Knowing Local Community:

Participatory Needs Assessment Manual

2018

Cairo, Egypt

Editorial

Commissioned by the Participatory Development Programme in Urban Areas (PDP). This document was reviewed by the PDP.
This publication has been produced with the assistance of the European Union and German Government. The contents of this publication are the sole responsibility the Participatory Development Programme in Urban Areas and can in no way be taken to reflect the views of the European Union and German Government.

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How to use Knowing Local Community tool boxes?

Knowing Local Communities (KLC) is a set of toolboxes that brings local stakeholders (local authorities, civil society, local businesses and local community representatives) together :

1. to discuss their complaints, problems and needs
2. to assess community resources
3. to negotiate a common vision for future development
4. to agree on solutions and actions.

It is a process that aims to produce authentic information for local planning and development, as well as empowering local communities to articulate and communicate their interests, ideas and experiences.

General Guidelines to Conduct the Participatory Needs Assessment through Knowing Local Communities

Before conducting any Participatory Needs Assessment (PNA) using the Knowing Local Communities tools, a clear work-plan should be outlined, a team to conduct the work plan has to be formed and some basic guidelines on how to go about the Knowing Local Communities process have to be clearly understood by the team.

Designing a work-plan for the PNA

The work-plan facilitates the PNA process; it organises and breaks down tasks into separate actions and in a certain timeline. Presented in community meetings, the work-plan also explains to local-residents how the research process works.

The preliminary framework includes:
• A break-down of all the tasks and activities.
• A research timeline that documents the process from the first meetings up until the writing of the report.
• It defines the teamwork and detailed task distribution.

Forming a team

The team is divided into two groups. A core group, which consists of researchers and experts that manage the PNA process and facilitate tasks between the different stakeholders, that is divided into smaller subgroups each according to task.
Members of the subgroups are encouraged to be open and curious, to ask questions and avoid being judgmental. It is also a plus, if possible, that some of the members chosen for the subgroups have previous experience in using the PNA method.
Both groups should develop a joint vision and an understanding for the objectives of the Knowing Local Communities tools. This helps to align all the team on the process objective.

Guidelines on how the field team should move within the community
• The first step in the PNA process is to conduct field visits to the community.
• The team should move around in the area in mixed groups (males and females), to facilitate approaching any given group in the community.
• An ideal mix would include residents from the area as part of the team.

- Team members need to pay close attention to all questions asked by members of the community and try and provide clear responses.
- Important messages need to be delivered by the PNA team to the community.
- Community members need to be informed that the PNA process aims to improve their situation.
- Community members need to understand why the team is undertaking this assessment and what next steps will follow.
- Community members need to be made fully aware that the team is not there to solve all the problems directly.
- Team members should highlight the importance of the cooperation and commitment of community members to the PNA process if improvements are to be made to their community.

Questions that need to be asked

- Team members need to ask community members about what their problems and complaints are; what they would like to change in their community; how they would like to see that happen; and how they could personally contribute to the improvement.
- Community members should be allowed to talk freely and encouraged to elaborate on points of importance.
- Team members should be aware that there are questions that maybe perceived as sensitive and people may not be comfortable to respond. Direct questions about income or personal relations are examples of these kinds of questions. This is left for the interviewer to assess if the people are open to providing such details about their life.
- Team members should ask about the problems brought up by community members; if they are there all the time; how long they have existed; what the source of the problems are; and if someone has already tried to do something about them.
- Team members should be open to be made witness to evidence of a problem in the field.
- A Guided Interview, where the topics discussed are guided by the responses of the interviewee, is one of several interview techniques of the KLC toolbox that may be used to cover the basic questions required for any PNA. Other interview techniques will be explained in detail later in the KLC tools.

Maintaining contact with community members

- Team members should ask for people's names, contacts (phone number and address) and any personal data that will help maintain contact with the community member. This will allow the team to get in touch with the same community members again and keep them informed of the progress of the process.
- Team members should invite their new community contacts to further meetings and discussions, or follow up on a particularly interesting point.
- Team members should not insist on getting the personal contact information if a community member shows unwillingness to provide it.
- Participation of community members should always be voluntary.
- Community members should be provided with the contacts of the working team, in case they need to follow up on a question or an issue they want to further discuss. Team members should provide at least one phone number on which one or several team members can be reached.

Principles and ethics of managing gathered information

It might be difficult to anticipate all of the ethical dilemmas that may arise during a PNA, but it is important for the team members to be sensitive towards the people involved in the research. Here are some principles to consider:

1. Community Voice
   - Ensure that participants represent different social groups in the community
   - Do not privilege certain voices over others
   - Ensure that whole community is benefiting from your intervention

2. Credit.
   - All participants and entities that helped in the research, should be accredited.

3. Data Ownership
   - Once the data has been collected, everyone should have access to it
   - Present findings in ways that community members can understand, access, and find meaningful

4. Justice
   - All members of the community should have equal opportunity to participate in the research
   - No one should be unfairly impacted by the research

5. Privacy
   - Participants' privacy should be respected
   - Explain the process and what will be done with the findings, and do not use personal information unless concerned individuals agree that their information will be used/published.

6. Gender Balance
   - Both males and females from the local community have to be equally represented in the entire PNA process
   - It is preferable that the research team includes a gender expert.

7. Objectivity of Research and Reliability to Findings
   - Findings should be presented in an objective way.

Introduction to PNA

What is Participatory Needs Assessment (PNA)?

The PNA is a bottom-up approach that encourages, supports and strengthens communities' potential to identify their own needs, set their own objectives and accordingly create, monitor and evaluate a possible action-plan. The approach builds on a two-way communication dynamics and joint commitment to what works for the community, which holds great potential for sustainable development.

Identifying “Needs”

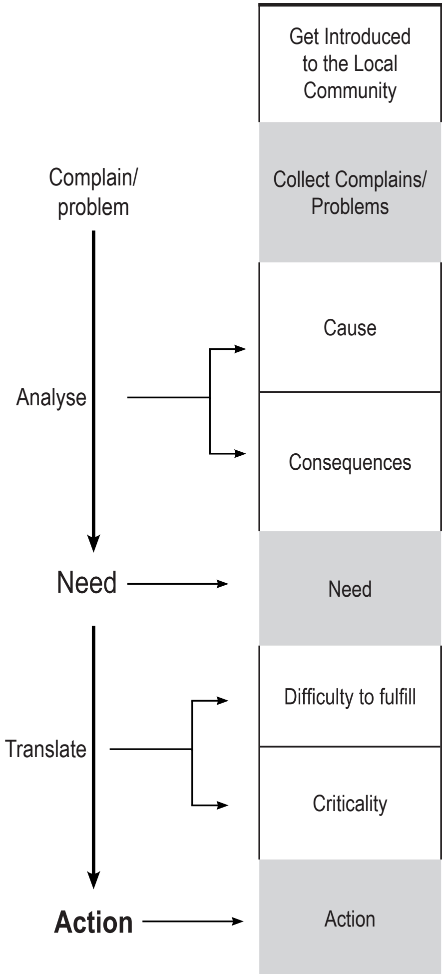
A “Need” refers to the gap or discrepancy between a present state (what is) and a desired state (what should be).[1]

A need can be that of an individual, a group, or an entire community. It can be as tangible as the need for food and water or as abstract as improved community cohesiveness. A need is something that is perceived as essential rather than just desirable.

“Examining situations closely with the participation of a given community helps uncover what the “needs” are, and leads toward future improvement.“[2]

Community members often express needs through complaints, by articulating problems. Through the PNA process, the community’s complaints and articulated problems then can be translated into “needs”. The needs express a lack in the quantity or quality of a particular service, or the enhancement of already existing ones.

For example, a community may complain about schools in the neighborhood. What should accordingly be examined is what the nature of the articulated problems are? Is it the lack of schools? Or is it that the schools are not adequate? Or is the journey to school un-safe? Each problem reflects a different need.



1. Witkin, B. and Altschuld, J, 1995. Planning and Conducting Needs Assessments: A Practical Guide. SAGE Publications, London.
2. Community Toolbox. Center of Community Health and Development, University of Kansas http://ctb.ku.edu/en/table-of-contents/overview/model-for-community-change-and-improvement

To identify the collective need/s of a particular group, its community has to be understood first. Using a set of toolboxes, which will be explained in this manual in detail, the PNA approach helps to better understand any given community.
The target of the manual is to translate needs into actions that delivers adequate and sustainable solutions.

Why PNA?

The core value of the PNA is to ensure that community members participate in a research process and develop outcomes that can be used to make changes in their own communities and better address their needs. Through a set of research tools, the PNA involves community members in the research process, which checks and balances the research to challenge and strengthen its accuracy and validity.

PNA relies on the idea that:

- "Community knowledge is irreplaceable and provides key insights that ground administrative data." [3]
- Experts often are not able to understand complex community needs alone. Local residents (women, men, youth, and elderly) and local business owners know best the dynamics of their local community. They know each other, their physical environment, attitudes towards planned interventions, common and diverging interests and priorities.
- Local communities can provide innovative solutions that suit their local needs.
- Communities are entitled to take part in the research and actions equally, with no discrimination to gender, vulnerable groups or age.

Benefits of PNA

- Ensures partnerships of all stakeholders; Local community, local administration and civil society, where all stakeholders share the same and equal importance.
- Formulates a shared understanding of the community among local stakeholders.
- Initiates a process of self-discovery to identify real needs.
- Forms an understanding of the origins of community needs and challenges
- Ensures that all stakeholders share all disseminated information and analysis, and also share interaction with intervention to assure sustainability.

3. Janice C. Burns, Deanna Y. Cooke, Christine Schweidler, 2011. A Short Guide to Community Based Participatory Action Research. Healthy City, Advancement Project

The Objective of the manual

The objective of the manual is to offer a variety of toolboxes that are designed to provide quick and easy access for researchers, social workers and urban planning practitioners to carry out the PNA process, utilizing participatory qualitative and quantitative approaches.

It is designed and composed through pooling the knowledge and experience of different entities and groups (official and independent, national and international) that have been working closely with local communities using participatory approaches. The manual brings together and harmonizes diverse tools that have been developed over the years.

By implementing the KLC manual guidelines:

National Government: Ministries will gain accurate information about local community needs, assisting them in the process of allocating funds. They can also establish better mechanisms for improving policy-making.

Local Authorities: Authorities will be able to acquire accurate information about local needs that can serve as a basis for the interventions and the building of good working relationships with community members for the purposes of providing better services.

Community stakeholders (Community Based Organisations): Civil members will be empowered to articulate and communicate their ideas, concerns and experiences, and to influence local planning decisions. Both institutional and local capacities are strengthened by building a “working-together” model that enables local stakeholders to sustain participation. They themselves become an agent for change.

Civil Society: NGOs can become an active partner in community development, and they can acquire knowledge about critical needs to give direction regarding interventions. For NGOs, this toolbox offers a theoretical framework and methodology for identifying real local community needs, and providing sustainable solutions and advocacy plans.

Donors: Donors can easily find a clear agenda for the development requirements of the area, and therefore target their interventions and financial support in an informed way.

How to Read this Manual?

The manual will first explain how to use “Knowing Local Community”, a set of toolboxes that offer clear techniques to conduct a PNA. This section will provide the general principles, techniques and important tips that can be applied to any PNA.

The second part will outline the main factors influencing a PNA and explain which tools, from the “Knowing Local Community” toolbox, are best used accordingly. Depending on the factors that shape your PNA conditions, different tools from the Knowing Local Communities toolbox are combined. You can pick any of the set of recommended combinations to get more efficient and quick results, according to your case.

Part three explains the tools in details, their definition, how to apply them, pitfalls, tips and examples.

All toolboxes contribute to getting introduced to the local community, the same technologies used in the tools explanation later on.

Factors and Most Relevant Tools

Factors influencing the PNA

Scale of the area and size of population

The scale of the area and the size of its population will have an impact on the number of teams needed and the duration required to complete the process. The scales can vary between:
1. Street scale
2. District scale
3. Neighbourhood scale
In most of the cases, the scale of the area is directly proportionate to the size of the population. But this is not a rule of thumb, there are some cases where a small area has a highly dense population, and vice versa.

Familiarity with the Area of Assessment

If it is the first time to work in the area, the duration of the process will take longer than if a previous PNA is just being updated.

Scope of Intervention

Applying the PNA for the purpose of understanding a local community's general needs is the most time-consuming process. In that case, the working team will have to cover all PNA steps. Having a narrower scope of intervention e.g. sectoral, will allow for a more guided use of the available tools and hence a shorter duration process. The scope of intervention means being clear about what exactly needs to be understood about the local community, for which it can cover different aspects, such as:
1. Housing
2. Infrastructure
3. Services

Themes

A PNA can be broken down into themes, to allow for a more guided assessment process that allows for obtaining data in a shorter duration. These themes can be:

1. Demographics:
Understand the nature of the local communities through statistics /figures about population, female/ male percentages, education rates, number of employments… etc.

2. Local community and neighborhood history:
Understanding origin of the community, how the neighborhood was created, what major incidents impacted the community… etc.

3. Neighborhood dynamics:
Knowing how the neighborhood works; activities, power balances, conflicts and negotiations

4. Household dynamics:
Understanding how the houses run and what specific activities happen inside the houses of the neighborhood

5. Local community culture:
Understanding what the specific culture of the local community is, and social agreements that shape the relationships between the community.

