community member(s) will take the lead? Find partners, identify local resources, organize follow-up meetings, liaise with frontline worker

### 4. When

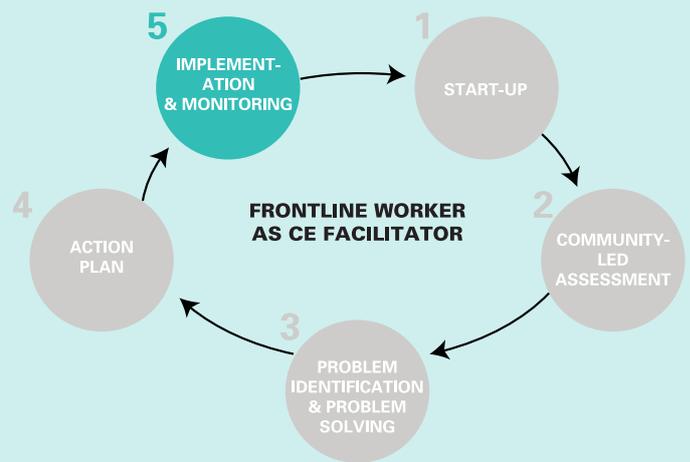
- a. For each activity, agree on a realistic timeline for each step

### 5. Resource mobilization:

- a. Resources will be different for different activities. Identify Human Resources, Financial Resources, Material Resources, Time availability
- b. Progress: How can we report progress? Use monitoring methods designed by the group

## STEPS IN COMMUNITY ENGAGEMENT

### STEP 5: IMPLEMENTATION & MONITORING



**Tool box:**

- Tool 5-1: Implementation time line
- Tool 5-2: Community-led monitoring indicators
- Tool 5-3: Community-led monitoring plan

## IMPLEMENTATION

When the various community groups have decided on the activities to do, when partners have agreed to participate, & when responsibilities & resources have been identified & recorded on the Action Plan tool, implementation begins. During the months that follow, your role as frontline worker is to facilitate & coordinate the community's efforts to carry out the activities they have planned. This means repeated meetings of the community group to see if they have followed up with partners & community members about their commitments to the activity, checked that schedules of various actors are synchronized, verified the availability of supplies, worked on necessary forms & permissions critical to implementation & so on. Your role is more as a facilitator, using communication skills & information sharing to encourage community members to cooperate during implementation. You and/or a designated community member will be the liaison between implemented activities, partners, local leaders & project managers. The aim is to keep them informed & supportive of the activities that community members have designed.

### COORDINATING IMPLEMENTATION

Follow-up with partners listed in the Action Plan who have committed to helping with some aspect of implementation. Help community members to work constructively with them, to keep partners actively involved.

- Follow-up with partners listed in the Action Plan who have committed to helping with some aspect of implementation. Help community members to work constructively with them, to keep partners actively involved.
- Meet repeatedly with the community group that created the Action Plan so that they continue to take responsibility for their project. Have them discuss how they can best coordinate the activities. Do they want to create an information sharing network to facilitate coordination? How can the group's rapporteur be involved, such as posting implementation news on social media platforms.
- Verify the management of resources & transparency of use—delivery, correct & timely allocation to users, etc.
- Coordinate monitoring schedule with implementation activities.
- As problems come up, meet with the community group to negotiate solutions with people involved. Set the example of remaining positive & not blaming.

## MONITORING

- Monitoring is measurements taken periodically during implementation—sometimes weekly, monthly or each time a community group meets.
- What is measured by monitoring—monitoring indicators—focuses more on the process being followed & immediate outcomes. Evaluation focuses more on long term results, such as improvements in health.
- Monitoring is to provide a “snapshot” of the project’s implementation, so the number of monitoring indicators should be few & easy to collect.
- Monitoring community-based projects is led by community members themselves. With the help of the frontline worker, they design a monitoring plan that focuses on the specific activities of their group.
- The community group’s monitoring indicators & methods come from the activities listed in the Action Plan. The link between an activity & a monitoring indicator should be clear.
- Since monitoring indicators are measured easily by community members, the data should also be easy to collect, compile & use. A regular activity during implementation, then, is for community members to review & discuss monitoring results & modify ongoing activities according to the findings.

### TYPES OF MONITORING

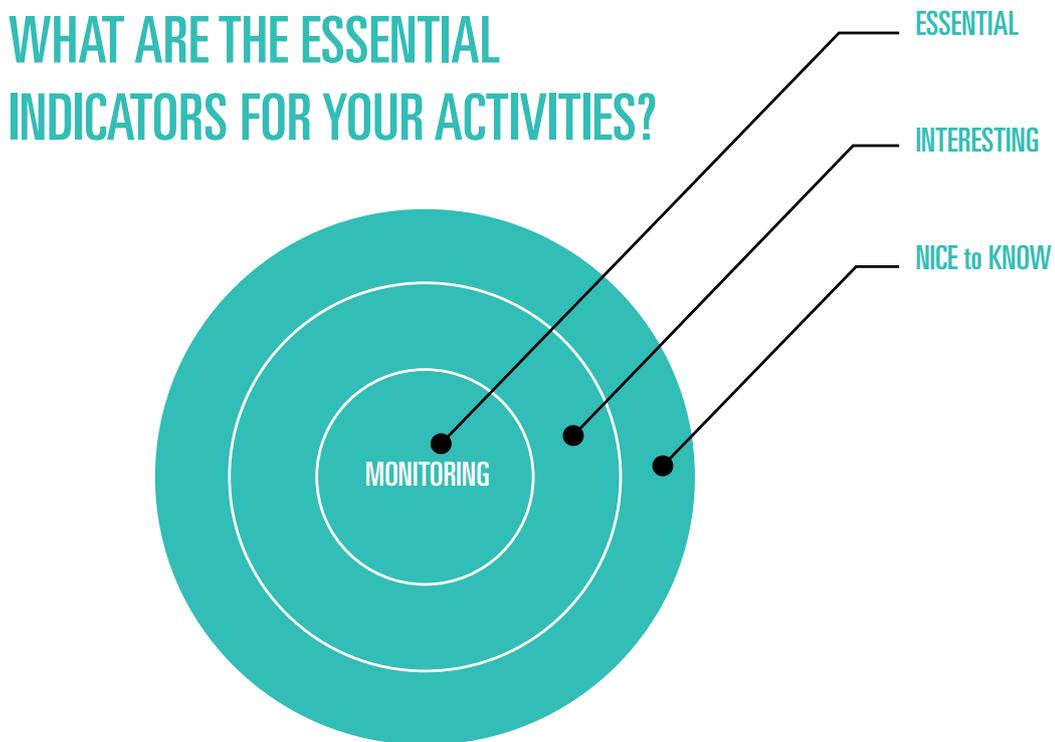
**There are two levels of monitoring: project-level monitoring & evaluation, & community-led monitoring. This guide will focus on community-led monitoring because it is most relevant to your work in the field.**

