



COMMUNITY-BASED PLANNING FOR GUIDING SOCIAL ACCOUNTABILITY AND GENDER-SENSITIVE SERVICE DELIVERY IN RURAL LOCAL AUTHORITIES OF ZIMBABWE



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Key words: Community based planning, local governance and inclusive service delivery, gender-sensitive service delivery, social accountability, participatory budgeting, community resilience.

ACRONYMS AND ABBREVIATIONS

CAP	Community Action Plan
CBP	Community Based Planning
CFT	Core Facilitation Team
CII	Community Identified Initiatives
DFT	District Facilitation Team
IOM	International Organization for Migration
IDPs	Internally Displaced Persons
NGO	Non Governmental Organisation
SDGs	Sustainable Development Goals
UN	United Nations

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We would want to acknowledge the role of rural district councils as centres of local governance excellence as they have continued to refine the CBP process within their areas of jurisdiction. We extend our gratitude to local level facilitation teams comprising councillors, representatives of CBOs and CSOs and other interest groups who have continued to provide feedback for the effective refinement of the CBP process over the years. CFHD is a learning organization that seeks to make a difference to the society through human centred dialogue, collaboration, inclusive and gender sensitive approaches to service delivery for sustainable human development from the local to the national level.

CFHD has worked with several collaborators in the implementation of CBP in Zimbabwe. These include Centre for Community Development Solutions (CCDS), Association of Rural District Councils of Zimbabwe (ARDCZ), Lower Gureve Development Association (LGDA), National Ageing Network of Zimbabwe, Nyahunure Community Trust (NCT) and International Organisation for Migration (IOM) who have all made some remarkable inputs into the refinement of the CBP approach, methods and replicable tools for use in the field,

Last but not least, we thank the communities for real grounding of CBP principles and translating them into practice within their different contextual realities. The CBP process has been applied at ward level and has reached to 321 wards across Zimbabwe who are now regarded as CBP learning hubs as they continue to influence the content and scaling-up approaches for CBP and social accountability as key drivers of sustainable human development and resilience building. The CBP manual and toolkit series of the Human Development Training and Resources Centre (HDTRC) of CFHD will continue to draw lessons and experiences from its engagement with past and current communities of practice for credible learning materials on CBP in Zimbabwe and the region.

Owing to the emphasis on inclusive gender-sensitive service delivery, local governance and social accountability, this manual seeks to integrate lessons and experiences from the implementation process to inform future CBP processes and the wider development practice. At this point, we cannot discount future editions of this manual which can also be adapted at the point of application and use.

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Preamble

CFHD has been using the community based planning (CBP) approach for over 20 years in rural, peri-urban and urban areas to promote participatory human centred development. The main focal areas of CFHD have been supporting and facilitating local institutional development, dialogue, responsive capacity building and participatory policy development. CFHD has now built its institutional capacity around local governance, inclusive service delivery, social accountability, civil society capacity development, human rights protection and promotion, women, youths and girls empowerment, access to basic services, research and policy development services. In all our work, the use of CBP, training for transformation and social accountability approaches, has resulted in shared impact and results at community, district, provincial and national level. With EU support and complimentary funding from other donors such as Swedish International Development Cooperation Agency (SIDA), International Organisation for Migration (IOM) and Konrad Adenauer Stiftung (KAS)), CFHD is scaling-up its local governance and social accountability processes in Zimbabwe covering three Provinces of Mashonaland East, Central and West with a view to achieve national scale in the next 10 years of programming.

With that in mind CFHD and other development partners have been working on mainstreaming CBP in the national development process through a national synthesis of all CBP lessons and experiences in Zimbabwe, national mapping of all locations where CBP has been applied and developing a national position paper on CBP. All the CBP community centres of excellence are CBP learning hubs where communities of practice can continue to learn from each other ensuring self-spreading mechanisms to scale up the process across the country.

The national thrust in Zimbabwe through Vision 2030 and the National Development Strategy I (NDS I) emphasise the need for community empowered and sustainable utilization of local resources of the country in order to achieve the set targets under the Sustainable Development Goals (SDGs) and, NDSI so as to achieve an upper middle-income status for the country by 2030. This requires strong mechanisms for people participation in the development process without leaving anyone behind. CBP has been implemented using a rights based approach with an emphasis on inclusion, participation, right to make choices based on local needs and priorities. The right to inclusion and participation of communities affected by displacement, migration, marginalization and other factors is key to the processes of promoting inclusive and gender-sensitive development as well social cohesion, peace and disaster resilient communities.

CBP supports the vision and mission of the Civic Forum on Human Development. Our vision is inclusive and just societies where the rights of citizens are recognised and local institutions are empowered to drive their own development. Our mission is to transform all systems and processes that contribute positively to human development based on respect for people's participation, human rights, empowerment, service delivery and responsible policies.

Through twenty years of action-based learning, we have reached an appropriate point for the incorporation of all lessons and experiences learnt to be integrated into a new version of the manual to ensure its relevance as a transformational and innovative capacity building approach for ensuring broader citizen participation in local governance and social accountability processes in Zimbabwe. We hope this manual reflects the diverse range of lessons and experiences documented during the scaling-up phase of the social accountability project.

Throughout our work, we remain guided by our core values which we also use as the pivotal basis for networking, collaboration and jointing influencing of policy. The core values are fairness, innovation, responsiveness and timely action, mutual accountability, network driven, environmentally-sensitive, socially-responsible and sustainability focused (FIRMNESS). We are firm in upholding these values in our collaborative partnerships and in our programming processes. Our CBP Facilitator Manual is also guided by these values.

I. Objectives of the Manual

- a) The manual outlines strategies to empower communities by providing them with the necessary tools, knowledge, and resources to actively engage in the planning process.
- b) The manual also details techniques for engaging stakeholders, including marginalized groups. Encouraging widespread participation from diverse community members ensures that a variety of perspectives are considered in the planning process.
- c) The manual provides guidance on fostering collaborative relationships and establishing effective communication channels with different stakeholders
- d) The manual encourages communities to reflect on their planning experiences, identify lessons learned, and continuously improve their planning processes over time.

I.1 Objectives of the CBP Process

The main objectives of CBP are;

- To develop a **clearly defined community profile** so that each socio-economic group is supported with the appropriate and relevant interventions
- To improve the quality of community plans in terms of process and content by making the plans **people centred**, including vulnerable groups, planning from strengths and opportunities and not problems ensuring holistic and coverage of all sectors that address the reality of people's lives
- To improve the **quality of services by promoting responsive and demand driven service provision** – delivering extension services that are relevant and in line with local needs and priorities.
- To improve the **community's control over development** through increasing people's participation in and influence over resource allocation which builds community ownership and mutual accountability
- To increase community action and **reduce dependency** by enabling people to be active and involved in managing their own development, in claiming their rights and in exercising their responsibilities for self-reliance and sustainability.
- To building local level capacities for **service delivery monitoring** and for development of **effective social accountability mechanisms** from a public resource management perspective.

I.2 Lessons and Principles

Lesson 1: The CBP approach is a key process for the rapid inclusion and empowerment of all key socio-economic group from the village to the ward level leading production of locally owned and driven Community Action Plans (CAPs). The CAPs are critical in the prioritisation and vulnerability targeting at local level and is a useful resource for the social accountability monitoring process by communities, CBO and CSOs enhancing transparency of the process to all interested parties.

Lesson 2: The critical success factors for operationalising the CBP process include;

Table 1: CBP Lesson 2 and Principles

Key Lessons	What it entails
Facilitation skills	As a first step, all CPB facilitators at partner, district and community levels need adequate training in good facilitation skills, community group dynamics and inclusion processes that lead to a shared understanding of the community vision for inclusion of all socio-economic groups ensuring representative in the initial CBP dialogue processes.
Key Stakeholders Participation (KSP)	There is a need for facilitators to map, identify, engage and collaborate with the local leaders and technical advisors (Government Officers at the district and ward levels). They act as process mobilisers, key informants and provide technical inputs during the entire planning process. <i>Ensure adequate buy-in of local leadership and governance structures at entry to strengthen ownership and local coordination of the CBP process.</i>
Inclusivity	Representation of a wide range of groups in the CBP process is critical for systematic identification of productive assets and livelihood opportunities, which become the social and economic drivers of change for the Community Action Plans. Inclusivity creates the required energy and momentum of the community to search for collective, resilient and long-term solutions for the development of their communities. The principle is to ensure inclusion and adequate representation of village-based socio-economic groups in the planning and decision-making process of local governments.
Consensus building and learning for change and improvement	The co-creation of the consensus-building process and learning platforms during the planning process enables the representatives of socio-economic groups, support organisations, local authority and local leaders to openly dialogue, deliberate and negotiate consensus-based decisions on development priorities and resource envelopes for community projects in a transparent, accountable and mutually respectful and beneficial manner.
Multiple Resourcing Leveraging Mechanisms for supporting the process and plans	Multiple resource leveraging for community planning is required to ensure complementary funding by communities, RDCs, local and international NGOs working in the district and other interested parties to open up their purses for direct resourcing into community initiatives and/or integration of priorities into multiple stakeholder plans. This approach can effectively bridge the resourcing gap in the CBP and implementation process.
Early mapping of existing and potential initiatives is critical for early gains in the process	There is no need for waiting until the end to support early action initiatives that can secure funds and institutional support for their implementation.

Gender disaggregation of priorities in CBP	This is critical for building the confidence of marginalized and vulnerable socio-economic groups to participate with social and economic pride throughout the community based planning CBP process.
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Lesson 3: Commitment and Trust Building

Full commitment and shared responsibilities by all actors is critical to build the momentum and enthusiasm for change and transformation at all levels of the stakeholder engagement process from the community to the district, provincial and national level. This means the promise for meaningful participation through CBP need to be visible and realistic given the stakeholder lessons and experiences from their previous engagement in development. There is need to demonstrate the transformative elements of CBP from the very outset of the process.

Lesson 4: Community Voice and Choice Counts in CBP

Ensure communities are given adequate space to deliberate and choose their priorities without any pressure from the facilitation team to ensure ownership, control and internal drive of the process by the community of the different initiatives that are needed to achieve their vision, goals and objectives in a transparent and inclusive manner to avoid any conflicts in the resource allocation process.

Lesson 5: Process Documentation

The plan can be lost at the documentation stage of the process. There is need to ensure non-stop documentation of the process to avoid losing any valuable information that may cost the planning process. All the ideas generated need to be clearly documented for use in the final planning and prioritisation process.

Lesson 6: Logistical Preparedness Planning

Logistical preparedness planning and capacity to adapt to new realities must be an integral part of the planning process by the main facilitating agency.

Box 1: Tips in applying the CBP process

- Plan adequately for any disruptions and public events or emergencies that may affect the smooth planning and implementation of CBP at the local level.
- Aim to work with manageable groups in CBP meetings not exceeding 30 people per session to ensure effective learning and training.
- Provide adequate training and learning materials in advance for participants to familiarize themselves with the training agenda.
- Be alert throughout the process to creatively adjust the pace, language and/or flavour and to influence the attitude of the audience to participate effectively in the process.
- Emphasize throughout that the CBP is designed to add value to local development processes and to strengthen ownership and control of local development process for local resilience building and livelihoods.
- Create room for learning from previous initiatives and processes for integration in the planning process.

2. Defining the CBP Process in Zimbabwe

2.1 What is CBP?

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

2.2 Who should be involved?

The people who should be involved in the CBP process include:

- Representatives of different socio-economic groups found in each local community: The key element is to ensure proportional representation of all groups so that all voices are heard.
- Core Facilitators who have undergone training on how the CBP is facilitated. Their role is to trigger and guide the debates while they are not making any decisions on what affect the groups that are represented.
- Technical Support providers (Government, Local Authorities, UN, NGOs, Private Sector, Parastatals) who should be listening to the priorities of the local community so as to improve service provision and offer technical support. They also need to disclose their resource envelopes so that local communities can make informed decisions on what kind of initiatives they can do that are linked to their vision.
- Community leaders or local leaders whose role is to mobilize the local community to participate in this process and creating an enabling environment for emerging champions of development to drive initiatives that they have passion for and want to see succeeding.
- Local authority officials whose role is to ensure clear linkages between community local level planning with the district plans. They also need to disclose their resource envelopes so that local communities make informed decisions on what kind of initiatives they can do that are linked to their vision.
- Invisible players/influential people who may support or disrupt the CBP process. People with political ambitions or people in high office working outside the district/ward/village may disrupt or support this kind of a process for different reasons.

