

**MINISTRY OF LOCAL GOVERNMENT DECENTRALISATION AND
RURAL DEVELOPMENT (MLGDRD)**

**GULF OF GUINEA NORTHERN REGIONS SOCIAL COHESION (SOCO)
PROJECT**

**DRAFT TRAINERS' MANUAL
ON COMMUNITY PROJECT PLANNING AND IMPLEMENTATION
FOR COMMUNITY FACILITATORS (CF), COMMUNITY PROJECT
IMPLEMENTATION COMMITTEES (CPIC) AND OTHER COMMUNITY
LEVEL GROUPS.**

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The preparation of this draft manual, *Trainers Manual for Community Facilitators and Community Project Implementation Committees* for the Gulf of Guinea Northern Regions Social Cohesion (SOCO) Project relied largely on previous publication and documents developed for similar projects.

Firstly, the Trainers Manual for Area Councils Members/Opinion Leaders under the Community Based Rural Development Project (CBRDP) was reviewed for original content and design. This manual is largely modelled along the CBRDP Trainers manual developed by then Ministry of Local Government and Rural Development.

Secondly the Project Implementation Manual SOCO Project provided detailed technical information about the project components, implementation arrangements and roles and responsibilities of key community level actors.

The reports of the technical Review workshop, the lesson from the field testing of the manual and additional materials used in developing this manual will find appropriate mention in the reference section of this document.

List Of Abbreviations

CF	Community Facilitators
CPIC	Community Project Implementation Committees
FMC	Facility Management Committee
PIM	Project Implementation Manual
PIU	Project Implementation Unit
ZCO	Zonal Coordinating Officer
SO,	Satellite Officers
DAs	District Assemblies
FP	Focal Persons
CBO	Community Based organization
MLGDRD	Ministry of Local Government Decentralization and Rural Development
NDPC	National Development Planning Commission
ToT	Training of Trainers
IE&C	Information Education and Communication
MMDA	Metropolitan, Municipal, and District Assemblies
DMTDP	District Medium-Term Development Plans
CDD	Community-Driven Development
FCV	Fragility, Conflict and Violence
RCC	Regional Coordinating Council
LED	Local Economic Development
VSLA	Village Saving and Loan Associations
CIGS	Common Interest Groups
PWDs	People with Disability
AWPB	Annual Work Plan and Budget
NTC	National Technical Committee
POC	Project Oversight Committee
E&S	Environmental and Social
MIS/APP	Management Information Systems/Applications
SWCES	Single Window Citizen Engagement Service
ESCP	Environment and Social Commitment Plan
ESMF	Environmental and Social Management Framework
RPF	Resettlement Policy Framework
SEP	Stakeholder Engagement Plan
ESS	Environmental and Social Standards
SEA	Sexual Exploitation and Abuse
SH	Sexual Harassment
CAE	Child-Abuse and Exploitation
GBV	Gender-Based Violence
GM	Grievance Mechanism
UCMS	Unified Case Management System
SOCO	Social Cohesion

Introduction

The Ministry of Local Government Decentralization and Rural Development (MLGDRD) is implementing the Gulf of Guinea Northern Regions Social Cohesion (SOCO) Project in forty-eight District Assemblies across six regions in Northern Ghana, Northern, Upper East, Upper West, Savannah, North-East and Oti Regions. A major component of the project is capacity building for institutions that have been set up or identified to play critical roles in the implementation of the project. This Trainers' Manual has been developed to provide guidance and training content to trainers of sub-district structures in a bid to enhance their capacity to play their roles effectively.

Purpose of the Manual

The purpose of this draft trainer's manual is to equip trainers with relevant knowledge and skills in providing training to community institutions set up to support the implementation of the SOCO project. The project has set up institutions such as Community Facilitators, Community Project Implementation Committees, Facility Management Committees in addition to existing Urban Zonal Town and Area Councils, Unit Committees, Community Based Organizations (CBOs), Assembly Members, Opinion Leaders and other community groups/association to support project implementation at the subdistrict level. The need for the capacities of these institutions to be enhanced to play their role and responsibilities effectively cannot be overemphasized. The /project Implementation Manual has made categorical provision for the roles and responsibilities of these institutions. It is in giving meaning to these roles that this manual has been developed to provide guidance to trainers when carrying out training activities.

Objectives

The objectives of this manual include.

1. To provide standard training tools to trainers for efficient and effective leadership, management and implementation of community level capacity building activities.
2. To equip trainers and trainees with basic skills to plan and manage training sessions with various target groups.
3. To provide relevant standard content to the users of the manual for all training activities.

Targets

The users of this manual will include members of the PIU, Zonal Coordinating and Satellite Officers, DAs, Focal Persons, Community Facilitators and Community Based organization who may be partnered to support training activities, as well as other local level actors.

Training Approach

The manual employes participatory approaches an integral part of the training methodology. It is highly flexible and responsive to specific and critical training needs, challenges, culture and other relevant capacity considerations. Some of the Methods of delivering training are discussed as follows.

1. **Brain storming:** The use of this method is generally made as a first step to generate initial interest and essential involvement of the trainees in the training activity. For this, the trainer asks the trainees to think of any ideas without evaluation or judgement. The quantity, not the quality, is what matters. Ideas can be discussed later for practical consideration. Sometimes ‘unwanted’ or seemingly ridiculous ideas lead to a more practical idea, which would otherwise not have been considered.
2. **Interactive lecture:** This method is marked by encouraging the trainees to be quite active and analytical in their learning approach. They are also motivated to be inquisitive and anxious to know new things by asking questions and exploring alternatives.
3. **Illustrative Talk** This is a lecture method supplemented using proper illustration using training materials, including audio-visual aids. Presentation of success stories and case studies is also one of the essential elements of this method.
4. **Group Discussion:** Use of this method is based on the principle of the trainer taking on the role of a group promoter. This method is also an effective instrument of participatory learning, whereby the trainer acts as a group adviser, a group facilitator and a group torch bearer.
5. **Panel Discussion:** The use of this method is marked by greater involvement of trainees in promoting participatory learning. In this situation the trainer’s role is limited to that of coordinator and moderator of the discussion, in which the trainees as panelists act as catalyst agents of the learning process.
6. **Role play:** This is one of the most effective training methods of participatory learning, in which the trainees are provided an opportunity to put into action the skills learnt through the training. For this, an artificial situation is created, whereby every individual trainee is assigned a role which he/she enacts to demonstrate the skills learnt through the process of training. In ToT these assigned roles may be such as the trainer, the

Facilitation

Facilitation enhances the learning process by guiding the participants to understand and perform certain tasks and responsibilities. It helps participants to learn and take increased responsibility for their own learning. The roles of the facilitator are depicted in figure 1 below.

The Many Roles of a Facilitator

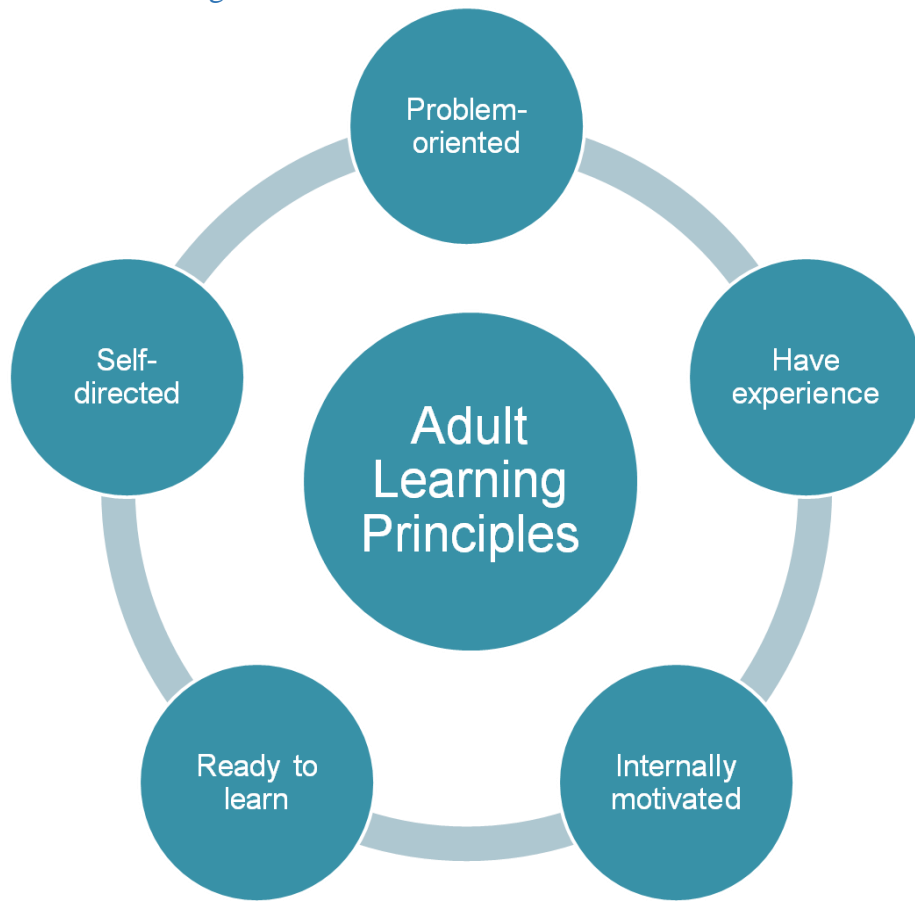


Figure 1: Roles of the facilitator

Qualities of a Good Facilitator

- Good listener- communicates interest and attentiveness.
- Respects opinions-encourages participation; believes in everyone's knowledge, expressions, strengths and ideas.
- Provides feedback-responds to issues raised without judgment.
- Poses questions-through probing to elicit the thoughts/ideas of participants.
- Recognizes body language-through observation of participants' behavioural changes.
- Good sense of humour-ability to catch participants' interest on the subject.
- Sense of time-observes punctuality and manages sessions well.
- Tactful-handles participants without hurting their feelings.
- Sensitive to people's feelings- recognizes body language.
- Conversant with subject area-understands the topic under discussion and the scope of the subject.
- Resourceful and creative thinks on his feet, able to adapt to different situations.
- Takes responsibility for any situation that may arise during training.