**Project-level monitoring & evaluation** are what project managers do to track project activities & measure short-term & long-term results. They use indicators relevant to their purposes such as use of project resources, adherence to time line, changes in knowledge & practice of recommended behaviors, changes in health. Project monitoring, mid-term & end-term evaluations are often conducted by outside research firms. Methods include questionnaires, key informant interviews, clinic logs, tracking distribution & use of materials, number of people trained, health & behavior & social changes, etc. Data collected are both quantitative & qualitative, & are used at the national level to look at performance & outcomes in all project regions, to adjust plans & budgets, to report to donors & government, engage in advocacy, etc.

**Community-led monitoring:** At the community level however, monitoring compliments project-level monitoring & will focus more specifically questions such as “How are we doing?” (process) & “What do we have to show for our efforts?” (immediate outcomes). This approach to monitoring is community-driven & facilitated by you, the frontline worker. It is an essential element of engagement—a way that allows group members to see the outcomes of their collective efforts.

## MONITORING INDICATORS

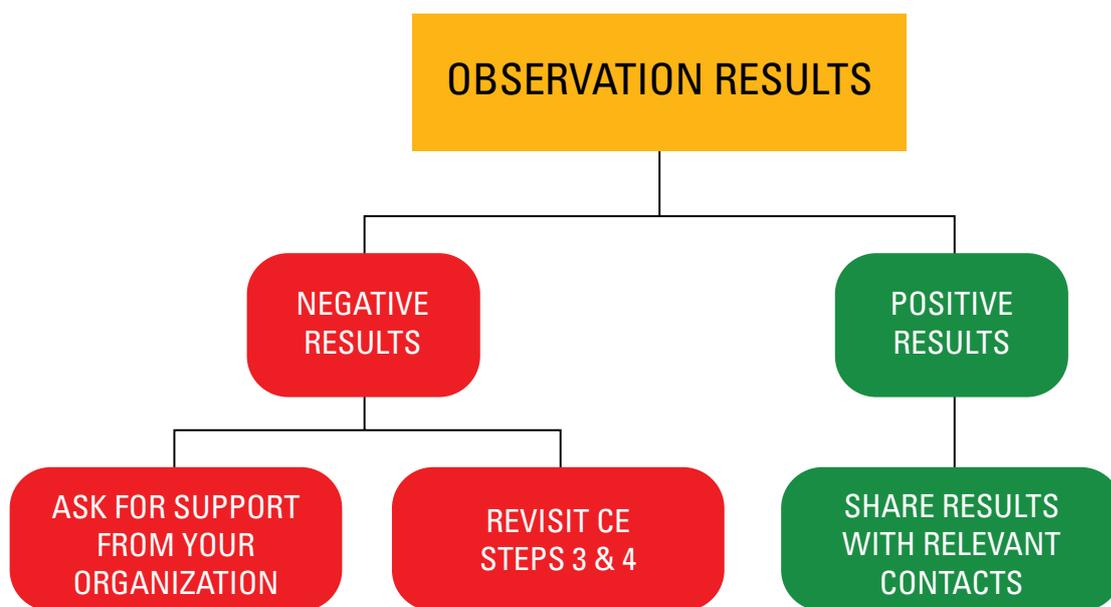
Community-led monitoring begins with the activities listed in the Action Plan. Use Tool 5-2 in the Tool Kit to list activities to be monitored & answer the question: “What outcomes are we (community members) expecting?” Let them brainstorm a list of indicators from these outcomes. Check to make sure that expected outcomes are observable results of activities. Exposure to information, changing attitudes & raising awareness should not be addressed in a community action plan. Rather, communities that prioritize infrastructure problems, service quality, income generation, improving the local environment, waste disposal—will be able to find observable & countable indicators. For each of these outcome indicators, several actions are listed in the Action Plan were also necessary to achieve the outcome, for example: accessing resources, extra meetings, volunteers selected, action from a partner, etc. These should be listed as process indicators.



**Shortening the list of monitoring indicators:** As reflected in the image above, the community group should test each suggested indicator with this question: “Will the information from the indicator help us modify our activity (essential)?” If the information is not directly linked to modifying the activity (interesting or nice to know—see Figure B below) then these indicators should be dropped from the monitoring plan. You will end up with a very short list which is good! The danger is that too many indicators are selected or are not easily measured, so tracking them becomes burdensome for community participants. Other indicators to be avoided are ones that can only be measured by an interview/questionnaire (such as behaviors that occur in the home or attitude change.) These methods take special training & their results are too labor-intensive for you to manage & for community members to analyze. By selecting action-oriented indicators (as described above) your community group can use direct observation of activities, counting products, attendance at community events, & so on to help modify their activities.

**Coordinating monitoring with implementation:** When & how frequently to monitor depends on the activity. If school children are drawing posters on going to school, washing hands with soap, etc. then the monitor would need to coordinate with the school to see when the activity will take place. He/she might photograph finished posters both in the school & where they are displayed around the community. Some activities happen on a regular basis—using local health services or paying a water bill, for example—and much information can be taken from clinic records & the water establishment. This needs cooperation from administrators who should be approached early in the project as a partner.

**What to do with monitoring results:** When information has been collected & enough time has passed to see some immediate outcomes, bring community members together to review & discuss the findings. Work with your community focal points to display & explain the monitoring results so group members can easily see progress & outcomes. Use graphs & tables, clinic records, photographs, samples of products, testimonials & so on. Prepare group members that some monitoring results will be disappointing. Explain that these results suggest that there are problems in implementation & should not be ignored. Facilitate an open discussion to find solutions & agree on actions to improve performance. Focus on moving forward, not looking back to blame poor performers. Time at the meeting should also be taken to celebrate successes as they occur along the way.



Agree with group members how to disseminate monitoring results. They need to share monitoring information upward to project managers through reports & meetings. Monitoring information is also shared horizontally to other community groups & implementing partners through social media & community gatherings. This sharing of project process & results spreads key messages beyond the community members who are actually participating.