2.3 Operationalization of the CBP process

The operationalization of the CBP process require coordinating facilitators to give proper attention to issues of strengthening awareness and proper orientation and capacity building of the facilitation teams at the district and community level.

2.3.1 CBP Awareness at National Level

Awareness at national level is meant to get higher level strategic support from all Government Ministries departments involved in community development. Formal request for Government extension support can be a strategic entry point to secure the buy-in by different stakeholders into the philosophy of the CBP process. At this point it is critical to share the experiences of the CBP process in the context of prevailing development policies and strategies at national level such as Vision 2030 for Zimbabwe and NDS I. The dialogue process should generate continuous feedback and joint reflection on the relevance of the CBP process to ensure maximum support from key stakeholders.

2.3.2 District Stakeholder Awareness

The entry point to a successful CBP process are the consultative meetings with local authorities and district stakeholders.

- **Objective**

The main objective of the consultative meetings and orientation workshop is to raise awareness on the CBP process to different stakeholders in the district. The process should enable all the key stakeholders to have an understanding of their roles and responsibilities within the CBP process.

- **Who should be involved?**

The stakeholders that should be consulted include the Local authorities, District Development Coordinator's Office and district level Government departments and non-governmental organisations.

- **Methodology or Process**

- Start with the individual stakeholder consultative meetings. During the one on one meetings the Lead Facilitator¹ should provide background information about the CBP process, objectives, linkage with other participatory approaches currently being applied and identify the key activities the stakeholders should be directly involved in. The stakeholders should also confirm if they are interested, have time and additional resources to support the process.
- After the individual stakeholder consultations, an all-inclusive stakeholder meeting can be convened. The main objectives are to have key stakeholders in the district buying-in to the CBP process and identification of interested and committed stakeholders. At the end of the meeting, stakeholders should identify organisations that are interested, have time, committed to the process and potential names of the actual people who are going to be in the District Facilitation Team (DFT).
- For the identified stakeholders interested in the facilitation process there is need for a further Orientation Workshop on the CBP process. This is to ensure that they will provide technical support to the ward based facilitators.
- There is need to go a step further to identify influential people. Identifying the invisible and non-resident influential people will help in the smooth running of the process and avoid suspicion and disruption of the process. Buy-in and commitment of influential people increases resource support for the CBP process.

Box 2: Key questions to be addressed in securing stakeholder buy-in for the CBP process

- Who are the key stakeholders?
- Do they have interest in the CBP process?
- How are they going to contribute to the process?
- Have they been previously involved in community development issues?
- Which people outside the community are likely to support/derail the process if consulted or not?
- How and who should contact these influential people?

¹ A Lead Facilitator must be a fully trained and certified person to satisfactorily complete all the steps of CBP training and has capacity to monitor and document fully the outcomes from the CBP process.

2.3.3 Community Awareness

Effective community awareness of the CBP process is done at two levels namely at the community leadership debriefing level and the broader community level which is accessed through the ward and village structures.

- **The objective**

To explain the CBP process to the community leadership and get them to mobilise the different sections of the community. Full community participation enhances community ownership as people realise this is their process that demands local action and not only resources from outside.

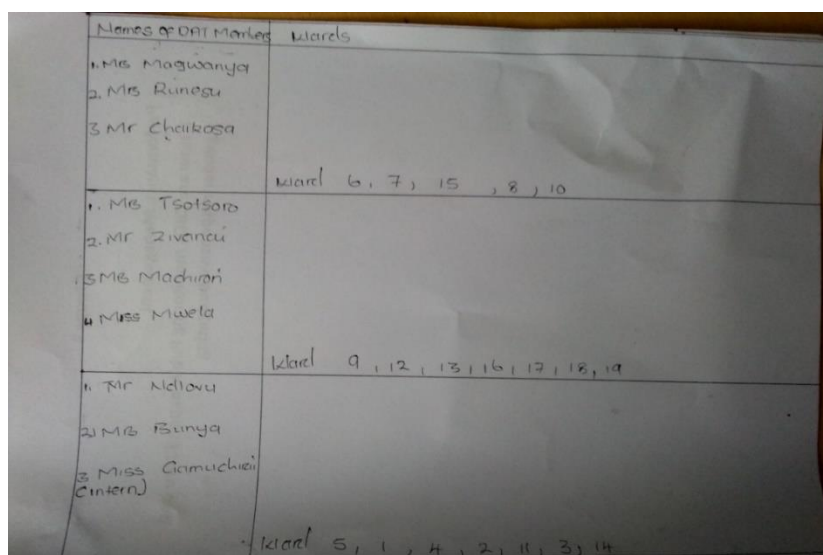
2.3.4 The Facilitators of the Process

- **Pre-requisites**

The success of the CBP process depends very much on the skills, passion, commitment and innovation of the Facilitators. The task of the trained Facilitators and District Facilitation Team is to identify and build the capacity of Core Facilitation Teams (CFT) which are constituted by approximately four locally based people. The CFT can be composed of Ward Councillor, Village Head, Ward/Village Secretary, resident CBOs and a local Extension Support Officers. The DFT and CFT work together to assist communities to express what they would want transpire in their community, and not for external persons to impose on their own views. The process needs to focus on getting more and more local people involved in the planning process so that the community can do its own planning processes in the future, without having to rely excessively on outside facilitators. The facilitators need to have roles and responsibilities particularly in community mobilization facilitating and documenting the CBP process.

2.3.5 The CBP Facilitation Team

During the initial demonstration, the DFT and CFT will learn and practice the facilitation skills needed to assist communities to develop their plan. In order to do this, a good facilitator carries out the following tasks²:



Names of DFT Members	Wards
1. Ms. Magwanya 2. Ms. Rungu 3. Mr. Chikosa	ward 6, 7, 15, 8, 10
1. Ms. Tsotsoro 2. Mr. Zivencu 3. Ms. Machoni 4. Miss Mwela	ward 9, 12, 13, 16, 17, 18, 19
1. Mr. Ndlovu 2. Ms. Banya 3. Miss Gamuchoi (intern)	ward 5, 1, 4, 2, 11, 3, 14

Image 1 Makonde District Facilitation Team and their allocated wards

² From The Rainbow Encircling the People – an African Guide to Democracy (ACPD, 2003)

Box 3: Tasks of a CBP Facilitator

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

Each CBP Facilitator should have the following reference documents: The CBP Process Guide, the CBP process tentative programme, the Recommended Structure of a Community Action Plan and the Checklist of Activities for the CBP process.

Box 4: Specific roles of the CBP Facilitators

These roles include:

- Develop and translate the CBP programme into local language
- Allocation of facilitation & documentation roles
- Organise and confirm logistics for the CBP meeting (stationery, venue and dates for the meeting and taking of pictures or video for the process)
- Ensure the relevant Government Departments and other support organisations have been invited to attend the broader Community Feedback Meeting.
- Conduct the CBP process
- Organise the end of day and process reflection meetings
- Finalise documentation of the Community Action Plan

3. CBP Guidelines and Practical Steps

3.1 Purpose and Scope of the CBP Guidelines

The purpose of this manual is to provide step-by-step explanatory notes for the process on how to identify gender balanced priority projects at village or ward levels that can be implemented at local level through local government funding, funding by other stakeholders or through community mobilised resources. This will support the implementation of locally prioritised development initiatives ensuring no one is left behind in setting the agenda for local development and creating multiple avenues for support by the community and various stakeholders. The guidelines can, therefore, be used/adapted for orientation, planning and implementation of community level interventions. The guide is universal and generic to allow for local level adaptation and integration of new lessons and experiences from CFHD diverse contexts of work and programme interventions.

3.2 Users of the Manual

This manual is to be used by District and Community Level Facilitators who intend to engage communities in CBP processes for shared situational analysis, visioning and mapping of strengths and future opportunities. This manual is a source of information on operationalising the CBP concepts, objectives, principles and procedures. The guide introduces the CBP concepts, principles and provides a step-by-step process on how to implement the CBP approach. The guide can also be used by other interested development practitioners interested in applying CBP in their programmes but training by CBP experts is highly recommended³.

It is structured to reflect the sequential process of consultation, planning and production of a CAP. This should make it easier for users to find the information they need for every stage/step. To assist this process further, this guideline uses examples of tools applied in other countries (where the process was tested). This document is a user guide which can be used purposively by Facilitators within their own context and depending on the useful reference sections for the relevant stage of the CBP process.

3.3 Structure of the Manual

The first part has already provided the background and context of the CBP process as well as the conceptual and operational framework of CBP. The second part provides the detailed CBP practical steps and tools. The final part provides an annex with a recommended format for the CAP and a checklist of the key steps in the CBP process for use by CBP Facilitators.

3.4 Practical Steps and Tools in the Production of a Community Action Plan

3.4.1 Key Steps and tools in the Production of a Community Action Plan

This section lays out the detailed steps that CBP Facilitators at various levels, should follow to efficiently and effectively operationalize the CBP process. The goal is to ensure a comprehensive understanding of each CBP step, including its objective, necessary information and data, example code for facilitation, and key questions associated with each step. Additionally, we address the critical aspects of implementation, monitoring, and evaluation of the CAP (Community Action Plan), emphasizing the need for a clear review, learning, and adaptation cycle to drive continuous improvement.

3.4.2 Pre-planning

This is the first and critical stage of the CBP process. This process requires 1-2 weeks to complete. There are six critical steps that must be followed namely;

- Selection of the ward to roll out the planning process by consensus.
- Debriefing local leaders.
- Convene a broader community meeting.
- Identifying socio-economic groups and selection of their representatives.
- Inviting the key stakeholders to attend the CBP process.
- Compilation of background information by the socio-economic group representatives.

³ CFHD now runs short-term courses on CBP and development through its centre of excellence 'The Human Development Training and Resources Centre' which is also equipped with an array of human centred development resources.

A. Selection of the target ward

Table 2: Steps in Selection of Target Ward

Steps in selection of target ward	What needs to be considered
<i>Purpose</i>	To ensure buy-in of the process by local authorities.
<i>Objective</i>	To identify the pilot wards where the CBP process is going to be conducted in a district.
<i>Who should be involved?</i>	The Local authority, technical government departments, NGOs, CBOS and other Interested and Affected Parties (IAPs).
<i>Methodology/Process</i>	Key representatives from Local Authority and other key stakeholders meet to select the wards from all those targeted for the interventions. At this meeting the CBP objectives are explained by the CBP Team Leader and the commitment to the process is secured from the Local Authority. Ward selection should be through consensus. Using vulnerability information and trends analysis, and in consultation with district level stakeholders priority wards and communities/villages are selected for the CBP process. The Councillor/s for the selected ward/s should be given a CBP checklist that guides the key steps that are to be followed for the process. The CBP Team Leader would then guide the process.
<i>Key questions</i>	Is there buy-in by local authorities? What is the criteria used in selecting the ward/s? What are the specific interests and concerns on the CBP process? Have these interests and concerns been adequately addressed?
<i>Deliverables</i>	• List of wards that are going to be involved in the CBP process. • Documentation of stakeholder interests and concerns.

B. Debriefing Local Leaders

The debriefing meeting seeks to introduce the CBP DFT and ensuring that local leaders understand the CBP process.

Table 3: Steps in Debriefing Local Leaders

Steps in Debriefing Leaders	What needs to be considered
<i>Purpose</i>	To ensure buy-in of the process and active participation of local leaders at ward and/or village levels.
<i>Objective</i>	To enable local leaders to mobilise different socio-economic groups to be involved in the process.
<i>Who should be involved?</i>	CBP DFT, Ward Councillor and all community leadership of the selected villages
<i>Methodology/Process</i>	The Team leader introduces the CFT to the leaders in the ward and discusses overall planning process within which the community plans fit. Discussions are held on key expectations and concerns and how the process

Steps in Debriefing Leaders	What needs to be considered
	is to be done. Finally, the role of the CFT and other local leaders is openly discussed.
<i>Key questions</i>	Are the leaders prepared to mobilise communities to come for the CBP process? Which local issues are likely to affect the CBP process?

C. Broader Community Meeting

The Councillor or Village Heads have to call for a ward or village meeting(s). The aim is to mobilise representatives of many different sections of the community depending on its size and diversity.

