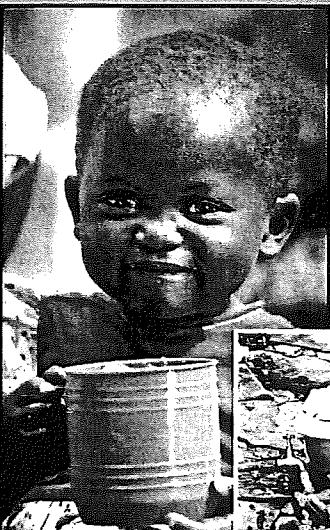


# A USER'S GUIDE TO INTEGRAL HUMAN DEVELOPMENT (IHD)

**Practical guidance for  
CRS staff and partners**

Geoff Heinrich, David Lege and Carrie Miller



**USAID**  
FROM THE AMERICAN PEOPLE

**CRS**  
CATHOLIC RELIEF SERVICES



# PART I

## INTEGRAL HUMAN DEVELOPMENT (IHD): THE CONCEPT AND THE FRAMEWORK

### INTRODUCTION

In 2002 Catholic Relief Services staff from the Emergency Response Team and Agriculture Technical Advisors from regions and headquarters met in Ghana to coordinate and improve their work. The most important results of that meeting were several strong requests from the field:

*“We need an agency framework to guide programming,”*

*“We need practical ways to incorporate the Justice Lens into our programs,” and*

*“We need a framework that links the Justice Lens with the Food Security Framework and our relief and development goals.”*

In response, CRS developed the Integral Human Development (IHD) conceptual framework. The framework is based on the concept of Integral Human Development as found in Catholic social teaching<sup>1</sup>, in combination with Sustainable Livelihoods or Livelihood Security Frameworks that had been developed by organizations such as Department for International Development (DFID), CARE and others.<sup>2</sup> The CRS IHD conceptual framework was developed initially by a team of both field and headquarters staff. Subsequently, many CRS and partner staff around the world provided input to the framework that is being used by the agency today.

*CRS is about bringing a vision to life, and this vision is Integral Human Development for all.* The agency's mission is about serving the poorest and most vulnerable. In order to serve, we must be able to see and understand the world they live in. The IHD concept provides the basis for our vision. The IHD *conceptual framework* is a diagrammatic representation that helps to guide our thinking, and to understand more clearly the world of the poor, including both their strengths and their needs.

<sup>1</sup> A more detailed discussion of IHD in Catholic social teaching can be found in CRS. 2007. *Strategy Document IHD Narrative and Results Framework*. Baltimore: CRS.

<sup>2</sup> See <http://www.livelihoods.org>.

## **SECTION 1**

### **THE CONCEPT OF INTEGRAL HUMAN DEVELOPMENT**

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#### **What is the IHD Concept?**

Integral Human Development promotes the good of every person and the whole person; it is cultural, economic, political, social and spiritual.

The IHD concept points both to the goal we want to promote and the process for moving together in solidarity toward this goal. At the same time, it is a concept that resonates with our Church partners and which can provide common ground for the development of agreed priorities and programs. IHD is also one of the four strategic priorities for Caritas Internationalis of which CRS is a member.

In the 1967 encyclical Populorum Progressio, Pope Paul VI introduced the concept of integral development:

*Development cannot be limited to mere economic growth. In order to be authentic, it must be complete: integral, that is, it has to promote the good of every man and of the whole man.*

In the 1987 encyclical Sollicitudo Rei Socialis, Pope John Paul II stated:

*In this pursuit of Integral Human Development we can also do much with the members of other religions. Collaboration in the development of the whole person and of every human being is in fact a duty of all towards all, and must be shared by the four parts of the world: East and West, North and South.*

More recently, Pope Benedict XVI stated:

*Peace cannot be a mere word or a vain aspiration. Peace is a commitment and a manner of life which demands that the legitimate aspirations of all should be satisfied, such as access to food, water and energy, to medicine and technology, or indeed the monitoring of climate change. Only in this way can we build the future of humanity; only in this way can we facilitate an integral development valid for today and tomorrow.<sup>3</sup>*

As a goal for CRS, IHD suggests a state of personal well-being in the context of just and peaceful relationships and a thriving environment. It is the sustained growth that everyone has the right to enjoy and represents an individual's cultural, economic, political, social and spiritual wholeness — a wholeness that we all want to experience and that, in concern for the common good, we want others to experience as well. It is participation in the fullness of life and includes enjoyment of family, society and nature, as well as the gifts that come from learning new things, from earning a dignified living and contributing to a rich civic life. The IHD concept is relevant for both the poor we serve overseas and the Catholic community and other persons of goodwill in the United States.

<sup>3</sup> 2008 address by Pope Benedict XVI to the diplomatic corps at the Vatican.

IHD also refers to the process by which a person achieves this well being and common good. True Integral Human Development is a long-term, dynamic process based on human dignity and right relations: i.e., each person's relations with God, self, others and all of creation.

Advancing IHD means working with a variety of actors to transform the way that societies live, heal and structure their relationships. Progress toward IHD is achieved through active engagement with others in a just and peaceful society that respects the sacredness of life and the dignity of every person.

In practice, this means CRS as an agency must develop a common understanding of IHD with our partners and then jointly take a holistic approach to development. In many cases, CRS partners are already quite familiar with the concept of IHD and have developed methodologies to help them work with communities to achieve this goal. Training for Transformation<sup>4</sup> is one such methodology that is used in some countries in Africa.

Finally, our collaborative work must consider the different dimensions of the whole person and of society, including social and environmental sustainability. It means we must bridge the gaps between emergencies and development; between the lives of the poor and unjust policies, systems and practices; and between individual well being and the common good.

<sup>4</sup> See Hope, A. and S. Timmel. 1984. *Training for Transformation*. Harare: Mambo Press.

## **SECTION 2**

# **THE INTEGRAL HUMAN DEVELOPMENT CONCEPTUAL FRAMEWORK**

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### **What is the IHD conceptual framework?**

As noted, the IHD conceptual framework is a diagrammatic representation that helps us to think about a situation in a holistic way that promotes Integral Human Development.

- It is a way of making sense out of a complicated world.
- It is useful for analyzing and explaining complex situations.
- It is a holistic checklist for understanding and guiding programming.

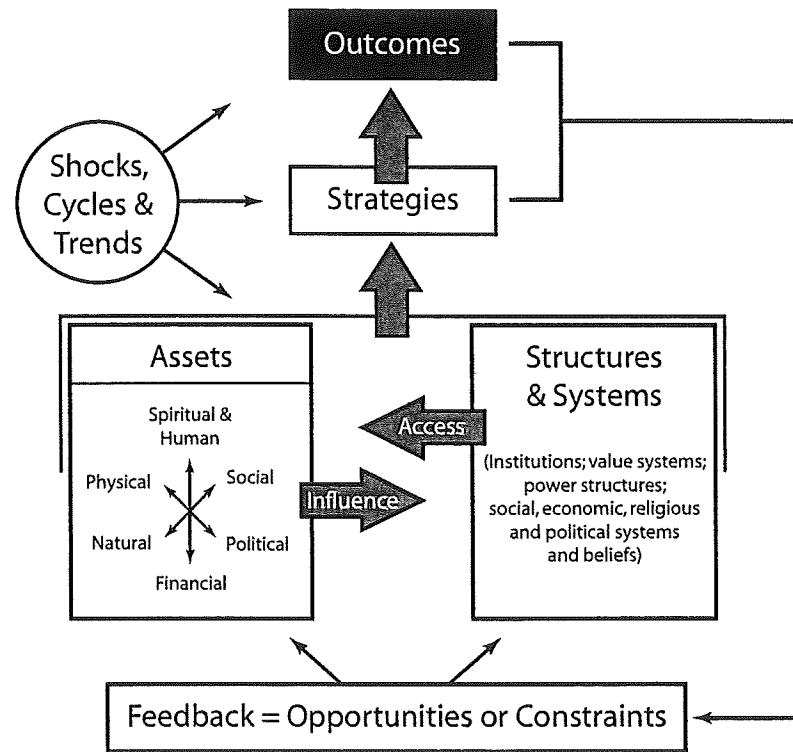
### **What the IHD conceptual framework is NOT**