6. Space appropriation (functional + cultural):
Understanding territorial claims of public spaces and what activities appear to serve functional and specific culture aspects

7. Economic forces:
Pinpointing economic factors (Work forces/ markets/ workshops) in the neighborhood and how they affect the community

8. Environmental forces:
Knowing environmental characteristics in the neighborhood, and what hazards the community faces

9. Mobility and Urban accessibility:
Understanding how local community moves inside and outside the neighborhood, the relation between the neighborhood and the surrounding, and what the weak points and strong points that affect the accessibility of the neighborhood are

10. Access to services:
Spotting available and unavailable services in the neighborhood

11. Access to resources:
Understanding what the neighborhood resources, manpower, leaders, natural resources, political supports… etc, are

Factors and Most Relevant Tools

Toolbox A
Introduction to the Local Community

1. Desktop Research
2. Exploratory Walks
3. Networking with Local Community Representatives
4. Building Dialogue
5. Conflicts Resolution
6. Resource Mapping
7. The Public Day
8. Map Divisions
9. Sampling
10. Stakeholder Analysis

Toolbox B
Identifying Key Development Challenges in the Area

1. Transect Walks
2. Direct Observations
3. Surveys
   3.1 Survey Templates
   3.2 Detailed Post-Survey Report
4. Community Mapping
5. Mapping Existing Situations
   5.1 Physical Environment Mapping
   5.2 Mapping Services
   5.3 Determining Infrastructure
   5.4 Mapping Mobility
6. Focus Group Discussions
   6.1 Cognitive Mapping
7. Seasonal Calendar
8. Daily Routine

Toolbox C
In-depth Analysis of Development Challenges

1. Analytical Focus Group Discussions
2. Problem Tree
3. Bridge Model
4. In-depth Interviews
5. Data Triangulation

Toolbox D
Developing Solutions and Project Proposals with Community

1. Stakeholder Brainstorming
2. Community Action Planning
3. Public Consultations

The Knowing Local Communities set of toolboxes consist of a total of four toolboxes (A-D), each containing a set of tools that can be used (or not) according to the factors influencing the PNA.

There are, however, minimum tools required for the application of any PNA, covering qualitative and quantitative data collection, data analysis, actions and community mobilisation. These tools are:

Required Tools:

Toolbox A: Desktop Research + Networking with Local Community Representatives + Resource Mapping

Toolbox B: Direct Observations + Surveying + Focus Group Discussions + (Depending on the topics that the PNA is made for: Physical Environment Mapping/Services Mapping/Determining Infrastructure/Mobility Mapping)

Toolbox C: Problem Tree

Toolbox D: Community Action plan

Factor 1: Familiarity with PNA Area

(You can apply more tools, depending on the nature and conditions of the case).

- **First time to do a PNA in an area:**
  Apply all required tools.

- **Updating a previous PNA (2 - 4 years from the previous PNA)**
  Apply the following:
  Toolbox A: Updating Desktop Research + Networking with local community representatives
  Toolbox B: Direct Observations + Surveys (Validate based on previous survey samples and redo the survey with the same old samples) + Physical Environment Mapping (Update)
  Toolbox C: Problem Tree + In-depth Interviews
  Toolbox D: Stakeholder Brainstorming + Community Action Planning

- **Updating a Previous PNA (more than 4 years since the previous PNA)**
  Apply the following:
  Toolbox A: Desktop Research + Exploratory Walk + Resource Mapping + Map Division + Stakeholder Analysis
  Toolbox B: Surveys (Validate based on previous survey samples and redo the survey with those samples) + Direct Observations + Focus Group Discussions + Physical Environment Mapping
  Toolbox C: Problem Tree + In-Depth Interviews
  Toolbox D: Stakeholder Brainstorming + Community Action Planning alances, conflicts and nego

Factor 2: Limited Timeframe

Toolbox A: Networking with Local Community Representatives + Resource Mapping + Public Day
Toolbox B: Surveys (Random Sample) + Direct Observations + Focus Group Discussions (Residents + Shop Owners)
Toolbox C: Problem Tree + Bridge Model + In-Depth interviews
Toolbox D: Community Action Planning

Factor 3: Scope of Intervention

- **The scope is narrowed to be based on housing:**
  Apply all required tools.

- **The scope is narrowed to be based on infrastructure:**
  Apply the following:
  Toolbox A: Desktop Research + Networking with Local Community Representatives + Sampling + Map Division
  Toolbox B: Surveys + Direct Observations + Focus Group Discussions + Seasonal Calendar + Physical Environment Mapping + Determining Infrastructure
  Toolbox C: Problem Tree + In-Depth Interviews
  Toolbox D: Community Action Planning + Public Consultation

- **The scope narrowed based on services**
  Apply all required tools.

Factor 4: By Topic/ Theme

- **Local Community and Neighborhood History (Previous Literature and Stories):**
  Apply all the following:
  Toolbox A: Desktop Research (Media Reports + Independent Reports)
  Toolbox B: In-Depth Interviews

- **Household Dynamics (How Do Families Run their Life)**
  Apply the following:
  Toolbox B: Surveys + Direct Observations + Focus Group Discussions + Seasonal Calendar + Daily Routine

- **Neighborhood Dynamics (Daily + Seasonal + Temporal) (Patterns of Use)**
  Apply the following:
  Toolbox A: Stakeholder Analysis
  Toolbox B: Transect Walks + Direct Observations + Community Mapping + Focus Group Discussions + Seasonal Calendar + Daily Routine
  Toolbox C: Problem Tree

- **Local Community and Neighborhood History (Previous Literature and Stories):**
  Apply all required tools.

- **Local Community Culture (Formal + Informal) (Community Behavior)**
  Apply the following:
  Toolbox A: Desktop Research (Media Reports)
  Toolbox B: Community Mapping + In-Depth Interviews + Daily Routine + Seasonal Calendar
  MUV : Streets & mobility chapter, Categorizing Streets

- **Space Appropriation (Functional + Cultural) (Community Behavior and Social Agreements)**
  Apply the following:
  Toolbox A: Stakeholders Analysis
  Toolbox B: Transect Walks + Community Mapping + Daily Routine + Physical Environment Mapping (Land Use) + Mobility Mapping
  MUV : Streets & mobility chapter, Categorizing Streets

- **Economic Forces (Impact of Community Workforces)**
  Apply the following:
  Toolbox A: Desktop Research + Resource Mapping + Stakeholder Analysis + Map Division + Sampling
  Toolbox B: Surveys + Focus Group Discussions + In-Depth Interviews + Seasonal Calendar + Services Mapping
  Toolbox C: Problem Tree

- **Environmental Forces (Community Dynamics towards the Environment)**
  Apply the following:
  Toolbox A: Desktop Research (Media Reports + Independent Reports) + Resource Mapping
  Toolbox B: Transect Walks + Direct Observations + Community Mapping + Seasonal Calendar + Physical Environment Mapping (Landuse, Building heights, Street width, Trees, green spaces and Open Spaces) + Determining Infrastructure
  Toolbox C: Problem Tree

- **Mobility (how the community moves)**
  Apply the following:
  Toolbox A: Map Division
  Toolbox B: Direct Observations + Daily Routine + Mobility Mapping
  Toolbox C: Problem Tree

- **Urban Accessibility (how the neighborhood is accessible)**
  Apply the following:
  Toolbox B: Transect Walks + Community Mapping + Daily Routine + Cognitive Mapping + Physical Environment Mapping + Mobility Mapping

- **Access to Services (Services around and within the Neighborhood)**
  Apply all required tools.

- **Local Community Culture (Formal + Informal) (Community Behavior)**
  Apply the following:
  Toolbox A: Desktop Research (Official Reports + Media Reports)
  Toolbox B: Focus Group Discussions + Community Mapping + Mapping Services

- **Access to Resources (what resources the community has and what it lacks)**
  Apply the following:
  Toolbox A: Desktop Research + Resource Mapping + Map Division + Sampling
  Toolbox B: Surveys + Focus Group Discussion + Seasonal Calendar

Knowing Local Community Toolboxes

The KLC toolboxes offer a variety of tools that when combined in the right order, depending on the context and community, will help in understanding the community at hand, engaging it in the process to formulate its needs and translate these needs into a concrete action plan.
This section will present KLC toolboxes (A-D). Each toolbox will include a set of tools, explained in this section in detail.

Toolbox A

Introduction to the Local Community

1. Desktop Research
2. Exploratory Walks
3. Networking with Local Community Representatives
4. Building Dialogue
5. Conflict Resolutions
6. Resource Mapping
7. Public Day
8. Map Divisions
9. Sampling
10. Stakeholder Analysis

A. Objective 1 : Introduction to the local community

Team: 4 – 6 Members

Time: 1 – 3 Weeks

What is the Toolbox?

The first step of the PNA is to get the working team introduced to the local community and the area of research. Knowing the dynamics of the area, how it was and how it is now, will help build knowledge that will facilitate introduction to the local community. This toolbox will help prepare the working team to start collecting information about the area of assignment, and will provide tools for approaching local community members.

Objectives of the Toolbox

- Building knowledge about the area of assignment.
- Building and maintaining a relationship with community representatives.
- Engaging in the first interaction with the area of assignment.
- Efficiently preparing for the assignment (PNA work-plan, representative working zones and community samples)

Expected outputs

- Desktop research report (Historical Background - Area Map - Demographics - Laws and Decrees - Future Plans - Locals Opinions - Living conditions).
- Networking with local community representatives, and developing a resource map.
- Writing a first draft of notes from the first meeting with the community and from gathered community complains and reflections on neighborhood needs.
- Area map working zones and sampling criteria for 'Surveys' and 'Focus Group Discussions'

Verification Tools

The exploratory walk is a tool to develop an overview of an overview of the area of assignment, by which it can help verify and have a preliminary update for the data collected from all toolbox A.

A.1 Desktop Research

What is it ?

In order to have an overview of the research area, the working team should know what has already been documented about that area. This does not require field visits but requires reading and doing desktop research to collect any previously developed information.

Objective

- Collect preliminary data available about the area and gain an overview and insight of the community before the first engagement.
- Help in designing a theoretical framework to understand the area of intervention.

How to use this tool ?

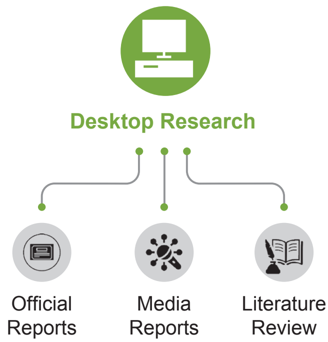
Reading and reviewing official reports, independent reports and media reports to acquire preliminary information about the area of assessment.

1. Determine what kind of information or data is needed
2. Start with initial review of available data as shown in the diagram
3. Identify gaps in data available based on further questions which arise
4. Initiate a second round of literature review if necessary

Benefits

- Gives an overview for different stakeholders opinions.
- It helps in gaining trust for the local community, as they appreciate outsiders when they have a background about their problems and potentials.
- Helps drawing a theoretical framework for the whole process.

The three parts to the desktop research process which can help develop insights about the area before starting fieldwork:



Pitfalls

- Bias
- Preconceived ideas

Resources

Time:
2- 4 weeks

Human resources:
1- 4 members

Tools:
Computers - access to library

TIPS

- Preliminary research gives background information on the area of research.
- The literature review helps in identifying the information needed from the different stakeholders which helps in structuring interviews and focus group discussions
- Residents of the local community may not know or be able to provide information offered by official sources, such as laws, official decisions and future plans for the area.
- Preliminary research can act as the basic information to start off the whole research.
- Share the knowledge you have and build a suitable platform for communication.

Official Reports

What is it ?

Reports are published by the official and governmental authorities. These reports may inform about the urban conditions, populations, infrastructure and other issues related to the study area. The report may be a hard or soft copy.

What kind of information you get from each entity?

Ministry of Planning
Offer wider scope insight on the available strategic plans for the area of assessment

Ministry of Endowments
Offer information on ownership affiliated to it or its properties

Electricity Companies
Offer information on unit uses and tenures

Water Companies
Offer information on unit uses and tenures

Central Agency for Public Mobilisation and Statistics (CAPMAS)
Offer census and demographics for residents and buildings

Informal Settlements Development Facility (ISDF)
Offer information on unsafe and unplanned areas' list, Informal markets, Upgrade proposals, Informal areas' census and demographics, GIS maps for informal areas

General Organisation for Physical Planning (GOPP)
Offer information on strategic plans, General guidelines for planning and buildings

Housing and Building National Research Center (HBRC)
Offer information on data analysis reports for neighborhoods, new technologies for building and infrastructure and reports about neighborhoods

National Center for Social and Criminological Research (NCSCR)
Offer information on socio-economic data and social researchers in neighborhoods

The Egyptian Survey Authority
Offer information on official maps, GIS maps and land ownerships.

Accountability State Authority
Offer information on budgets distribution

Information and Decision Support Center (IDSC)
Offer information on data analysis reports for neighborhoods

• Governorates:

Housing and Utilities Directorate offer information about land and unit tenures and new plans and projects.

Health Affairs Directorate offer information on health services distribution and health statuses

Education Directorate offer information on educational services distribution and education statuses

Urban Planning Department offer information on general planning, upgrade proposals and detailed plans for some areas/ districts

Tourism Development Department offer information on touristic areas and hotel data

Disaster Management Department offer information on mobilisation and disaster plans

Cleaning and Beautification Authority in the Governorates

Agriculture Directorate offer information on agricultural land tenures and livestock data

Water Resources and Irrigation Department offer information on water channels and water supplies and Water resources

Roads and Transportation Directorate offer information on road conditions and budgets

Workforce Directorate offer information on employment statuses

• Municipalities and City Councils:

Urban Planning and Ownership Department offer information on decrees for privatisation, future plans, division projects, housing projects, environmental guidelines and maps.

Planning and Follow-Up Department offer information on investment plans

Transportation Department offer information on transportation stations and routes

Cleaning and Beautification Authority Department offer information on solid waste volume, pick-up points and employees, tools, routed and type of disposal data

Projects Department offer information on funded projects, loans and grants

Information Center offer information on services, census and newsletters

Ownership Department offer information on land ownership

Independent Reports

What is it ?

Literature review is critically analysing previous literature or reports that were written about any of the following:

- The research area directly or about the greater context of the area
- Examples of similar case studies that might orient or inspire the researcher.
- General methodologies and tools that can be used to do research

What kind of information you get from each entity ?

Economic Research Forum (ERF)
Offer information on Economic and socio-economic analysis reports for wider scopes in the cities.

Egyptian Center for Economic Studies (ECES)
Offer information on economic and socio-economic analysis reports for wider scopes in the cities.

GIZ
Offer information on participatory techniques like PNAs, Environmental and socio-economic reports and Projects.

United Nations Organisations
Offer information on proposed policies and funded projects.

Centre D'etudes et de Documentation Economique Juridiques (CEDEJ)
Offer information on economic and socio-economic analysis reports for wider scopes in the cities.

World Bank
Offer information on neighborhood reports, proposed policies, funded projects, census and demographics.