Principles Of Adult Learning



Introductory Activities

These activities are designed to provide an opportunity for facilitators and trainees to get to know each other, acquaint themselves with the workshop environment, confirm the workshop objectives and expected outputs. It is also a time to collectively set the 'rules of engagement' for the workshop - (workshop norms).

Step 1 - Prayer: Ask a participant to say a prayer.

Step 2 - Self Introduction: Ask participants to introduce themselves. They can mention their names, office/position and any other information on themselves they want to share with others.

Step 3- Icebreakers: Ask participants "what is your proudest accomplishment?" and allow free expression (even in their local language).

Step 4 - Expectations & Fears: Ask each participant to write on a separate piece of card his/her expectations and fears concerning the workshop. Working with participants, group the expectations and fears under clear headings.

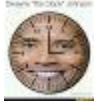
Step 5 - Program Overview: Explain the topics in the program overview (flip chart) while linking them to the expectations. Expectations that are not addressed by the topics should be written down in the "Parking Bay". Explain that the "Parking Bay" will be used for any topics that people would like to address that are not covered in the program. Time will be set aside to deal with those issues whenever possible.

Step 6 - Workshop Norms: Ask participants to brainstorm on workshop ground rules, which would guide participants' behavior during the workshop. Record these on flip chart and paste them on the wall.

Step 7 – Program (Timetable): Distribute the programs to participants and quickly review with them. Agree on the starting and closing times with participants.

Module 1: Overview of The SOCO Project

There have been several projects in the northern parts of the country aimed at empowering the and reducing poverty among the people. The Gulf of Guinea Northern Regions Social Cohesion (SOCO) Project is a major intervention by the Government of Ghana funded by the World Bank. It is based on a Community-Driven Development approach and there is a need for CF/CPICs to be well informed about the project to convey accurate messages to members of their community. This session is designed to introduce the project to the participants.



: 90 minutes.

Objectives: The objectives of this module are:

1. To enhance the knowledge of participants about the goals and objectives of the SOCO Project
2. To enhance the knowledge of participants about the implementation arrangements of the project.

Expected Outputs: At the end of the module, participants will be able,

- To describe the project background and context.
- To describe the goals, objectives, implementation arrangement, benefits of the SOCO project.

Materials: Projector, flipboard, pictures and markers, extension boards, notepads, PowerPoint presentation, infographics pictures, etc.

Methods: Interactive lecture, Discussions, Brainstorming

Learning Activities



1:

Brainstorming session, discussion: Ask participants the development challenges in their community and write down their responses on a flip chart. Provide additional information on the project background and context.



2:

Interactive lecture: Explain goal, objectives, components, implementation arrangements, benefits, etc, of the SOCO project and roles of community members.

Overview of the SOCO Project

Participant Handout

What is the aim of the SOCO Project?

The Gulf of Guinea Northern Regions Social Cohesion (SOCO) Project seeks to proactively prevent the spread of conflict from the Sahel, reduce vulnerability to climate change, and strengthen local institutions, economic opportunities, and public trust.

Where will the project be implemented?

The Northern Regions of the Gulf of Guinea countries (Benin, Côte d'Ivoire, Ghana, and Togo).

Why implement the SOCO project?

Needs are surging across this Gulf of Guinea sub-region, where multiple crises converge. External pressures of conflict, climate change, and COVID-19 are compounded by long standing challenges of poverty, exclusion, and weak governance—all of which may breed marginalization and inequality.

The lack of opportunities for youth, intercommunity tensions, and structural fragilities, present an increasing security challenge for the northern region of these Gulf of Guinea countries that face serious threats of southward transmission of the rapidly escalating Sahel conflict. Responding to such borderless threats calls for “thinking regionally and acting locally”—regionally coordinated solutions that effectively respond to local needs.

Who benefits from the project?

Over the course of five years, the project is expected to reach over 4,600 border-zone communities across the northern Gulf of Guinea sub-region, with a specific focus on vulnerable village clusters in border areas exposed to conflict and climate risks.

What will the project finance?

1. Climate resilient community infrastructure and investments (e.g., roads and markets)
2. Inclusive Local Economic Development activities
3. Youth inclusion and social cohesion activities, i.e., cultural and community sports activities
4. Platforms for regional collaboration and dialogue among the four countries
5. Strengthening of local institutions to function effectively.
6. Digital technologies and innovations

What approach will the project adopt to achieve its aim?

1. Through Community-Driven Development approach where demands for projects originate largely from the communities and common interest groups through participatory consultation processes.
2. The project will give voice to the vulnerable (e.g., youth, women, and persons with disabilities) to participate in all phases of project implementation.
3. Regional lens to local investment to maximize cross-border impact.

Which institution is the implementation agency?

1. The implementing agency is the Ministry of Local Government Decentralisation and Rural Development.
2. The Metropolitan, Municipal, and District Assemblies (MMDAs) will be responsible for implementation at the local level.
3. The project was launched on November 23, 2022

How will be project financed?

The total financing from World Bank International Development Association (IDA): \$450 million for four countries (out of which \$150 million for Ghana)

1. Ghana: US\$150 million
2. Cote d'Ivoire: US\$150 million
3. Togo: US\$75 million
4. Benin: US\$75 million

What are the components of the project?

The project has five components:

1. Investing In Community Resiliency and Inclusion (\$112.5 Million) with 3 sub-components, Small-scale social and economic climate-resilient infrastructure at the community level, Local Economic Development Activities, Youth Engagement and Social Cohesion Activities
2. Building foundation and capacity for inclusive and resilient communities (\$15 million)
3. Regional Coordination platform and dialogue (\$7.5 million)
4. Project management (\$15 million)
5. Contingent emergency Response

In which districts will the project be implemented?

The project will be implemented in 48 MMDAs in northern six regions of Ghana. The following clusters/communities have been selected within this district to benefit from the project in the first year. (Enter names of selected clusters/communities)

Module 2: Team Building, Group Dynamics and Decision Making

Session 1: Team Building and Group Dynamics

Successful teams do not work as individuals but as teams due to the need to complement each other and to be able to achieve a common goal. Community Project Implementation Committees, (CPICs), Facility Management Committees (FMCs), Unit Committees, Area Councils and Common Interest Groups (CIGs) are some of the teams that may be found at the community level and will have various roles to play on the project. This module is designed to build team spirit and enhance their dynamics and effectiveness.



:90 minutes

Objectives:

The objectives of the module are:

- To deepen the knowledge of participants about the elements of a strong team.
- To demonstrate to participants about importance of working as a team throughout the project cycle.

Expected Outputs: At the end of the session, participants will be able to:

- Describe the concept of a team and its purpose
- Identify the elements of strong team.

Materials: Projector, flipboard, pictures and markers, extension boards, note pads, PowerPoint presentation, infographics pictures, etc.

Methods: Brainstorming, Discussion, Questions and answers.

Learning Activities:



: 1

Brainstorming session. Ask participants to indicate their understanding or definition of a group or team. Write down the various definitions and discuss with them. Use local proverbs or adages to demonstrate community's appreciation of team work e.g., **“two heads are better than one”** and the **story of the broom and the broom stick**. Show participants the standard definition of a group in the Box below on flipchart and allow them to express their views on what the definition means to them.



: 2

Group discussion. Ask participants to brainstorm the purpose and usefulness of a group/team. Ask them to explain why they formed their respective groups.



: 3

Group discussion. Ask participants to indicate the key elements of a strong group. In plenary, ask the various groups to present their output for discussion. Allow participants to ask questions and make contributions. Present the prepared flip chart and compare with the feedback obtained from the group discussion.



: 4

Hungry Donkey exercise. Present the picture to participants to discuss and relate it to real life experiences.

Facilitator's Notes

A team consists of two or more people with some common identity. The identity may be the groups' aspiration or objective/activity/physical characteristics culture, history etc.

A group operates together to achieve a common goal/purpose. A group could be an entire community.

Elements of a strong team/group:

A common understanding of purpose or interest.

Commitment of members.

Effective Conflict Management.

Laid down rules and regulations.

Strong and effective leadership.

Team Building and Group Dynamics

Participants Handout

What is a team?

A team consists of two or more people with some common identity. The identity may be the groups' aspiration or objective/activity/physical characteristics culture, history etc.

A group operates together to achieve a common goal/purpose. A group could be an entire community.

Elements of a strong team/group:

A common understanding of purpose or interest.

To be a strong and successful team requires that all members share a common interest or have a common goal. The group should have a common objective or purpose. Common interest groups such as vegetable growers, migrant or settler groups etc. exemplify this element.

Commitment of members.

Members of the team should be committed to the objectives of the group and be prepared not to allow their individual interest to supersede that of the group. Their commitment can be demonstrated by their regular attendance of group meetings and paying of dues and other financial obligations.

Effective Conflict Management.