- It is not a replacement for the CRS Justice Lens.
- It is not a magic bullet for solving all problems.
- It is not a blanket mandate for multi-sectoral projects.
- It cannot replace a good development practitioner.
- It does not replace proven techniques and tools — though it helps us choose which tools to use.
- It is not just another form of integrated rural development (see quote from Pope Paul VI, in Section 1 above).

### **What the IHD conceptual framework does**

What the IHD conceptual framework does do is help us bring all of our frameworks and approaches together. It helps us to operationalize the Justice Lens in our projects and to link relief and development programs and tools for greater impact. It is a framework that we can use to reduce risk and increase resilience in the most vulnerable communities. It can help us to foster human dignity and social justice in all CRS programs.

Figure 1: The CRS Integral Human Development conceptual framework



A diagram of the IHD conceptual framework is shown above in Figure 1. A key purpose of the IHD conceptual framework is to help CRS and our partners become more effective in assisting the people we serve to improve their overall well-being through improved livelihood **Outcomes**. The primary livelihood outcome sought is Integral Human Development. That is, people are able to lead full and productive lives, meeting their basic physical needs and living their lives in an atmosphere of peace, social justice and human dignity.

**Livelihood Outcomes** are the result of the livelihood **Strategies** people use. For most people, livelihood Strategies are based primarily on their many different **Assets** — these are the resources that they have to work with and build on.

**Systems and Structures** are the institutions, rules and social norms that we work within. They affect *how* different Assets can be used, and in some cases *who has access* to specific Assets. Individuals or communities with a lot of Assets may also be able to *change some of the rules*. So there are important interactions between Systems and Structures and Assets.

CRS and partner Strategies should also take into account *risks* that threaten lives and livelihoods. These are listed as **Shocks, Cycles and Trends**.

The IHD conceptual framework depicts these basic components and the interactions between them: households develop livelihood Strategies based on available Assets, and they use these Assets within the surrounding external context (Systems and Structures). Finally, they take into account the major sources of risks to lives, livelihoods and overall well-being as they develop their Strategies.

In the IHD conceptual framework, six basic approaches to improving livelihood Strategies are considered. These include:

- *Coping/Survival mechanisms* — getting through difficult periods.
- *Risk Reduction mechanisms* — reducing vulnerability to Shocks, Cycles and Trends.
- *Engagement* — increasing the influence of people and communities to advocate and claim rights and services.
- *Asset Recovery* — rebuilding Assets lost in a disaster.
- *Asset Diversification* — increasing resilience by having many different types of Assets to depend on in crisis, and reducing vulnerability to the loss of one or a few Asset types.
- *Asset Maximization* — increasing the quantity and quality of Assets to improve the capacity of households to leave poverty and reduce vulnerability.

These Strategies are not mutually exclusive, and it is common for more than one to be applied by households at any given time.

## **Assets, Systems and Structures and the vulnerability context in detail**

### **Assets**

Assets are the resources that people use to generate livelihoods and to weather crises and Shocks. There are six basic Asset categories defined in the conceptual framework:

- **Spiritual and human Assets** are those Assets that each individual has. These include education, religious faith, individual health, life experiences and wisdom, intelligence, livelihood skills and physical strength.
- **Social Assets** are peoples' support networks — family and friends, religious groups and the organizations to which they belong.
- **Political Assets** reflect the power people have in their communities and families. Political Assets are the capacity to influence decision-making, to advocate for resources or change, and ability to claim one's rights — for example to education, health care or voting.
- **Physical Assets** are tangible Assets, and can include homes and sheds, equipment and tools, bicycles, vehicles, wells, clothes, etc.
- **Financial Assets** are either cash, or items that can be converted to cash quickly and easily. Financial Assets might include grain, livestock, wool rugs, gold, income from a job or remittances from abroad.
- **Natural Assets** include natural resources like soil, water, plants, trees, animals, air, regular rainfall and oceans.