Universities/ Research Centers
Offer information on theories for upgrading and development, Students' research and projects for neighborhoods, environmental and socio-economic researches.

Media Reports

What is it ?

Media reports help in knowing major historic events that occurred in the area providing the opportunity to trace back origins, reasons and actions taken in a certain issue. It also gives the researcher an overview about local residents and their complaints before stepping into the area of research.

Newspapers

provide background on official statements, new laws or decrees, project details, timelines and budgets, local opinions and complaints, and make photos of the area of assessment available

TV shows

provide background information on official statements, project details, timelines and budgets, local opinions and complaints, and videos of the area of assessment

Social media

provides information on locals' opinions and complaints, and makes available videos and photos of the area of assessment

Media reports can be very useful for building background knowledge on the new area and in providing firsthand information from locals. However, information made available on TV shows and social media might be biased and does not represent the opinions of all local residents.

The researcher must look for the missing information using official sources. It is important to keep in mind while using media reports, some information may be inaccurately relayed and needs verification from more than one source.

A.2 Exploratory Walks

Direct Observation
Transect walk

What is it ?

The exploratory walk is the first interaction with the area of intervention. It is an unplanned walk in the area of assessment, for the purposes of building preliminary understanding and validating information about the area. The main purpose of the exploratory walks is to get an initial introduction to the area.

Objective

Developing the first notes and insights about the area and updating the gathered information from the desktop research.

How to use this tool ?

1. Map area that the research needs to cover.
2. Walk around observing the topic of research in mind.
3. Mark on map during exploratory walk highlights, landmarks activities and dynamics.

Resources

Time:
2 - 3 Hours

Human resources:
3 PNA team members

Level of expertise:
Experts

Tools:
Notebook for notes

Benefits

- Getting introduced to the local community, its resources and urban issues.
- Developing a preliminary understanding of the daily habits of the inhabitants.
- Observing the available facilities and problems.
- Making a preliminarily update of the data gathered by the desktop research.
- Start knowing the interested key-persons who can benefit the research.

Pitfalls

- Possibly interfering in dynamics between locals without understanding the complete dimensions of the issues key-persons who can benefit the research.

TIPS

- It is preferable to write your notes directly after the walk
- A researcher should avoid taking photos or writing notes while walking since it is often unwelcomed and may raise suspicion

A.3 Networking with Local Community Representatives

Community Organisation

What is it ?

This part explains how to approach the appropriate and active local organisations and key-persons that are representing the local community

Objective

• Form a team from local community representatives
• Find an entry point for the neighborhood you are assessing, through local representatives

How to use this tool ?

1. Before contacting a local organisation, you need to map all organisations in the area and understand their activities, roles and importance to the local community
2. Classify their roles and importance to the local community
3. Schedule meetings with the relevant NGOs & CBOs to explain the objectives and process of the PNA
4. Explain roles and work plan
5. Understand which community group can be served by NGO and CBO
6. Meet with these organisations and explain the objectives of the PNA.

Local organisations (NGOs & CBOs)

These organisations are parallel entities to the government, which work on serving neighborhoods. It is difficult to access a new area without contacting these organisations and involving them in the PNA process. There are two types of local organisations: Non-Governmental Organisations (NGOs) and Community Based Organisations (CBOs).

NGOs

NGO

What is it ?

- NGOs will help in identifying the general problems in the area and may have an in-depth understanding, as well as data on a specific issue (e.g. unemployment, infrastructure, education, health…etc.)
- They may be useful in identifying important key informants and stakeholders in the area of intervention.

Benefits

- Easy access to the community, as they usually have a fixed and known location in the area.
- NGOs work as a facilitator for gathering interested locals in the community.

Pitfalls

- NGOs can suggest community members, but that does not mean that those candidates are active.
- Be sure that the addressed problem by the NGO is a community problem, not a factional or a personal problem, and make sure the NGO is working on developing the community without any personal or political benefits.

CBOs

What is it ?

Community based organisations are associations or networks formed by members of the local community. Common examples of CBOs are community associations, local committees and religious institutions.

Benefits

- Members of CBOs are mostly local residents, which gives them an in-depth understanding of the area dynamics and problems, more than NGOs.
- CBOs can provide representative human resources to help in the research.
- CBO members make better candidates for the community team that work closely with the research team, since their only motive is to serve the area.

Pitfalls

- Researchers may undesirably interfere in internal issues between the different CBOs.
- Researchers may prefer one CBO, granting unequal access in comparison to the other CBOs.
- Researcher may lack transparency with CBO members.

Key Person

What is it ?

Key Persons are community individuals that have an important role/influence on the community or bare important knowledge of the community but who are not part of any organisation. During walks with local organisations, researchers are expected to talk to people in the street, visit places such as youth clubs, schools, mosques, churches and cultural centers. In the process, researchers should ask people who they would turn to for advice or help and where they would do so. The persons named can often be considered "Community Representatives"; they are important sources for understanding the local community. It is recommended to go and meet them.

Criteria for choosing the key person

- The key person should be independent and not affiliated with any association that does not work for the public benefit.
- The key person should have a good reputation within the community.
- The key person should have varied and easy access to the whole community.
- It is better if the key person has precedents or success stories in serving the area.
- A balance in gender, age, income and skills is a must

How to use this tool ?

1. With the help of NGOs and CBOs, identify influencing persons in the neighborhood and take their contacts
2. Set individual meetings with the key persons to explain the objectives of the PNA
3. Apply the criteria of choice and filter the persons that don't fall under the criteria
4. Schedule another meeting with chosen key persons to explain roles and work plan

Benefits

- Key persons can be very beneficial to the research and act as an extra source for validating information and raising new issues concerning the area of assessment.
- Some areas do not have CBOs, but there will always be key persons in any local community.

Pitfalls

- Not sticking to the criteria of selecting the key person may lead to negative impacts and sometimes failure in the research steps that will follow.

TIPS

- Active organisations and key persons can be mapped out from the desktop research (especially from media reports).
- If the research process is initiated by local authorities, they can help in identifying active organisations and key persons as they are already familiar with the area.
- Researchers should set meetings with organisations and key persons as soon as they are identified. The meetings should explain the PNA process, time schedule, challenges and objectives.
- Share the knowledge you have and build a suitable platform for communication.

A.4 Building Dialogue

Conflict Resolution
Community Organisation

What is it ?

A constant state of renewal and improvement of a community is the indication of a resilient community. This tool is about bringing together community representatives who intend to help generate ideas and better relationships.

Objective

This tool's objective is to take a step to start a conversation between community members on how they envision a better neighborhood, and how they can contribute to their neighborhoods.

How to use this tool ?

1. Send invitations to the NGOs, CBOs and key persons to discuss neighborhood problems
2. A facilitator should start by establishing ground rules for the group; this can include:
   - Listening respectfully.
   - One person talks at a time.
3. Making the dialogue successful is the responsibility of all participants.
4. These rules work best if they are written and hung on a wall in all community meetings.
5. It is important to clarify each participant's definition and perception of the word "community".
6. Core team members/a facilitator should proceed by asking a set of questions that can let the participants positively open-up to each other. For example:
   - How can you picture a healthy community?
   - What makes you proud of your community?
   - What are the previous experiences or interventions by community members that helped in improving the quality of life of the rest of the community?
   - How can the community members be efficient to their neighborhood?
7. A facilitator should write down all the important keywords mentioned by the participants, and hang them around the meeting room.
8. At the end of the meeting, the facilitator can remind the group that simply taking the time to share ideas and personal values with fellow citizens is important.
9. Facilitators may wish to direct interested members to learn about other successful community efforts around the other areas.

Benefits

- Expand the base of voices (i.e. youth, business and grassroots leaders)
- Reach common ground: integrate the work of more formal institutions and partnerships with the neighborhood leaders and grassroot groups.
- Sustain ongoing community discussion between the many groups and partnerships in a community

Pitfalls

- The facilitator's role is to moderate a dialogue between participants. Preaching can produce negative results.

TIPS

- It is very important to document this meeting, preferably in video recording. The PNA team may later need to play parts of it in major events, such as in public consultation or public days.
- Some people might tend to repeat certain principals without understanding their core meaning. The facilitator should be attuned to identifying unclear principles and redefining them.

A.5 Conflict Resolution

Community Organisation

What is it ?

Conflict resolution is a way for two or more parties, with different needs, to find a win-win situation for all. This tool explains how to resolve conflicts between community members or community representatives, to sustain a healthy community and smoothen the PNA process.

Objective

Producing a solution that all parties can agree on in a short time (win-win situation).

How to use this tool ?

1. The PNA team needs to understand the opponent concerns
2. Rephrase ideas expressed during the discussions as questions. Most of the conflicts are a result of misunderstandings.
3. On a flipchart, start mapping all the conflict points
4. The team should continue the process to gather information, refraining from judging any of the voiced opinions.
5. When the opinions of opposing parties are finally clearly formulated, and better communication is created between the opposition, collectively start thinking about solutions.
6. In order to come up with alternatives, start by brainstorming. Then, consider the pros and cons of each alternative.
7. Collectively brainstorm possible resolutions.
8. Look for win-win solutions, or compromises, in which all parties get something they want.
9. The facilitators should come up with as many ideas as possible. They should not judge or criticise the ideas that might prevent people from thinking creatively.
10. Collectively, choose the best resolution.

Benefits

- Helps understand more about other parties whose ideas, beliefs, and backgrounds may be different.
- Ensures that relationships between opponents continue and grow. Successful negotiations pave the way for smooth relationships in the future.

TIPS

- In order to resolve a conflict, each group needs to look at the conflict from the opponent's point of view and learn more about their perspectives and motivations.
- During the brainstorming process and in an attempt to choose a good resolution, a third-party mediator may be helpful. This is a person who is not a member of any of the opposing groups, but whom everyone trusts to be fair.

A.6 Resource Mapping

Stakeholders' Analysis
Community Organisation

What is it ?

Communities have needs, and they also have resources, strengths and assets. Those assets and strengths can be used to meet the community needs; they can improve community life.

Objective

Identifying and mobilizing community assets to enable community residents to gain control over their lives.

How to use this tool ?

1. Refer back to the desktop research to identify resources from the stories and news about the neighborhood.
2. Ask community representatives and accordingly map these resources by categorizing them on a large sheet of paper.
3. Key Questions:
   - What resources are abundant?
   - Does everyone have equal access to other resources?
   - Do women/ children/ elders have access to land?
   - Who makes decision on land allocation?
   - What kind of development activities do you carry out as a whole community? Where?
   - Which resource do you have the most problem with?
4. Community resources vary and could be either of the following:
   - Key persons who are empowered and can help the community.
   - An economic potential or availability of services, infrastructure, shops and markets… etc.
   - Community skills, which should be mapped for the purpose of documenting what can the community do.
5. The PNA team should weigh each issue according to its level of impact. The level of impact can vary from an area to another.

Benefits

- A community cannot be fully understood without its assets identified. Knowing the community's strengths helps in understanding what kinds of programmes or initiatives might be possible to address the community's needs.
- When efforts are planned based on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed.
- Helps in developing new ideas.

Pitfalls

- Qualifications of residents, such as their jobs, are not always assets. A qualification can be considered according to community needs.
- Key persons can only be considered as assets or strengths if they are actively working for the neighborhood and the local community.

TIPS

- Key persons identified as resources can be very beneficial if they can become part of the PNA local team.
- The resource map can be more visually effective if the resources were mapped geographically on the neighborhood map.
- The team should seek to publish the resources on Facebook groups of Community Based Organisations, if available, or print them on a poster and hang it in the area. People can benefit a lot only from knowing their resources.

A.7 Public Day

Networking
Public Consultation

What is it ?

Public Day is the first communication with the local community that takes place on the community level through a meeting collectively organised by community representatives and local authorities. It is an introductory session that gives an overview about the PNA process and explains the workplan. It is also the first session for listening to the main problems of the community and the different stakeholders. But it is also a very important tool that can be repeated at every major milestone or turning point of the process. To ensure the efficiency of the PNA process, the local community should be integrated in every research step starting from this step onwards.

Objective

Engaging the local community in every step of the PNA process.

Benefits

- Public meetings allow the research team to introduce the research process.
- It makes it easier to introduce the PNA team to the community instead of having to introduce themselves in every step of the research.
- It is a good way to inform a large number of people about issues of public interest.
- It creates a suitable forum for contact and dialogue between stakeholders in the community. It provides a chance to bringing officials and community members.
- Holding a public day shows the community that the PNA team is taking the process seriously. The team becomes accountable and committed to considering the critical needs of the community as the basis for any plans or actions.
- It opens the door for volunteers amongst the residents to join the PNA team.

Resources

Time:
2 - 3 Hours

Human resources:
All team members and stakeholders

Level of expertise:
Experts in community negotiations

Tools:
Camera - Notebooks - Data show

How to use this tool ?

Conducting a Public Meeting

1. Map the public spaces and public facilities that can host the public meeting with help from the community representatives and local authorities. Suitable facilities can be open public spaces, schools, municipality meeting rooms… etc.
2. Announcement of the public meeting should cover the whole community area to ensure that it reaches most of the residents.
3. Community representative can suggest the best ways to announce the date and the location of the public meeting (social media, posters in different spots in the districts, brochures, word of mouth … etc.)
4. The research team should have an initial idea about the number of attendees to prepare the meeting place.
5. The team should make sure that all stakeholders are invited including residents, district representatives, local organisation representatives, officials and experts.

Content of a Public Meeting

1. Explaining the PNA process, reasons and benefits of the participatory research.
2. Presenting the preliminary team and asking the community members to volunteer to work with the PNA.
3. Presenting the preliminary framework and the outcomes of the desktop research and the exploratory walks.
4. Opening the discussion for the public and setting the timeframe for the discussion.
5. One of the PNA team members acts as a moderator for the discussion.
6. Documenting the public day (photos and records).

Pitfalls

- The presentation is long and boring which makes the attendees lose interest.
- The research team gets involved in conflicts that may take place in the public day.
- Inviting some constituencies of the community and ignoring others.
- Giving promises outside the research framework.