Table 4: Steps towards Conducting Broader Community Meeting

Steps towards Conducting the Broader Community Meeting	What needs to be considered
<i>Purpose</i>	To ensure people understand objectives and the logistics required for the CBP process.
<i>Objectives</i>	By the end of this meeting: • The community in each ward/village understands background information of CBP, the objectives of CBP, the planning process and expected outputs. • The community is committed to supporting an inclusive planning process (which prioritises the needs of all people including marginalized/vulnerable groups). • Communities agree on the logistical requirements of the process. • Communities are ready to start the CBP process.
<i>Methodology/Process</i>	The meeting will introduce the DFT and CFT, provide a background to the planning process to the broader community, explain CBP objectives, define community roles and responsibilities during the planning week, identify socio-economic groups and select group representatives to take the planning forward. The community and local leader will also agree on the logistics: (Resource envelope of the process, venue, community contribution, meals and dates for the process). To ensure active participation and reduce long walking distances the ward may be divided into clusters/villages that will then carry out the planning sessions separately at their agreed venues.
<i>Key questions</i>	• What logistical arrangements have the community put in place (venue, community contribution, accommodation, meals and dates) for the planning process? • What challenges do communities envisage during the planning process? • Is the community ready to conduct the planning process? • What are the issues that may derail the planning process and how are they going to be addressed?



Tips:

- ✓ Attend to all logistical issues that may derail the planning process
- ✓ Each village must be clear on what they will contribute towards the planning process.
- ✓ The village heads should ensure that all community contributions are mobilized before the planning process.

C. Identifying Socio-economic groups

Table 5: Steps in identifying SEGs

Steps in identifying SEGs	What need to be considered
Purpose	To ensure that all the main social groups are represented and their voice is heard and responded to by support organisations.
Objective	To identify both passive and dominant groups who will participate in the planning process in each village
Who should be involved?	Local leaders, CFT (and DFT if necessary)
Methodology/Process	Discuss what are the socio-economic groups in the area, using the question “What are the different groups that you recognise in the area?” or What kind of people make up your village? Give one or two examples (e.g. unemployed youth, elderly women, business people, farmers, widows.....). • Let the community identify the socio-economic groups in the ward/village. • Number of people to be involved: ○ If a ward has many villages at least 1 representative from each socio-economic group ○ If it is only two villages at most 4 people from each socio-economic group • Encourage the community to contribute anything they think can make this process a success. • The cut off point for meaningful discussion should be 40 people (Preferably balanced as 20 females and 20 males). Depending on the number of socio-economic groups some like-minded groups may select one person to represent them but this does not mean dissolution of the groups e.g. single mothers and widows may be merged and then nominate one person. • Representatives of the socio economic groups should gather the following information from their villages (number of households, livestock, main livelihoods sources among others)
• Key questions	Which groups make up your village? Are there any groups which are difficulty to identify? Can the community identify some difficult groups as hot spots e.g. cattle rustlers?
• Deliverables	<i>A list of participants from the SEGs that will attend the CBP Process</i>



Tips

- ✓ Remember the status and membership of a group may change over time e.g a school going age may become an unemployed youth after two years.
- ✓ Emphasis is in ensuring that all the main social groups are represented and in this way we can ensure that the strengths and priorities of disadvantaged as well as advantaged groups are used, and that we build on the different assets of the different groups
- ✓ The more the socio-economic groups identified the better for planning purposes
- ✓ Probe for socio-economic groups that may be silent, looked down upon or despised.
- ✓ Socio-economic groups who share a common interest can be combined.
- ✓ Agree on a socio-economic group list that will come for the planning process.
- ✓ Emphasise that the representatives **MUST** consult socio-economic group members between now and the start of actual planning.

Table 6: List of SEGs that were identified in Murewa District during the CBP process

Name	Year Established	Number of Members		Registration Status with RDC	Ward	Areas of Work
		Male	Female			
Chitowa ward 6	2018	6	9	Registered	Ward 6	Pen-Fattening
Pen-Fattening Group						
Chitowa ward 6	2016	6	9	-	Ward 6	Piggery
Piggery Group						
Zvataida Sacco Group	2015	-	9	-	Ward 6	Mukando
Zim Asset	2016	-	8	-	Ward 6	Kitchenware
Mukando Trove Group	2020	9	19	-	Ward 6	Mukando
Mazviita Group	2012	-	11	-		Houlton 3 Village

Name	Year Established	Number of Members		Registration Status with RDC	Ward	Areas of Work
		Male	Female			
					Ward 23	
Shingirirai Group	2012	-	9	-	Ward 23	Houlton 3 Village
Zambuko Group	2011	-	9	-	Ward 23	Sonop A
Simukai Group	-	-	8	-	Ward 23	Homepark
Muvhu Munemari	2011	-	10	-	Ward 23	Mukai Village
Kuwirirana	2011	-	11	-	Ward 23	Molson A
Tamuka	2014	-	10	-	Ward 23	Chirarangwe B
Mariirimuvhu	2007	-	10	-	Ward 23	T/Mills
Tashinga Best B	2007	-	10	-	Ward 23	Housley
Good Hope	2010	-	10	-	Ward 23	Chirarangwe A
Sungano	2014	-	7	-	Ward 23	Campdale
Gurakukumbira	2011	-	10	-	Ward 23	Molson A
Kuwirirana	2011	-	22	-	Ward 23	Flint Farm
Takashinga	2011	-	8	-		Chirarangwe B

Name	Year Established	Number of Members		Registration Status with RDC	Ward	Areas of Work
		Male	Female			
					Ward 23	
Agnes Ndoro	-	-	39	-	Ward 17	-
Chematohwa	2015	-	20	-	Ward 17	Mukando, Dress amking
Hazvidihope	2016	-	10	-	Ward 17	Banking Money and Sewing
Tashinga	2016	-	27	-	Ward 17	Poultry, Mukando
Nyamande	2016	-	19	-	Ward 17	Mukando
Lucia Dope	2016	-	-	-	Ward 17	-

Key Lessons and Experiences Emerging- Defining the CBP Process

The topic contributed to the following lessons and experiences;

- Community members were empowered to take ownership of their development processes. Through training, communities learn to identify their own needs, prioritize them, and develop strategies for addressing them. This empowerment fostered a sense of ownership and responsibility, leading to more sustainable outcomes.
- Training emphasized the importance of a participatory approach where all stakeholders, including socio-economic groups (who represents the community), local government officials, NGOs, and other relevant actors, are involved in the planning process. This inclusive approach ensures that the diverse needs and perspectives of the community are considered, leading to more comprehensive and effective plans.
- Training sessions highlighted the significance of understanding the local context, including socio-economic dynamics, cultural practices, environmental conditions, and existing infrastructure. This understanding is essential for developing context-specific solutions that are relevant and feasible within the community's context.
- The CBP process also provided communities with the knowledge, skills, and tools necessary to analyze their situations, develop action plans, mobilize resources, and implement projects. This capacity building strengthened the community's ability to drive its own development agenda.

3.5 Conducting the CBP Process

The aim is to obtain a detailed understanding and analysis of a specific local context (people, landscapes and land uses) starting with the current situation, the future and strategies to reach the desired outcome. The main technique is use of the semi-structured discussions, scoring and ranking.

- The key questions that must be answered for the current situation include;
 - What is the current situation like? Where are we?
 - How many members are in each socio-economic group profile and why?
 - Are all socio-economic groups represented for this planning process?
- For the Visioning process: The CBP facilitator should help participants look into the future and articulate where they would like to go in terms of the initiative and development priorities of their community. A shared vision connects people and makes them support each other in achieving the desired outcomes for each socio-economic group.
- **Getting started**
 - The opening remarks are done by the councillor/village head/senior local leader welcoming participants to the planning meetings and debriefing them on the process.
 - Introductions of socio-economic groups should be done by village head or councillor.
 - Discuss logistical arrangements for the week for each village
 - Food stuffs available.
 - Preparation of food.
 - The Lead Facilitator explains the CBP process and programme of the week.

- Verify if groups engaged their group members and brought relevant information required for planning.



- ✓ To strengthen the documentation, the Facilitator should probe and ensure that the selected minute takers record the following from the local leader's speech: List of preplanning meetings held and the dates, venue, number of participants, villages and name of facilitators involved.
- ✓ The Facilitator should probe and ensure that the selected minute takers record the following: each and every socio-economic group represented, total number and sex of socio-economic group representatives.

Step I: Trust Building Exercise

One of the key principles of CBP is active involvement and participation by members of the community. The Facilitators should always aim to start the CBP process with a trust building exercise such as the Glass code or square game.

● **Purpose**

The 'Trust Building' exercise helps community members settle down and convey a strong message on key themes related to CBP. These themes include;

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

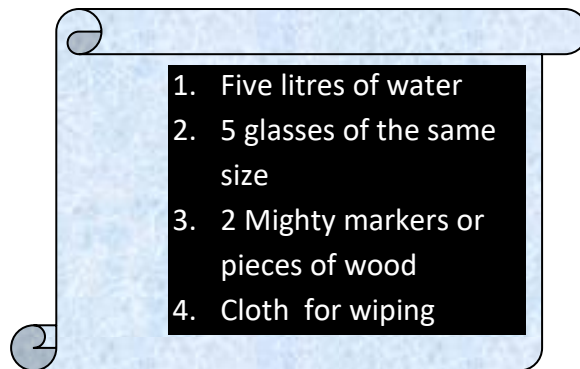
● **Methodology**

• **Tool and/or Codes**

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

- **Resources Required**

Box 5:



1. Five litres of water
2. 5 glasses of the same size
3. 2 Mighty markers or pieces of wood
4. Cloth for wiping

- **Process**

The facilitator demonstrates the code using five water glasses:

- ✓ **Glass 1:** should be full of water such that any further pouring results in spilling of water.
- ✓ **Glass 2:** should be half full and water is poured into the glass until it becomes full
- ✓ **Glass 3:** should be empty but upright such that water can be poured into the glass easily.
- ✓ **Glass 4:** should be turned upside down such that no water can be poured into the glass.
- ✓ **Glass 5:** should be lying sideways and supported by mighty markers or supporting objects such that it is difficult to pour water in it at the same removal of objects makes the glass to roll in any direction.
- The first volunteer from among the participants comes forward to follow instructions on how to pour water in each of the five glasses while the rest of the participants are just observers.
- The Facilitator asks participants if they have better ways of pouring water into the five glasses than the first volunteer.
- This should be followed by a discussion in plenary using the following questions:
 - *What did you see happening in the code?*
 - *Does this happen in our day-to-day lives?*
 - *What does each object, person and symbols represent?*
 - *What is related to your own experience?*
 - *What lessons do we draw from this code?*

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

- ✓ **Glass 1:** Self-reliant: liberated and self-sustaining and have potential to go into commercial production
- ✓ **Glass 2:** Temporarily insecure due to shock or stress
- ✓ **Glass 3:** Recurrently vulnerable but non-labour constrained
- ✓ **Glass 4 & 5:** Recurrently vulnerable but labour constrained: depend on social transfers every time: They are not able to do anything even when provided with resources. Not the lazy ones.

- **Key questions**

- Which group dominates in our community?
- Why are they so many or few in that group? What kind or type of assistance is required by each category and why?



Tips

- ✓ Ensure the trust building exercise covers all the themes related to planning, and community dynamics
- ✓ Discuss in more detail the challenges of people represented by 3rd and 4th glass!

The topic contributed to the following lessons and experiences:

Emerging Lessons and Experiences - Trust Building Exercise

- The glass exercise provides a unique perspective on the importance of openness and honesty in building trust within their communities.
- The exercise facilitates the identification of common vulnerability status and aspirations among community members, despite potential differences. Participants realize that shared values form a strong foundation for trust and collaboration.
- Trust-building exercises provide opportunities for participants to forge meaningful relationships with one another. These relationships can serve as the bedrock for future collaboration and collective action in the community.
- The exercise empowers individuals by validating their livelihood, wealth status or vulnerability. Participants leave the exercise feeling more confident in their ability to contribute meaningfully to the planning process and effect positive change in their communities.
- Finally, participants recognize that trust-building is not a one-time activity but a continual process that requires ongoing effort and commitment. They may commit to integrating trust-building practices into their community engagement strategies beyond the training session.

Step 2: Community and Resource Profiling

● Purpose

The purpose of this exercise is to enable participants to gain community perspective of the current household profile, spatial layout, issues which affect different parts of the area, their natural resources and possible future options to improve their living conditions. This will enable participants to identify, understand and allocate resources to the relevant people at the right time to address their priority needs.