There is nothing wrong with conflicts. They are always with us in our communities, groups, committees etc. The important thing is that they should be managed/resolved when they arise. Efforts should therefore be made to ensure fairness and an amicable solution without any undue biases.

Laid down rules and regulations.

There must be laid down administrative structure, rules and regulations.

Strong and effective leadership.

The group must also have a leadership that is goal-oriented and command the respect of others.

TEAMWORK ... BETTER FOR ALL



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Session 2: Participatory Decision-Making Process

Our communities are made up of many different people with interests that need to be addressed. It is important to create opportunities for all members of the community to participate in the decision-making process. **Participatory Decision-Making (PDM)** is the strategic use of community engagement to inform and legitimize the decision-making process. This kind of community-inclusive process builds the community's trust and confidence in both the decision-makers and the decision process.



: **90 minutes**

Objectives: The objectives of this session are,

- To improve participants understanding of the dimensions and composition of the community
- To deepen participants' appreciation of the decision-making process and the roles different groups, especially the vulnerable or minorities, can play.

Expected Outputs: At the end of this session, participants will be able to:

- Identify the various dimensions and composition of the community including common interest groups.
- Describe the decision-making process at the community level.
- Describe the roles that women and the vulnerable play in the decision-making process at the community level.

Materials: Projector, flipboard, pictures and markers, extension boards, notepads, PowerPoint presentation, infographics pictures, etc.

Methods: Interactive lecture, Discussions, and Brainstorming

Learning Activity:



: **1** Recap the importance of group dynamics. Stress that a

Community is an identifiable entity but with varied interest groups.



:2

Brainstorming: Ask participants to explain how they understand the term 'community'.

Capture the response on the flip chart. Guide participants to explore their ideas and be practical in their understanding of what is meant by community.



: 3

Let participants list all the interest/identifiable groups known to them in the community; let them come up with the strength and weakness of each group that will be mentioned. Add to the list any group that will be left out.



:4

Discussion: Ask participants how decisions at the community level are made. Let them come up with a critique of each method mentioned.



:5

Interactive lecture. Explain the importance of consensus building as a means of popular decision making, which will cater for the interest of the vulnerable and the voiceless at the community level (women, children, poor, physically challenged, etc.)



:6

Group work: Divide participants into smaller groups. Give each group one of the following tasks. Ask them to discuss the issue and report back in plenary.

- *Reasons for the low involvement of women and the vulnerable in decision-making*
- *Identify possible roles for women and the vulnerable in the decision-making process.*
- *Why should women and the vulnerable be actively involved in decision-making?*
- *How effectively can women and the vulnerable be involved in the decision-making process?*

Participatory Decision-Making Process

Facilitator's Notes

Characteristics of a community

A community may be identified by:

- a) Geographical Boundary
- b) Name
- c) Ethnicity
- d) Traditional Leadership
- e) Occupation
- f) Culture

A community is made up of different identifiable groups such as men, women, the old, young, rich, poor, literate, illiterate, and persons with disability, among others.

The needs of communities are many and varied. It must satisfy the cross-section of the people - men, women, old, young, children, the rich, poor and persons with disability. The resources to satisfy these are scarce hence the need to make choices. Decision-making includes all the activities ranging from the identification of a problem through the actual choice of a preferred solution.

A community may be described as group of people living in the same geographical area with common development aspirations. Note that even though it is seen as one entity, a community is made up of different identifiable groups such as men, women, the old, young, rich, poor, literate, illiterate, and persons with disability, among others.

PARTICIPANTS' HANDOUT

Understanding a community

A community may be identified by: Geographical Boundary, Name, Ethnicity, Traditional, Leadership, occupation, Culture etc. A community is a cluster of people with common socio-cultural characteristics, conventions, norms and beliefs with a similar development-oriented goal living in an area. It is also a living and dynamic entity whose needs and priorities keep on changing with time. To improve the quality of life of the people, community members always have a 'tall list' of needs. This makes it imperative for community members to make informed decisions, which will be popular among the people.

Despite the seeming homogeneity, a critical view of a community shows that it is made up of different elements with varied strengths, weaknesses, preferences, etc. For example, in a community, there are the poor, rich, adults, children, men, women, persons with disability, literate, illiterate, and religious groupings - traditionalists, Christians, Moslems among others.

Community Decision-Making Process

The needs of communities are many and varied. It must satisfy the cross-section of the people - men, women, old, young, children, the rich, poor and persons living with disability. The resources to satisfy these are scarce, hence the need to make choices. Decision-making includes all the activities ranging from the identification of a problem through the actual choice of a preferred solution.

Decision-making at the community level is therefore crucial since all the **local level protocols** need to be observed without necessarily overlooking the interest and priority of the people. It also involves **negotiations, compromises, trade-offs, and respect for everybody's views**. This is important because it is difficult, if not impossible, to meet everybody's need or do everybody's wish at the same time. In doing this, care will have to be taken to ensure that whatever decision is arrived at will **serve the interest of a majority of the group and will be acceptable to a greater proportion of members**.

Laid down procedures through broad-based consultation ought to be followed. This will increase the support and commitment of the community members to prolong the life span of development projects or embrace the outcome of development programmes. Women and the vulnerable group should be encouraged to be members of structures that have been set to support the implementation of development projects, such as the CF, CPIC, FMCs. They should be selected to represent the community at various fora. It is important that they are encouraged to be part of other Committees where they can also contribute. They should also hold positions in these Committees.

There are generally inhibiting factors such as religious and traditional beliefs, which from field experiences have been identified as difficult to deal with. However, the CFs and CPICs and other community leaders by the very nature of their position in the community need to develop the capacity and skill to encourage the involvement of women and other vulnerable and the voiceless in community development projects.

There are several examples under various programmes that point to the significant benefits of getting women involved in planning and implementation of projects. Women have for example proved to be skilled fundraisers and committed supporters. This has been done through building on their traditional responsibility for managing household finances, household hygiene and showing greater concern for environmental issues than their male counterparts.

It is therefore essential that the CPICs use all possible channels to ensure that woman, children, the poor, People with Disabilities (PwDs) and illiterate for example, are well represented at community meetings. The CPIC needs to meet with the leadership of all the identifiable groups and discuss why it is important for each of them to attend meetings and become actively involved in project activities.

The following steps can be adopted by the CPICs as a means of increasing the level of involvement of women and other vulnerable in community projects from their planning stage to the evaluation stage.

- 1. Work with women and the other vulnerable groups and with local intermediaries**
Such an approach will enhance the confidence of women and the vulnerable since they would be interacting with their counterparts who would understand their problems better than their own male counterparts. Discussions will also be well-focused on essential things related to women and other vulnerable groups. Thus, a greater understanding of the roles/responsibilities of women and other vulnerable groups would be promoted.
- 2. Discuss with local leaders and authorities why women should be involved in the planning and management of sub-project and how this can be best achieved.** The objective of this is to break traditional norms, beliefs and taboos about women's involvement. Once local leaders agree that women should participate fully in project implementation, they can step beyond the bounds of culture, which inhibits their participation to be proactive in community development issues.
- 3. Inform women about projects and programme meetings, using a variety of different channels, and encourage participation.** Once women are well informed about project goals and objectives they can, in consultation with their husbands make time for meetings by re-arranging household routine activities.
- 4. Organize meetings at times and places suitable for women to attend.**
- 5. Women become inattentive to meeting proceedings when they must leave the house chores in the hands of other people (house helps) to attend meetings far away from the house. Their attention is invariably on those tasks they would be leaving behind – food preparation, care of**

the children etc. Hence, the meeting venue should be near enough to let her dash down to the house to look at what she has left behind so that she can concentrate and give her full attention to the meeting and make contributions.

6. Make it easy for women to hear and to be heard at meetings by sitting them together in the main gathering, not at the back and by conducting meetings in local language or arranging translation.

Creating such a congenial environment or atmosphere for women, removes fear to speak in the presence of authority (husband /traditional chief).

7. Stimulate dialogue by presentation techniques, inviting comments/questions/criticisms, inserting discussion breaks and involving respected and representative spokesperson for women and other vulnerable groups.

Experience from working in communities has shown that in most communities, nothing pleases women and gives them such confidence, pride and self-esteem as when due recognition is given to their contributions during discussions. It is also fashionable to find respected and representative spokeswomen wrapping up discussions and summarizing points to which the other women all agree, thus making consensus building easier.

8. If the participation of women in general, the poor or PWDs, is difficult, organize separate meetings at more convenient times and places. The poor often do not feel at ease because of their deplorable appearance at community meetings. They are likely to hold their peace when their relatively well-endowed colleagues are talking and do not contribute at meetings. Some people feel shy to contribute at meetings in the presence of superior authority.

9. Explain the tasks and the authority involved in sub project execution, selection of unskilled labor, facility management, discuss which roles are best performed by the women and other vulnerable groups and who are most suitable candidates.

When women or the physically challenged fully understand their tasks, they perform them with zeal and efficiency since they dislike public rebuke and reprimand from superiors for inefficiency.

10. They have equal rights as others and constitute the majority in most communities and in the country.

Module 3: Defining and Identifying Community Problems and Needs

Session 1: Problem Identification

As community representatives, the CPIC should be equipped with the skills to lead their communities to identify their problems before determining needs. The identification of community problems will facilitate the derivation of community needs. This module seeks to enhance the capacity of CPICs to carry out problem identification as a first step towards determining their needs.



90 minutes.

Objectives:

The objectives of this session are:

- To enhance participants skills in identifying community problems.
- To deepen participants' understanding of the concept, meaning and implication of community needs.
- To equip participants to identify the various types of community needs using simple methods.