TIPS

- Speakers in the public day should include one member from the research team in addition to community representatives.
- The visual and spoken language of the presentation should be easy to understand.
- Conduct more than a public meeting to allow more residents to attend if they cannot attend one of the public meetings.
- Public meetings should be after working hours.
- Community representatives should be the ones responsible for solving any conflict that may erupt between different stakeholder during the public day.
- In case the attendees do not interact, the research team, along with community representatives, should prepare some questions that trigger discussions about the community needs and problems.

A.8 Map Divisions

Mapping the Physical Environment Surveys

What is it ?

Map division is the dividing of the area of assessment into small areas to be distributed on the subgroups.

Objective

Divide and distribute the issues of the neighborhood on smaller parts that can be easier in research and understanding.

How to use this tool ?

Dividing a Map into working sections

1. The geographic division, by "Shiakha" for example
2. Divisions based on the community perceptions. For example, if there are different groups inhabiting smaller parts of the assessment area, these areas might be labelled by their inhabitants.
3. Population size or complexity of problems in the area.
4. In case of not having any maps that are divided according to these criteria, the teamwork should divide the area on a certain logic that can ease the work for them
5. Buffer zones should be considered in the map division in order to understand the relations between the divided area and its surroundings.
6. Use the main edges to divide the map (Canal - River - Car Bridges - Regional and Main Roads - Railway Line - Metro Line)
7. Check a network of relationships (business - living). For example, if there is a market, a commercial street or a service area, it should be put mapped as a specific section, which have a direct effect range.

Benefits

- Making sure that the team has covered the whole assessment area.
- Making sure that there is no duplication in the collected information.

Pitfalls

- Not considering the societal conflict in map division.
- Not considering the complexity of problems and areas in map division.
- Marginalizing specific and different areas in the map division and dealing with them in the same way of dealing with normal ones.

TIPS

- If team members are few, each team of researchers will have to work on more than one area.
- Maps can be provided by official entities, such as the Egyptian Survey Authority (ESA). If the official map is not present, any other free map resources can compensate.

A.9 Sampling

Surveys
Focus Group Discussions

What is it ?

It is important to have a group of people who will participate in a survey and are representative of the whole target population. This group is called a “sample”. This tool is crucial in quantitative studies of the PNA process. It sets the criteria for selecting a representative sample of the community, which gives a general idea about local residents. Sampling is crucial, as any team cannot completely cover all residents. The selection criteria should depend on the objectives of the study and the characteristics of the community studied.
The research objective needs to be precise. The following questions need to be asked: What needs to be researched? When and Where? And accordingly “Who” should be included in the sample?

Objective

Getting suitable and representative data from the community, without having to survey all community members.

How to use this tool ?

There are different sampling techniques that may be beneficial for a PNA and can be chosen according to the aim of your survey. These include but not limited to:

1. Random Sampling
   Random sampling provides for each member of the target population an equal chance of being included in the sample.

2. Geographic Sampling
   This technique can be used to make sure that you have covered different areas within the assessment area. It is very efficient when working on a large-scale area, or areas that include sub-districts. You make sure to cover all sub-districts by having a sample from each area.

3. Stratified Sampling
   Stratified sampling involves the use of “stratum”, or a subset of the target population wherein the members possess one or more common attribute. Examples of stratum include mothers, fathers, students, teachers, females, males, etc. Sampling errors are usually lower in stratified sampling than in random sampling.

Benefits

- Decreasing the work time by researching a small group of the local community
- Having findings that you can easily manage

Pitfalls

- Unbalanced samples among gender, age, jobs and geographical area can result misleading findings.

TIPS

- There are different rules for calculating the number of samples that can represent the whole local community. But there are several factors that can affect these calculations, such as the number of team members, the complexity of the area, the scale of the area and the financial resources of the PNA. So, it is left up to the PNA team to assess how they can reach the biggest sample, considering their PNA factors.
- If the researcher has previous information or is updating a previous PNA and needs extra certain information, a selected sample to cover the missing points for the researcher will be chosen. Check previous survey forms and go back to certain community members that have offered interesting information, and survey them again.

A.10 Stakeholders' analysis

Resource Mapping

What is it ?

It is a tool that analyses the role and influence of the main actors in the community area of intervention who may also become involved in the research and the PNA. The main actors are groups with an interest in certain issues in the research area. They can be institutions, NGOs, CBOs, local authorities, community groups, as well as individuals.

Objective

- To understand the dynamics of the research area.
- To identify beneficial members and power dynamics, which will serve for better understanding for problems and potentials

Benefits

- Gives a full view of the level of importance of each stakeholder in the area. This helps the researcher identify the samples, focus group participants and public meetings accordingly.
- Identifies the roles, the influence and the importance of every stakeholder, and facilitates work distribution, especially when it comes to setting an action plan.

Resources

Time:
1 day

Human resources:
2 team member for brainstorming

Level of expertise:
Expert in working closely with local community and local administration

Tools:
Notebooks and paper sheets for mapping relationships

How to use this tool ?

Map the different stakeholders by drawing a four quadrants table with two variables: Influence and Importance. Place each stakeholder in a quadrant, according to his or her interest and level of influence. Each quadrant will tell you what actions should be taken with each stakeholder. Identify the most important stakeholders that the research team is likely to work with based on the main outcomes and concerns.

Influence/power of stakeholder

Meet their needs

- Engage & consult on interest area
- Try to increase level of interest
- Aim to move into right hand box

Key player

- Focus efforts on this group
- Involve in governance/ decision making bodies
- Engage & consult regularly

Least important

- Inform via general communications: newsletters, websites, mailshots
- Aim to move into right hand box

Show consideration

- Make use of interest through involvement in low risk areas
- Keep informed & consult on interest area
- Potential supporter/ goodwill ambassador

interest of stakeholder

Pitfalls

- Evaluation of stakeholder analysis is susceptible to subjectivity or bias.

TIPS

- The research team should be neutral and refrain from affecting the analysis process or the choosing process of the involved stakeholders.

Toolbox B

Identifying

Key Development Challenges in the Area

1. Transect Walks
2. Direct Observations
3. Surveys
    - 3.1 Survey Templates
    - 3.2. Detailed Post-Survey Report
4. Community Mapping
5. Mapping Existing Situations
    - 5.1 Physical Environment Mapping
    - 5.2 Mapping Services
    - 5.3 Determining Infrastructure
    - 5.4 Mapping Mobility
6. Focus Group Discussions
    - 6.1 Seasonal Calendar
    - 6.2 Daily Routine
    - 6.3 Cognitive Mapping

A. Objective 2 : Identifying key development challenges in the area

Team: 6 – 10 Members

Time: 2 – 4 Weeks

What is the Toolbox?

This toolbox provides tools necessary for collecting data about the area of assignment and the local community, with the purpose of building an understanding of the key challenges faced by the local community. In this phase, the full capacity of the PNA team is at use, with some tools requiring interaction with as many residents as possible to reach more solid findings.

Objectives of the Toolbox

- Obtaining qualitative and quantitative data about problems and challenges in the area of assignment.
- Obtaining both first-hand knowledge and second-hand information from the local community about the case being analysed.
- Building detailed knowledge of community problems and resources as well as information about local dynamics.
- Gathering as much data as possible, to be analysed by the following toolbox to identify local community needs.

What is the output of the Toolbox?

- Survey detailed report
- Focus Group Discussion detailed report
- Physical environment maps that include (Building heights – Land-use – Conditions)
- Maps for services available in the area
- Infrastructure maps and evaluation reports

Verification Tools

- Data Triangulation for data collection results
- Mapping physical environment can verify data collected from the local community

B.1 Transect walk

Direct Observations

What is it ?

A Transect Walk is an information-gathering exercise that relies on observation. It is a guided and orderly walk along the routes of the research area. It differs from direct observation in that local participants guide the Transect Walk to allow outside researchers to identify and describe the resources, potentials, and threats in the area.

Objective

- Validating data gathered from Exploratory Walks
- Involving the local community in the observation process
- Getting to know the local community and allowing the local community to know the PNA team
- Getting introduced on-site to the problems of the local community

Benefits

- It introduces the team to the community. It helps familiarize the researcher with the local residents as it encourages them to talk about their problems, needs, and resources.
- It validates the data gathered from the observation exercise.
- It helps identify major problems and possibilities as perceived by different groups in relation to features or areas along the route of the transect walk.
- It provides an entry point for discussing how things used to be and/or how people envisage they will or should be in the future.
- Dealing with local residents as experts gives them the trust to raise more discussion about the area.

Resources

Time:
2 - 3 Hours

Human resources:
3 Team members + Local community representatives

Level of expertise:
Experts in observations and dealing with local community

Tools:
Cameras and notebooks for documentation

How to use this tool ?

1. Identify the appropriate stakeholders (key informants) to be included in the walk (men, children, women, old people, disabled, and community representatives).
2. Choose a route based on discussions with the local stakeholders. Where to start the walk? Where to end the walk? What to see? At what time to start? How long will it take? Does the walk need to be split into sections? When does the team stop?
3. Use photos and maps (divisions maps or free resources as Google Earth maps)
4. It is not necessary to stick to the original planned route. Participants can deviate when it is useful or interesting to observe the surrounding area and to gather relevant and useful information.
5. Local community members encountered along the way can be informally interviewed to obtain local perspectives from people who might not have been able, or felt able, to join the already participating residents. Questions to help with discussions and interviews can include:
   - What are the major community activities carried out in each zone? By whom?
   - What services and infrastructure are available in each zone?
   - What economic opportunities are available in each zone?
   - Are women and men, and people from different socio-economic groups, able to equally access each zone?
   - What are the main problems?
   - What interventions for improvement have been made?
6. After the transect walk is finished, research team members need to find a suitable place to discuss and record the information and data collected. Where more than one Transect Walk has been completed, results can be combined and compared.

Pitfalls

- The process needs time. Providing a short duration for this tool can affect the quality of data gathered
- The team member has to have a permission for field work, or else this can affect the safety of the whole team

TIPS

- Conducting the transect walk should be before conducting the interviews and the focus groups.
- Follow the map division criteria when conducting transect walks.
- Engage with and talk to as many residents while walking.
- Variation in routes and times of walks gives an insightful perspective about the area of intervention.
- Researchers should make sure residents approached are of different socio-economic groups and physical abilities.

B.2 Direct Observation

Transect walk
Exploratory walk

What is it ?

This tool is the practice of examining or watching places, people, or activity without interfering or taking part in what is going on. The observers watch and record what they see, hear, smell and/or touch.

Objective

It is a qualitative data collection tool to obtain first-hand knowledge about the case under study.

Benefits

Direct observation is used with other data collection procedures; when the goal is to evaluate an ongoing behavior process, event, or situation; and/or when there are physical aspects that can be readily seen.

Resources

Time:
1 - 2 Days

Human resources:
All field work team members

Level of expertise:
Expert in community activities

Tools:
Cameras - Notebooks - Map

How to use this tool ?

1. Record information, such as video, audio, written notes, drawings, and maps about the surrounding environment being observed. The observation's focus should depend on the research question, but some basic aspects to watch for, include:
   - The physical characteristics of the setting(s)
   - The description of people involved (age, race/ethnicity, gender, clothing style, etc.).
   - The activities, events, and/or places observed, and the description of each.
   - The nature of interactions among people.
   - People's apparent attitudes towards places, situations, activities, or events-positive or negative, happy, confused, angry, disappointed, etc.

2. Once the researchers have gathered information, data needs to be analysed and initial assumptions made accordingly.

Pitfalls

- Sometimes informing the community that they are being observed alters their behavior.
- There is always a risk of missing valuable information. Accordingly, many researchers prefer to gather more information than needed.

TIPS

- The research question has to be clear during the observation process and accordingly observations need to be structured around it. When the question is clear, the researcher will know what to focus on during the observation.
- The observer's own responses and attitudes, including the physical and psychological comfort should be separate from the recording of the observation itself.

B.3 Surveys

Map Division Sampling

What is it ?

A survey is conducted through a pre-set list of questions to be answered by a pre-determined sample of the number and types of people. The results are tabulated, summarized, distributed, discussed and used. The results are mostly quantitative data that can be generalized about the whole community, if the sample is sufficiently representative of the community.

It is a tool by which community members can be asked about their community and their needs. In most needs assessment surveys, a need is specifically related to a particular group or community. It is not a universal need and it is more than an individual need. The survey aims to identify needs that are common and shared by this particular community or group under study. Common examples can be garbage accumulation in the streets, deteriorated medical services or unemployment.

Objective

- To get quantitative data from a large number of community members, where the data can be generalized about a whole community.
- Identifying group or community needs. A good survey can supplement the researcher's observations.
- To get results that can apply to a larger portion of the community rather than those acquired from personal interviews and focus group discussions
- Identifying needs that may have been overlooked.
- To base the action plan in line with the community needs.

Benefits

- The action plan is more likely to be supported by the particular community since it will tackle needs expressed by its members.
- Helps understanding common issues for the majority of the local community.

Resources

Time:
1 - 3 Days

Human resources:
All field team members

Level of expertise:
Experts in dealing with the local community

Tools:
Survey templates - Notebooks - Map

How to use this tool ?

1. Design the survey template (Refer to B.3.1.)
2. According to the sample selected and the map division, the survey team can be distributed in the field.
3. Researchers need to maintain friendliness during the survey so that participants are more willing to answer questions.
4. Explain the purpose of each section of the survey to participants to ensure better quality answers.
5. If a researcher feels that a participant is not comfortable answering certain questions, these questions should be discarded and marked. By marking undesired questions, this might indicate certain taboos in the community.
6. After finishing the survey, the researcher should inform participants about future steps in the research.
7. Tabulate results for open-ended questions, results are coded into categories. The research team needs to brainstorm to identify categories. The categories chosen will shape how the data is interpreted.
8. Interpret and analyse results. Guiding questions include: What are the main occurring patterns? What possible actions do the results point to?
9. It is helpful if a group of people, perhaps the same people who carried out the assessment, review the results and share interpretations. The same numbers can mean different things to different people; some discussion will result in more accurate interpretations.
10. Present the survey final outcomes during focus group discussions to validate and re-analyse the data for the action plan.

Pitfalls

- Needs may remain unclear or vague.
- The researcher's bias and personal opinions might influence the reading of the results.