When considering Assets, it is important to also recognize the *quality* of those Assets (e.g., fat, healthy cattle are better able to survive an on-coming drought than thin, malnourished ones).

The question of *who* has access to particular Assets also needs to be considered. For example, in some cultures a male head of household may control all income generated from livestock products. The issues of *quality* and *access* are very important in determining how specific Assets can be used to generate or improve livelihoods.

## **Systems and Structures**

Systems organize and regulate behavior and processes. Examples of Systems are:

- Legal Systems (e.g., laws)
- Market Systems (e.g., trade agreements)
- Political Systems (e.g., policies)
- Social and cultural Systems (e.g., caste, gender, age, cultural group, traditions, etc.)
- Religious beliefs and values

Structures are *organizations and institutions* that shape and influence people's values and behavior, or *tangible things* that affect what they can do, and how they do it. Some examples are:

- Government ministries (e.g., agriculture, education, etc.)
- Churches, mosques and other religious institutions
- Schools, hospitals and other social services
- Civil society organizations and NGOs
- Private sector — shops and commercial enterprises

*People with power can control Structures and Systems.* They can decide:

- Who can access services and Assets
- Who gets important information and who does not
- Who participates in decision making and who does not

People, groups or communities with a lot of Assets (whether financial, physical, social or political) are often the ones who have power. They can influence the Systems and Structures around them. Identifying the relationships between Assets and Systems and Structures is very important when it comes to understanding issues of poverty, human dignity and social justice that will form the foundation of good program design. Systems and Structures can sometimes enable or empower households and communities to achieve Integral Human Development. Other times, they can be more of a constraint. Ideally, CRS programs can help communities to engage actively with Structures and Systems so that they can be an enabling force in their lives.

## **Shocks, Cycles and Trends**

All people face certain threats to their lives and livelihoods, such as illness, severe weather or accidents. However, some individuals have very different levels of *vulnerability* to specific *risks*. For example, the elderly and the very young are more susceptible to the risk of getting the flu during an outbreak. Wealthy people are usually less vulnerable than poor people to the risks imposed by cyclones and hurricanes. Rich and poor alike try to account for the major risks they face when developing and implementing their livelihood Strategies. The IHD conceptual framework recognizes this fact, and categorizes threats in terms of Shocks, Cycles and Trends.

**Shocks** are sudden, intense events that can harm people's lives or livelihoods. CRS has responded to many Shocks, including epidemics, conflicts and major natural disasters like the Asian tsunami, the Pakistan earthquake and Hurricane Mitch.

**Cycles** occur regularly. Examples of Cycles include seasonal floods, disease that comes with the rainy season or crop prices that fall after harvest and rise steadily as food supplies dwindle.

**Trends** can be positive or negative. Economies can improve or decline, environments can degrade or heal, and long-term weather patterns can change.

Understanding and addressing the primary sources of risk is a vital part of developing successful livelihood **Strategies** and achieving Integral Human Development. The link between relief and development comes from thinking carefully about how to reduce risk and vulnerability to Shocks, Cycles and Trends, and increase household resiliency. This is one of the key elements of the IHD conceptual framework.

See Annex 1 for tools and information sources you can use to analyze issues within the IHD conceptual framework.

## Conclusion

People's livelihoods comprise the many activities they engage in to support themselves and their families. They gather wood, build a fish pond, raise sheep and weave jackets. They hunt game and grind millet, sell eggs and make chutney and salsa.