Expected Outputs: At the end of the session, participants will be able to:

- Identify community problems and needs and establish the linkage for addressing community development issues.

Materials: Projector, flipboard, pictures and markers, extension boards, notepads, PowerPoint presentation, infographics pictures, etc.

Methods: Interactive lecture, Discussions, Brainstorming and Group activity

Learning Activity:



1: Let participants recap the process of involving all the identifiable interest groups at the community level in the decision-making process.



2: Question and Answer: Ask participants the meaning of the term 'Community Problem'. Capture responses on the flip chart.



3: Brainstorming and in an interactive lecture.

Ask participants the question 'What are Needs? Display the question on a flip chart and guide participants to explore their ideas. Explain to participants that one of their tasks as CPIC will be to lead the community members to identify their needs.



4: Interactive lecture. Explain the importance of needs identification to participants.

Allow participants to share their experiences in identifying community needs.



5: Group work.

In working groups, ask participants to make a list of some of the common needs expressed at the community level. Encourage them to list those that have been expressed on their behalf by individuals and organizations etc.

Facilitators Notes

Linking needs to development problems.

Make it clear to participants that infrastructure is not an end, but a means to an end. Not all needs may result in the development of physical infrastructure.

Let participants understand and appreciate a 'problem' to be "**not the absence of a facility, but a negative situation caused by the absence of the facility"; e.g., the absence of a school is not a problem, but then long distance covered by children daily or the low enrolment levels; or lack of pesticide is not a problem but rather crop lost due to pest attack is.**

Stress the need for community involvement.

Gender and age: consideration of interest of social groups in identifying and prioritising needs.

Participants should be made to appreciate that it is not enough/best when they decide on behalf of communities without seeking their views. You may ask participants to indicate how they go about identifying community needs.

Participant Handout

Community Problem and Needs Identification

The most important activity that participants would have to undertake when they go into their communities is to lead the community members to identify community problems, assess their needs for project identification. These problems and needs are observable in the community and as such would require the collective efforts of everyone in the community to identify them.

The concept of problem identification and assessment describes the situation in which something is lacking or necessary or requires some course of action. It also refers to a problem situation that requires solutions and remedies. In providing leadership, it is important to identify these problems as a prelude to deriving community needs and thereby assess and classify them.

A problem can simply be defined as "not the absence of a facility but a negative and undesirable situation caused by the absence of the facility. It tends to prevent the community from moving from where it finds itself to where it desires to be. An impediment to a shift from a "here" situation to a "there" situation. For example, the absence of a school is not a problem, but the long distances children must cover daily. Again, the lack of pesticide is not a problem, but the quantity of crops lost because of crop invasion by pests.

Problem identification constitutes the basis for deriving needs for the community so that issues can be adequately addressed on a sustainable basis. Needs can be classified into three broad areas.

These are:

- a) **Felt Needs:** These are what people feel or their wants. They may only be the feelings of the individual, groups of individuals or a section of the community. It may also be a situation shared by most people in the community. A felt need is therefore the individuals or groups or community's assessment of the 'present situation', discovering what is lacking and realizing the potential for change.
- b) **Expressed Needs:** These are needs that have been felt and have been moved from that level to the attention of the authorities. At the community level, the group may begin to draw the attention of the CF/CPIC to some of their problems. These are expressed needs.

- c) **Organizational determined Needs:** These are needs that are expressed on behalf of the community by organizations and agencies external to the community.

Session 2: Analyzing Community Problems and Needs

Communities face multiple, varied and sometimes interrelated problems. Most problems have root causes and a thorough appreciation of these causative agents, effects and linkages places the CPIC in a better position to take appropriate decisions. When problems are critically analyzed and diagnosed, it then becomes easier to identify the needs, out of which projects are evolved to solve them. This implies that Community Facilitators and Project Implementation Committees should be skilled in the analysis of community problems with the view to identifying their causes and effects among others.



: 90

Objectives: The session is designed to enable participants understand methods used to:

- Analyze community problems and needs.

Expected Outputs: At the end of the session, participants will be able to:

- Identify methods for analyzing problems and needs.
- Analyze community problems and needs.

Materials: Projector, flipboard, pictures and markers, extension boards, notepads, PowerPoint presentation, infographics pictures, etc.

Methods: Interactive lecture and Group discussion.

Learning Activity:



- 1:** Review with participants the discussion on identifying community problems and needs. Ask participants to recall the issues discussed in the previous session. Consolidate the review by filling the gap.
“Why should we identify community problems and needs?”



2: With the above question displayed on a flip chart, guide participants to discuss briefly issues related to problem identification.



3: Introduce participants to methods of analyzing problems using the simple format below. Divide participants into groups and let them select 3 of the identified problems and analyze them.



4: Plenary presentation. Allow each group 10 minutes to present the outcomes of their group work. Summarize discussions with questions and answers.

Participants' Handout

Community Problem Analysis

Community problems are numerous, varied and at times interrelated. But the resources and means of satisfying needs are limited, hence the need for full diagnoses of the situation.

Problems and needs analysis are important stages in the planning process because a good understanding of causes and effects and other related issues better positions one to resolve them. CFs and CPICs therefore need to arm themselves with tools for analyzing problems and assessing needs to manage their localities well.

It is important for CPIC members to assess community needs for the following reasons:

- a. It will enable the community to gather and share information on their situation.
- b. It will enable the community to know the resources available for use in development.
- c. It will enable the community to plan its own development priorities.

The community could analyze its own needs in various ways. One of the various ways could be a community durbar where people are given the opportunity to express their opinion on the development priorities of the community.

Example of problem diagnosis

Problem Definition	What caused the problem	What are the effects of the problem	Who it affects	Why it affects the group most	What need to be done to address the problem
Low enrolment rate for children	<ul style="list-style-type: none"> - Unavailability of primary school facilities in the community - Lack of resources mobilisation (Financial Material and Human) - Misplaced priority 	<ul style="list-style-type: none"> • They are deprived of basic education • It threatens their survival in the long run • Walk quite a long distance to school in their nearby village • Get to school late and tired 	Children	They bear the consequences on a long-term basis	Build new school blocks
Inadequate water supply	<p>Increase in population</p> <p>Poor access to potable water</p>	<ul style="list-style-type: none"> • High risk of water related diseases • Children get to school very late and tired • Both women and children queue for a long time before fetching the water • Women don't have enough time to do other economic activities 	Women and children	<p>They are responsible for fetching water</p> <p>They use water most</p>	Provide more water points. e.g., boreholes hand dug wells etc.

Session 3: Prioritization of Community Needs

Prioritization of community needs is a very important planning process as it allows communities to examine their needs in relation to their available resources. CPIC members should possess the techniques used in prioritizing community needs and it should be done in a transparent and inclusive manner. This session will build the knowledge and skills of participants in conducting prioritization of community needs.



Objectives:

The objectives of this session are:

- To enable participants to appreciate the importance of prioritizing community needs.
- To demonstrate to participants the ranking method for prioritizing community needs.

Expected Outputs:

At the end of the session, participants will be able to:

- Explain the importance of prioritizing community needs.
- Demonstrate ranking as a way of prioritizing community needs.
- Explain the project selection process for the first year of the project.

Materials: Projector, flipboard, pictures and markers, extension boards, notepads, PowerPoint presentation, infographics pictures, etc.

Methods: Interactive lecture, Group discussion and Demonstration.

Learning Activity:



1: Interactive lecture. Introduce the concept of prioritizing needs and explain its importance to participants in project planning and implementation.



2: Lecture. Introduce participants to pair-wise ranking and preference ranking and scoring as some tools for prioritizing community needs.



3: Demonstration. Lead participants through a plenary demonstration exercise on the steps of pair-wise ranking and preference ranking and scoring.



4: In doing this, participants should have the following criteria among others at the back of their mind, i.e., **urgency of the need and its impact on the community**. They should also provide a basis for applying for one need as against the other. Provide and explain the following guidelines to participants:

- *Choose a set of needs/projects to be prioritized (e.g., Clinic, school, community center, bore hole, etc.)*
- *Reduce the number of projects to between four and six through simple ranking such as voting.*
- *List all projects in a sequence in a table. This should be done vertically and horizontally following the same sequence.*
- *Compare the items with questions like which of the two do we need most and why?*
- *Write the choice in the box serving as the intersection as marked below:*

ITEM	School	Clinic	Community Centre	Borehole	Roads	Score
School	X	School	School	Borehole	School	3
Clinic		X	Clinic	Borehole	Clinic	2
Community centre			X	Community centre	Community centre	2
Borehole				X	Borehole	3
Roads					X	0
Score						

Facilitator’s Notes

Pair-wise ranking allows us to determine the problems and priorities of individual community members through identifying their ranking criteria. It can also be used to compare the priorities of different individuals. The usefulness of the exercise is to allow one to compare any two items independent of the others.

In doing the pair-wise ranking, the following caution should be taken:

- a. You cannot compare an item with itself.
- b. If the items are well set out in a sequence, put an 'X' in the boxes corresponding to same items, giving a mirror image.
- c. Fill in one side of the mirror only.



5: Preference ranking and scoring. Mini lecture and practical exercise explain to participants the difference between ranking and scoring.

PARTICIPANT HANDOUT

Pair-wise Ranking

Pair-wise ranking allows us to determine the problems and priorities of individual community members through identifying their ranking criteria. It can also be used to compare the priorities of different individuals. The usefulness of the exercise is to allow one to compare any two items independent of the others.