TIPS

- There are different means for conducting a survey, such as by phone survey, or mail. In Egypt, these are not always the best options, as some samples may lack access to phone and/or mail. Direct contact between the researcher and the sample also grants an increased opportunity for extracting more information.
- Target meeting places or times where the largest number of your sample may be present. That way a lot of data may be collected in a short time.

B.3.1 Survey Templates

What is it ?

After gaining an overview of the area and the community, the researcher can start designing survey templates. Taking into consideration the key outcomes from the desktop research and from discussions with community representatives, a preliminary survey template can be designed.

How to design a needs assessment survey template?

1. Identify goals for the survey
2. Decide on how long the survey should take
3. Decide on the number of applicants you are going to question and who will be asked. Refer to map divisions and sampling
4. Decide what questions will be asked:
   - The questions should be easily understood and answered by the residents.
   - The questions should avoid issues sensitive to the local community (direct questions about income, religion, personal relations may be examples).
   - The template should not only include close-ended questions; it is better to include one or two open-ended questions in order to gain a margin of qualitative results from the survey.
   - The questions should consider gender and age differences.
   - The template should be applicable to different categories of the community, since it is a quantitative data collection tool and generates general information about a whole group or community.
5. Create a draft of the survey
6. Try out the survey on a test group and start training the research team on survey questions and what the purposes for each question are?

Pitfalls

- Template may be too long with too many questions.
- The researcher is not flexible, restricted by a fixed template.
- The questions are often designed to ask about the community's problems and neglects the resources which may disappoint community members questioned.
- The template may contain questions that are found too complex by participants of the local residents.
- The template questions may trigger other questions by sample participants that the researcher is not trained to answer.
- Questions may sometimes produce immeasurable and misleading answers.

TIPS

- Vague questions such as "what are the problems in the area?" are very likely to produce vague answers and sometime immeasurable results. Keep the questions clear and concise. (e.g. If you are the mayor/ governor, what are the first three decisions are you going to take for the area?)
- Try using constructive questions as they usually result in more clear answers. For example, a question like "what is satisfying in your neighborhood that is missing in other neighborhoods, and what are the advantages in other neighborhoods that are missing in yours?" is more likely to make sample participants think more about resources, potentials and needs that are missing in the neighborhood.

Detailed Post-Survey Report

After conducting the survey(s), a detailed report must be prepared and can be organised as follows:

1. Introduction: What is the aim of the survey and what information did it seek.
2. Methodology: The quantitative and qualitative aspects of the survey, and the basis on which the questions were chosen.
3. Digitised survey results summary:
   - Numbers and percentages of responses to each quantitative question broken down by subgroup.
   - Summary of similar and exceptional responses to qualitative questions broken down by subgroup.
4. Analysis: Presentation of quantitative data gathered from the survey (Will be easier understood as info-graphs).
5. Conclusion: List of identified problems/needs sorted by priority and sub-group (type or geography or both) with notes on special provisions.
6. Appendices: Scanned/digital copies of survey applications, and photographs or videos of the process.

The post-survey section of the research also includes digitisation, analysis and formulation of a conclusion.

Digitalisation
If the survey questions are well prepared and the survey is done successfully, it should generate straightforward answers that are specific and to the point.
All filled-in survey forms should be digitised into the relevant software (e.g. Excel) and organised by sub-group with reference to the original survey forms

1. Digital entry sheet
2. Digitise the answers given by each sub-group by percentage.
3. Highlight those that did not achieve minimum response rate to redo/omit.
4. Add field notes at the bottom.
5. Note down contradictions/ambiguity in the answers.
6. Produce graphs/charts/info-graphics.

Analysis
Your digitised entries are now ready to be analysed depending on how the survey was set up.
Below are some examples of how the survey results can be analysed:

- By question and typological sub-group (gender, age, vocation… etc.)
- By question and geographic location (shiakha, street, tribe… etc.)
- By question and both typological and geographic sub-groups

1. Clearly defined needs/problems/complaints
   - Good work, proceed to the next step
2. Ambiguous or contradictory needs (within one group)
   - May need clarification
3. Nothing that can be identified as a needs/problems/complaint
   - Something major was wrong with the survey or sub-group, will need to be redone

Clarification of Contradictions, Ambiguity and Low Response Rate

You may find that answers between one group and another contradict. Some contradiction is normal as the groups represent different interests and have different needs, but a lot of contradiction or a low response rate means that something was wrong with the survey; the questions or how it was conducted. You may also find that within one group answers contradict within each other's. These cases require some further investigation on your part:

1. Review your process; were many questions left unanswered?
   - If yes, then re-conduct the survey on the same sub-group(s) where your team fills in the answers on an interview basis (the forms may have been left for respondents to fill on their own)
   - If the forms still do not meet the minimum response rate, see #2 below.
2. Review your questions and the survey team assigned to the sub-group(s); do the respondents show that they clearly understood the questions?
   - If yes then re-conduct the survey on the same sub-group(s) with contradictory answer(s) with an expanded question.
   - If no, then re-conduct the same survey on the same sub-group with contradictory answer(s) with a more clearly defined question.
3. If #1 and #2 do not solve the problem then compare the responses to findings from your desktop research and your field work;
   - If most responses match the findings then dismiss the contradictions/low responses
   - If most responses contradict the findings then you need to consult the field work team

With these steps you should be able to resolve the contradictions and have a more accurate understanding of the expressed needs.

Conclusion

Your Survey Report should conclude with a set of clear expressed needs/problems/complaints by each sub-group presented as charts/ graphs/ infographs/ tables… etc.

- The needs should be ranked within each focus group according to the ranking criteria.
- You may also use the ranking criteria to rank the needs across the groups for an overall needs rank.

B.4 Community Mapping

Cognitive Map
Direct Observation
Map Division

What is it ?

This tool is carried out by the community for the community. Community members draw their problems and potentials on a map and discuss them together. This can be a great brainstorming tool, which can lead to identifying preliminary needs.

Objective

- Creating a map of community assets and resources within a defined area, highlighting people, physical structures, organisations, and institutions that can be utilised to create a meaningful service project.

Benefits

- Identifies community assets and threats.
- Encourages community members to express their points of view and helps engage different community members and associations who are interested in community development.
- Clarifies and enhances the relationship between the different stakeholders and helps show how the different stakeholders work together to develop better understandings about the community's assets and problems.

Resources

Time:
1 Day

Human resources:
2 Team members and the local community team

Level of expertise:
Experts in mapping and local community activities

Tools:
Maps - Notebooks - Paper sheets

How to use this tool ?

1. Gather information about the community (use information from the desktop research and transect walk).
2. Identify the community members that will work on the mapping process.
3. Identifying community leaders (choose candidates with the help of community representatives).
4. Define the topic, issues, and areas that are going to be mapped. That could include spatial maps, assets, hazards and/or risk maps.
5. Decide what kind of maps will be illustrated.
6. Printed maps can be used and their divisions used to define territories, or the community members (participants) can be left to draw their own maps based on their imaginations and perceptions.
7. Let the community illustrate the map and draw the issues and problems based on the topic discussed.
8. Discuss the maps with the community group after they are done. This can be a great brainstorming tool, that can lead to identifying preliminary needs.

Pitfalls

- Mapping exercise requires a lot of time, so participants should be informed in advance.
- The administrative maps may not represent the same territories that are drawn by the community.
- The process of community mapping may be dominated by one person, one group, or personal interests.

TIPS

- Conducting the community mapping may take place in focus group discussions or during any other related tools.
- Use illustrations and photos in order to visualize the mapping process.
- Let community participants express and illustrate their perceptions to ensure the validity of the collected data on the maps.

B.5 Mapping existing situations

Map Division

What is it ?

Most of the complaints can often be solved by physical interventions. To reach an efficient and a sustainable action plan, a set of studies need to be conducted to scientifically verify the origin of the problem (e.g.: bad drinking water, is it a problem of the pipes? from the main source? Or from the water station?)

These studies have to be backed up by experts and specialists in the researched fields. This tool provides preliminary studies and data collection to be made available to specialists, therefore drastically cutting down the budget and time required for intervention.

Objective

- Understanding the area of assessment in matters of spaces and structures.

How to use this tool ?

The following process is a list of studies that can be conducted by non-experts.

- Spatial Aspect
  Whatever the problem, mapping the physical environment is crucial to having a base map with key data. This includes mapping spaces and structures in the neighborhood: buildings, statuses, street conditions, street furniture… etc.
- Functional Aspects
  This includes mapping services, infrastructure and mobility. This can also serve as another verifier for the needs assessment.

Mapping of the Physical Environment

What is it ?

Mapping the physical environment of the researched area is crucial when deciding actions that concern housing, infrastructure, services, and environmental and economic interventions. This step also feeds in the following steps that map services, infrastructure and mobility.

How to use this tool ?

1. Before starting this tool, you should review all previous studies, in terms of the availability of data on the region; it could contribute to saving time, by updating these surveys, and add some required data to them.
2. Check:
   - General Organisation for Physical Planning (GOPP) plans
   - Informal Settlement Development Facility
   - Department of Urban Planning in the governorate
   - Department of roads in the governorate and the
   - neighborhood Companies networking information centers (electricity - water and sewage - gas - telephone)
3. Make sure to have field work permits from the district or the governorate and the police department of the study area.
4. Prepare a scaled map to write comments and annotations on any building or road, if wanted.
5. Design the data collection template for surveying the physical environment in the researched area.

Resources

Time:
1 - 3 Days

Human resources:
3 Field team members

Level of expertise:
Experts in urban environment and mapping

Tools:
Mapping templates - Cameras - Map - Notebooks for notes - coloured crayons

How to use this tool ?

Physical Environment Data Collection Template

1. Identify the content of the template form based on the objectives and the type of project.
2. Put the basic data in the column headers such as (uses - construction systems - heights - conditions - the number of residential units - the number of business units / administrative / craft - ground floor uses – connecting with networks).
3. Include cells for characterising the roads (paving - Lighting - planting - parking- occupancy).
4. Monitor all of the required data in separate forms for each building with a numeric sequence in the form attached to the map and take notes within the form.
5. The form can be accompanied by photos for each building, to ease returning back for verification.
6. Make a list for codes of the data to be collected, such as:
   - Uses
     Residential= R   Commercial = O   Services = S
   - Heights
     One floor = 1   Two floor = 2   Three floor = 3
   - Conditions
     Good = G   Medium= U   Bad = B (Check URHC Mapping Criteria) 10
   - Construction systems
     Structural = C   Walls carrier = W   Clay / Wood / Tin= Y
7. Use the form to write notes and statements that differ from the norm and write down the code on every building on the map.
8. After the completion of the urban survey processes, select samples of the work of each group, to conduct the review, and to ensure the accuracy of the collected information.
9. After documenting and presenting the urban survey data, perform field audits in random buildings, to ensure accuracy and verification of the entered information, and it is appearing as required.

TIPS

- Preferably, two members working together on one area; one for photography and one for the codification and drawing.
- Don't collect a lot of information in the form more than the need of the project, so as not to consume the time and effort of the team without notable benefit.
- Test the form after designing it, in order to calculate the time and the number needed to cover the spatial scope of the project, and also to test the ease and achievement the desired goal of the form.
- Test the time needed to document the form after the urban survey process by using computer programmes (e.g. Excel) or manually on paper maps.
- Make sure to note the date & timing and the surveyor name on each form of the urban survey

Mapping of Services

What is it ?

This step is to determine the need and the deficit in services in quantitative terms: Where do the deficits appear, where are they concentrated, what is the nature of the scarcity and is it surrounded by other problems or special constraints.

How to use this tool ?

1. Identify the types and numbers of services within the scope area of the study by the physical environment survey map, or available data and information.
2. Compare urban survey data, with desktops data to ensure urban survey data accuracy
3. Start placing each type of service on a separate map, as follow:
   - Educational Services: (Primary / Preparatory / Secondary / Technical secondary / Azahari education stages / Institutes/ Universities), also differentiate between private and public schools.
   - Health Services: (General / Central / Specialized hospital / University hospitals / One day health unit/ Medical centre / Clinics/ Ambulance points / Clinics attached to religious facilities)
   - Religious Services: (Mosque/ Zawia's (Small mosques) / Church / Centre / Office of the memorization of the qoran).
   - Administrative Services: (Municipality / Governorate / Health departments - Education departments / Tax authorities / Chambers of Commerce / Labour offices / Supply offices / Unions and Syndicates)
   - Antiquities/cultural services: (Art galleries/ Theatres/ Museums)
   - Recreational Services: (Gardens and parks / Youth centres / Sports clubs / Cinemas / Theme parks/ Circus/ Cafes/ Restaurants)
   - Commercial Services: (Shops/ Markets / Banks)
   - Security Services: (Police departments and checkpoints / Fire fighting)
   - Social Services: (Nursery / Social clubs/ Community centres)
4. Select a colour for each type of service. E.g.: Educational services in blue and health services in brown.

How to Read and Analyse the Services Map?

1. The importance of services maps is to read and show the deficit and the needs of services on areas, and also where the services are concentrated. It describes the spatial constraints that may face the user to access the service, therefore services maps are associated or closely linked with the studies of movement network and the accessibility.
2. Reference the attachments of services rates and standards (General Organisation for Physical Planning - Housing & Building National Research Centre)
3. Calculate the numerical deficit and the need to measure the availability of the service compared to the rates and the size of the current population.
4. Analysing services maps show the places and concentration of services in the region, and if they are comparable to the theoretical calculations on the maps, by drawing a circle centered in the service and its radius is the range of service rate. Often this method is used for educational services, health and religious.
5. Analysis of services maps illustrate the spatial barriers in access to the service such as increased trip time a long distance walk and it is often due to the presence of urban edges (Regional Road - Railway - Canal - Metro line)
6. Do not depend only on the theoretical ranges on the services maps. Draw the movement paths for each service, and figure out the walking distances, the time required to reach the service and the safety of the trip to service, and then compare it with the rates of the time to reach the service, and from the qualitative outcomes from the interviews and FGDs.

Determining Infrastructure

What is it ?

Infrastructure is a frequent complaint from the local communities. This part explains how to determine and map infrastructure in the researched area, but specialist will be required to do the analysis and assessment of the problems (Water / Sewage / Electricity / Gas / Phone networks / Roads).

How to use this tool ?