Typical examples of traditional media to use during diffusion include: local leaders (religious, social, shawesh) can use their networks to talk about participation & its results; any materials produced (such as water storage containers & food products) can be displayed or demonstrated. Is local radio operating & trusted? Interviews with community participants & partners can be broadcast.

More creative methods include having local theatre groups design & perform dramas that portray issues important

to the community's activities; youth groups can write & perform poetry or music relevant to the project. If people are comfortable being photographed, videos, selfies, etc. can be posted on social media or traditional, communal bulletin boards.

### **FACILITATING COMMUNITY-LED MONITORING**

- During action planning, community members have decided on several activities they will implement to address a problem—from this, you will help them identify concrete indicators to monitor.
- Lead a discussion to develop monitoring indicators for each activity by asking these questions:
  - How can we see that the activity is happening (that steps are being taken)? These are process indicators.
  - What is the result of the activity? These are outcome indicators.
- Decide how each of these indicators will be observed. There are many ways to observe—be creative & practical. Link indicators to concrete activities.
- Train selected community members in how to collect monitoring information.
- Provide materials for monitoring
- Make a monitoring schedule—when should monitors collect information & return it to you or the focal point?
- Work with community members to compile the monitoring information so it will be easy to understand (graphs, photos). Lead a discussion about what message comes from this information:
  - “How are we doing?”
  - “What can we change to improve results?”
- Show how to use the information from monitoring to improve implementation.
- Return to the Action Plan to add changes to implementation, who will be responsible & when.
- You & or the focal point should share monitoring information upward to project managers through reports & meetings. Share information horizontally to the other community groups through social media & community gatherings. This sharing of project process & results spreads key messages beyond the community members who are actually participating.



## CHAPTER 3:

# SPECIAL ISSUES FOR FRONTLINE WORKERS FACILITATING A COMMUNITY ENGAGEMENT APPROACH

## PREPARING YOURSELF TO WORK IN DIVERSE COMMUNITIES:

Lebanon is made up of a complex variety of communities. It is beyond the scope of this field guide to describe the character of each community because it could never accurately capture the unique complexity of each. In the Guide, case examples are used that reflect certain aspects of community such as urban, rural, refugee camps inhabited by Lebanese, Palestinian & Syrian populations. Each of these populations are different from each other with different social structures, political & religious affiliations, & different resources. In order to prepare yourself to work effectively in these communities, you do not need to conduct a survey or interview people with a questionnaire. This part of your preparation is personal. You should ask the questions below to yourself & to others, & continually be gathering new insights as you work.

## PREPARING YOURSELF TO WORK WITH DIFFERENT COMMUNITIES:

1. How will your own gender/religion/political affiliation/ethnicity/age affect your work? What aspects of your identity will help or hinder your ability to connect with community members & leaders? What strategies can you use to minimize your differences & turn someone into a supportive partner?
2. Have you examined your own biases toward people who are different from you & who live in this community?
3. How can you remain neutral during your work & keep a positive attitude so that you can be as supportive as possible to all community members? In summary, continually strive for:
  - **ACCEPTANCE** - A FW accepts & treats with respect all the different types of people who live in the community. He/she will set an example for others to follow.
  - **UNDERSTANDING** - A FW is familiar & comfortable with the community's culture, limitations & strengths. A FW looks beyond his/her own biases & use an approach that brings out the community's strengths.
  - **COMMUNICATION** - A FW knows the right time to speak & uses the right words to engage the community in decisions & needed action. He/she ensures that lines of communication among local leaders & diverse community groups remain open & active.
  - **LIAISON** - A FW is the liaison between the community, partners & project managers to facilitate the development process the community has chosen.

## UNDERSTANDING COMMUNITY DYNAMICS:

- What are the strongest social networks in the community?
- Do people know & trust each other? Do people only help their own family members? Do they help neighbors regardless of differences in religion, politics, general outlook?
- What is the level of violence or intimidation in the community? How will this affect your work?
- Who are the marginalized people in this community? Members of a religious group, nationality, women, elderly, handicapped, drug addicts, etc.

- Who are the privileged people? (individuals, families, religious or political affiliation)
- What do youth (boys & girls) do? (14 to 24 years old). What are their future prospects for finishing education/training, employment, marriage?
- What is the level of poverty in the community? Which people have resources to meet their basic needs?
- What paid employment is most common? What kinds of informal employment do people engage in? When during the day and/or year are people busiest?
- What networks have women built? How do they help each other?

### LOOKING FOR LOCAL PARTNERS

- In general, who influences decision-making in the community? How could you work with them?
- What civil society organizations are active in helping marginalized groups?
- What religious groups are active in the community? What role do religious leaders play in community life?
- What political parties are active in the community? What role do political leaders play in community life?
- Who are successful business men/employers (such as kafeel)? How have they helped to improve community conditions in the past?
- Who are the female leaders in this community?
  - a. Are they leaders of informal social networks? Such as retired teachers/health care providers, wife of a prominent community leader, member of an influential family
  - b. Are they head/director of a local civil society organization? What projects/services do they provide?

### COMMUNITY GROUPS: STRATEGIC COMPOSITION

During the assessment process, you will begin to see which community members have the interest, ability, & time to participate further in the project. You should agree with project/community managers how to select group members—volunteers? election?, invitation? Group composition should be tailored to the issue being addressed. Look at the three field examples in this Guide to get an idea of the different people in the groups. For example, if access to clean water is the priority, the group should include people in neighborhoods affected by poor infrastructure, people who live far from communal water sources, access to water for the elderly & disabled, & so on. Having a technical person or local authority come to meetings might also be an option. Sometimes more than one group at the community level is good. In the case of WASH, men are often more interested in addressing infrastructure & technical issues & women more interested in how poor water & sanitation conditions affect family members. So, a separate group of women might be formed. If this is the case, it will be your role to see that these groups remain in contact & that collaboration is encouraged.

Strike a balance between group members who will be able to work together & accomplish results, & including members of the community who have never spoken to each other. In the long run, a diverse group will design projects more suited to all members of the community. In addition, a positive outcome of inclusive participation is that barriers slowly break down & people learn to work together.

### WORKING WITH A COMMUNITY FOCAL POINT

By its very nature of collective decision-making & action, facilitating the community engagement process is labor intensive, & should not rest on the shoulders of the frontline worker alone. It is important to have at least one community member who can serve as a focal point & help the FW to coordinate collective efforts for change. This role also helps to ensure that community members keep ownership of their project. There are usually one or several active people who are ready to serve their community voluntarily.