● Objective

The objective of the community and resource profiling is for the community to establish the households that have improved, remained the same or declined over the years and the reason thereof. The profile can assist in the development of a community engagement strategy and lead to more effective projects as they are tailored to the priorities and characteristics of the people involved.

● Who is involved?

- One Facilitator for explaining how the profiling and mapping will be done
- Two participants volunteer who will lead in placing the cards on the map
- Two volunteer participants who will transfer the maps onto a flip chart.
- Other participants who will gather materials and objects required to draw a map

● Resources Required

Cards of three different colours (Red, Blue and Green), any available material and object found at the venue, mighty markers and flip charts.

● Methodology

- Profiling households and rough positioning over a ground map representing the households and village (s)
- Profiling uses a three-category approach – i.e. Classification of households that are 'getting worse off, improving and or remained the same' Record the number of each category and the reason thereof.
- Three people are given three cards of different colours as follows:

RED

Households that are getting worse off

BLUE

Households that are stable or remained the same

GREEN

Households that are improving

- Discussion of interrelations between issues, profiling and vulnerability
- Reproduction of the ground map into a sketch of the community map/area

Table 7: An Example of Community and Resource Profiling (we can turn this into CBO profiling process as well)

Category	Number	%	Reasons
 Households that are getting worse off	126	42	People who are bed ridden or with permanent disability limited labour availability, deserted homesteads by husbands seeking employment in neighbouring countries, old age resulting in labour constrained, child headed and single parent households, laziness combined with dependency syndrome, large family size which cannot be supported by low income levels, no draught power, irresponsible casual labourers.
 Households that have not changed or remained the same	100	34%	Female headed household whose husbands have deserted them, temporal workers with very low incomes, neglected homes by those working in towns and cities, dependent on casual labour on yearly basis, labour constrained household or less than two members of household that are non-labour constrained
 Households that are improving	71	24	Hard work, good farming practices, receives regular remittances from children, income earning ventures, permanent employment.
Total	297	100	

Natural Resource and Land Use Mapping

Participants complete the ground map with main social and market infrastructure, access roads, land use and any other natural resource using any available material and objects. When all the resources are shown on the map participants may use arrows of different colours to indicate which resources are better managed, degraded and underutilized and the reasons thereof.



: Better managed



: Degrading



: Stable or underutilised

● Key questions

- Which households have improved or declined over the years and why?
- Describe the status of the resources found in your community. Why are some resources depreciating in value, over/underutilized, mismanaged and not being accessed by other people?
- Which resources are better managed or being degraded or underutilized and why? Which are the hot spots in the ward?

- Which infrastructure is better managed or being degraded or underutilized and why? Whose infrastructure is it and who is responsible for its maintenance and management?
- What should be done by the community to enhance utilization, *maintenance and management of the assets and resources found in the community for building long-term resilience?*

● **Key Deliverables from the Process**

- A Map showing the status of the resources found in the community and pictures of better homesteads or that have innovations and understand what it takes to have such assets at home. Picture 2 below shows an example of such a map.

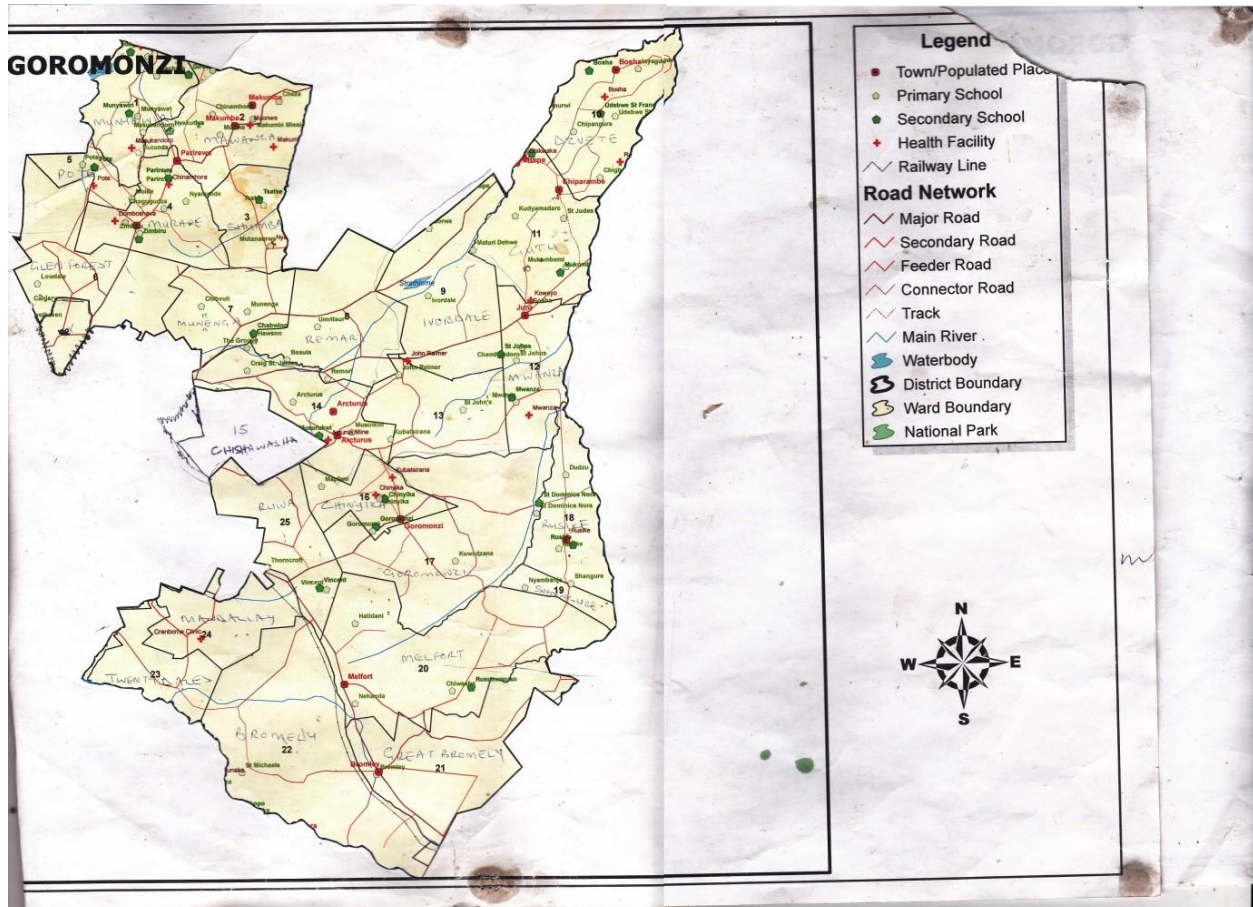


Image 2 Goromonzi District Resource Map, Zimbabwe



Tips:

- ✓ Each map drawn on the ground should be transferred to a flip chart by two members of the group or just use camera to take a photo of the map or both.
- ✓ Ensure you have enough cards for the exercise

Emerging Lessons and Experiences - Community and Resource profiling

The topic contributed to the following lessons and experiences;

- Through community and resource profiling, participants gain a holistic understanding of their community's socio-economic dynamics, including demographics, livelihoods, natural resources, infrastructure, and access to services. This comprehensive picture enables more informed decision-making during the planning process.
- Profiling helps in identifying community priorities and needs by highlighting key challenges and opportunities. Participants can prioritize interventions based on data-driven assessments, ensuring that limited resources are directed towards addressing the most pressing issues.
- The profiling process fosters active community engagement and ownership of the planning process. By involving community members in data collection and analysis, it empowers them to voice their concerns, aspirations, and local knowledge, promoting inclusivity and accountability.
- Profiling encourages collaboration between community members, local authorities, NGOs, and other stakeholders. By working together to collect and analyze data, stakeholders build trust and mutual understanding, laying the groundwork for effective partnerships in implementing community projects.
- Profiling enables communities to identify and leverage existing resources more effectively. By mapping local assets and capacities, communities can optimize resource allocation, minimize duplication of efforts, and maximize the impact of interventions.
- Profiling provides the evidence base for planning decisions, ensuring that interventions are based on accurate data and informed analysis rather than assumptions or anecdotal evidence. This enhances the credibility and effectiveness of the CBP process, leading to more sustainable outcomes.
- Ultimately, profiling empowers rural communities to take ownership of their development processes. By equipping them with the knowledge, skills, and tools to profile their own communities, the CBP process becomes a catalyst for self-reliance, agency, and sustainable development from within.

Step 3: Seasonal Livelihood Analysis

- **Purpose**

To understand when and why certain events happen in the annual cycle of people's livelihoods so as to avoid imposing unsustainable investments at critical times of the year. This will assist in delivering relevant assistance causing the least harm to the people.

- **Objective**

To have a better understanding of the community potential, strengths, opportunities and challenges in relation to the timing of programming interventions. This will also provide an indication of potential priority actions on the basis of seasonal livelihood aspects, choices and potential for enhancement.

- **Who is involved?**

Community Based Planning CFT and DFT (where necessary to provide backstopping support). Using gender disaggregated groups is recommended.

- **Resources Required**

Flip chart, markers, a simple seasonal template and any local objects that may represent decline, increase, stable, difficult and shortage

- **Methodology**

Introduce the session by making the group understand the important issues regarding people's livelihoods as shown below:

Box 6: Livelihood Analysis

Purpose

To understand livelihoods of different households in the target village or ward.

Methodology

- People discuss in Plenary. One person is chosen as an example in identifying the following:
 - Source of livelihoods (primary and secondary)
 - Form of support (Own production, External Assistance (Handouts, Cash Transfer, Cash for Work, Food for Work, Remittances)
- Coping Strategies (What good and bad practices do they resort to if main source is not available?)
- Opportunities: What opportunities are available for asset and/or wealth creation?
- Vulnerabilities: What are the shocks and stresses that the socio-economic group is subjected to that are negatively affecting their livelihoods?
- Rate each livelihood source in terms of 1-3: 1 = Livelihood is an envy of the community, 2 = livelihood source is a burden to the community, 3 = Livelihood source is an embarrassment to the community or society.

- This should be followed by understanding and quantifying livelihood strategies in relation to seasonal-specific (crops production, livestock products, market prices of cereals, expenditures, events, labour, gender aspects and gender dynamics).
- Use seasonal calendar to capture distress periods and hardships for different socio-economic groups.
- Use the seasonal livelihood analysis to trigger discussions on opportunities and challenges.

- **Key questions**

What is the level of hardships faced by women and vulnerable groups? Which issues are significantly influenced by the season e.g. access to water for income generation activities and domestic purposes, access to livestock, fodder production, disease outbreak.

● **Deliverable**

Seasonal calendar showing period of distress and opportunities to create productive assets

Table 8: Makonde District Ward 12 Seasonal Calendar

Month	Seasonal Conditions	Period of Distress	Opportunities to Create Productive Assets
January	Rainy season, high temperatures	- Flooding, crop damage	- Land preparation for planting crops
		- Potential waterborne diseases	- Establishing irrigation systems
February	Rainy season continues	- Soil erosion	- Planting early maturing crops
		- Pests and diseases	- Construction of water catchment systems
March	Rainy season, temperatures begin to decrease	- Reduced access to roads due to mud	- Establishing vegetable gardens
		- Post-harvest storage challenges	- Livestock breeding and management
April	Rainy season ends, temperatures cool down	- Transitional period between crops	- Repair and maintenance of infrastructure
		- Limited access to water sources	- Community-based conservation projects
May	Dry season begins, temperatures cool further	- Water scarcity	- Establishing agroforestry systems
		- Reduced agricultural activities	- Vocational training programs for youth
June	Dry season continues, temperatures cool	- Food insecurity	- Construction of small-scale water harvesting structures (water wells)
		- Livestock feed shortages	- Training on drought-resistant farming techniques
July	Mid-winter, temperatures at their lowest	- Limited pasture availability for livestock	- Repair and maintenance of community buildings
		- Increased vulnerability to diseases	- Setting up community-based savings and loan schemes
August	Dry season continues, temperatures start to rise	- Water sources may dry up	- Community-based infrastructure projects
		- Limited income-generating opportunities	- Initiating income-generating activities (e.g., beekeeping)

Month	Seasonal Conditions	Period of Distress	Opportunities to Create Productive Assets
September	Dry season continues, temperatures rise	- Soil degradation	- Establishment of community gardens
		- Limited access to water for irrigation	- Promotion of small-scale agribusinesses
October	Dry season continues, temperatures rise	- Crop failure due to water scarcity	- Promotion of sustainable land management practices
		- Increased food prices	- Implementation of renewable energy projects
November	Dry season continues, temperatures rise	- Livestock health issues	- Initiation of community-based eco-tourism ventures
		- Limited employment opportunities	- Community-based climate adaptation projects
December	Dry season continues, temperatures rise, beginning of rainy season	- Pre-harvest food shortages	- Preparation for next planting season
		- Limited access to water sources	- Repair and maintenance of community infrastructure



Tips

- ✓ Ensure understanding of seasonality and the level of hardships faced by different groups such as women and vulnerable groups (e.g. women fetching water on average 3-4 hours per day during the driest months).