1. Collect information from the official sectors responsible for the problem that is being researched.
2. Categorise the information depending on:
   - Official reports for infrastructure codes (Size / Location / Capabilities / Service range Consumption rates).
   - Maps from official sectors (Networks / Stations)
   - Physical environment survey (Adapters / Cabins / Terminals / Overhead lines / High voltage towers).
   - Needs Assessment Survey (Quality of the service/ Needs/ Complains)
3. After collecting the needed information consult a specialist in the specific field of the infrastructure according to project type.

Mapping of Mobility

What is it ?

Mobility systems study in the scope of the project describes the need of transportation, parking, improving roads and pavements, and preparing a mobility management system to facilitate the movement means, such as bicycles.

How to use this tool ?

1. Prepare a base map for the researched area and mark the following:
   - Places of mass transit stations
   - Parking Spots/ Paths to nearest parking Spots
   - Metro Stations/ Paths to nearest station
   - Street Lighting (Put a code for well and poor lit streets)
   - Road width and conditions (Paved/ Unpaved)
   - Map any uses on the pavement.
2. Prepare set of maps as follows:
   - A movement map for youth from their homes and going to schools and universities
   - A movement map for work and the nearest vehicular or transportation stations
   - A movement map for shopping
   - A movement map in the rush hour
3. These maps are drawn by a sample from the local community members or by direct observation.
4. Using the previous maps, identify the following:
   - Number and types of transportation per trip (Walk / Toktok / Microbus / Bus / Metro / Bicycle)
   - Procedural need of paving roads, barriers and obstacles
   - Safe and unsafe roads: Write down community reasons and perceptions of safety in roads (e.g.: Women might find poor lit street are unsafe)
   - The entrances to the neighbourhood and evaluate them (Exposed and unexposed entrances/ Easy and hard to access)

TIPS

- The mobility map is not determined by studying movement maps only, but the outcomes from the questionnaire and Focus group discussion will be explained later in the manual is very important to verify the need.
- Using more than one transportation means per trip is an indication of a problem in communication between the region and the range of the surroundings.
- Monitoring movement on the maps should be at different times throughout the day to the same monitoring point.
- Sometimes preparing models for the mobility management system is the need to solve the main problem of the region.

B.6 Focus Group Discussions

Sampling
Building Dialogue
Surveys
Community Mapping

What is it ?

A Focus Group Discussion involves a smaller group of knowledgeable people (possibly 5–15), or those with a common concern who can speak comfortably together, share common problems and a common purpose. The group's composition and the group discussion are carefully planned to create a non-threatening environment in which people are free to talk openly. Members are actively encouraged to express their opinions.

Objective

- Understand needs, resources and challenges for a certain group of the local community
- Ask questions that can't easily be asked or answered on a written survey.
- Supplement the knowledge you can gain from written surveys.

Benefits

- Focus group discussion is a tool that can identify problems, needs, resources and solutions.
- The data collected are qualitative data.

Resources

Time:
2 - 3 Hours/ Focus group

Human resources:
1 moderator + 2 to document the discussion

Level of expertise:
dealing with local community

Tools:
Data show - Map - Notebooks - Paper sheets - Coloured crayons

How to use this tool ?

1. Involve community leaders or organisational managers in deciding criteria for group selection and suggesting suitable people.
2. Set the date, time, and venue by taking into consideration a date and time that suit the targeted group.
3. Prepare guiding questions that will serve to steer discussions.
4. Set the seating in a circular setting.
5. Start by informal talks, and then explain the discussion objectives and benefits.
6. Start your questions by the most general ones.
7. Move on through the rest of the questions that are more specific to the issue you want to know about.
8. You can also use other analytical tools as Problem Tree and Bridge Model(will be explained later in tool box C) beside the questions
9. When you finish the questions, ask the group for any comments to gather opinions that have not yet been voiced.
10. Summarize what you think you have heard, and ask if the group agrees
11. Announce the next step after the focus group.
12. Leave copies from the focus group product, as maps, charts or drawings.

Pitfalls

- Dominant participants monopolize or hijack the discussion.
- The facilitators hold onto power and stifles discussion by claiming that they are 'experts' on the topic.
- Not inviting a sample representative of the community.

TIPS

- Be sure to record. If the group is not being tape-recorded, someone should be writing the key points down.
- The leader's job is to elicit opinion, and not judge it. All opinions should be respected.
- Phrase the same question in a different way.
- Enjoy Silence. Being silent in most cases, can give participants the time and space to process and formulate ideas. Speaking a lot may also have the opposite effect on your participants- discouraging them from speaking up and relying on you for direction.
- Look around the room, and make brief eye contact, especially with those who may not have spoken.
- Encourage participation of women & marginalised voices.
- Focus Group Discussions can include sets of tools and exercises to gather and analyse in-depth information like Bridge Model and Problem Tree(will be explained later in Toolbox C).

Seasonal Calendar

What is it ?

A Seasonal Calendar is a calendar and a chart that shows the changes that take place in the community throughout the year. It also identifies the times of stress, vulnerability, risk, and assets, as well as how people react to them.

Objective

- Determines patterns and trends throughout the year
- Mapping threats as well as potential in relation to periodical events.

Benefits

- It gives insights about the variation and availability of resources along the year.
- It brings the different variables together and shows the relationship between problems and times of the year.
- It is useful in bringing people together to discuss important events and variables they all face.

Resources

Time:
1 - 2 Hours

Human resources:
1 Moderator + 2 for documentation

Level of expertise:
Expert in dealing with local community

Tools:
Map - Annual calendar - Flipchart - Coloured crayons

Pitfalls

- Local residents may find difficulties in the tool and in presenting variables using visuals and objects.

TIPS

- In case of having several different groups, each group will do its own calendar and present it to the other groups for feedback and comments.

How to use this tool ?

1. Select local stakeholders who can present different groups in the community and provide useful information about them.
2. Divide the attendees into sub- groups.
3. Set a timeline for the calendar and set a period of a number of months.
4. The calendar does not have to start with January for the community can set it according to an important event in the area.
5. These events may be the harvest, stream, religious and local events, etc.
6. The facilitator prepares questions related to a variety of peoples' lives and their events.
7. Participants should write the seasonal calendar according to these events and variables, which they feel important.
8. Encourage the participant to fill the calendar using visual tools, like drawings and objects if possible.
9. Try to relate these events to a current issue in the community (for instance, labour problems and the harvest season? How many males and females work in farming?)
10. Determine the most important issues that are caused based on the seasonal calendars.
11. Ask questions like: What are the busiest months of the year? How does income vary over the year for men and women? How does expenditure vary over the year for men and women? When are holidays and how many days are off in each month?

Daily Routine

Community Mapping

What is it ?

Daily Routine is a tool to identify the daily activities and movement pattern of different community members.

Objective

- It gives a better understanding of the activity patterns of several groups of local residents during the day, and how they shop, commute and entertain/ socialise
- Understanding these patterns and the difference between them helps in the planning phase.

Benefits

- It helps in understanding the difference between several groups of the community and identifies potentials and threats they find on daily basis.
- It gives insights about the community, which are hard for the researchers to observe.
- It allows the PNA team to know the best timing for holding public days, community meetings and interviews.

Resources

Time:
1 - 2 Hours

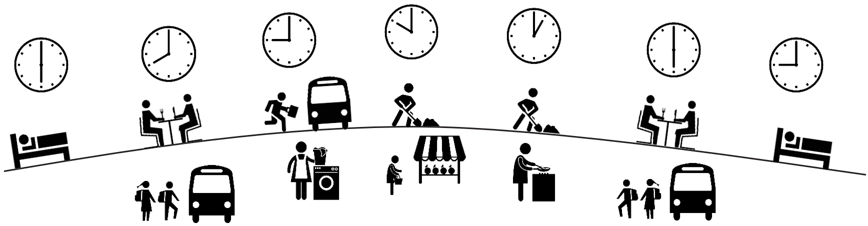
Human resources:
1 Moderator + 2 for documentation

Level of expertise:
Expert in dealing with local community

Tools:
Map - Paper sheets - Coloured crayons

How to use this tool ?

1. Set objectives for conducting this exercise (e.g. understanding the movement pattern of the households or understanding how the children go to school).
2. Explain to the participants that they will draw or write their daily routine and activities from the moment they start their day till they end it.
3. Advise them to write parallel activities they do, if any.
4. Explain that it is possible to include their group/family members' activities.
5. Participants should divide the timeline in ways such as by the hour and by a time-period (morning, afternoon, evening).
6. The participant will visualize the activities along with their timeline using words, drawings, and symbols.



Pitfalls

- The facilitator may raise inappropriate questions which touch upon sensitive issues in the community.

TIPS

- In the case of any intervention, the daily routine can be conducted in the middle and in the end to evaluate and understand changes that may have resulted from the intervention.
- Choose an appropriate space/place to hold this tool.
- The facilitator should prepare some questions to facilitate the process of drawing/writing the daily routine.
- The questions should be related to health, well-being, important activities, difficulties, and daily changes in the participants' routine.
- It is better to divide the participant into groups in which they can feel comfortable to talk about their daily activities and avoid any situation that maybe perceived as inappropriate.
- The tool can be conducted with individuals (for personal daily routines) and groups (for generic daily routines) in the same meeting.

Cognitive mapping

What is it ?

Cognitive maps are mental representations of physical conditions and locations.They capture the perception of the community and point out important features and reveal what is less important for the local residents. Cognitive maps can be conducted on several scales, from the street scale to the neighborhood scale. They reveal how people perceive their physical environment. They can give you indications on density, safety and proximity perceptions that you cannot get from other physical standard maps.

Objective

- Understanding a community's perceptions of their surrounding physical environment.
- Gaining access to several spots in the area of interventions that might be hard for the researchers to map.

Benefits

- The resulted maps provide qualitative data that are hard to get through surveys and observations
- The tool provides insights into the physical characteristics of the spaces.
- It navigates unfamiliar territories and spots.
- It verifies the data fathered by the desktop research and the exploratory walks.
- It is a source of spatial information about the area of intervention.
- It gives diverse perceptions about the problems and potentials in the area of intervention.
- It works as a multi-purpose tool; it verifies, evaluates and assesses a situation.

Resources

Time:
1 - 2 Hours

Human resources:
1 Moderator + 2 for documentation

Level of expertise:
Expert in the assessment area and mapping

Tools:
Map - Annual calendar - Flipchart - Coloured crayons

How to use this tool ?

1. Gather 2 – 5 participants per map
2. Set the objective of mapping
3. The facilitator should pin up a map of the area of intervention.
4. The facilitator should ask members of the local community to draw the routes they go through.
5. Before the local residents start drawing their cognitive maps, the facilitator should discuss some issues related to the physical environment to inspire the local residents to imagine what they should point out on their mental/cognitive maps.
6. The local residents are encouraged to draw landmarks, boundaries of their community, transportation spots, and safe and unsafe spaces based on incidents.
7. Set some guided questions and tips. Example: colour the streets that you perceive the most dangerous, most walkable streets, draw the barriers or boundaries of the area, transportation points, Meeting points with friends… etc.

Pitfalls

- Not comparing the outcomes by different groups or individuals.

TIPS

- The facilitator shouldn't talk too much in order to allow the local residents to draw what they have in their minds without being affected.
- The facilitator may show to the local residents the outcomes of the other related tools like transect walk.
- Choose people who have convenient visual skills and let them explain to the others how to illustrate the cognitive maps.
- Add to the map the date of the day on which the mapping was conducted.

Toolbox C

In-depth

Analysis of Development Challenges

1. Problem Tree
2. Bridge Model
3. In-depth Interviews
4. Data Triangulation

C. Objective 3 : In-depth analysis of development challenges

Team: 4 – 6 Members

Time: 1 – 3 Weeks

What is the Toolbox?

Collecting data is not enough to reach an understanding of local community needs. Analysing the data collected by previous tools will enable an in-depth understanding of the cause of the local community's complaints and problems. To apply a participatory process, the analysis toolbox has to be conducted with the local community to reach more efficient findings.

Objectives of the Toolbox

- Understanding dynamics and needs of different specific groups of the local community.
- Understanding data collected by putting them into relations with other aspects.
- Reaching the origins and the impacts of the problems and needs.
- Determining the criticality of the problems, complaints and needs.

What is the output of the Toolbox?

- A detailed report of Focus Group Discussions.
- A general analysis of the data collected by this toolbox, and merging them with the previous toolbox results for final analysis.
- A list of general needs for the local community and lists of specific group needs.
- Reporting back to the local community and preparing to reach appropriate solutions for their needs.

Verification Tools

- Community meetings
- Problem tree analysis is also a tool for validating the criticality of the need by assessing impacts of each unfulfilled need.

C.1 Problem Tree

What is it ?

Problem Tree is a flow diagram that identifies causes and effects of the important issues and problems. It is usually used after problem classification to connect the current issue/problem with its wider context.

Objective

- Point out an overview of the relationships between the problems, sub-problems, their causes and effects.
- Better understanding by mapping the problem to its root.

Benefits

- It maps out the root causes and effects of a problem.
- It breaks down the issue/problem into sub-problems to overcome the complexity of the problem and give a wider perspective and understanding of its linkage to other problems or issues

Resources

Time:
1 - 3 Hours

Human resources:
1 Moderator + 2 for documentation

Level of expertise:
Expert in area of assessment

Tools:
Flipchart - Paper sheets - Coloured cryons - Coloured sticky notes

How to use this tool ?

1. Select the problem that will be analysed, based on the group members' opinion, priorities, and classifications.
2. With the group, identify the immediate and root causes of the selected problem.
3. Analyse the problem by letting the community members draw the tree and break down the problem into sub-problems, in response to questions that they can easily answer.
4. The facilitator should keep asking, "What are the causes of the problem?" to ensure that the final root is recognized by the group.
5. In a new diagram, map out each problem with its causes and effects, and get an objective out of it.

Pitfalls

- The problem seems broad and cannot be handled in the group meetings.
- Participants are left without root causes and effect identification.
- Losing focus in the process or mixing up the problem and its origin.

TIPS

- Use sticky notes
- Whenever the discussion stops, the facilitators should switch to another problem.
- Use open questions.

C.2 Bridge Model

What is it ?

Bridge Model is a tool for drawing a vision by identifying where the community is and where the local residents would like to see it, hence connecting between the current situation and a future one.