In doing the Pair-wise ranking, the following caution should be taken:

- a) You cannot compare an item with itself.
- b) If the items are well set out in a sequence, put an 'X' in the boxes corresponding to same items, giving a mirror image.
- c) Fill in one side of the mirror only.

Guidelines to needs prioritization:

- Choose a set of needs to be prioritized (e.g., clinic, school, community centre, bore hole, etc.).
- Reduce the number of projects to between four and six through simple ranking such as voting.
- List all projects in a sequence in a table. This should be done vertically and horizontally following the same sequence.
- Compare the items with questions like which of the two do we need most and why?
- Write the choice in the box serving as the intersection.

Community Needs	School	Clinic	Community Centre	Borehole	Roads	Score
School	X	School	School	Borehole	School	3
Clinic		X	Clinic	Borehole	Clinic	2
Community center			X	Community centre	Community centre	2
Borehole				X	Borehole	3
Roads					X	0
Score						

Importance of Pair-wise Ranking

- Pair-wise ranking helps create awareness about alternative projects and individual priorities.
- It also helps in the prioritization of projects.
- It leads to openness in decision-making.
- It helps in the attainment of consensus on which project is a priority.

In comparing needs, participants and communities could consider such factors as:

- Urgency of the need (e.g., Sickness due to polluted drinking water, or health issue).
- Extent of effects of the problem on the community.
- Ability of the satisfaction of that need to help in satisfying others (e.g., economy - income).
- Cost v availability of resources.
- The number or category of people the problem affects e.g., Children, women etc.

Preference Ranking and Scoring

Ranking and Scoring means placing something in order. Preference ranking allows Area Council Members/Opinion Leaders to quickly determine the main problems or preferences of individuals, villagers and enables the priorities of different individuals to be easily compared. Voting, for example, is a form of preference ranking.

Steps in Preference Ranking

- Choose a set of problems or preferences to be prioritized. This could be for example, lack of primary school, inadequate water supply, lack of community centre, poor road network etc.
- Ask the interviewee to give you his or her favored items in this set, in order of priority. Get at least 3-5 items for each interviewee.
- Repeat for several interviewees.
- Tabulate the responses.

During a community forum, the community members are made to come up with a list of major developmental problems in the community. Members are made to find local objects to represent each problem or draw symbols for each problem on pieces of paper. Within each group, have each person place the symbols or paper on the ground in order of priority from the most important problem to the least important. The CPIC then make a chart on the paper to tally the results.

Example of Ranking of Community Needs

Problems	Respondents						Total	Ranking
	A	B	C	D	E	F		
Provision of primary school	3	2	5	5	4	1	20	2
Construction of water system	4	3	4	4	5	2	22	1
Construction of community centre	2	5	2	1	3	4	17	3
Rehabilitation road	1	1	1	2	1	5	11	4

Although ranking accomplishes the prioritization of problems, it does not show how much more important one problem is than another, in other words the priorities are not weighed.

One way of weighing the priorities is to conduct a **preference scoring** exercise using beans, seeds or pebbles. Everyone is given the same number of beans and they use the beans to give each problem a score (e.g., a score from 1 to 5, where 5 is very important). When everyone has finished, the CPIC tallies up the number of beans for each problem in a table like the one above.

When doing preference ranking or scoring, the facilitators should be sure to ask why the community members rank one problem as more important than another.

Module 4: Preparation of Development Plans

Session 1: Preparation of Community Action Plans

Action planning is an important activity in streamlining the developmental activities of communities. One way of instilling a sense of ownership of the development process within communities is for them to prepare realistic and implementable action plans and effectively manage the implementation process. It is important that CPICs have the skill of action planning so that they can effectively facilitate the preparation of community action plans. This session is therefore designed to equip participants with action planning skills.



:90 minutes.

Objectives: The objectives of this module are,

- To enhance participants' skills in preparing community action plans
- Understanding of Action Planning

Expected Outputs: At the end of the session, participants will be able to:

- Describe the components of an Action Plan.
- Develop their own Action Plans.

Materials: Projector, flipboard, pictures and markers, extension boards, note pads, PowerPoint presentation, infographics pictures, etc.

Methods: Group Discussion and Interactive lecture,

Learning Activities:



1:

Buzzing. Ask participants to discuss any activity in which they took part in planning and ask them to narrate how the activity was planned and the processes they went through.



2:

Interactive lecture. Explain to participants the importance of planning their activities/programmes.



3: Divide participants into two or three groups and task them to identify the key components of an Action plan. Compare the contents of your flip chart and the output of the participants and together with them, develop a model.



4: Pick one of the identified priority-needs and take participants through a practical exercise of preparing a typical Action Plan using the prescribed format. The output will be an example of an Action Plan.

Facilitator's Notes

Ensure that participants understand the key terms, components and issues involved in preparing action plan by providing detail explanation and definitions.

Let them know some of the specific questions an action plan will answer, such as the:

**What....? Why? Where? How...? When.....? Who...? How Much....?
Source of funding?**

Stress on the steps involved in preparing an action plan. Practically demonstrate how an action plan is prepared by selecting one community-prioritised project with participants and running it through the format provided below to arrive at a typical action plan.

The facilitator should be able to explain issues to the CPIC members in a language they understand (local language) and at the level they can appreciate.

Participants' Handout

Action planning

Action planning is the process of sequencing work and activities within given resources in a specific period. It allows for the maximum use of available resources and time. It also enables one to monitor progress against targets and where deviations occur determine ways of resolving them.

An action plan should answer the following questions:

What is the current development situation in the community for the various sectors (Agriculture, education, connectivity (roads etc)

What has the community agreed to do within the period?

An annual work plan should specify the various activities (what) that must be done (within the period). It answers the question of what specifically is to be done (List of all activities). It may be building of a school block or training of a youth or women group. An annual work plan needs to be divided into shorter periods such as quarters and months. In a month for instance, you may wish to lay the foundations of a latrine, re-shape the feeder road and construct a dug out.

What is the purpose or objective for embarking upon the activity/project? (Why?)

An action plan should spell out in very clear terms the purpose and the specific objective(s) the community wants to achieve by implementing that very project so that the project does not become an end in itself.

Where should the Project be Located?

The Specific location of the proposed project within the community should be agreed upon and specified.

How will it be done?

Most of the work of CPIC revolves around meeting community members, planning and programme implementation. It is important to plan and decide on how each activity or project will be implemented. (e.g., Contracting, communal labour, etc. For soft projects – awareness creation – community durbar, community radio etc)

Who is responsible for doing it?

For each activity or project, responsibilities and roles should be well defined. The action plan should spell out clearly who is doing what and in what order and which other people will be complementing his/her efforts.

When should the task be completed or accomplished?

Within the project period, when do you want to start and complete the program? How long would it take to complete specific activities? Normally an action plan should be implemented over a one-year period.

What resources are needed to carry on the task and how much will it cost?

It is also important to decide on resource needs and allocation for each project over the period. The sources of these resources should be well defined. Also indicate their cost. Even external funds should be reflected in the action plan.

Format for preparation of Annual Action Plan: Name of Community

Objective (Why?)	Project or Activity	Location	How it Will Be Done	When to Start	When to End	Who is Responsible		Resources Needed /cost	Funding Source	Remarks
						Lead	Collaborator			
Provide potable water for the community to minimize guinea worm infestation	Construction of a borehole fitted with a hand pump		Engage a service provider	January 2024	March 2024	Assembly member	Traditional ruler/ Unit Committee member	GhC 27,000	1. Levies 2. Communal labour 3. Support from NGOs	

Session 2: Preparation of Area/Cluster Plans

The main outputs that serve as working documents for the CPICs are the Area Plans. CPICs are expected to put together and harmonize the respective community Action Plans to constitute its Area Plan. It is therefore important that CPICs have the skill to prepare comprehensive community plans that can effectively facilitate the preparation of Area Plans. This session is therefore designed to equip participants with Plan formulation skills. Facilitators should painstakingly lead participants through this exercise and make time for a practical demonstration.



90 minutes.

Objectives: The objectives of this are,

- To deepen participants understanding of the importance of preparing Area/Cluster Plans
- To identify and appreciate the stages/steps that are involved in preparing area/cluster plans.

Expected Outputs: At the end of the session, participants will be able to:

- Describe the components of an Area Plan.
- Explain the steps in preparing an Area Plan.

Materials: Projector, flipboard, pictures and markers, extension boards, notepads, PowerPoint presentation, infographics pictures, etc.

Methods: Group Discussion and Interactive lecture.

Learning Activities:



1: Guided discussion/Brainstorm - Review (30 minutes).

Review with participants the previous discussion on action planning. Ask one of the participants to lead the review. Fill in the gaps where necessary and stress on the fact that what participants went through the previous modules have put them in a better frame to tackle the current activities.



2: Buzzing. Ask participants to discuss the importance of preparing Area Plans. Stress on the fact that the Area Plan is composite plan that incorporates and harmonizes all Action Plans of communities within the cluster.



3: Interactive lecture. Explain to participants the steps in preparing the area plans. Emphasize the fact that the area plans can only be prepared when the respective community plans have been prepared. Encourage participants to ask questions to allow an in-depth understanding of the process.

Facilitator's Notes

Steps in Preparing the Area/Cluster Plan

- Situation analysis under relevant themes (agriculture, education, roads, etc) to determine key development problems and issues.
- Identification of potentials, opportunities, constraints and threats within each thematic area.
- Identification of goals and objectives based on analysis and/or projections of various Unit committees.
- Formulate strategies for achieving each objective.
- Formulation of Programmes of Action with Indicative Budgets (This will be constituted by the respective Action Plans).
- Harmonization of community Action Plans.
- Implementation, Monitoring and Evaluation systems.
- Public Hearing.
- Adoption of Area Council Plan.