The IHD concept also considers broader aspects of people's lives, including their hopes and aspirations, and issues of human dignity and social justice.

The IHD conceptual framework leads us to ask:

- To what extent are people achieving Integral Human Development in their lives?
- What are people currently doing to make a living?
- What policies, institutions and values support or constrain people's ability to earn a living, or to lead full and productive lives, with peace, dignity and social justice?
- What Shocks, Cycles or Trends support or threaten people's livelihoods, equity and human dignity?
- What are people's strengths and opportunities, and what can they do to improve their livelihood Outcomes?

The IHD conceptual framework can help us identify **constraints** and **opportunities** for livelihoods. It can help us choose appropriate interventions that strengthen household and community Assets, and increase human dignity and social justice. It can help decrease risk and vulnerability and improve lives.

This framework is intended to help CRS staff and partners to serve the poor with the best programs possible.

# PART II

# APPLICATION OF THE IHD CONCEPTUAL FRAMEWORK

## INTRODUCTION

Many CRS staff have said: "I know what the IHD conceptual framework is, and would like to use it, but I am not sure exactly how to go about applying it on a practical level." This part of the User's Guide is designed primarily for CRS staff and partners (where appropriate), and focuses specifically on practical ways that the IHD conceptual framework can be used and applied. Part II is divided into five sections:

**Section 1: Using the IHD Conceptual Framework in Project Design** provides guidance on using the IHD conceptual framework for project design *in general*. This could include single sector or multi-sector projects. The conceptual framework and suggestions provided do not replace the project design processes as described in the *ProPack I*<sup>5</sup> manual, which should be followed using an IHD lens (see *ProPack I*, pp. 51-56). Rather, this guide complements and provides additional detail on how to apply the IHD conceptual framework in the project design process.

Much of the information in this section is also applicable to the development of Strategic Program Plans (SPPs) and/or Multi-Year Assistance Programs (MYAPs) for USAID's Office of Food for Peace. However, because SPPs and MYAPs have such specific requirements, they are discussed in detail individually (see below).

**Section 2: Using the IHD Conceptual Framework in the Strategic Program Planning (SPP) Process** and **Section 3: Using the IHD Conceptual Framework to Enhance MYAP Design** make additional comments specific to application of the IHD conceptual framework in the preparation of SPPs and MYAPs. The SPP Guidance and the forthcoming *MYAP manual* make frequent reference to IHD, and this IHD User's Guide is again intended to complement them.

**Section 4: Discusses issues related to Conducting a Participatory Livelihoods Assessment**, both in general, and specifically in reference to SPPs and MYAPs. Participatory livelihoods assessments (PLAs) are very important for effective project design, and are often necessary to obtain comprehensive information in regards to IHD. They are also recommended for the development of both SPPs and MYAPs, and are usually based on the IHD conceptual framework.

**Section 5: Using the IHD Conceptual Framework in Project Evaluations** describes how the framework can be used to conduct project or program evaluations, even in cases where the project was designed without explicitly taking IHD into account.

<sup>5</sup> The first volume of ProPack will be referred to as "ProPack I" for ease of reference throughout this document.

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## **SECTION 1**

# **USING THE IHD CONCEPTUAL FRAMEWORK IN PROJECT DESIGN**

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Topics addressed in this section of the guide are applicable to essentially all types of projects, and will consider:

- *When* should the IHD conceptual framework be introduced?
- *What* are the key processes in using the IHD conceptual framework?
- *Where* should it be used (in the office? at the community level?) and with whom?

The question of *how* the framework can be applied to projects in general is covered here. Additional guidance in regards to SPPs, MYAPs and project evaluations is provided in later sections (Part II, sections 2, 3 and 5 respectively).

### ***When should the IHD conceptual framework be used (i.e., at what stage of project design)?***

*Use the IHD conceptual framework in the initial stages of project or program development (see pp. 51-56 of ProPack I)* because it helps to ensure a holistic perspective, guide the entire process of programming and ensure that even a single sector project is consistent with the bigger picture and links to other sectors.