Objective

- It helps in bridging the gap between a problem and ways to solve it.
- It helps in formulating steps to reaching a common goal.

Benefits

- It builds a common vision between the community members.
- The process of applying the tool can lead the research to the planning phase.

Resources

Time:
1 - 2 Hours

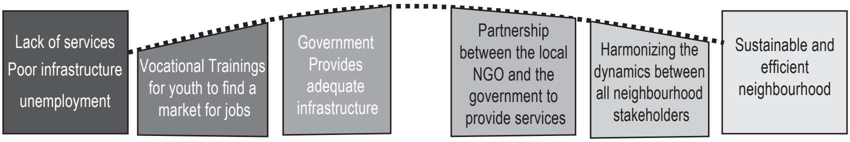
Human resources:
1 Moderator + 2 for documentation

Level of expertise:
Expert in the assessment area

Tools:
Flipchart - Paper sheets - Coloured cryons - Coloured sticky notes

How to use this tool ?

1. Participants should list the status of their current problems.
2. Participants should imagine and draw the current situation and a future vision for how the problem tree should be tackled.
3. Participants should draw the bridge, which connects between the two situations.
4. Participants should put steps for development that help in reaching the future vision.
5. Participants should represent how to achieve the future vision by adding cards, notes, etc.



Pitfalls

- The overall concept is influenced by a certain group and does not represent the complete situation and the common future vision of the whole community.
- The future vision can be sometimes unrealistic.

TIPS

- Consider the group's different backgrounds (gender, income, education level, etc).
- Use different visual tools.

The Detailed Focus Group Discussion Report

After conducting the FGDs, a detailed report must be prepared and can be organised as follows:

- Introduction: State the objectives to conduct the FGD
- Objective: Identify the reasons the focus groups were organised, and what are their backgrounds and the types of questions they discussed.
- FGD Questions and Answers: These are recommended to be in a tabular form where rows could be for the different questions (four to twelve) and columns for summarized answers, for each of the focus groups (at least two). If your questions are well prepared, you should have straightforward answers that are specific and to the point.
- Analysis: Organising data gathered from FGDs.
- Conclusion: Translating needs into proposed actions.
- Appendices: Detailed transcription or notes for each FGD, and photographs of meetings and videos.

How to structure the report?

- **Data Organisation**

  The facilitators of the FGDs should have recorded the interviews and/or written down comprehensive notes of the discussions. During the FGDs, some answers may not have been answered directly; more complaints are often discussed rather than clearly defined needs. The PNA team accordingly needs to translate those complaints into needs:

  1. Summarize the answers given by each group into:
     - Common answers: in a homogenous group, respondents will more likely answer similarly to the same question.
     - Exceptions: it will be likely that a minority of respondents will respond differently than the rest of the group. Exceptional answers here will increase, the more diverse the group is.

     Note down contradictions/ambiguity in the answers.

  2. Compare the answers given by the groups:
     - Find out the common answers across the groups. If this was a quantitative survey based on representative samples, group the answers in an excel sheet by percentage.
     - Highlight the different answers across the groups: Note down contradictions/ambiguity in the answers.
     - Add facilitators' notes and observations for each group at the end of each column.

  The outcome will be a clear transcript of qualitative responses that need to be labeled as follows:
  - Clearly defined needs (Good work, proceed to the next step).
  - Ambiguous or contradictory needs (within one group), (May need clarification - see below).
  - Nothing that can be identified as a need or a complaint (Something major was wrong with the FGDs; they will need to be redone).

Clarification of Contradictions and/or Ambiguity

Answers between one group and another may contradict. Some contradiction is normal as the groups represent different interests and have different needs, but a lot of contradiction means that something was wrong with the FGD questions. Findings may also show that within one group, answers contradict each other. These cases require some further investigation:

1. Review questions: do the answers show that they were clearly understood?
   - If yes, then re-conduct the same focus group and ask expended questions to participants with contradictory answers.
   - If no, then re-conduct the same focus group and ask expended questions to participants with more clearly defined questions.

2. Compare the responses to findings from your desktop research:
   - If most responses match the findings, then dismiss the contradictions.
   - If most responses contradict the findings, then consult the field work and the surveys.

3. Compare responses to findings from the field work and surveys:
   - If most responses match the findings, then dismiss the contradictions.
   - If most responses contradict the findings, then further or more detailed field work is required.

These steps will work to resolve the contradictions and offer a more accurate understanding of the expressed needs.

Conclusion

FGD Report should conclude with a set of clearly expressed needs by each focus group.

- The needs should be ranked within each focus group according to the stakeholders priorities.
- The ranking criteria used to rank the needs across the groups can also be used for an overall needs ranking

C.3 In-Depth Interviews

Networking with local communities Sampling Surveys Focus Group Discussion

What is it ?

In-depth interviews are a qualitative data collection tool. It consists of open-ended questions, not structured ones like in a survey. It is directed at specific persons chosen according to the aim of the research and the nature of the community.

Objective

- Obtaining detailed information about a person's concerns and behavior, and exploring new issues in depth.
- Interviews are often used to provide context for other data (such as outcome data), offering a more complete picture of what happened in the researched area and why.
- They are often used to refine questions for surveys

Benefits

- It provides much more detailed information than what is produced by other data collection methods, such as surveys.
- It can be useful when extracting information from a technical expert, since more in-depth knowledge is required.
- It is useful in getting more detailed opinions from community members on a specific topic.

Resources

Time:
1 - 2 Hours

Human resources:
1 Team member for each interview

Level of expertise:
Expert in dealing with local community

Tools:
Notebook - Sound recorder

How to use this tool ?

1. Decide on the purpose of the interview: what information needs to be gathered? From whom? And why?
2. Prepare open-ended questions or topics that will be addressed during the interview. They are not structured rigid questions like in a survey, but questions that guide the interview and fulfill the purpose of the research.
3. Plan the interview process: What are their demographic characteristics? How many persons? How will they be reached? Where will the interviews be conducted? Are there any ethical considerations?
4. Decide on a team member to conduct the interview. It is preferable that the interview is done one-on-one.
5. Record the interview and/or take instant notes after taking permission from interviewee.
6. Analyse data by grasping patterns and themes.

Pitfalls

- Not formulating a clear aim for the interviews.
- Main questions or topics may be poorly prepared.
- The interview may be unfocused and the interviewer fails to guide the discussion.

TIPS

- The interviewer should be trained in interviewing techniques. In order to extract the most detailed and rich data from an interviewee, the interviewer must make the interviewees comfortable and appear interested in what they are saying.
- In-depth interviews are about listening, so the interviewer should not talk too much, rather just guide the discussion.
- The interviewer should be chosen according to the interviewee that is being targeted. For example, in some communities if a woman is being interviewed it is sometimes better that a woman conducts the in-depth interview.

C.3 Data Triangulation

What is it ?

It is a tool that facilitates data validation by comparing findings from different qualitative and quantitative tools on a certain topic/issue. These tools can be surveys, interviews, focus group meetings, etc. The tool works to analyse the outcomes of these different tools. It involves time, space, and persons.

Data triangulation is not only limited to comparing data; it should also include community responses to the verification and to the findings. It should be implemented in focus groups, public days, etc. to ensure it is a participatory process.

Objective

- The main objective behind the data triangulation is strengthening and validating the research findings in order to reach the best supported means to achieving the needs.

Benefits

- It is used to combine the pros and cons of the qualitative and quantitative approaches.
- Data triangulation can be conducted in the middle of the research when needed. This helps in revising the process of certain tools in order to enhance the next steps in the research.

Resources

Time:
2 - 3 Hours

Human resources:
1 Team member

Level of expertise:
Expert in research

Tools:
All data collected

How to use this tool ?

1. When to do data triangulation
Dissimilar data results from the use of qualitative and quantitative tools about the same topic. Data triangulation is conducted when:

- Data collected is wrong or the wrong tools have been used.
- The selected sample is not representative, so the quantitative data outcomes are not accurate.

2. How to conduct the data triangulation:

- Collect data from different qualitative and quantitative tools/sources about certain topics/objectives.
- Invite interviewees (community members) back for a focus group in the process of comparing and contrasting their views with other community members.
- Present certain outcomes that were confusing and collect diverse points of views about the outcomes of the topic/activity (community members' notes).
- After discussing and collecting the participant points of views, go back to the fieldwork for verifications. There may also be a need to do more fieldwork.

Pitfalls

- Participants may lose interest or be confused because of the long process of discussions, analysis, comparison, and returns to fieldwork.

TIPS

- Try to include in the discussion the participants who participated in each qualitative and quantitative tool, in order to avoid confusion.

Toolbox D

Developing

Solutions and Project Proposals with Community

1. Stakeholder Brainstorming
2. Community Action Planning
3. Public Consultations

4. Objective 4 :
Developing solutions and project proposals with the community

Team: 4 – 6 Members

Time: 1 – 2 Weeks

What is the Toolbox?

Translating needs into on-the-ground actions is a main target for the PNA assignment. This toolbox helps develop appropriate and sustainable solutions for the needs collected in the previous toolboxes.

Objectives of the Toolbox

- Coming up with different alternatives for solutions.
- Reaching sustainable and efficient solutions that directly fulfill the local community needs.

What is the output of the Toolbox?

- Ideas for actions.
- Preliminary work plan and guiding steps to achieve solutions.
- Public consultation minutes and feedback.

Verification Tools

- Public consultation session(s).

D.1 Stakeholder Brainstorming

Building Dialogue
Conflict Resolution
Bridge Model

What is it ?

Brainstorming is a thinking tool and a group process that aims at generating a lot of ideas, topics or solutions. Brainstorming tools can aid in translating needs into action processes, creating a richer outcome, with more ideas, topics and solutions.

Objective

- Brainstorming aims to increase negotiation with implementing agencies and chances of success
- It aims at coming up with sustainable ideas for solutions and actions to certain needs, generated by the local community and other stakeholders

Benefits

- The sum of the minds can create greater things than each individual one, because a group brings a unique mix of opinions, ideas, and perceptions.
- It produces a high amount of generated ideas. At best, participants with different knowledge and different experiences come together. They bring together various ideas and suggestions.
- Because the ideas are not criticized or rejected during a brainstorming session, interesting proposals can be gradually refined. The participants brainstorming build their solutions on the ideas of others, “think them up” and improve them. This synergy effect permits the generation of better ideas.
- Finally, joint brainstorming improves the working atmosphere. Working creatively motivates participants. The solutions found are generally more accepted by the team and will be implemented with more support from the local community.

How to use this tool ?

1. In a stakeholders meeting, a facilitator should define and display guidelines. For example: all ideas are OK, build on others' suggestions, clarification – not evaluation, one person speaks at a time, keep the discussion moving and feel free to 'pass'.
2. Generate and agree on category titles before beginning this tool. For example, if the group is brainstorming on how to implement green spaces in a public area in the neighborhood, the categories might be "local plants", "community partners", and "funding".
3. The facilitators should write the topic for everyone to see. Allow a few quiet moments for participants to think about ideas, maybe even jotting down a few thoughts on paper.
4. Facilitators should let the group offer ideas spontaneously as they come to mind.
5. When participants seem to have run out of ideas, facilitators can allow a few additional moments of thinking time. Sometimes the best thoughts emerge from this second round.
6. Optionally, facilitators can separate participants into small groups, positioning each small group at a different flip chart, so that they generate ideas as a group. After a few minutes, have them rotate to the next flip chart until they have had a chance to respond to all the category titles.

Pitfalls

- Sticking to one idea and wasting the session time in discussing it.
- Undermining a certain idea because it is unrealistic.

TIPS

- It may be helpful to have two flip charts and two people recording responses. Have participants walk around the room and write their ideas on the flip charts. Post multiple flip charts or newsprints around the room and label each chart with a different category title.

D.2 Community Action Planning

Resource Mapping
Focus Group Discussions

What is it ?

An action plan describes how to meet the desired objectives through detailed action steps that describe how and when these steps will be taken. The key element of Community Action Planning is an active, intense community-based workshop. The output of the workshop is a development plan which includes a list of prioritised problems, strategies and options for dealing with the problems, and a work programme describing who, when and what is to be done. This tool provides a guide for developing and utilising a community action plan.

Objective

- To provide an opportunity for different socio-economic groups to discuss and analyse their livelihoods, including problems, causes of problems, livelihood strategies and potentials that could help them solve problems.
- To undertake some initial planning steps for projects by identifying interest groups and who will be responsible for arranging follow-up activities.
- To build the people's capacity to participate more actively in development planning, relating to issues affecting their community as a whole and their individual livelihoods.

How to use this tool ?

1. Start a series of workshops with the local community stakeholders.
2. Participants at the workshop include a cross-section of community representatives, technical officers from the various departments (sanitation, water, housing, health, education… etc.). The facilitator plays a key role as a moderator, must have the trust of all participants, needs not be highly skilled, and can adapt the content to suit the community's own circumstances.
3. Start the process by deciding on the needs that will require intervention. This can be done by setting a criteria for the criticality of the need, according to the following:
   - The seriousness of the issue: how does the need affect the health, safety or the life of the community members and the environment?
   - How does the need affect/restrict the income for local community members?
   - The frequency of the issue: is the problem rare, affecting a majority of the community, confined to a single area, targeting a single population group.
   - The need can be more than just hazards, but it can be urgent to the whole community, like infrastructure, basic services, accessibility, mobility... etc.
   - The community's perception of the issue's importance.
   - The long-term impact of the issue.
   - The long-term benefit of the efforts.
   - The possibility of an intervention causing unintended negative consequences.

How to use this tool ?

4. Set strategies and options: what approaches and actions are most suitable for dealing with the problems?
5. Also, the actions and interventions can have criteria to facilitate which to choose. This can be as follows:
   - Cost-benefit.
   - Feasibility of carrying out the action.
   - The likelihood that the action will resolve the issue.
   - The fit of the action to community standards.
   - Whether the action is a best or a promising practice tried successfully elsewhere.
   - The availability of people with the expertise to carry out the action or to train others to do so.
   - The availability of adequate resources for the action to be effective.
   - The possibility of collaboration and sharing of the workload.
6. Plan for implementation: who does what, when and how, and how to get it going? This plan can be designed as a work plan chart for the project, with dates, tasks and people in charge.
7. Monitoring: how is it working and what can be learned?
8. The conclusion should contain how the community has prioritised the list of problems, a plan for action for key agreed options, and an appointed person to liaise with authorities.