Participants' Handout

Steps in Preparing the Area/cluster Plan.

- Situation analysis under relevant themes to determine key development problems and issues.
- Identification of potentials, opportunities, constraints and challenges within each thematic area.
- Identification of goals and objectives based on analysis and/or projections of various committees.
- Formulate strategies for achieving each objective.
- Formulation of Programmes of Action with Indicative Budgets (This will be constituted by the respective Action Plans).
- Harmonization of Action Plans.
- Implementation, Monitoring and Evaluation system.
- Public Hearing.
- Adoption of Area Plan.

Situation Analysis

Situation analysis is an important starting point in planning. The following are recommended for use by communities when doing analysis based on their current state of development.

- Brief analysis of general characteristics (location, physical, climate, vegetation, etc.) and how these interact to determine the level of development of the community/cluster.
- Achievements/failures in the implementation of development plan and underlying reasons.
- Assessment of key indicators of living standards.
- Assessment of community needs and aspirations.
- Assessment of demands in the private sector.
- Harmonization of key indicators of living standards and community needs and aspirations. Key development indicators that would be identified in the review of the reports and documents on the different sectors of the districts must be harmonized with the community needs and aspirations. This is to ensure that the reports from the districts are in tandem with what the community is proposing. If there are disparities, there is the need to technically facilitate a discussion with the community to ensure that there is harmonization between the community needs and key development indicators in documents.
- List of key development constraints

Brief Presentation of General Characteristics of a community/cluster

- Presentation of general characteristics of a community/cluster should be brief, i.e., the analysis of general characteristics (location, physical, climate, vegetation, etc. and how these elements interact to determine the present level of development of the community/cluster.

Achievements/Failures in implementing previous Area Council activities.

An assessment of previous plans must be undertaken (if any). The assessment must cover projects/activities in the previous plan implemented, what is outstanding, the reasons for not implementing the proposed projects/activities, and the relevance of any outstanding project/activity within the planning period.

Key Development Indicators

As part of examining their current state of development, CPICs should analyse indicators of basic living. Several indicators of basic living can be derived from data available from routine sources. Departments such as education, health and agriculture and the district administration collect essential data on a routine basis. Such data provides a basis for assessing the current situation of development about indicators of living standard.

Reports on results of various types of surveys undertaken by DA departments and development partners also constitute useful sources of data for situation analysis. The Plan Preparation Team is expected to obtain reports on relevant surveys by DA departments and development partners to complement data collected on a routine basis.

Summary of Community Needs and Aspirations

Assessing community needs and aspirations requires considerable time and skills, yet it is essential for effective planning. Where communities have already assessed their needs and priorities, that information should therefore satisfy the situation analysis requirements.

Summary of Key Development Issues

Situation analysis should end with the identification of key development issues that need to be tackled to meet conditions for improved living standards.

Analysis of potential, constraints opportunities and threats of community/cluster

Assessment of potentials and opportunities, constraints and threats of a community paves the way for more implementation-oriented planning. In addition to key development issues, prioritization and formulation of programmes of action should be based on existing strengths and opportunities to enhance the chances of success. On the other hand, weaknesses will have to be managed or addressed to ensure plan implementation.

The potential of a community refers to internal factors; advantages and resources, which when utilised can enable a district to overcome its challenges or to enhance socio-economic development.

The constraints are internal factors including institutional, human and physical resource disadvantages that act against development. Examples are regular ethnic conflicts, an uneducated and unskilled labour force, environmental hazards, rapid population growth, etc.

In addition, assessment of **opportunities** and **threats** promotes more realistic planning. **Opportunities** are external factors that positively influence development in an area or community. Threats originate from outside the community but can have negative effects on its development.

Analysis of strengths and opportunities, constraints and threats should be carried out in relation to identified key development issues.

Potentials, constraints, opportunities, and threats should be further analysed in relation to how to address key development issues. An example of how to do this is as follows:

Key development problem	Potentials	Constraints	Opportunity	Challenges
Eg. High prevalence of guinea worm	<ul style="list-style-type: none"> • Willingness of the community to contribute financially. • High water table • Availability of public health nurses in the community 	<ul style="list-style-type: none"> • Potential cause of disunity- Disagreement by different sections of the community regarding actual project siting 	<ul style="list-style-type: none"> • Support from the District Assembly • Political will • Existing NGOs in the DA operating in the WASH sector 	<ul style="list-style-type: none"> • High cost of contracting the service provider

	(awareness campaigns)	<ul style="list-style-type: none"> • Some Traditional beliefs • Poor maintenance culture 		

The result of relating the table to each identified key development issue will be:

- (a) List of development issues, which can be successfully tackled within a given period because of existing strengths and manageable weaknesses.
- (b) List of the Potentials of the community on which it (a) depends, and which should therefore be monitored or further enhanced to meet development needs.
- (c) List of constraints of the community, which must be managed/addressed in programme/project design to tackle (a).
- (d) List of opportunities (beyond the community), but which are essential to meeting development needs (such that the leadership of the DA should seek to lobby responsible institutions central government agencies, private firms, donors, etc.) to address them.
- (e) List of threats (from outside the district) that can hinder development or resource utilisation, such as a polluted water body, which takes its source from outside the district, in-migration of job seekers without skills and resources for decent employment and livelihood.

Prioritized Development Issues

The analysis above will reveal the internal strengths and opportunities within the cluster. This will be beneficial for the key project types to be prioritized.

Synthesis of Plan of Actions into Area Plans

A harmonised and synthesized plan should outline the following:

- All objectives/targets - from action plans and in support of priorities and goals.
- Annual components of Plans - based on strategies and activities of the plans of action. These should form the basis of preparing the annual plans.
- Total indicative budget.
- Plan monitoring arrangements - monitoring schedules and responsibilities

Format of the Area Plan

Chapter 1: Profile of the cluster

General characteristics of the cluster in brief - location, geography etc.

Brief description of the process of preparing and adopting the plan, including participation of key stakeholders.

Chapter 2 Situational Analysis

Analyse current situation of development within the community and identify potential priority areas.

Chapter 3 Priorization of Development Issues

Analysis of potentials, constraints, opportunities and threats of the Cluster in relation to the development issues identified; identified potential priority areas.

Chapter 4 Development goals -Objectives and Strategies

Chapter 5 Programmes of Action (Each Action plan should be presented) (Activity Plan?)

Chapter 6 Annual Action Plan

Summary of Activities to be implemented each year (derived from annual activities of each community within the cluster)

Chapter 7 Monitoring and Evaluation arrangements for the Area Plans

Program	Activities	How was it done (who was involved?)	When was it done?	What's the status?	How much did it cost?	
Construction of a borehole	Activity 1	Men, Women, disable etc				
	Activity 2					
	Activity 3					
	Activities					

Module 5: Awareness Creation and Citizen Engagement

Awareness creation and Citizen engagement promotes effective participation, ownership, and sustainability of development projects. One of the major roles of Community Facilitators and Community Project Implementation Committees is of mobilizing and creating awareness about the SOCO project in their communities. This is expected to increase participation and ownership of the project. Building on the initial module, Overview of the SOCO Project, this topic seeks to identify channels through information about the project will be delivered to targeted audiences.



: 60 minutes.

Objectives: The objectives of the module are:

1. To equip participants with knowledge on the channels of communication at the community level
2. To equip participants with strategies for citizen engagement at the community and DA level.

Expected Outputs: At the end of the session, participants will be able to

- Mention and describe channels of communication at the community level.
- Mention and describe the mechanisms or strategies for organizing citizen engagement.

Materials: Projector, flip board, pictures and markers, extension boards, note pads, PowerPoint presentation and infographs

Methods: Interactive lecture, Discussions, Brainstorming and Group activity, role play

Learning Activities



1: Discussion: Ask participants to recall overview of the SOCO project. Write their responses on a flip chart.



2: Interactive lecture and discussion: Ask participants to identify the channels at the community levels through which information about the project can be spread to community members, including women, youth, minority groups and People with Disability. Write down their responses, identify gaps and provide participants with more information.



- 3:** Role Play: Lead participants demonstrate a citizen engagement meeting. One participant will play the role of a community leader (Assembly man, DCE, MP, and other participants play the roles of community members. The community leader is to give a report (*accountability*) of his stewardship over the last quarter. Appoint a moderator to manage the engagement.

AWARENESS CREATION AND CITIZEN ENGAGEMENT

PARTICIPANT HANDOUT

What is awareness creation and citizen engagement?

Awareness creation is a way of educating people to get involved in the development process. It entails targeting specific audiences with specific information to achieve a clear objective using appropriate channels. Citizen engagement is the “two-way interaction between citizens and governments or the private sector that give citizens a stake in decision-making, with the objective of improving development outcomes.” (World Bank). Awareness creation and citizen engagement are important because they

1. ensure widespread and meaningful participation of the community members.
2. promotes inclusion of marginalized and vulnerable people
3. ensure responsive development.
4. Gives voice to the poor.

channels for awareness creation and citizen engagement in the community/cluster?

Each community has communication channels peculiar to it. It is important CFs/CPICs identify and use these channels for awareness and citizen engagement activities. Some of the channels available at the community/cluster level include:

1. community durbars
2. church, mosques
3. women groups,
4. youth meetings
5. community radio programmes,
6. community information centres,
7. Mobile Information Van announcements,
8. gong-gong,

Awareness creation/citizen engagement mechanism under the SOCO Project

Community-Driven Development (CDD) Approach.