Emerging Lessons and Experiences - Seasonal Livelihood

The topic contributed to the following lessons and experiences;

- Community members gain insights into the seasonal variations that affect livelihood activities in their communities. They learn to identify peak seasons for agricultural production, periods of scarcity, and the impact of climate variability on livelihood strategies.
- Mapping the diverse range of livelihood assets available to community members, including natural, physical, financial, human, and social capital assists community members to recognize the strengths and vulnerabilities associated with each asset type.
- Community members identify vulnerable groups within their communities, such as smallholder farmers, women-headed households, and people with disability. This understanding helps prioritize interventions to support these groups during times of hardship.
- This process enables community members to assess the coping strategies employed by community members to deal with seasonal challenges, such as food shortages, water scarcity, or income fluctuations. They learn about traditional coping mechanisms as well as emerging strategies.
- It fosters discussions on building resilience to climate change and other external shocks. Participants explore adaptive strategies such as pfumvudza/intwasa, water harvesting, and climate-smart technologies to mitigate risks.
- Communities value indigenous knowledge systems that have sustained livelihoods for generations.

Step 4: Understanding People, Landscapes and Land Use

- **Purpose**

To observe the key issues and features in the area that could be explored and support sustainable development projects. This will show the natural resources, present land use, vegetation, changes in the physical features and cropping systems in villages.

- **Objective**

- To identify village level land features and information on land use and infrastructure assets.
- To identify and explain the cause and effect relationships among topography, soils, natural vegetation, cultivation, and other production activities and human settlement patterns
- To identify major problems and possibilities perceived by different groups of local analysts in relation to features or areas along the transect.

- **Who is involved?**

Three groups formed by participants preferably of mixed gender

- **Resources Required**

Note book and pen

- **Methodology**

- Formation of groups for transect walks: **Group 1:** Homestead visits, **Group 2:** Fields and Grazing Areas, **Group 3:** The general landscape
- For those in the homestead visits group they need to discuss issues raised during the livelihood analysis as discussed at the start of the session.
- Transect walks to familiarize with village catchment area, land degradation features, best practices and innovation, homestead conditions, water points, etc.
- Discussions with a number of households met during transects and with planning team helps identifying key issues, observe linkages and causes of specific problems.

- **Key questions**

- What is the condition or status of the asset/s?
- What are the main challenges or constraints faced?
- What are the underlying causes of the issues or problems hampering food or livelihoods security?
- What best practices or innovations were observed?
- What do you consider as the potential actions towards self-sustenance?
- What are the specific technical issues required to improve the asset/s?

- **Deliverable**

Transect walk report for each group



Tips

- ✓ Transect walks should be undertaken thoroughly across a representative part of the village or ward area.
- ✓ The transect walk should not take more than two and half hours.
- ✓ The leader for the group should be familiar with the area.

Emerging Lessons and Experiences - Understanding people, landscapes and land use

The topic contributed to the following lessons and experiences;

- During the transect walk the process helps to recognize the invaluable knowledge held by local community members regarding their landscapes and traditional land use practices. This underscores the importance of involving community members as active participants and experts in the planning process.
- Through the transect walk, communities gain a holistic understanding of their landscapes, including ecological features, natural resources, and socio-economic dynamics. This comprehensive understanding is essential for informed decision-making in land use planning.
- CBP processes may highlight the need to consider ecological sensitivity when planning land use activities. Communities learn about the importance of preserving biodiversity, maintaining soil health, and protecting water resources to ensure sustainable land management practices.
- Understanding people in the context of land use planning involves identifying community priorities and needs related to land access, agricultural livelihoods, water management, and infrastructure development. It also helps to learn techniques for participatory needs assessment to ensure that planning efforts are responsive to local aspirations.

Step 5. Technical and Service Provision Analysis

Several technical and service providers actively contribute to community development. It's crucial to recognize that these service providers encompass more than just NGOs; they also include private companies, government departments, and local authorities. Additionally, various socio-economic groups engage in activities within the community. Understanding these activities and the organizations operating in the community is essential. These organizations can provide technical input for planning and assist with the implementation of CBP approaches.

- **Purpose**

To improve the standards, delivery and quality of service to the target community.

- **Objective**

To understand the relationship that exists between the community and different organisations in the Ward or village.

- **Methodology**

Participants are given three pairs of cards (same colour for each pair) with different colours to rank the importance and accessibility of services in the area. The cards can be as follows:

2 Green cards: Very important and very accessible

2 Yellow Cards: Important and accessible regularly

2 Red Cards: Not important and not very accessible

- **Key questions**

How can the community access the technical support required? How can the technical support be improved?

- **Deliverables**

Participants will get to understand the following:

- List of support organisations and service providers
- Rating of each organisation according to importance and accessibility
- The preferred way of delivering technical support or services to the community
- Which technical support or services are accessible to the community?
- Establish whether it is the service or the Service Organisations (SOs) which need to improve



Tips

- ✓ Give clear instructions so that the tasks are well understood, and allow the group to do the exercise itself.
- ✓ Make sure the group understand the importance and the difference between “importance” and “accessibility” in this case
- ✓ Ensure that all people should participate and that decisions are participatory – don’t allow certain members to dominate.
- ✓ Make sure you code on your CAP what each colour represents

Emerging Lessons and Experiences - Technical and Service Provision Analysis

The topic contributed to the following lessons and experiences;

- Engaging local communities in the planning process is essential. Their firsthand knowledge of local needs, resources, and challenges ensures that plans are realistic and aligned with community priorities.
- Effective CBP requires a holistic approach that considers various aspects of development, including infrastructure, healthcare, education, agriculture, and sanitation. Integrating these elements ensures comprehensive and sustainable development outcomes.
- Building the capacity of local stakeholders, including community leaders, government officials, and technical experts, enhances their ability to participate effectively in the planning process. Training programs on technical analysis and service provision empower communities to make informed decisions.
- Utilizing data for technical analysis is crucial for evidence-based decision-making. Collecting accurate data on existing infrastructure, service delivery gaps, population demographics, and resource availability helps prioritize interventions and allocate resources efficiently.
- One size does not fit all in CBP. Solutions must be tailored to the specific needs and contexts of each rural district. What works in one community may not work in another, emphasizing the importance of flexibility and adaptation.
- Collaboration among various stakeholders, including government agencies, non-governmental organizations, community-based organizations, and development partners, enhances the effectiveness and sustainability of CBP initiatives. Synergizing efforts and resources leads to better outcomes.
- Collaboration among various stakeholders, including government departments, non-governmental organizations, community-based organizations, and development partners, enhances the effectiveness and sustainability of CBP initiatives. Synergizing efforts and resources leads to better outcomes.
- CBP should not be viewed as a one-time exercise but rather as a continuous process. Developing long-term sustainability plans that account for maintenance, monitoring, and evaluation ensures that infrastructure and services remain functional and beneficial in the long run.

Step 6: Creating a Shared Vision

6.1 Understanding and creating a Shared vision in the ward/village

The Visioning process is a powerful tool to help participants look into the future and articulate where they would like to go in terms of the identified initiatives and development priorities of their groups. A shared vision connects people and makes them support each other in achieving the desired outcomes for each socio-economic group.

● **Purpose**

To ensure that participants have negotiated and prioritized a shared vision for the development of their group/community.

● **Methodology**

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

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

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

a) First person, b) Second person; c) Third person; d) The Helper

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

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

a) First side where the people are coming from

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

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

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

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

Question 1: What do you want to see happening to you or your community when you get to the other side of the river? Example of answers given may include;

- Access to information and technology that enhance crop productivity.
- Self-reliance, graduate from food assistance.
- Each household to be food secure from own production
- Prevent further loss of grass needed by our livestock
- Generating income

Remember the focus is on what you want to see happening not to just focus on the challenges you meet when crossing the river! In the river there are crocodiles, hippos and the water is flowing very fast. You are not going to stop these from existing but you will need to get organised to cross this river with all its challenges.

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

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

- It may be use of a motorised boat- This is a new technology which is safe and fast;
- Constructing a bridge so that many people will cross safely: implementing a cross-cutting project that has multiple benefits.
- Being carried by someone- relief dependency: which is an outdated and risky method
- Being taught how to cross on your own- building skills and learning by doing or economic empowerment

So based on the examples in question 1 the key issue here is;

- How do we access information and technology that can enhance crop productivity?
- What tested and reliable methods have been used to enhance crop productivity?

You basically ask for advice from those who know or getting new ideas and innovations.

Whatever has been identified should not be a burden or embarrassment to you and the community.

Question 3: What do you need to do to cross the river with the method you have chosen?

If you are suggesting the use of an adapted technology in preventing wild animals to getting into the irrigation scheme- what is this technology? It may be electrifying the irrigation field. This becomes your project.

After this explanation people get into groups and answer the following question:

- What kind of situation do we want to see in our group and ward/village in the near future? They should still refer to the river code example for them to define their destination. The main idea here is that you want them to develop a shared vision and priority goals for their community
- After group presentations the facilitator helps the pulling together of all the ideas generated to construct a vision statement that best describes what all the groups are trying to achieve.

Setting Priority Goals

Goal 1. To generate income

Goal 2. To improve food security from own production

Goal 3. To reduce dependency on food assistance

Goal 4. To reduce loss of pasture

- After construction of the vision statement the facilitator assists the participants to understand the vision which is the destination and;
- The goal which is the direction.
- Using pair wise ranking the participants are assisted on how they can prioritise the identified goals.
- For each prioritised goal participants are assisted to identify key strategies which are the tested, better and valid ways of getting there.
- For each strategy major works or critical lines of action are identified.
- At the end of this process the community would have gone through a journey of;
 - Identifying the desired outcome/destination: Vision
 - Formulating a shared vision statement
 - Identification of priority goals
 - Identification of key strategies
 - Identification of critical lines of action

Table 9: Example of Makonde District-ward based vision statements

Ward	Vision Statement
Ward 1	To be an independent and self-sufficient community by 2023
Ward 2	To be a middle income community by 2030
Ward 3	Development by 2025
Ward 4	To be a gender sensitive community with access to clean water and good health through a participatory community by 2025
Ward 8	A peaceful, prosperous and self-sufficient ward by 2023
Ward 12	Vision A wellbeing community by 2030
Ward 17	Towards attaining Sound & sustainable development by 2025 for standard livelihoods in ward 17
Ward 18	A Prosperous health community with improved infrastructure by 2030
Ward 19	To accomplish all the priorities scheduled and leadership to be engaged and supported by the community



Tips

- ✓ The use of a trust building exercise such as the river code is very useful in making communities participate in deliberative dialogue amongst themselves and the team. This code creates a sense of responsibility and confidence in defining self-reliance and identifying sustainable initiatives.

Emerging Lessons and Experience - Shared Visioning Process

The topic contributed to the following lessons and experiences;

- Developing a vision that resonates with the community requires a deep understanding of the local context. Factors such as cultural norms, environmental challenges, economic opportunities, and historical experiences significantly shape the vision. CBP processes incorporate thorough needs assessments and participatory approaches to ensure the vision reflects the aspirations and realities of the community.
- While addressing immediate needs is important, CBP processes also focus on long-term sustainability. This involves not only setting goals for immediate improvements but also considering how those goals align with broader development objectives, environmental conservation, and community resilience. Balancing short-term gains with long-term sustainability ensures the continuity of progress beyond the CBP process.
- Flexibility in goal-setting allows communities to adjust their priorities based on emerging needs, opportunities, and external factors, thereby enhancing resilience and effectiveness.

Step 7: Identification of potential projects/interventions at household, community and group levels

- **Purpose**

To prioritise potential projects that can empower households or the community to be food, income secure, diversify livelihoods and prevent further loss of the asset **taking into account the preference of previously marginalised groups (women, widows, disabled, youth, displaced etc)**

- **Objective**

To identify potential interventions at household, community and group level with participation of previously marginalized groups.