Starting as early as the first start-up meetings, the FW should be looking for capable community members who could take specific responsibility for some part of the engagement process. For example, at the assessment step, someone chosen as a rapporteur to record & take photos of what the group learned during the transect walk or mapping might be a potential focal point. Or a parent was effective in recruiting partners to contribute time or materials to solve a school dropout problem. As these people stand out, the FW & other involved community members can clarify (written) what the focal points' responsibilities are. They could be to:

- Maintain & update tools
- Help to coordinate activities during implementation
- Monitor the process of implementation
- Communicate & share the results with all partners.

Despite this extra responsibility, focal points remain accountable to their peers in the community & to the FW. In fact, they should display characteristics similar to those of an effective FW:

- Neutral - Focal points must remain neutral at all times & show no preference based upon community members' religion, political affiliation, socio-economic status or gender.
- Accepted - Focal points strive to be accepted by all segments of the community, & the community reciprocates this acceptance by responding to focal point's messages & recommendations.
- Understanding - Focal points must be familiar with the limitations & strengths of the diverse segments of the community which contribute to its overall culture.
- Intuitive - Focal points know the right time to speak & the right words to use to engage diverse community members in the decisions & needed action.



## CHAPTER 4: EXAMPLES OF COMMUNITY ENGAGEMENT IN DIFFERENT COMMUNITIES & SECTORS: USE OF TOOLS

In this section, you will find examples of how community engagement steps can be applied in different communities & in different sectors. These are examples only, & you should shape your actual work in consultation with community members, your NGO, community leaders & government representatives. After a brief introduction to the type of community & problem it addresses, the tools the frontline worker used are shown, filled in for the example.

### **CASE EXAMPLE 1: SCHOOL DROP OUT IN BEIRUT NEIGHBORHOOD**

Residents & shop keepers in the neighborhoods around Hamra Street in Beirut are concerned about the large number of youth who don't go to secondary school & hang out on the street, socializing, selling cigarettes, shop lifting, taking/selling drugs. Previous projects targeting idle youth organized recreational activities & another provided psychosocial support sessions to raise their self-esteem. As can be seen in the Problem Tree analysis below, these activities focused only on secondary effects of school dropout & did not address the root causes. A Beirut-based NGO that works with youth approached community members & leaders who had previously complained about idle youth & how they make a prime commercial street such as Hamra less desirable for retail customers. Given the level of dissatisfaction, the NGO hoped that it could use a community engagement approach to the problem—that with a FW facilitating community meetings of affected community members & local leaders, these community members themselves would find & implement solutions on their own. Tools the frontline worker & community members used follow:

## TOOLS FOR FRONTLINE WORKERS & COMMUNITY REPRESENTATIVES

### TOOL #1:

#### Step 1. Start - Up: Framework for Field Staff to Start Community Meetings

Stakeholders	List of participants	# of estimated meetings	Type of meeting (group/ individual meetings)
<b>Community Members</b> <ul style="list-style-type: none"> <li>Teachers</li> <li>Head Master of School</li> <li>Volunteers</li> <li>Parents</li> <li>Shop Keepers</li> <li>Youth (dropouts, leaders)</li> </ul>	<ul style="list-style-type: none"> <li>Head master &amp; 2 teachers from high school in Coca Cola neighbourhood</li> <li>4 parents of dropouts (from Coca Cola neighbourhood)</li> <li>1 shop keeper on Hamra Street</li> <li>2 youths from club.</li> <li>2 dropouts</li> </ul>	<ul style="list-style-type: none"> <li>1 meeting</li> <li>2 meeting each</li> <li>1 meeting each (5 were approached).</li> <li>3 meetings</li> </ul>	<ul style="list-style-type: none"> <li>Individual - FW invited them to start-up meeting.</li> <li>Individual - Parents. Invited to start-up meeting.</li> <li>Individual - Several shopkeepers refused to come to start-up meeting.</li> <li>Group meetings - Youth on the street. Some agreed to come to start-up meeting.</li> </ul>
<b>Community partners</b> <ul style="list-style-type: none"> <li>Religious leader</li> <li>Social leader</li> <li>Municipality</li> <li>Police officer on Hamra St.</li> <li>Activists</li> </ul>	<ul style="list-style-type: none"> <li>Religious leader(s) active with youth</li> <li>Wife in prominent family in Ras Beirut</li> <li>Municipality representative</li> <li>Police officer</li> </ul>	<ul style="list-style-type: none"> <li>1 meeting per religious leader (4 were approached)</li> <li>1 meeting</li> <li>3 meetings</li> <li>1 meeting per officer (2 were approached)</li> </ul>	<ul style="list-style-type: none"> <li>Individual - 2 religious leaders agreed to come to start-up mtg.</li> <li>Individual - Wife agreed to come to start-up meeting</li> <li>Individual - meetings with various municipal officers</li> <li>Individual - No police officer agreed to come to start-up meeting.</li> </ul>
<b>NOTE:</b> All meetings listed above were preliminary. FW wanted to find a diverse group of community members & the marginalized to meet together & discuss the problem. 2 large start-up meetings were held, facilitated by the NGO frontline worker. A youth from the youth club was chosen to be the rapporteur/focal point.			<b>Total number of meetings</b>

### TOOL # 2-2:

#### Community Mapping through Transect Walks

A transect map, accomplished through a transect walk, is a tool used by a group undertaking observation-based community improvement, which should include informed community members & people with the technical skills to identify & propose solutions to issues that are visibly manifested on a walk through the community.

Transect walks can supplement formal maps & data, but in cases where these do not exist, they are an excellent tool for creating a record of environmental conditions: those arising in the natural, built & experienced environments. The walk can take 1-3 hours, but advance planning is important to identify objectives & methods. You will need several large sheets of construction paper & markers, then:

<b>1. Discuss aim</b> <ul style="list-style-type: none"> <li>A transect walk can serve many functions. In some cases, an outside analyst is helpful for a technical perspective. In others, this activity can serve as a valuable resource when conducted by community residents alone.</li> <li>The group should have a specific aim when undertaking a transect walk. For the purposes of achieving a more balanced diet for children &amp; families, the walk should focus on family access to &amp; use of garden plots, access to purchasing food with the goal of increasing this access at points of highest need, &amp; food processing activities.</li> <li>Before the walk, locals &amp; any visitors participating should discuss what previous mapping has accomplished, if anything, &amp; what this map aims to add.</li> </ul>	Find out about youth who drop out of school. What changes can be made to help them stay in school—at home, in school, in neighbourhood. What venues are available to hold after school sessions of supervised help with homework?
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<p><b>2. Select local &amp; technical analysts, &amp; set a time:</b> Identify members of the community knowledgeable about each area to be covered &amp; with a variety of opinions &amp; experiences, who are interested in conducting the transect walk, as well as those interested in analysing the results of the walk. Identify outsider collaborators with additional technical skills that may be useful, should these skills not be found among community members. Finally, identify a 3-hour period that serves all groups &amp; when residents will be moving around the community &amp; available for conversation.</p>	<p>Two (2) NGO frontline workers, 3 youth &amp; 2 parents (from Cola neighbourhood), 1 teacher from target school, 1shopkeeper from Hamra St., Cola neighbourhood religious leader working with youth.</p>
<p><b>3. Develop criteria for observation:</b> Make a list of the information that should be gathered to meet the aim established in #1. Here are some examples of things you may be looking for:</p> <ul style="list-style-type: none"> <li>• Location of garden plots in relation to owner’s house</li> <li>• Houses without garden plots</li> <li>• Local open air markets, grocery stores &amp; other retail sources of food</li> <li>• Public spaces</li> <li>• Sanitation (e.g. water, sewerage, garbage collection &amp; blockage points)</li> <li>• Location &amp; quality of water sources vis a vis garden plots</li> <li>• Contaminated spaces, soil quality</li> <li>• Location of small-scale farms, local food processing enterprises</li> </ul>	<p>Access to school from poor households. Visit homes of dropouts: home environment to support homework. Amount of time that neither parent is home. (If not allowed access to youth’s home, team should draw location of home on map.) School environment: physical, curriculum, extra-curricular activities? Teacher/student profiles. What are positive things teachers can do? Relations between shopkeepers &amp; youth. Where are meeting points for dropouts along Hamra Street.? What do they do? Location of youth-friendly venues such as youth club, mosque or church, sports centre.</p>
<p><b>4. Create transect diagram:</b> On construction paper, draw a horizontal line across the top. This line will pass through, or “transect,” all areas of the community &amp; in this way provide a representative view. Beneath the line on the left side of the page, write categories for all the things you’ll be observing (e.g. garden plots, houses, water sources, etc.). Decide which route makes the most sense for walking in order to include a representative sample of the targeted areas of the community</p>	<p>Map made on large brown paper. Drew from Hamra Street to target school including hang out spots, shops frequented by youth, &amp; possible resources in Cola neighbourhood. Marked location of house/ apt of dropout.</p>
<p><b>5. Walk slowly &amp; talk to people:</b> During the walk, proceed slowly through the community. Stop either at set intervals (every 100 meters, for example), or at the centre of each new zone, noting the distance from the last stopping point on the line on your map. All analysts should examine the area for the observation criteria (established in #3), stopping to talk with residents in the area who would like to contribute their opinions as well. It is important that everyone who wants to contribute &amp; be included.</p>	<p>Talked to people on Hamra Street. including policemen who cover the street, youth hanging out, &amp; youth in clubs. Talked to parents in youths’ neighbourhood (Cola) who were running errands, working: on the street, office, shop, taxi. When visiting the school, talked to teachers, head master, school nurse, social worker, etc. Observed physical lay-out, behaviour of students, etc.</p>
<p><b>6. Analyse diagram:</b> This could occur on the same day as the walk, or on another occasion, &amp; can involve more community members than participated in the walk itself. What were the findings of the walk? How do they relate to past conclusions, &amp; to resident &amp; external analysts’ perceptions of the issues at hand?</p>	<p>See CE Step 3</p>
<p><b>7. Brainstorm available solutions:</b> The transect diagram can be analysed to make a simple record of resources &amp; issues in a community. But if residents &amp; collaborators are interested in discussing possible solutions to these issues, now is the time.</p>	<p>See CE Step 3</p>
<p><b>8. Take any necessary follow-up steps to pursue those solutions:</b> If the group identifies some solutions they believe would be a good fit, it is the prerogative of the community members, working with local gatekeepers to take the appropriate follow-up steps as outlined in the field guide. These might also include working with project managers to bring additional technical &amp; financial support for an activity.</p>	<p>See CE Step 4</p>

**NOTE:** The assessment team met with others in the community group to discuss Transect Walk results. They used the Problem Tree tool, but formatting problems did not allow their work to be entered electronically. The table below summarizes the Problem Tree discussion.

**TOOL #3-2:****Step 3: Problem Identification & Problem Solving****(Framework to Identify Problems Using Assessment Information for Frontline Workers & Community Representatives)**

<b>What is the problem?</b>	<ul style="list-style-type: none"> <li>Youth drop out of school</li> </ul>
<b>What are the root causes?</b>	<ul style="list-style-type: none"> <li>Poverty</li> <li>pressure to earn money</li> <li>no time/space at home to do homework</li> <li>working parents not at home</li> <li>illiterate/low ed. parents</li> <li>School environment</li> <li>French curriculum</li> <li>students don't understand assignments</li> <li>teachers not sympathetic</li> </ul>
<b>How long has it existed?</b>	<ul style="list-style-type: none"> <li>More than 20 years</li> </ul>
<b>What was done in the past?</b>	<ul style="list-style-type: none"> <li>Recreational activities &amp; sports</li> <li>Psychosocial support sessions</li> <li>Note: these strategies</li> <li>do not address root causes</li> </ul>
<b>Who are the affected community members?</b>	<ul style="list-style-type: none"> <li>Youth out of school</li> <li>Their parents</li> <li>Shop keepers</li> </ul>