CDD approaches provide communities with guidelines, access to information, and appropriate technical and financial support, to empower them to effectively participate in processes to identify and prioritise their development needs.

This also includes working in partnership with local governments and other institutions to build small-scale community infrastructure, deliver basic services to address the development challenges identified, to enhance their livelihoods.

Community Mobilisation and Sensitisation

Community mobilisation, orientation and sensitisation will be implemented throughout the project. Communities and clusters will be engaged at different levels of the investment cycle. Initial community mobilisation and sensitisation will be undertaken in each community within the cluster by the DA with support from the ZCO and Assembly Members on the overview of the project.

Inclusion of vulnerable groups

In furtherance of the Project's objective of engendering inclusiveness, conscious efforts will be made to ensure the inclusion of vulnerable groups such as the marginalised, women and persons with disabilities in all community forums.

SOCO project Grievance Mechanism (GM)

Module 6: Project Implementation and Management

Project delivery will rely heavily on a CDD approach to ensure people in the target communities participate in local development activities, create inclusive and resilient communities with enhanced access to economic opportunities. Project implementation is also teamwork and requires the collaboration of various actors who provide specific input at different points in time. Sub-projects will therefore be appraised for potential social and environmental impacts as well as pass technical and financial feasibility tests before they are approved for execution. It is important that CF and CPIC members are aware of the stages of project implementation for effective management of community expectation and support.



:90 minutes

Objectives: The objectives of this module are,

- To enhance the understanding of participants about the actors and the role they play in project implementation.
- To deepen participant appreciation of the stages of subproject implementation

Expected Outputs:

At the end of the session, participants will be able to:

- Identify and describe the roles of key actors in the implementation of subproject projects.
- Describe the stages of project implementation.

Materials: Projector, flipboard, pictures and markers, extension boards, notepads, PowerPoint presentation, infographics pictures, etc.1.

Methods: Brainstorming, discussion, Questions, and answers.

Learning Activities:



- 1: Ask participants to form 3-4 groups and brainstorm on who the actors in project implementation are and the role they play in project implementation.



2: Ask participants to describe the stages proposed subprojects go through and present their outputs in a plenary.



3: Present the prepared flip chart on actors and their roles in project implementation and compare with the feedback obtained from the group presentation and respond to questions and concerns they pose.



4: Present the prepared flip chart on stages of subproject implementation compare with the output obtained from the group presentation and respond to questions and concerns they pose.

PARTICIPANTS' HANDOUT

Project Implementation

Project is defined as a series of activities with definite start and finish time whose implementation requires resources, time and cooperation and collaboration of actors.

Project implementation is the act of organizing both tangible and intangible inputs including actors and applying them in a sequential and orderly manner to achieve set targets within specified time frame.

Project implementation is a teamwork and requires the collaboration of various actors who provide specific inputs at different points in time. Since project entails a series of activities, it is imperative for the CPIC members to determine and schedule the specific activities stakeholders will execute when implementing projects. The need for actors to cooperate and act in a concerted manner can therefore not be over-emphasized.

When implementing projects, actors could be identified from different levels e.g., within the local community, area council, cluster, the district, regional, national and international levels.

The input of actors ranges from technical to social services, funding, resource/material contribution, monitoring and supervision. All these roles are complementary and help to achieve the project objectives. Some examples of actors are listed below:

Actors	Roles
Director of Education	
Director of Health	
Community Based Organisations	
Community Radio Stations	
Assembly Member	
Chiefs/opinion leaders	
Magazia (women leaders)	
Youth groups	

Stages of project execution

Under the SOCO project, the following pre-execution activities must be undertaken as part of implementation

Appraisal and validation of proposed sub-project

Proposed sub-projects validated and prioritised by the CPIC and interest groups will undergo an in-house appraisal for technical feasibility and financial viability. This will involve community/site visits by a team from the DA, ZCO and other relevant collaborating institutions such as Ghana Irrigation Development Authority, Department of Feeder Roads, Forestry Services Division, etc.

The appraisal exercise will take the following form:

Appraisal of subprojects	
1	Informing the community of the schedule of the community/site visit.
2	At the meeting, the entire community is informed of the outcomes of the preference ranking earlier undertaken by the CPIC with representatives of interest groups.
3	DA/ZCO team confirms whether the sub-project is a priority to the community.
4	Issues of technical, socio-cultural and climate feasibility (e.g., accessibility, topography, religion, environmental sensitivity, etc.) are presented to the community for their feedback on the sub-project.
5	Screening for climate risk and consideration of ways to make sub-projects climate resilient, support adaptation and mitigation to the extent possible using a checklist developed by the PIU Representatives of the community, CPIC (Chairman, Secretary, Organizer and the two representatives from the community), Unit Committee, Assembly Member, interest groups representatives will join the DA team to the site for a reconnaissance survey.
6	The CF responsible for infrastructure investments will liaise with the DA and communicate the outcome of the appraisal exercise to the CPIC and beneficiary community. Sub-projects that pass the appraisal will now be eligible for detailed design and implementation.

Detailed Studies and Design of Sub-projects: The selected sub-projects will be taken through detailed studies, designs and costing which be led by the Works Department of the DAs or any other relevant Department where the activity does not involve construction, with technical support from the ZCOs and relevant collaborating institutions.

The designs will incorporate climate-smart and resilience measures such as using rainwater harvesting techniques, installing solar panels, and using Light Emitting Diode lights as streetlights for schools and health facilities.

The draft designs will be presented to the community for input and validation with facilitation by the DAs, CPICs and support from the ZCO. Subsequently, the Works Department of the DA will prepare the final list of sub-projects for implementation based on the district's annual allocation.

Environmental and Social Safeguards Screening: ALL sub-projects will be subjected to environmental assessment procedures. The assessment aims to determine whether the proposed sub-project will likely have potentially negative environmental and social impacts.

Approval of Planned Investments: The General Assembly will approve the final list of investments captured in the Annual Action Plans (AAPs) of the DAs. The locally approved plans will then be submitted to the ZCOs for review. The DAs will compile and forward the reviewed plans and budget to the PIU through the RPCUs for harmonization and consolidation into an Annual Work Plan and Budget (AWP&B) for transmission to the national PIU/MLGDRD

Works Execution

Before works execution, a detailed community sensitization on project delivery mechanisms, roles and responsibilities will be undertaken. The community will be informed of the process for selecting the labour force (skilled and unskilled) to participate in the work activities.

Procurement

At the local level, DAs will undertake procurement for all works-related activities using the existing DA and regional procurement structures and processes.

Mode of Execution of Works

Works execution under the project will largely use the labour-based approach to ensure the availability of work opportunities in the target communities. The work will be executed using contractors and the community workforce. Unskilled work will be the preserve of members of the participating communities with a deliberate effort to target the youth, women and marginalized groups.

Selection of Unskilled Workforce

Opportunities will be given to community members in the execution of works to curb the vulnerability of the youth and others to violence and extremism. Earnings from engagement in the works will improve livelihoods and better situate beneficiaries to adapt to the adverse impacts of climate change.

Payment of Community Work Force.

Electronic payment platforms such as e-zwich, mobile money, etc., will be leveraged in paying beneficiary wages.

Module 7: Participatory Monitoring

An important mechanism for tracking project implementation is an *efficient and Results-Based Monitoring System*. It ensures efficiency and timeliness of project execution. Monitoring CDD project is best undertaken by the community members through their representatives in the CPICs. The goal of this session is to equip beneficiary members of the various committees with monitoring and supervisory skills for them to effectively lead their communities in the development process.



Objectives: The objectives of this module are,

- To equip participants with key principles of participatory monitoring.
- To deepen participants' understanding of the importance of monitoring.
- To demonstrate to participants the data and method of collection required under the project.

Expected Outputs: At the end of the session, participants will be able to:

- Explain the key issues or principles of participatory monitoring.
- Identify and discuss the importance of monitoring.
- Apply the data collection tools for monitoring project activities.

Materials: Case study, prepared flip charts and handouts Projector, flipboard, pictures and markers, extension boards, notepads, PowerPoint presentation, infographics pictures, etc.1.

Methods: Case study, Discussion, and Interactive lecture.

Learning Activities:



1: Divide participants into 3 groups. Give each group a copy of the Case Study and ask them to read it carefully and answer the questions that follow.



2: In a plenary, ask participants to present their group work. Discuss each presentation and strengthen the groups output by going through prepared flip chart and stress on the key issues in monitoring.



3: Divide the participants into groups and ask them to discuss the following questions.

- (i) *What is monitoring?*
- (ii) *Why should we monitor our projects?*

In a plenary, ask them to present and discuss their outputs. Strengthen the output by explaining the content in your prepared flip chart and stress on the key issues in monitoring.



4: Group work. Let participants go back into their groups and ask them to select a project going on in their area or one which they are familiar with. Ask them to identify the stages of the project that would require monitoring.



5: Group work. Still in their groups, ask participants to discuss the following questions:

- *How would you monitor the issues you have identified?*
- *Who should monitor each of the issues and why?*



6: Interactive lecture with discussion. Develop a monitoring plan together with the participants. As an initial step, explain to them the output of the work plan, monitoring, objective/indicators, who monitors, frequency and who acts on monitoring information.