Benefits

- Developing an action plan can help the local community representatives turn their visions into reality, and increase efficiency and accountability in the local community.
- It ensures sustainability of action, as they were agreed upon by the different local community stakeholders.

Pitfalls

- Do not ignore needs if they were only critical to a small group. Some needs can be very critical to a certain group, but not as critical to the rest of the local community. Such a need has to be addressed as a highly critical need.
- Listening to one group's ideas for action, and not listening to other groups can result in unsustainable actions.

TIPS

- It is best to include both people with technical expertise in the relevant fields (health, social policy, employment, etc.) and people grounded in the community. With that mix, criteria are likely to reflect best practices and good theory, as well as real community needs, wishes, and norms.

D.3 Public Consultations

Public Day
Community Brainstorming
Community Action Planning

What is it ?

There is a significant difference between informing the public and consulting the public about plans for development. The way in which this important activity is conducted could mean either an open and objective discussion about the proposed project or a heated debate about why the community should – or should not – welcome the PNA at all.

Public consultation is a session or a group of sessions with the local community to present, get feedback and test the proposed actions before implementation.

Objective

- It helps in developing actions in an open and transparent way, with appropriate and well-publicised procedures for effectiveness from all relevant stakeholders.
- It helps in engaging the local community with local authorities and other stakeholders in the decision-making process for the future actions.

Benefits

- It engages community members in the development of a strong shared vision.
- It informs and educates the public about actions and their implementations.
- It cultivates a sense of community ownership and pride in the actions.
- It creates strong relationships between the PNA team, local authorities, and the local community.
- It builds and maintains momentum for the actions.
- It brings to the discussion the expertise, perspectives, and ideas for alternative actions of those directly affected.
- It helps balance opposing interests.
- It identifies unintended effects and practical problems. Using pre-notification, it is possible to foresee more easily the consequences of some actions.

How to use this tool ?

1. Public consultation sessions are quite similar to the Public Day. The difference is in the objectives and timing.
2. Through contacting community representatives, agree on a date for a big meeting with all stakeholders.
3. Announce the meeting date and venue to all stakeholders, through relevant media; facebook, posters… etc. .
4. Start your presentation by going through the process and the criteria to choose the most critical needs, and the participatory approaches used to verify and agree on the needs.
5. Present the proposed actions and open the discussion to the floor of participants.
6. Have facilitators moderate the discussion, listen and give each speaker enough time to present their arguments, worries and feedback.
7. Document the session and announce further steps, or more public consultation sessions, if needed.

Pitfalls

- Being unclear in presenting the objectives and the impacts of the actions may lead to loosing audience's interest.
- Public consultation sessions can be tricky. In some cases, a certain stakeholder can take over the session to counter the proposed actions or to claim that they are not relevant or the most needed. The facilitator should always be prepared to go back to the process of agreeing on needs and how the process was participatory.

TIPS

- Remember, it is the PNA team's responsibility to inform the community, and it is not the community's responsibility to learn about the project. That means that the team should take steps to provide sufficient advance notice about information events or project milestones to allow people in the community to adjust their schedules accordingly.
- All information prepared and distributed about the suggested interventions must be accurate, current and accessible to all stakeholders. Simple, straightforward language should be used to provide everyone with information they can understand.

Conclusion and Recommendations

Needs assessment approach is a systematic process to identify gaps between current conditions and desired ones. Yet, the participation element is as fundamental as the needs assessment itself. Residents might not be able to holistically analyse evident dysfunctional situations to reach optimum solutions, yet they can identify their challenges and potentials better than an outsider expert. Therefore, the process of achieving a PNA attains high importance with a special focus on ensuring the participation of different stakeholders from resident to community leaders, NGOs, CBOs, donors and local authorities. The variety of tools in the toolboxes of the variant stages of the PNA allows participation to happen on the multiple levels of the participatory ladder and at different times. Such a participatory process reactively encourages the growth of a sense of ownership stemming from collective ideas and solutions. In addition, it ensures that the output of the process is not only based on theoretical papers and expert opinion, rather it integrates on the ground practical and realistic reflections of residents.

Knowing your Local Communities manual (KLC) – (PNA tools) is designed to understand dynamic and changing communities in interactive situations and with residents of variant backgrounds and multiple stakeholders. Since the focus on participation is of prior importance, the tools are hence designed to function with multiple entries, where the user can assess the situation and the stakeholders involved, and accordingly choose the tools as needed regardless of order.

The toolboxes are designed with specific objectives; from an introduction to any community, to in depth probing on how the community works, to analyzing the collected data, and finally to problem solving mechanisms where residents and stakeholders take lead, building up to the overall objective of the PNA. The amount of knowledge gain and stakeholders involvement increases progressively with respect to the toolboxes to reach a holistic understanding of community, community advocacy and an increased sense of ownership of residents. Depending on the degree of knowledge available about the community, the different stakeholders and the circumstances, the user can initiate the process at any point and build on the following steps using as many of the available tools as needed. Thus, the PNA process functions in a nonlinear mechanism. Considering the PNA's flexibility, it is expected that some tools might need to be applied more than once, depending on the condition and the context where the tool was used. The tools are developed to accommodate personal experiences, and are dependent on such experiences for reactions, interpretations and analysis. Consequently, the previous experience of the PNA team members affects the application of the process, especially in unpredictable situations.

The continuous participatory process requires sustainability in order to ensure effectiveness. The application of the aforementioned tools only initiates the process for the actions and implementation plans agreed upon, and builds momentum for community organisation. However, the subsequent implementation and advocacy of such actions are crucial to ensure the sustainability of the process. Otherwise, the PNA would have only produced vibrant ideas. In Egyptian neighborhoods, numerous interventions and needs assessments are applied with local communities, yet minimum effect is observed. When the local community is given access to media, funds, and active decision-makers in local governmental institutions through a PNA process, they usually lack resources, organisation, and capacities needed to phrase their needs, desired interventions and negotiate a win-win situation for effective interventions. Local community members are only strengthened when they become themselves the agents of change. Thus, the PNA is only sustainable when the community is mobilised to take ownership, negotiate and follow up on proposed actions, while addressing new issues with a similar approach.

When a community is capacitated, the members are better equipped to understand relationship dynamics in the community, realise hidden, active and inactive resources, and are able to create a structure or platform for critical decision making. The PNA toolboxes themselves are not sufficient to reach a degree of community organisation, where needs are articulated and suitable interventions are suggested, leading to a better quality of life. Advocacy is essential as it guides the local community in translating strategies realised from the implementation of the PNA toolboxes into actions, as well as to assign links to external and internal influences, alliances including community champions, and other supporters.

Strong community organisation supports the efficiency of the PNA process through the creation of an effective exchange platform, strong community representation for sustainable advocacy, and capacity building. Representative committee convenes regularly to provide ongoing input and advice over an addressed issue or a specific scope. Community organisation does not start at the end of the PNA process as a tool rather it's a process on its own that is initiated with toolbox A. Community organisation empowers the community members to support actions with a sense of ownership and decision making skills. Public presence and advocacy activities of a community can push to change laws, polices, and practices — progress that could not be made by just an individual or a non-community based organisation. Eventually, the exposure to the PNA process and advocacy activities can increase access to funding opportunities and long-term organisational commitment to tackle urban issues that affect the local community.

A. Documentation and Writing the Final Report

The main aim of the steps in this manual is to produce a report that includes the full research process, challenges and outcomes that describe the detailed local community needs. The following part explains what should the final needs assessment report include.
Structuring the final report is crucial, as it eases the entering of all the content and research outcomes. There are endless ways to structure and write a PNA report. The research team chooses what to include in the report. Below is the main topics and sections that have to be included, for the production of a coherent report. Follow the table of contents below:

1. Index
The index presents all report content and where to find each section.

2. Acronyms and Abbreviations
These kinds of reports involve several entities and organisations whose names and titles can be too long or complicated. Also, it includes several methodologies that have similar patterns in their names. Having a glossary for all the acronyms and abbreviations eases the reading of the report and keeps the flow. This section should include all the shortenings of the names of organisations and methodologies that have been used in the report.

3. Who are you?
Give a background on the entity that applied the needs assessment, and any other entities that partnered or helped in the research.

4. Introduction
Have a general introduction that includes the main principles approaches, and shows where the research stands, and gives the reader a clear position and context for the rest of the research.

5. Objectives
Include a separate section to explain the research objectives, in order to enhance the coherence of the research context.

6. Literature Review
List all secondary sources that have been used in the desktop research. This helps the reader gain more knowledge by reading the original resources. It also gives a theoretical background to the research.

7. Researched Area Background
Start putting the reader into the context, and relate the previous and the following sections. Give a background about the researched area: where is it? When was it built? What are the main events that lead to the area’s existing situation?

8. Methodology
One of the most important aims of such reports is to enable the transfer of knowledge of the

methodology that the research followed, so that the reader is able to repeat the experience. The methodology part should include the research strategy, research methods and challenges that faced the assessment process. What is the general framework that was designed before the field research? And did it change along the way? Why?

9. Data Collection and Research Tools
This part explains the choice of tools for the PNA, and the reasons behind the choices. It is linked to the Methodology section, since the context of the assessment might influence the choice of both: Methodology and Tools.

10. Research Preparations
What kind of preparations has been done to start the assessment ? Explain map divisions, choice of team, community samples and data collection templates.

11. The Local Community Profile
Start with the types of information that best describe the community: demographic, socio-economic profile, human development index, civic participation, key stakeholders, past concerns, and geography and assets. The researcher can decide to have an independent section in the report for each of these topics.

12. Public Day and Primary Meetings
Explain what happened in the first collective meetings with the local community, in the public days or the primary meetings. State the major community concerns that came up in these meetings.

13. Observation Findings
Write down the key and major notes that the team collected in the observation and transect walks phases.

14. Survey Findings
Describe the different samples that took part in the survey, and include the tabulated findings for their needs and priorities.

15. Focus Group Discussions
Explain the choice of focus groups, and the strategies and tools used with each group discussion. Write down the findings and needs prioritisation for each group.

16. Assessment Findings
Include the ranking criteria for needs, and state the list of needs. This can be categorised by general and specific group needs, and can be categorised by main topics, such as environmental, social, economic and physical environment needs.

17. Actions Proposed
Explain the full process followed after knowing the local community needs, and what were the criteria of choosing the proposed actions.

18. Stakeholder Action Planning
Include the work plan for actions with time schedules and roles.

19. Recommendations
Some of the community needs will not be fulfilled by the proposed actions, and have to be addressed by different entities, such as policy-level needs. Write down the list of recommendations that will help in achieving all the actions.

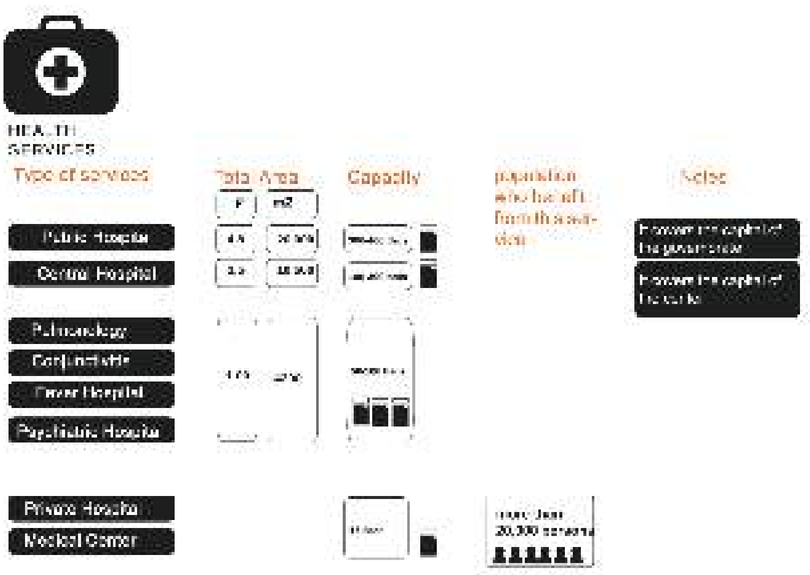
20. Report Summery
Summarise the assessment process and the main findings.

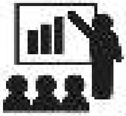
21. List of Tables
Include as index for all the tables used in the report.

22. List of Figures
Include an index for all the figures used in the report.

23. Annexes
Include any important maps, studies or data that can benefit the assessment.

B. Services Distribution Guidelines



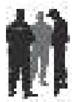


EDUCATIONAL SERVICES

Type of services	Total Area F	Total Area m2	Capacity	Density	Per Person	population who benefit from this service	Notes
Primary Preparatory	[illegible]	[illegible]	18 CLASSES	40 Students	4	6000 Residents	Density 40 students per class
Secondary Trade school Hotel business school	[illegible]	[illegible]	36 CLASSES	36 Students	4	25000 Residents	Density 36 students per class
Industrial Agricultural	[illegible]	[illegible]	36-46 CLASSES	36 Students		25000 Residents	5 feddans [illegible] 5 feddans [illegible] for farmers and [illegible]

SPORTS SERVICES

Type of services	population who benefit from this service	Notes
Stadium	It serves the capital of the governorate	
Sports Club		
youth center	25,000 - 50,000 Residents	



SECURITY SERVICES

Type of services	population who benefit from this service
Police Station	100,000 Residence
Police Check Point	50,000 Residence
Fire station	100,000 Residence
Fire Point	20,000 Residents

SOCIAL SERVICES

Type of services	population who benefit from this service	Notes
Social Unit	10,000 Residents	5000 residents areas with special territories
Community Development Association		
Care Association		
Training Center for Girls		
social Club		

CULTURAL SERVICES

Type of services	population who benefit from this service	Notes
Culture Palace	200,000 Residents	It serves the capital of the governorate
Public Library		It serves the capital of the Center
The cultural House	10,000 - 25,000 residents	
Library for Children		
Cinema		
Theatre		

Published by:

Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)*GmbH*
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This programme is funded by:

European Union

Federal Ministry
for Economic Cooperation
and Development

Place and date of Publication: March 2019