**TOOL #3-3:****Partner Tools (To accompany the Community-Led Assessment & the Action Plan)**

<b>Contacts/partners</b>	<ul style="list-style-type: none"> <li>Religious leader (s)</li> <li>Wife of prominent Ras Beirut family</li> <li>Rotary Club</li> <li>Teachers/head master from target school</li> </ul>
<b>Expected involvement</b>	<ul style="list-style-type: none"> <li>Encourage youth to attend homework sessions.</li> <li>Use social network to find homework venue &amp; identify potential volunteers.</li> <li>Volunteer at homework site</li> <li>More supportive to students from low income homes. Better links to parents.</li> </ul>
<b>Who will approach partners/ When</b>	<ul style="list-style-type: none"> <li>Parents</li> <li>FW with parent &amp; teacher</li> <li>Wife of prominent Ras Beirut family</li> <li>FW, parent &amp; youth</li> </ul>
<b>Agreed Upon Action</b>	<ul style="list-style-type: none"> <li>He'll visit group homework venue. Will mention parent role in child's school success.</li> <li>She'll ask friends for a venue (in Cola neighbourhood). She will approach Rotary (husband is a member) for volunteer at homework site.</li> <li>Rotary can recruit 5 volunteers who will spend 1 afternoon a week supervision group homework.</li> <li>Teachers will host 2 meetings with parents per school year. Give tour of school, tips for supporting homework done at home, teacher will liaise with Rotary homework volunteers, offer refreshments, discuss parent/teacher relations</li> </ul>
<b>Preferred social recognition</b>	<ul style="list-style-type: none"> <li>Mention in project's literature</li> <li>Just mention at key social gathering in Beirut, at Rotary meeting, at her place of worship. Thank you note from youth.</li> <li>Recognition at Rotary meetings &amp; in Rotary literature. Invited to parent/teacher meetings.</li> <li>Have municipality education officer visit school more often. Mention in local news.</li> <li>NOTE: When agreeable to any of the partners, take &amp; display photos of their involvement.</li> </ul>
<b>Follow up &amp; updates to group</b>	<ul style="list-style-type: none"> <li>Visit religious leader 2-3 months after start-up for his observations at homework venue.</li> <li>Make sure youth write &amp; mail the thank you note.</li> <li>Youth focal point write text for Rotary literature.</li> </ul>

**STEP # 4 -1:**

Community Action Plan (Tools for Frontline Workers & Community Representatives-Action Plan to be used with discussion guide)

<b>What is the problem? (use the assessment findings)</b>	<ul style="list-style-type: none"> <li>No support for homework at school</li> </ul>
<b>What is the activity?</b>	<ul style="list-style-type: none"> <li>Group homework sessions monitored by Rotary volunteers</li> <li>Parents meet with teachers at target school</li> <li>Tour school, info. on school curriculum, expectations parents/teachers, tips for supporting homework at home, refreshments served</li> </ul>
<b>Who will do the activity?</b>	<ul style="list-style-type: none"> <li>Youth recruited by other youth to homework sessions</li> <li>Rotary volunteers monitor sessions</li> <li>Teachers &amp; parents, youth</li> <li>Youth or parent focal point will text parents reminder of meeting time &amp; date</li> </ul>
<b>Timeframe</b>	<ul style="list-style-type: none"> <li>Sessions 2 hours every afternoon, 5 days a week during school year</li> <li>Meetings 2x a school year</li> <li>2 hours per meeting</li> </ul>
<b>Resources mobilization</b>	<ul style="list-style-type: none"> <li>Venue with adequate light &amp; ventilation, tables &amp; chairs</li> <li>Tea, soda &amp; cakes</li> <li>Teachers volunteer</li> </ul>

**TOOL #5-2:**

Community-led Monitoring Indicators for Activities in Action Plan

<b>Activity</b>	<b>Process Indicators</b>	<b>Outcome Indicators</b>
<b>A. Group homework sessions</b>	<ul style="list-style-type: none"> <li>A. 1 venue found &amp; equipped</li> <li>A. 2 tutors recruited &amp; oriented</li> <li>A. 3. # days over three months with tutor &amp; students present for 2 hour homework session</li> </ul>	<ul style="list-style-type: none"> <li>Number of days per semester that target youth attend school</li> <li>Semester results of target youth</li> <li>Shop lifting rates at selected shops on Hamra Street</li> <li># homework assignments done on time from targeted youth</li> <li># NOTE: Outcome indicators are measuring results of both activities combined.</li> </ul>
<b>B. Parent meetings at school</b>	<ul style="list-style-type: none"> <li>B. 1. 2 meetings held at school per academic year</li> <li>B.2. # parents attending school meeting</li> <li>B.3. refreshments served</li> <li>B. 4. tips for homework support at home discussed</li> </ul>	

**TOOL #5-3:****Step # 5: Implementation & Monitoring (Community-Led Monitoring Plan used by Field Workers & Community Representatives)**

Indicators to be monitored	Method for monitoring	Who will do the monitoring	Who will process the information	How will you share the information & with whom
<ul style="list-style-type: none"> <li>Number of youth attending school</li> <li>Semester results</li> <li>Number of homework assignments done on time</li> <li>Group homework sessions held with tutor &amp; students present</li> <li>Shop lifting rates</li> <li>Parent/teacher meetings held 2x a year</li> </ul>	<ul style="list-style-type: none"> <li>From school records</li> <li>From school records</li> <li>From School records</li> <li>Observation</li> <li>Observation</li> <li>Meeting content, number attending recorded in notebook</li> </ul> <p>NOTE: All activities can be photographed if permitted</p>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Youth focal point</li> <li>Shopkeepers</li> <li>Youth focal point</li> </ul>	<p>ALL monitoring information (notebooks, tally sheets, photographs) will be processed by parent representative &amp; youth in homework group</p>	<ul style="list-style-type: none"> <li>Show results at municipal meetings, head master at school, partners, &amp; volunteers.</li> <li>Display photographs (with permission) on social media, religious centre, NGO office, Rotary office, etc.</li> </ul>

**TOOL #1-2 & 2-4:****Strategic Group Composition (Step 1 & 2: Strategic Composition of Groups during CE)**

Start - up	Coordination Committee	Assessment Group	Community Group
Religious leader(s), teachers /head master, municipal representative, wife of prominent Ras Beirut family, parents, youth, shopkeepers Frontline worker & NGO staff to facilitate meeting	FW, municipal rep., parent representative, youth focal point, shopkeeper, teacher	Two FWs, two parents, three youth, teacher, shopkeeper, religious leader	Parents, teachers, youth from homework group, representative from Rotary, shopkeeper

**CASE EXAMPLE 2: WASH IN A SYRIAN REFUGEE CAMP**

In the Akara Camp in Lebanon, a large population of refugees from Syria struggle with a waste management problem. The problem presents challenges to daily hygiene & could potentially lead to more severe health problems. International NGOs & their local partners have agreed to work together & approach the community to discuss the problem & identify possible solutions.

Frontline workers who have been working in the camp for a long period of time have a better understanding of the community & are accepted by the community. They will approach & engage the community members so that the community will take the lead in identifying a solution to solve the waste management problem inside the camp.