CASE STUDY

Mr. Osei Kwame, a Headmaster wanted to build a house in his hometown where he planned to retire to. The village is 107 miles away from where he works. During his leave period, he took the designs of the building and the money to cover the entire expenses of the building to his hometown. While at home, he saw the acquisition of gravel, sand, stone and timber to the site. He entrusted the work to a trusted and qualified foreman called Mogabi and his nephew, Annor and went back as his leave period was over. The expectation was that the house could be completed by his next annual leave. It did not go that way for him. At the next annual leave, he could trace neither the Mogabi nor Annor, the timber had warped, and the sand washed away in the rain. Repeat the story for clarity. Discuss it along the following lines:

- *What went wrong in the story?*
- *What should Mr. Osei Kwame have done?*
- *How can such a mistake be avoided?*

FACILITATOR'S NOTES

Often, project managers determine monitoring indicators and targets with no participation from the beneficiary communities. The emphasis here is on **PATICIPATORY**. At the micro level, with the community having prepared its action plan, they must be assisted to agree on their benchmarks and indicators upon which monitoring would be done. The Action Plan (especially for the chosen project) needs to be revisited.

We always must ensure that whatever level of activity we planned to undertake is not just undertaken for its sake, but it is well done and the expected impact or outcome on the entire project and the beneficiary community is achieved.

Issues to Monitor

- Work/Action plan: - This has been prepared at the beginning of the implementation.
- Materials supplies and schedules: - Materials received or locally mobilised. Are they released on time? Are they being judiciously used?
- Financial flow: - Has all the monies received been properly documented and appropriately used?
- Progress of work: - Are there any problems in the implementation? If so, what are they and who is responsible?
- Technical details of construction.
- Any other aspect of the work that helps to obtain the objective can be monitored.

Remind participants about information on:

- Activities.
- Responsibilities.
- Resources (material, human, money etc.).
- Time etc.

PARTICIPANTS' HANDOUT

Monitoring

Definition of Monitoring: It is a continuous process of assessing (checking) the day-to-day programme/activities in relation to an already pre-determined goal usually based on the project plan.

Monitoring can also be defined as systematic observation and documentation on implementation of a project, based on the project targets or objectives.

Monitoring involves the process of measuring, recording, collecting, processing and communicating information about the performance or status of the project. It helps the implementation committee in decision-making.

Monitoring is an ongoing activity, to provide a continuous oversight of whether a programme is proceeding according to plan. Monitoring is always an internal project activity. Monitoring is an important tool as any project needs management and guidance and because any project should be interested in how to improve performance (quality and efficiency of activities) and results (effectiveness).

Issues to Monitor

- **Work/Action Plan:** This will be prepared at the beginning of the implementation.
- **Materials supplies and schedules:** - Materials received or locally mobilized. Are they being judiciously used?
- **Financial flow:** Has all the monies received been properly documented and appropriately used?
- **Progress of work:** Are there any problems in the implementation? If so, what are they and who is/are responsible?
- **Technical details of construction.**
- **Any other aspect of the work that helps to obtain the objective can be monitored.**

Guidelines for monitoring

Monitoring projects will be more useful if the following points are kept in mind.

- **Process** of the programme in relation to the workplan and the identified target groups. Monitoring items for this field may include inputs in manpower, money, materials, implementation of task etc. This will allow better control of the timing of activities and the use of resources.
- **Participation** and initial response of the target population. Monitoring items here may include, for example: the number and type of participants; the frequency of their participation; their appreciation of the activities; the initiatives and actions, including their inputs in time, money and materials.
- **Adaptation and changes** in conditions and behaviour related to e.g. water use, sanitation and community management and their sustainability over time. Monitoring items for this field may include, for example: functioning and use of water supply and sanitation facilities, clean environment, personal and household hygiene, functioning of water and sanitation committees.

Monitoring as management tool

Module 8: Safeguards Adherence

Environmental And Social Safeguards Adherence

Environmental and social safeguards adherence are essential for preventing and mitigating undue harm to people, communities, and the environment. Strict adherence to safeguards measures is not only necessary but an important requirement for many investments captured under component 1 of the SOCO project. In addition to screening and assessment of proposed subprojects, there are several measures put in place to address or mitigate any risks and CFs and CPIC members need to be aware of these to convey accurate messages to their community members.



90 minutes.

Objectives: The objectives of this module are,

1. To improve participant knowledge of Environmental and Social (E&S) safeguards concepts and principles.
2. To gain understanding of the environmental and social safeguards instruments guiding activities under the project.
3. To identify possible risks in the selected sub-projects and measures to prevent and/or mitigate the risks.
4. To appreciate the Grievance Mechanism on the project and how to activate them in case of any E&A risks.

Expected Outputs

At the end of the session, participants will be able to:

1. Explain environmental and social safeguards guiding the project investments.
2. Identify possible project risk and how measures to address them.
3. Explain the Grievance Mechanism and channels to use.

Materials: Projector, flip board and markers.

Methods: Interactive lecture, Questions and Answers and Discussions.

Learning Activities:



1: Explain environmental and social safeguards laws, policies and principles to participants.



2: Buzz Session. Present selected project and let participants identify and list possible E&S risks associated with them. Obtain written responses from participants and display them on the chart. Discuss measures to prevent or mitigate such risks.



3: Explain the grievance mechanism and the use of the Single Window Citizen Engagement Service (SWCES).

FACILITATOR'S NOTES

The E&S safeguards section of the Project Implementation Manual provides guidance to the environmental and social processes to be adopted in the project's implementation – screening, assessments, management, monitoring, mitigation and reporting.

There are several national policies and legislations and World Bank standards that need to be adhered to during the implementation of the project.

PARTICIPANTS' HANDOUT

The E&S safeguards section of the Project Implementation Manual provides guidance to the environmental and social processes to be adopted in the project's implementation – screening, assessments, management, monitoring, mitigation and reporting. It gives practical directives in the implementation of the several key E&S safeguards documents prepared and include the Environment and Social Commitment Plan (ESCP), Environmental and Social Management Framework (ESMF), Labour Management Plan and Pest Management Plan, the Resettlement Policy Framework (RPF) and Stakeholder Engagement Plan (SEP).

There are several national safeguards legislations considered key in the implementation of this project. These are:

- i. Environmental Assessment Regulations 1999, LI 1652.
- ii. Environmental Protection Agency Act 1994, Act 490.
- iii. Labour Act, 2003 (Act 651).
- iv. Public Health Act, 2012 Act 851.
- v. Water Resources Commission Act 1996, Act 522.
- vi. Fire Protection (Premises) Regulations, 2003 (LI 1724).
- vii. Hazardous and Electronic Waste Control and Management Act, 2016 (Act 917).

In addition, eight (8) of the World Bank's Environmental and Social Standards (ESS) are relevant to implementing the intended investments under the Project, particularly sub-projects under Component 1.

These are:

ESS 1: Assessment and Management of Environmental and Social Risks and Impacts.

ESS 2: Labour and Working Relations.

ESS 3: Resource Efficiency and Pollution Prevention and Management.

ESS 4: Community Health and Safety.

ESS 5: Land Acquisitions, Restrictions on Land Use, and Involuntary Resettlement.

ESS 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources.

ESS 7: Cultural Heritage.

ESS 8: Stakeholder Engagement and Information Disclosure.

Potential Negative Environmental and Social Risks and Impacts that may be experienced under the project include.

- a) Loss of vegetation, economic and shade-providing trees and green space.
- b) Habitat destruction and disruption (flora and fauna impacts).
- c) Generation of noise, dust (air quality), and waste from construction activities.
- d) Soil and Land Degradation.
- e) Water Quality deterioration.
- f) Increased soil erosion leading to sediment in runoff and
- g) possibly, gully formation.
- h) Constructional Waste generation.
- i) Noise Level and Ground Vibration generation.
- j) Generation of infectious Medical Waste from rehabilitated and Equipped Health Care Centres.
- k) Occupational Health and Safety risks.
- l) Danger of child labour and forced labour.
- m) Sexual Exploitation and Abuse (SEA); Sexual Harassment (SH); Child-Abuse and Exploitation (CAE); Gender-Based Violence (GBV) among other social violations. Kindly pick up the acronyms for List of Abbreviations.
- n) Disturbances to historical/cultural sites.
- o) Conflicts in land claims.
- p) Restriction of access to residential and commercial properties during construction.
- q) Physical and economic displacement.
- r) Human trafficking.
- s) social conflicts.

GRIEVANCE MECHANISM

A Grievance Mechanism (GM) that allows local communities, employees, and other impacted stakeholders to file grievances with a project's implementer and seek redress when they see a negative impact because of the project's operations will be put in place. The GM will be a critical component of mitigating, managing, and resolving potential or actual negative consequences and contributing to constructive relationships with the greater stakeholder community, particularly local communities, and employees.

Complaints, queries, misunderstandings, and feedbacks may arise because of land access, acquisition, sub-project selection, targeting, enrolment and payment of workers, appraisal and site selection and project operations that may affect other individuals, groups or community holdings. The main objective of the Grievance Mechanism is to assist an entity to resolve complaints and grievances in a timely, effective and efficient manner that satisfies all parties involved.

The GM will be linked to the Single Window Citizens Engagements System (SWCES) hosted by the Ministry of Gender, Children and Social Protection. The SWCES will provide a centralized channel for all community members, beneficiaries of the projects and other stakeholders to raise grievances, report malpractices, and request information on all social programs for free. The 'Helpline of Hope' Call Centre that hosts toll-free phone lines (0800800 800 and 0800 900 900) and SMS will be a key pillar in the Unified Case Management System (UCMS), which provides a single platform for citizens to log, manage, monitor, and escalate their grievances as well as to disseminate relevant information.

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