- **Methodology:**

- Divide participants into three groups (Household, Community, Group) but have local leaders form the fourth group (co-managed). What is important is to have the list of projects and the reason why they are prioritising them. Don't worry when some groups are not able to distinguish the categories of these projects.
- Based on the transect walks, mapping and livelihood analysis, participants list potential projects that can reduce the number of months or completely remove people from getting assistance from outside (early recovery and durable solutions).
- Let each group present in plenary and other groups add and/or improve on the suggested list.

- **Key questions**

- How can we identify and support projects aimed at empowering households or communities to achieve food security, generate income, diversify livelihoods, and mitigate conflict or the loss of assets? How will proposed project/activity improve well-being/livelihoods and/or better services in the selected area?
- How many people will benefit from the project **disaggregated by gender, age and type of socio-economic group?** For how long?
- Where is the project going to be located?
- Which assets are complementary to ensure effectiveness of the prioritized project?

- What are the community and Government/Local Authority contributions towards the proposed projects? How will the community and Government/Local Authority take ownership of the activities and ensure that their contributions are made - accountability?

● **Deliverables**

List of potential projects and their locations. An example is shown in Table 10 below:

Table 10: An Example of key strategies and projects identified in Chegutu Ward 28

Goal	Key Strategies	Projects
1. Improve Agricultural Practices	- Provide training on modern farming techniques	- Income generating projects
	- Distribute improved seeds and farming equipment	- Implement irrigation schemes
2. Enhance Infrastructure	- Repair and maintain roads and bridges	- Road rehabilitation and maintenance projects
	- Extend access to clean water sources	- Construction of boreholes and water points in all villages
	- Upgrade school and health facilities	- Renovation and expansion of schools and clinics
3. Promote Economic Development	- Support local entrepreneurship	- Provide microfinance loans
	- Develop tourism opportunities	- Promote cultural and eco-tourism initiatives
	- Foster partnerships with businesses	- Business development workshops and networking events
4. Education and Social Services	- Improve access healthcare	- Construction of clinics
	- Upgrade school and health facilities	- Construction of Secondary and Pry Schools at Bomzim and Rockridge
	- Promote social protection	- Youth interaction centre



Tips

- ✓ Ensure that the activities are as conflict sensitive as possible, and will mitigate negative externalities as much as possible. The principles of Do-No-Harm strategy are applied.
- ✓ Ensure that there is no effort duplication- for instance there could be scenarios where the proposed activities are actually being implemented by other organizations or government.
- ✓ Ensure agreed gender balance ratios are reflected such as the 3Plus2 principle⁴.

Emerging Lessons and Experiences - Identification of potential projects/interventions at household, community and group levels

The topic contributed to the following lessons and experiences;

- The involvement of community members in the planning process is crucial for identifying projects that truly address local needs. Communities should be empowered to actively participate in decision-making, ensuring that projects reflect their needs.
- Conducting thorough identification of projects helps in understanding the challenges and opportunities within the community. Prioritizing these needs based on their urgency and impact enables effective allocation of resources towards the most pressing issues.
- Collaborating with various stakeholders, including local authorities, NGOs, and businesses, strengthens the planning process and enhances the capacity to implement projects successfully. Leveraging diverse expertise and resources fosters innovation and fosters collective ownership of initiatives.

Step 8: Events/hazards that may affect the identified projects

Step 7 should be followed by a discussion on events/challenges/hazards that are likely to affect the identified projects. All identified projects are subjected to a disaster proofing exercise so that the different groups put in place preparedness planning measures. It is important in the development of plans to first have some understanding of the events that occurred in the community in the past – its basic history and its impact and implications in people's lives, livelihoods and environment. This can be done by creating a timeline. This is when the community members develop a sequence of key past events (historical trends analysis) dating from as far as the participants can remember to the present day. In this way the community and facilitators gain an understanding of what has worked and what has not worked in the community and the general trends over the years, which will contribute to better plans.

● Purpose

The purpose of this discussion is for the community to be aware of major events that have affected them in a positive/negative way and learn from them so as to safe guard themselves on those events in case they repeat themselves.

● Objective

To identify critical information required for disaster proofing of identified projects

⁴ The 3 plus 2 approach is an approach which entails that for every 5 priorities that are identified at the ward level; 1 should address priorities for the youths, 1 for women and the other 3 should be general community priorities. It is an integrated approach to service delivery that results in multiple resources leveraging for the implementation of jointly identified and agreed priorities for women and youth at the ward level.

- **Methodology:**

Process: Divide the participants into two groups and start by identifying the eldest person in the area

- Each group conducts an analysis of the Year, event and impact on the people's livelihoods, environment, power dynamics, status and voices

- **Key Questions**

- Which key past events dating from as far as the participants can remember to the present day have improved or worsened people's livelihoods, the environment and people's life?
- List all shocks, disasters and pandemics that have been identified by the community and indicate their impact on the identified projects?

- **Deliverables**

- Summary of key events in a Ward

Table 11: Event Analysis of Mbire District for Ward 3

Year	Event	Potential Impact on Community Projects
2019	Severe drought	- Reduced agricultural productivity, affecting farming projects
2020	Flooding	- Damage to infrastructure such as roads, bridges, and water points, delaying infrastructure projects
2021	Outbreak of livestock disease	- Loss of livestock assets, impacting community projects reliant on animal husbandry

The participants summarise in form of a table the projects subjected to the disaster proofing process as follows:

Table 12: Risk Analysis in Guruve District

Project	Risk	Potential Impact	Mitigatory Measures
Construction of Bridge -Shange -Mbuyo -Mfuta Guuma	1. Weather-related delays	- Delayed project completion	- Build contingency time into project schedule
	2. Budget overruns	- Insufficient funds for completion	- Regular cost monitoring and budget adjustments
	3. Supply chain disruptions	- Delayed material deliveries	- Diversify suppliers to mitigate supply chain risks
Construction of Madzomba Teacher's Houses Secondary School	1. Land disputes	- Project halted due to legal issues	- Conduct thorough land surveys before construction
	2. Skilled labor shortage	- Slow progress due to lack of workers	- Train local residents in construction skills

Project	Risk	Potential Impact	Mitigatory Measures
	3. Poor construction quality	- Unsafe living conditions for teachers	- Implement strict quality control measures
Clinic Construction at Madzomba	1. Permitting delays	- Project stalled due to bureaucratic hurdles	- Engage with local authorities early in the process
	2. Community opposition	- Protests or blockades hindering progress	- Conduct community consultations and address concerns
	3. Infrastructure damage	- Delays and additional costs for repairs	- Ensure proper site preparation and protection
Construction of Kanongo Secondary School	1. Funding fluctuations	- Insufficient funds for completion	- Seek additional funding sources or grants
	2. Equipment breakdown	- Project delays due to equipment failure	- Regular maintenance and backup equipment
	3. Contractor disputes	- Work stoppages or delays in completion	- Establish clear contracts and dispute resolution processes

Below is Table 13 below which shows examples of projects that have been disaster proofed.

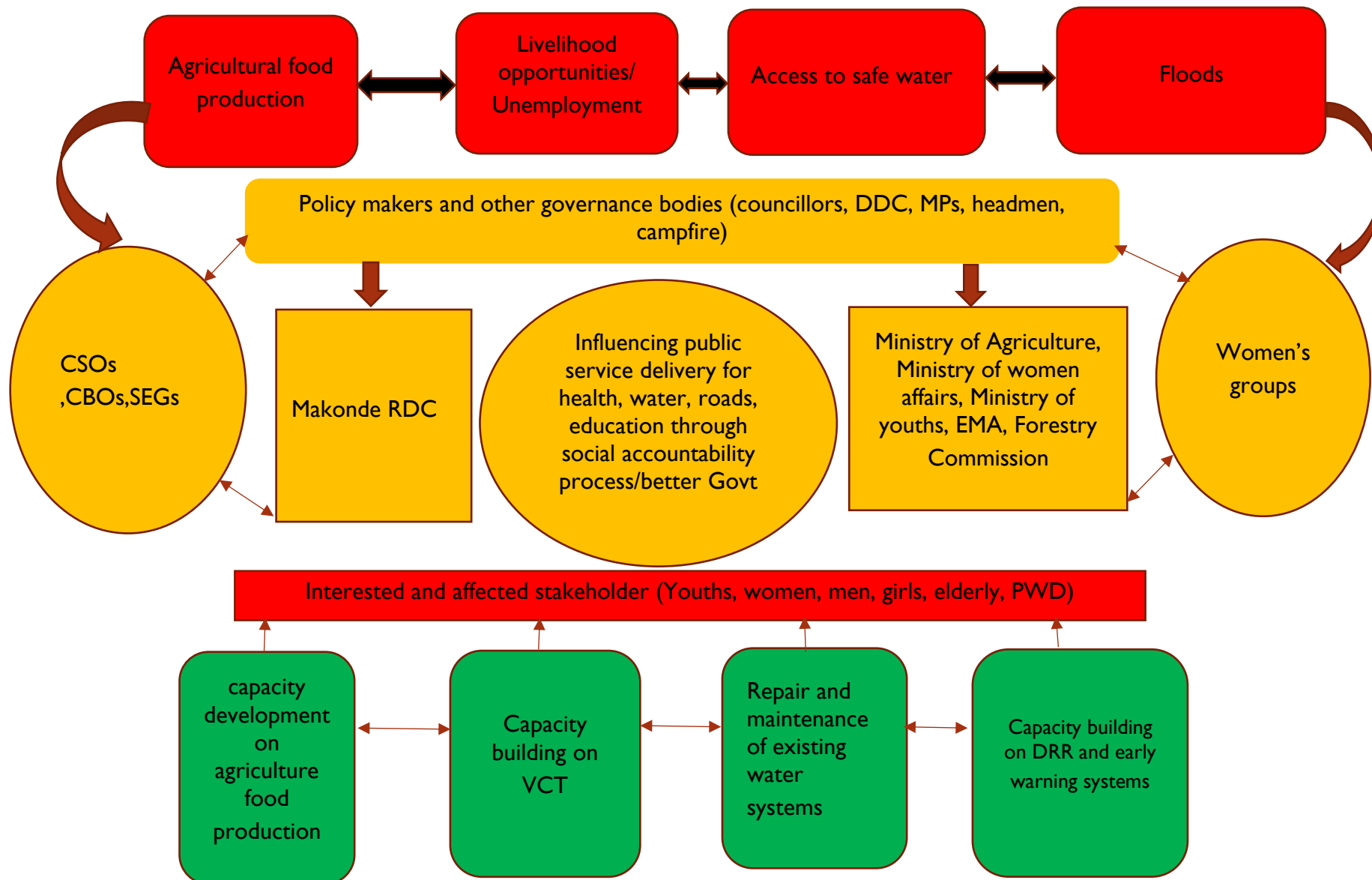
Table 13: Disaster Proofing of Projects for Chikomba District ward 8

Project	Risk	Potential Impact	Mitigatory Measures	Technical Support Partners Required
Construction of Riversdale Primary School	1. Flooding	- Damage to infrastructure, delay in completion	- Site elevation or flood barriers	Chikomba District Civil Engineering Department
	2. Unstable soil conditions	- Structural integrity compromised	- Soil stabilization techniques	Chikomba District Geotechnical Engineering Experts
	3. Construction material shortages	- Project delays	- Establish multiple material suppliers, stockpiling	Chikomba District Procurement Department

Project	Risk	Potential Impact	Mitigatory Measures	Technical Support Partners Required
Construction of Mtegesa-Ngezi Road Bridge	1. River erosion	- Bridge instability	- Implement erosion control measures, regular maintenance	Chikomba District Environmental Management Authority
	2. Poor drainage	- Road damage due to water accumulation	- Proper drainage system installation	Chikomba District Roads and Drainage Department
	3. Budget overruns	- Insufficient funds for completion	- Regular cost monitoring, contingency budgeting	CRDC
Market Stall at Philipesdaie	1. Fire hazard	- Damage to stalls and goods	- Install fire prevention equipment, training for vendors	Fire and Rescue Services from the local authority
	2. Theft and vandalism	- Loss of property and revenue	- Security measures such as CCTV, lighting, and patrols	District Community Policing
	3. Market congestion	- Reduced accessibility, safety concerns	- Proper market layout planning and management	Chikomba District Urban Planning and Development Department
Construction of Clinic at Charter	1. Power outages	- Disruption of medical services	- Backup power supply systems	Chikomba District Electrical Engineering Department
	2. Inadequate medical equipment and supplies	- Inability to provide adequate healthcare	- Regular inventory management, procurement planning	Ministry of Health
	3. Epidemics	- Increased patient load, strain on resources	- Establish disease surveillance and response systems	Chikomba RDC Public Health Department and the Ministry of Health

To make more systematic efforts towards disaster proofing it is also important to develop the resilience Outcome Map that will help to map issues/risks that may affect the implementation of identified projects, understand roles of different stakeholders and actions to be taken towards risks/challenges to be faced. See below figure with Makonde District resilience outcome map:

Resilience Outcome for Makonde District





Tips

- ✓ The development of timelines is important as a method to increase enthusiasm among the community as it reinforces a sense of pride among members in their community.
- ✓ Cards can be used so that the events can be adjusted/corrected, as well as new events added to the timeline.
- ✓ The timeline is a valuable way in which the older members of the community can be involved in the planning process.
- ✓ The younger members of the community can learn much from the timeline.