## TOOLS FOR FRONTLINE WORKERS & COMMUNITY REPRESENTATIVES

### TOOL #1:

Step 1: Start-up - Waste Management in the Akaraa Syrian Camp (17 meetings)  
(Framework for Field Staff to Start Community Meetings)

Stakeholders	List of participants	# of estimated meetings	Type of meeting (group/ individual meetings)
	<ul style="list-style-type: none"> <li>Shawish</li> <li>Landlord</li> <li>Community Representatives</li> <li>Others NGO representatives</li> </ul>	<ul style="list-style-type: none"> <li>Two meetings</li> <li>Two meetings</li> <li>5 meetings</li> <li>Two meetings</li> </ul>	<ul style="list-style-type: none"> <li>Individual meeting with Shawish to discuss a meeting with the community representatives</li> <li>Landlord to discuss access to the land</li> <li>Community meetings</li> <li>Community Representatives, NGOs, Shawish,</li> </ul>

### TOOL #2-1:

Step 2: Community's Led Assessment (Check List for Frontline workers & Community Representatives)

Select a development issue to be assessed	Waste Management inside Akara Camp
Select community members who are most affected by the problem & technical specialists as appropriate to participate in assessment	Shwaish, mothers, health workers with NGOs, youth activists, students, landlord
Include of people from marginalized groups in designing & conducting assessment	Women & children
Select assessment method (s) & prepare a list of issues to be addressed	SWOT, Problem Tree, where people take the waste to, how they take it & how often do they take & why?
Logistics, Time & Place for assessment—inform participants	Community meeting included representatives from the community, shawish, community focal points & frontline workers, youth focal points, women focal points

### TOOL #2-3:

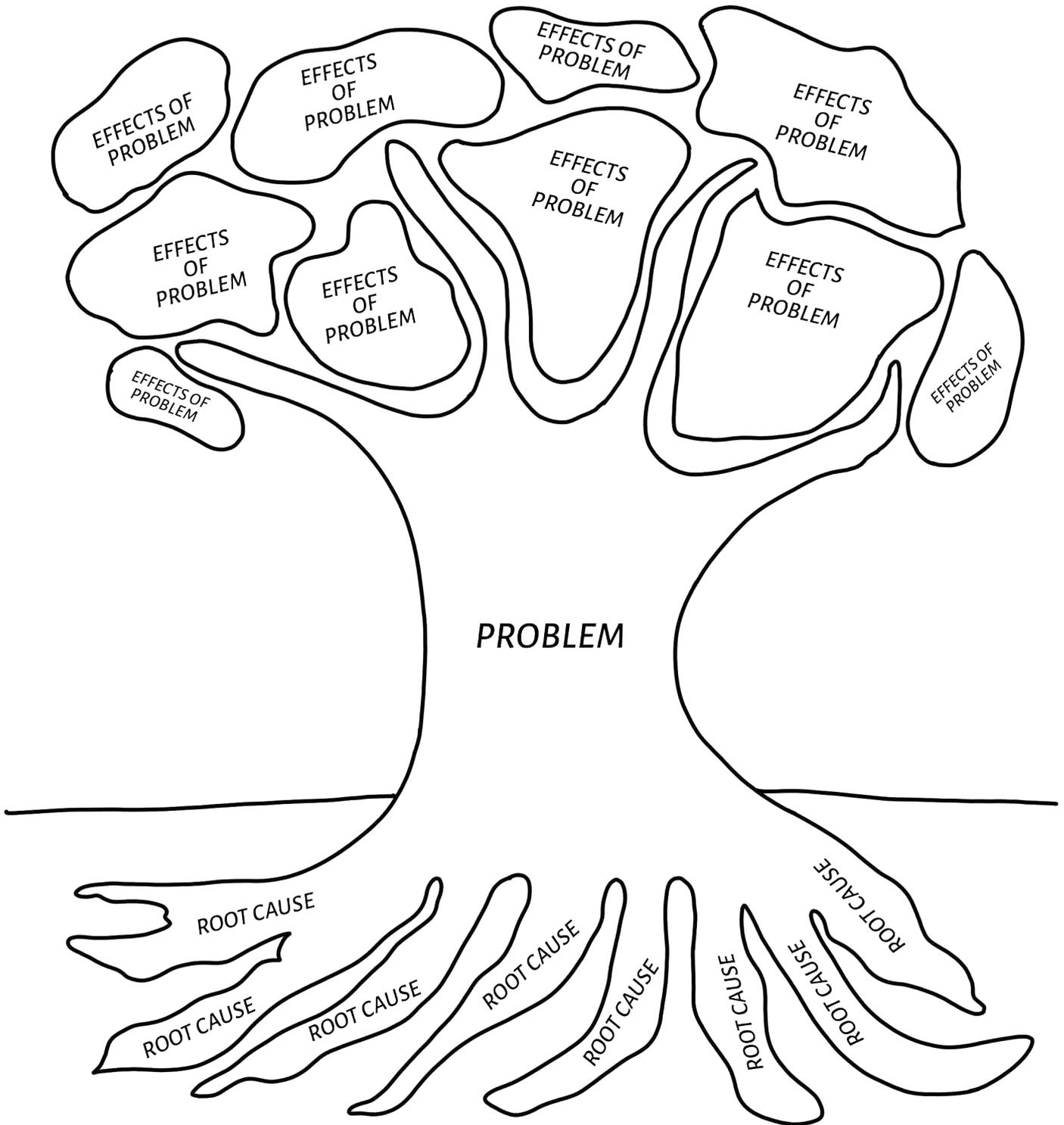
SWOT - Analyse the Problem & Identify Resources

	Community weaknesses	Community strengths
Internal factors	<ul style="list-style-type: none"> <li>Community does not have access to waste management resources</li> <li>Community does not take responsibility for the problem</li> <li>Community does not have sentence connection or commitment to the local authority</li> </ul>	<ul style="list-style-type: none"> <li>Community representatives ready to work together</li> <li>Community acknowledges the problem</li> <li>Some community members like to volunteer</li> </ul>
	Threats	Opportunities
External factors	<ul style="list-style-type: none"> <li>Government might decide to evict refugees from the camp at any time</li> <li>NGO might not provide the needed support</li> <li>No one wants to take full responsibility to fix the problem</li> </ul>	<ul style="list-style-type: none"> <li>NGO provides funding if needed</li> <li>Landlord willing to support if there is need</li> <li>The problem is acknowledged by all partners</li> </ul>

**TOOL # 3-1:**

**Step 3: Problem Identification & Problem Solving: Waste Management**

**Problem Tree - Framework to analyse the problem (Using Assessment Information) used by Frontline Workers & Community Representatives**



**TOOL # 3-2:****Step 3: Problem Identification & Problem Solving****Framework to Identify the Problem (Using Assessment Information) used by Frontline Workers & Community Representatives**

<b>What is the problem?</b>	<ul style="list-style-type: none"> <li>• No Vehicles to carry the trash</li> <li>• No clear point for trash collection</li> <li>• No plastic bags to collect the trash</li> </ul>
<b>What are the root causes?</b>	<ul style="list-style-type: none"> <li>• Government do not support collection process</li> <li>• Landlord does not want the trash to be thrown on his land</li> <li>• No fund to buy plastic bags</li> </ul>
<b>How long has it existed?</b>	<ul style="list-style-type: none"> <li>• Since the camp was established two years ago</li> </ul>
<b>What was done in the past?</b>	<ul style="list-style-type: none"> <li>• NGO organized a cleaning day, but did not continue</li> </ul>
<b>Who are the affected community members?</b>	<ul style="list-style-type: none"> <li>• Everyone who lives in the camp especially the children</li> </ul>

**TOOL #3-3:****Partner Tools (to accompany the participatory assessment & the action plan)**

<b>Contacts/partners</b>	<ul style="list-style-type: none"> <li>• Shawish</li> <li>• Landlord</li> <li>• NGO</li> <li>• Community members</li> </ul>
<b>Expected involvement</b>	<ul style="list-style-type: none"> <li>• Shawish to facilitate communication &amp; meetings with landlord</li> <li>• Landlord allow trash to be dumped in an allocated space on his land</li> <li>• NGO to make trash plastic bags available</li> <li>• Each community member pays 1 Lebanese per family</li> </ul>
<b>Who will approach partners/ When</b>	<ul style="list-style-type: none"> <li>• community focal points will talk to Shawish</li> <li>• Community representatives, FW &amp; focal point will meet with the landlord</li> <li>• community representatives will meet with NGO staff</li> <li>• community focal points collect the money to rent vehicle to carry the trash</li> </ul>
<b>Agreed Upon Action</b>	<ul style="list-style-type: none"> <li>• To convince landlord to allow trash to be dumped in some part of his land</li> <li>• NGOs to bring the bags</li> <li>• Community Representatives including, focal points, women's group &amp; youth to manage the waste, collect money for the vehicle</li> </ul>
<b>Preferred social recognition</b>	<ul style="list-style-type: none"> <li>• Organize a clean day for the landlord farms &amp; bring an award for him on the same day.</li> </ul>
<b>Follow up &amp; updates to group</b>	<ul style="list-style-type: none"> <li>• Focal points from youth group, women group &amp; volunteers drivers</li> </ul>

**STEP # 4 -1:**

Step # 4: Community Action Plan (Tools for Frontline Workers & Community Representatives - Action Plan to be used with discussion guide)

<b>What is the problem? (use the assessment findings)</b>	<ul style="list-style-type: none"> <li>• Collection points for trash</li> <li>• Vehicle to carry trash from collection points</li> <li>• Bags to collect the trash</li> </ul>
<b>What is the activity?</b>	<ul style="list-style-type: none"> <li>• Women have to bring the trash to agreed point every Saturday between 11: am to 5:00 pm</li> <li>• Youth will work to sort waste &amp; put in the right bag</li> <li>• Volunteer drivers drive around the camp to collect trash from the agreed points</li> <li>• NGO staff bring bags to focal points</li> </ul>
<b>Who will do the activity?</b>	<ul style="list-style-type: none"> <li>• Mothers &amp; young girls</li> <li>• Youth</li> <li>• Volunteer drivers</li> <li>• Frontline workers</li> </ul>
<b>Timeframe</b>	<ul style="list-style-type: none"> <li>• Every Saturday of the week</li> <li>• Saturday &amp; Sunday of every week</li> <li>• Every Saturday</li> <li>• Each month</li> </ul>
<b>Cleaning equipment</b>	<ul style="list-style-type: none"> <li>• A space donated by landlord</li> </ul>

**STEP # 5 -1:**

Step # 5: Implementation & Monitoring

(Tools for Frontline Workers & Community Representatives to be implement activities)

When	What	Who							
		Month 2				Month 1			
		Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
Women & girls groups	Collection points for trash	x	x	x	x	x	x	x	x
Volunteers drivers	Drive & burn trash outside the camp	x	x	x	x	x	x	x	x
Frontline workers from NGO	Bags to collect the trash				x	x			x
Youth	Sort out the trash	x	x	x	x	x	x	x	x

**TOOL #5-2:**

Community Lead Monitoring Indicators for Activities in Action Plan

Activity	Process indicators	Outcome indicators
Collection points for trash	Women collect & bring trash to agreed point	Trash collected
Sort out & burn the trash	Sort the trash in the agreed points	Youth sorted the trash & burnt it
Bags to collect the trash	Frontline workers agree to bring the plastic bags	Plastic deliver to the camp
Drive & burn trash outside the camp	Trash collected, driven outside the camp	Trash burnt & the camp is clean

**TOOL #5-3:****Step # 5: Implementation & Monitoring (Community Lead Monitoring Plan used by Filed Workers & Community Representatives)**

Indicators to be monitored	Method for monitoring	Who will do the monitoring?	Who will process the information?	How will you share the information & with whom?
FW bring plastic bags	Photos & announcement	Focal Points & Shawish	Focal Points & Shawish ,	Photos to share with community members via social media & make announcement at churches & mosques
Women collect the trash	Photos of the collected trash share via Whatsapp	Women focal points	Women focal pints	
Youth sort the trash		Youth Focal Points	Youth focal points , focal points & frontline workers	
Vehicle collects the trash	Photos shared on social media	Focal points	Focal points	Photos of the collected trash to share via Whatsapp with youths & volunteers who drive trash vehicle
Drivers	Photos shared on social media			Photos of trash sorting to share via social media
				The collect trash photos will be shared with all partners including NGOs & landlord & other partners

**TOOL #1-2 & 2-4:****Step 1 & 2: Strategic Group Composition During CE**

Start – up	Coordination committees	Assessment group	Community group
	Focal point committee including youth, women & frontline workers	<ul style="list-style-type: none"> <li>• Community representatives</li> <li>• Frontline workers</li> <li>• Focal points</li> <li>• Youth focal points</li> <li>• Women focal points</li> </ul>	<ul style="list-style-type: none"> <li>• Youth committee</li> <li>• Women committee</li> <li>• Men committee</li> </ul>