Emerging Lessons and Experiences-Events/hazards that may affect the identified projects

The topic contributed to the following lessons and experiences;

- Communities are increasingly experiencing unpredictable weather patterns, including droughts, floods, and cyclones. These events can significantly impact projects such as agricultural initiatives, WASH initiatives, and infrastructure development. The importance of integrating climate change adaptation measures into project planning and implementing resilient infrastructure designs.
- Rural communities in Zimbabwe often face challenges related to limited access to resources such as water, land, and energy. Competing demands for these resources arise, affecting the sustainability of planned projects. Experiences highlight the need for comprehensive resource assessments and strategies to address potential conflicts through stakeholder engagement and negotiation.
- The emergence of health crises, such as pandemics or localized disease outbreaks eg COVID-19, cholera, disrupt community-based projects and activities. Lessons learned emphasize the importance of incorporating health risk assessments and hygiene promotion into project planning, as well as building resilient health systems within communities to respond effectively to emergencies.
- Rural areas may be susceptible to social unrest, political instability, or conflicts, which can disrupt project implementation and community cohesion. Fostering inclusive governance structures, promoting social cohesion, and building networks for conflict resolution to mitigate the impacts of instability on development initiatives is critical.
- Building local capacity and empowering communities to actively participate in project planning, implementation, and monitoring are essential for resilience-building efforts. It is important to integrate effectiveness of participatory approaches, knowledge exchange platforms, and skills development programs in enhancing community ownership and sustainability of development initiatives.

Step 9: Technical Support and Partners required

● Purpose

To identify the technical support required to implement the priority projects listed that have undergone disaster proofing.

● Objective

To identify critical and complementary technical support services required to implement the identified projects at household, group and community levels

● Methodology

- Divide participants into three groups so that they identify the critical technical support services.
- Based on the range of community issues and potential areas for interventions identified, a group of lead partners and a number of potential partners are identified and listed for complementary partnership – both to support or assist implementing the identified projects or to complement these activities with other measures.
- This step should at least identify the core partners required to design and follow up implementation of identified projects as well as those additional partners that can play a significant role as for complementary interventions.

● Key questions

- Which identified projects require technical support?
- Who could be the lead technical partner?
- Who else can play a significant or complementary role?

● Deliverable

- *List of Technical Partners to support identified projects*

Table 14: Technical Support and Role Mapping for Muzarabani District ward 6

Project	Core Partner	Major Role	Complementary Partner	Additional Role
Rehabilitation of Boreholes	Muzarabani Rural District Council Water Department	- Borehole assessment and technical expertise	Ministry of Health	- Water quality testing and monitoring
		- Procurement of necessary equipment	Local Community	- Community mobilization and participation
Clinic Renovations	RDC Health Department	- Assessing clinic infrastructure needs	Ministry of Public Works	- Technical assistance in renovation
		- Supervising renovation work	Local Contractors	- Construction labor
Construction of Dip Tank	Muzarabani District Veterinary Department	- Site selection and technical specifications	Ministry of Agriculture	- Livestock management training

Project	Core Partner	Major Role	Complementary Partner	Additional Role
		- Coordination with local livestock owners	Local Community	- Maintenance and operation training
Gully Reclamation	Muzarabani District Environmental Department	- Gully assessment and remediation planning	Ministry of Lands	- Land use planning and management
		- Soil erosion control measures implementation	Local Environmental NGOs	- Awareness campaigns
Horticulture	Muzarabani District Agricultural Department	- Training on horticultural practices	Ministry of Environment	- Environmental impact assessment
		- Supplying seeds and seedlings	Local Agricultural Cooperatives	- Market linkages

Emerging Lessons and Experiences - Technical support and partners required

The topic contributed to the following lessons and experiences;

- CBP processes involve various stakeholders and require a comprehensive understanding of community dynamics, needs, and aspirations. Identifying technical support and partners necessitates acknowledging the multifaceted nature of community development projects and the diverse expertise required to address them effectively.
- Participants emphasized the significance of establishing partnerships with local organizations, community leaders, and grassroots initiatives. Local partners possess contextual knowledge, cultural insights, and trust within the community, facilitating smoother implementation and sustainability of CBP projects.
- CBP projects often encounter evolving challenges and opportunities, necessitating flexible partnership models that can adapt to changing circumstances. Targeted communities in the 8 rural district councils emphasized the importance of establishing partnerships based on mutual respect, shared goals, and a willingness to adapt strategies to meet emerging needs.
- Collaboration with government departments and NGOs can provide access to resources, expertise, and policy support critical for scaling up CBP initiatives. Identifying technical support and partners within government departments and relevant NGOs enables alignment with broader development agendas and ensures sustainability beyond project life-cycles.
- This process results in mapping the key relationships and services for social accountability monitoring (SAM) at the local level.

Step 10: Prioritisation of Identified Projects for Implementation in Year 1

Not all projects that have been identified can be implemented at the same time and the participants have to make an informed choice on which projects can greatly contribute towards addressing their immediate priorities which can be food, income, livelihood diversification and prevent further loss of existing assets or conflict ensuring sustainable livelihoods and well-being of the community.

Participants will conduct a pairwise ranking of assets for each of the four categories;

- Households managed, Community managed, Group managed and Co-managed

The CFT/DFT need to take note of the reasons for prioritising such projects.

Step 11: Targeting and Phasing of Projects

In order to know specific sites, individuals and groups that are going to undertake prioritized projects in each village will receive a project matrix. These will be completed and submitted together with the Community Action Plan (CAP).

There will be projects for immediate implementation and others will be for the future or long term.

● Methodology

For projects that need to be supported immediately, the following project profile template/matrix should be completed:

Table 15: Targeting and Phasing of Projects -Example Guruve District Ward 20

Project/activity name	Construction of Ruparo Dip Tank
Objective(s) (impact on clients)	Provide water access for livestock Improve animal husbandry practices
Location	Ruparo, Guruve District Ward 20
Time to complete project or activity	6 months
How was the project identified and by whom? Apply gender balance criteria agreed (e.g. 3 Plus2 Method?	It was identified by the community - on the general top 3 community priorities
Who will benefit? How many people will benefit?	Livestock owners in Ruparo community Approximately 200 households
What has to be done to achieve the project/activity?	Excavation and construction of dip tank - Installation of water troughs
Stakeholders Completed works will belong to	Guruve District Rural Veterinary Department - Ruparo Community Leaders
Activities will be implemented by what group	Local Construction Contractors
Completed works will be inspected by	Guruve District Rural Veterinary Department
Completed works will be operated by	Ruparo Community Leaders

Completed works will be maintained by	Ruparo Community Leaders				
Inputs required:	Own Other	Local governm ent	Oth er	Other	Total
Money	US\$10 000				\$10000
Labour					
Materials					
Transport					
In kind resources					
Total					
What are operating costs? (and source of funds)	\$1,000 (from community contributions)				
What are maintenance costs? (and source of funds)	\$500/year (from community contributions)				

● **Long Term Projects (not for immediate implementation)**

The following table is completed to indicate projects scheduled for the future.

Table 16: Long-Term Projects Planning-Example Murewa ward 28

Project	Location	Category of Project	Outstanding Issues	Potential Support Organization/s
Electrification of Ruvinga	Ruvinga	Infrastructure	Funding, Technical	Rural Electrification Agency
Upgrading of Nyagambe Bridge	Nyagambe	Infrastructure	Technical, Funding	Ministry of Transport and Infrastructure
Mapukutu Clinic Construction	Mapukutu	Healthcare	Funding, Approval	Ministry of Health
Vocational Training Centre	Murewa	Education	Funding, Technical	Ministry of Higher and Tertiary Education
Gwarira Bridge Construction	Gwarira	Infrastructure	Funding, Technical	Ministry of Transport and Infrastructure

Emerging Lessons and Experiences - Prioritization of identified projects for implementation, targeting and phasing of projects

The topics contributed to the following lessons and experiences:

- One of the fundamental lessons learned is the importance of community participation in the prioritization process. Involving community members from the outset ensures that projects are aligned with their needs and aspirations. By empowering communities to take ownership of the planning process, the likelihood of successful project implementation increases significantly.
- Effective prioritization and targeting of projects require collaboration among various stakeholders, including government agencies, NGOs, community leaders, and local residents. Building strong partnerships and fostering open communication channels are essential for ensuring that resources are allocated efficiently and that projects are implemented effectively.
- Aligning prioritized projects with the Sustainable Development Goals (SDGs) provides a framework for measuring progress and ensuring that development efforts contribute to broader global objectives. Targeted communities discussed the importance of considering how each project contributes to specific SDGs and incorporating these considerations into the prioritization process.

Step 12: Documentation and Consolidation of the Community Action Plan

This is one of the most crucial part of the process because all efforts can be lost if proper documentation is not done. One of the key end products of the CBP is the Community Action Plan (CAP). A CAP should be technically sound, presentable and empowering to the community and the stakeholders involved (see Annex 1). It is essential for the plans to be developed in a standard way so that they can be easily used by local communities, higher level authorities and other service providers.

Key areas of emphasis are:

- The team selected for write up should complete the plan write up before the broader community feedback meeting.
 - Those writing up the plan should be given the recommended structure of the CAP.
- **Objective:**
- By the end of the planning process the CFT and DFT should have:
- Pulled together all the information generated in the planning week into a standard format as a CAP;
 - Finalised the plan ready for feedback to the broader community.

Step 13: Review of the CBP Demonstration

After planning with the community the CBP Lead Facilitators will convene a meeting to review the CBP demonstration. The focus should be on the following tools used, process followed, major challenges and how these were overcome, lessons learnt, proposed roll out strategy based on this demonstration. To enhance documentation, the team is encouraged to capture photographs and record remarks made by participants throughout the entire process. Additionally, daily review meetings are recommended to monitor progress against program objectives and address the aforementioned issues.

Step 14: Plan for Fieldwork Logistics for the Remaining Wards

For the purposes of a smooth roll out of CBP in the remaining wards the CBP Lead Facilitators will meet to discuss the logistics for the roll out. The discussion should centre on formation of teams, roll out strategy - after the demonstration each team will agree with the CBP Lead Facilitators on the roll out strategy that takes into consideration the local context and logistical feasibility and role definition for each session. The team should agree on who is going to facilitate what session and who will be responsible for documentation as well as preparation or translation of programme and materials required. Finally, the team should agree on how documentation is going to be finalised

Note that Step 14 is only relevant for the demonstration process approach or Training of Trainer Approach.

Step 15: Preparation for the Broader Community Feedback Meeting

Choose from among the socio-economic groups or leaders who were part of the CBP process to present during the broader community feedback meeting. Find below an example of the major issues that needs preparation at least a day before the broader community feedback meeting. The principle is about giving space to local communities to present the outcome of the process to the broader community.

Box 7: Broad Community Feedback Meeting Agenda

- ✓ **Welcome Remarks:** Headman/r Village Head
- ✓ **Purpose of the meeting:** Any other Leader
- ✓ **Objectives of the CBP process:** Local Councillor
- ✓ **The planning process that was followed in** (Inception, Consultative meetings, Training, Preplanning meetings, the process of coming up with the plan): any socio-economic group representative
- ✓ **The CBP process outcomes:**
Vision Statement and Priority Projects: Any socio-economic group
- ✓ **The way forward and key steps:** Local Leader



- The socio-economic group should not be defensive but accept input from the community during Broader Community Feedback.
- The suggested programme above is just a guideline. Broader Community Feedback is a community led event.

Step 16: Community Approval Process

Step 16.1: The Broader Community Feedback meeting

● Purpose

To get input and validation from the broader community on the contents of the plan

The Ward or Village Plan Summary

- Led by the Headman/Senior Village head, the socio-economic groups and the local leaders give feedback on the CBP intensive planning process to the rest of the villages.
- The whole process is explained to the community and the community gives their own feedback to issues coming out.
- The community should select champions of development and leaders for monitoring and organising community led events
- The core facilitation team together with monitoring and learning champions incorporate comments from the broader community.
- They identify the team to consolidate and coordinate the write up of the final plan using the CAP recommended structure.

- Launch meetings: The plan must be shared at ward level, district and other platforms so that is widely known by different stakeholders.

Step 16.2: Setting up a Community Based Monitoring and Reflection System

It is important that all actors understand and apply the principle: 'What is listed in the plan must be implemented.' After the production of the CAP, the communities must take the lead in monitoring and learning from the interventions. Each community should select champions and leaders for monitoring and organising community led events.

The CFT should take note of the role of key players after the planning process as highlighted below:

- **Selected Monitoring champions,**
 - Give feedback to the community members
 - Once the plan is in place, the champions together with technical staff should regularly review the plan. This could happen on a quarterly basis and more frequently if there is an intensive period of plan implementation.
 - The objective of these meetings is to review progress in plan implementation
- **Community leaders,**
 - Identify potential resource envelopes from Support organisations working in the ward.
- **The Lead Facilitating agency**
 - Monitor progress on all the agreed actions and provide technical support whenever needed particularly on documentation of the ward plan, the identified community initiatives.
 - Produce a roll out plan.
 - Work closely with the community leaders to identify potential resource envelopes from other organisations that were not present during the planning meetings so as to support the emerging initiatives.

Step 17: Finalise Documentation and Submission of the CAP

With support of sponsoring organisation, the CFT and DFT, Local Leaders and Monitoring Champions should finalise the CAP documentation incorporating all the comments and outstanding issues raised by the people. The facilitators should ensure submission of CAP to Community Leadership, Local authorities and relevant Government Ministries/Departments. The final CAP should also indicate a schedule of reviews after every six months and annually for continuous learning and adaptation in the process.

Emerging Lessons and Experiences - Documentation, Broader Meeting, Approval and submission of CAP

The topics contributed to the following lessons and experiences:

- Targeted communities learned the significance of thorough documentation throughout the planning process. This includes recording discussions, decisions, and action points during meetings to ensure clarity and accountability. Proper documentation serves as a reference point and aids in tracking progress over time.
- The broader meetings conducted emphasized the necessity of inclusive participation in broader meetings. Engaging a diverse range of community members ensures that different perspectives, needs, and priorities are considered in the planning process and ensure that the socio-economic groups represented communities fully by articulating the needs and priorities of their communities. By encouraging active involvement from various stakeholders, the resulting action plans are more representative and effective.
- It is also worthy to note that facilitators gained insights into effective techniques for managing broader meetings. This includes fostering a conducive atmosphere for open dialogue, encouraging participation from quieter voices e.g. women, youths, people with disability and the elderly, and resolving conflicts constructively. Skillful facilitation contributes to productive discussions and fosters a sense of ownership among community members.
- Participants discussed the importance of transparent approval processes for Community Action Plans. Clear criteria and guidelines for evaluating proposed initiatives ensure fairness and legitimacy in decision-making. Transparent approval processes also build trust among community members and enhance the credibility of the planning process.
- The processes underscored the significance of timely submission of Community Action Plans. Adhering to deadlines facilitates coordination with relevant authorities and ensures timely implementation of initiatives. Communities, different government stakeholders, non governmental organizations, CBOs and CSOs learned strategies for managing timelines effectively and overcoming

ANNEXES

ANNEX I: RECOMMENDED STRUCTURE OF THE COMMUNITY ACTION PLAN

ENDORSEMENT AND SUBMISSION

On the first page of the plan, there should be an endorsement for which a suggested format is shown:

COMMUNITY PLAN FOR.....WARD		
UNDER		
..... RURAL DISTRICT COUNCIL/..... LOCAL AUTHORITY		
PLAN DEVELOPED OVER PERIOD FROMTO.....		
SIGNED AS BEING AN APPROVED PLAN PRODUCED BY WARD.		
COUNCILLOR'S NAME.....SIGNATURE.....		
LOCALSIGNATURE.....	AUTHORITY	REP:
DATE.....		

SECTION I

I. THE PLANNING PROCESS

I.1. PREPLANNING

Record in this section what you did to develop this plan and who was involved. List the preplanning meetings you held and the dates, venue, number of participants, villages and name of facilitators

I.2. INTENSIVE PLANNING

Provide intensive planning dates, venue, number of participants i.e. number of socio-economic groups and total participants.

I.3. FACILITATION

Name CFT members and designation, other external facilitators and their organisations, which facilitated at the workshop (i.e. DFT)

I.4. COMPILATION

Acknowledge the people who compiled the plan.

SECTION II

2. COMMUNITY BACKGROUND

2.1. LOCATION

The location of the ward in terms of district, province, direction and distance from the provincial capital.

2.2. POPULATION

2.2.1. HUMAN

Give human population and acknowledge sources. If possible you may provide demographical details according to villages as well as household numbers.

2.2.2. LIVESTOCK

Provide livestock numbers break down according to type and villages and provide totals.

2.3. BIO PHYSICAL CONDITIONS

Describe the region and the conditions, detailing rainfall and temperature figures and patterns, dominant vegetation (trees and grass) and soil types.

2.4 SOCIO ECONOMIC GROUPS AND LIVELIHOODS

List the socio-economic groups and provide their livelihoods in the form of a table like the one below:

Table A17: Community Livelihoods

Socio-Economic Group	Livelihood Analysis		
	Main assets	activities/Key	Vulnerabilities opportunities

2.5. SOCIO ECONOMIC GROUPS WEALTH STATUS

After identifying the wealth categories in the ward, use them to come up with indicators for each socioeconomic group, present the indicators in a table like the one below:

Table A18: Socio-economic groups' wealth indicators.

Socio-economic group	Wealth indicators		
	1	2	3

Using these indicators let the socio-economic groups rank themselves, present a table with figures as below:

Table A19: Socio-economic groups wealth ranking.

Socio-economic group	Wealth Ranking		
	Poor	Average	Rich

Finally present the ranking in a shaded table showing in which category the majority per socio-economic falls:

Table A20: Community wealth ranking.

Socio-economic group	Wealth Ranking		
	Poor	Average	Rich

2.6. Community activities and service providers

List the common activities in the community

Provide a table showing service providers according to importance and accessibility ranked on a given scale as shown below:

Table A21: Service provider rating according to individual socio-economic groups.

Service Providers	Socio-Economic Groups															
	Farmers		Bus.Comm.		Orphans		Elderly		Dev.Comm.		War Vets.		Gold Pann.		Trad. Ldrs.	
	Imp.	Acc.	Imp.	Acc.	Imp.	Acc.	Imp.	Acc.	Imp.	Acc.	Imp.	Acc.	Imp.	Acc.	Imp.	Acc.

Table A22: Service provider rating in the community.

Service Provider	Importance	Accessibility

2.7. KEY PAST EVENTS

Present your timeline here preferably in table form.

2.8. INFRASTRUCTURAL RESOURCES

- 2.8.1. Schools
- 2.8.2. Roads
- 2.8.3. Business Centres
- 2.8.4. Dams
- 2.8.5. Health Centres
- 2.8.6. Dip tanks
- 2.8.7. Bridges
- 2.8.8. Religious buildings
- 2.8.9. Feeding points

2.9. NATURAL RESOURCES

- 2.9.1. Flora
- 2.9.2. Fauna
- 2.9.3. River and streams
- 2.9.4. Hills/mountains
- 2.9.5. Mineral resources
- 2.9.6. Natural pools
- 2.9.7. Wildlife
- 2.9.8. Etcetera

2.10. COMMUNITY ANALYSIS

- 2.10.1. Strengths
- 2.10.2. Weaknesses
- 2.10.3. Opportunities
- 2.10.4. Threats

SECTION III

3. THE COMMUNITY PLAN

3.1. THE WARD VISION

State the broad and shared ward vision

3.2. GOALS

List the goals according to priority.

3.3. STRATEGIES

Present the strategies for each goal according to priority in table form.

GOAL 1: (state goal)

Table A7: Aligning Strategy and Projects for GOAL 1

STRATEGY	PROJECTS
1	1
	2
	3
	4
	2.
	3.
2	1.
	2.
	3.

	4.
	5.

GOAL 2: (state goal)

Table A23: Prioritised strategies and projects for Goal 2.

STRATEGY	PROJECTS
1	1
	2
	3
	4
2	1.
	2.
	3.

GOAL 3: (state goal)

Table A24: Prioritised strategies and projects for Goal 3.

STRATEGY	PROJECTS
1	1
	2
	3
	4
	5
2	4
	1.
	2.
	3.
3	4.
	1.
	2.
	3.
	4.

SECTION IV

4. IMPLEMENTING THE PLAN

4.1. PRIORITY PROJECTS

Table A250: Community, Local Authority and Stakeholder activities.

PROJECTS	COMMUNITY ACTIVITIES	LOCAL AUTHORITY ACTIVITIES	ACTIVITIES BY OTHER STAKEHOLDERS	WHEN

4.2. SUMMARY OF IMMEDIATE TASKS.

Table AI 1: Immediate Tasks for Kickstarting the Plan

What we need to do in the next 3 months	Who will do it?	When?

Annexes

1. Project Profiles (template/matrix provided in main document under steps)
2. Participant List

Table AI2: Participant List

Name	Gender	Village	Socio-economic Group

ANNEX 2: CHECKLIST OF THE CBP PROCESS IN EACH WARD/VILLAGE

No.	Step	Status (√) or (X)	Comments for any variation	Date
A	PRE-PLANNING: CONSULTATIVE MEETINGS			
A.1	District Stakeholder sensitisation meeting			
A.2	District Training of Trainers convened to build skills of CBP DFT and select the priority wards			
A.3	Each CBP DFT Member receives the following; 1. List of wards and names of CFT members 2. The CBP tentative programme 3. The CBP Facilitation Guidelines 4. The Recommended Structure of a CAP 5. The CBP activity checklist 6. Example of a Good CAP			
B	THE CBP FACILITATION TEAM			
B.1	Confirmation of the selected DFTs in each district from government technical /extension who are based at district and ward levels			
B.2	Develop CBP programme and allocation of facilitation and documentation roles			
B.3	Logistics for the ToT and CBP processes agreed and confirmed (costing &			

	quotations, stationery, venue and dates for the training)			
B.4	Attend the CBP ToT			
B.5	Develop CBP programme and allocation of facilitation & documentation roles			
C	BROADER COMMUNITY MEETINGS			
C.1	Debrief Local leaders in target wards on the CBP objectives and seeking their commitment			
C.2	CBP objectives explained to the broader community in target wards			
C.3	Logistics agreed by the community and local leaders: (Resource envelope of the process, venue, community contribution, meals and dates for the CBP process)			
C.4	Identification of the socio-economic groups to participate in the CBP process			
C.5	Agreement on which villages would attend which CBP planning process and where.			
D	IMPORTANT INVITATIONS			
D.1	Invite the relevant Government Departments and other support organisations to attend the CBP process			
E	THE CBP PROCESS (Facilitating a process in which the community come up with a Community Action Plan for their Ward):			
E.1	Received the CBP programme and names of the experienced CBP facilitators			
E.2	Logistics for the CBP planning process agreed and confirmed (costing & quotations, stationery, venue, dates for the demonstration and taking of pictures or video for the process)			
E.3	Conduct the CBP planning process			
E.4	Conduct CBP process daily reflections			
E.5	Convene broader community feedback for their contribution			
E.5	Finalise documentation of the Community Action Plan			

E.6	CBP Facilitators reflection on the CBP process and produce a process and lessons learnt report. The report to include; • Comments and analysis of the process followed and tools used • Lessons generated • Challenges faced and how the team addressed them • Pictures or videos etc.			
E.7	Submission of a well presented CAP			

Contact Details:

Civic Forum on Human Development
 15 Atkinson Drive, Hillside
 Harare, Zimbabwe
 Email: admin@civicforumonhd.org / civicforumonhd@gmail.com
 Website: civicforumonhd.org
 Tel: +263 783 830 616