*If the IHD conceptual framework was not used from the outset of project design, it can still be introduced at any point in the design process.* If IHD analysis is introduced mid-way through the design of a project, it can serve as a check on progress to date — for example, by asking “if we review the situation from an IHD perspective, taking into account all of the elements of the framework, does the project still appear to be an appropriate intervention? Does it need to be modified to make it a better fit?”

A participatory livelihoods assessment using the IHD conceptual framework *does not need to be endlessly repeated* for every new project. In stable operating environments, conducting a comprehensive in-depth participatory livelihoods analysis (usually coinciding with the SPP Cycle) serves as a strong baseline. This information can then be used for the design, monitoring and evaluation of future projects, as long as the analysis remains sufficiently current and relevant. However, in all project planning, it is still useful to reflect on the various components of the IHD conceptual framework, and consider how the project will impact — or be impacted by — these components.

### ***What are the key steps in using the IHD conceptual framework?***

*First, use the IHD conceptual framework as a check-list to ensure a holistic understanding of the complex, diverse and risk-prone lives and livelihoods of the people we serve.* You can fill in the boxes of the IHD conceptual framework with data collected during a livelihood assessment or from secondary data:

- **Livelihoods:** What are the primary livelihood **Strategies** of the individuals, households and communities of the people the project is expected to serve? (Use the six broad livelihood Strategies as a guide (see box on p. 6)). How are they managing their **Assets** and are they successful in achieving Integral Human Development? Are peoples' livelihood activities appropriate in the current environment, or do they increase risk and vulnerability in the short or long term? Are people able to manage through different seasonal Cycles? What obstacles prevent them from being more successful? From achieving greater social justice and human dignity?
- **Assets:** What are the Assets that individuals, households and communities manage? Which Assets are sufficient in quantity and quality to ensure survival and wellbeing, and which are not? (Use the six broad Asset categories outlined in the IHD conceptual framework, see p. 6) What are the limiting factors for each category of Asset? (e.g., access to arable farmland/natural capital, but poor knowledge of improved techniques for better yield/human capital). Are there any underutilized Assets that present an opportunity for improving livelihoods?
- **Shocks, Cycles and Trends:** What are the main sources of *vulnerability* (or threats), to the lives and livelihood Strategies of the people being considered? (e.g., Shocks, Cycles and Trends) What are the risks that they face? Are these the same for different social groups within the community? Are some households more *resilient* than others to Shocks? What *coping mechanisms* do household and communities use to respond to Shocks? What could be done to improve the capacity of vulnerable households to cope with future threats?
- **Structures and Systems:** What is the social, political, economic and cultural context in which people are living and working, and what parts of this environment constrain or enhance the Outcomes of their livelihood Strategies (the Structures and Systems box)? For example, do the people you serve live in a male-dominated society in which widows have a particularly difficult time making a living? Is there a culture of discrimination against people living with HIV that makes it difficult to identify and support them? Is the economy booming and presenting a multitude of **opportunities** that some people have yet to capitalize on? Are there sources of tension among groups in the community that may create problems now or in the future?
- Use this information for identification and analysis of issues:
  - Identify major issues that prevent or constrain Integral Human Development
  - Prioritize these issues (through discussion, pair-wise ranking, etc.)
  - Analyze priority issues using problem trees (see pp. 76-83 of *ProPack I*)
  - Conduct a gap analysis (see Part II, Section 4 of this document, pp. 42-43)
  - Identify major opportunities that could be taken advantage of and developed
  - Look for ways that existing Strategies can be enhanced, building on peoples' strengths
- Use all of the above information to develop **strategies** to address priority issues. Strategy development applies to all types of projects — for SPPs and MYAPs, or the design of multi-sector or even single-sector projects. The strategies employed by specific projects are likely to be most relevant when they are based on a holistic analysis.

## **Where should the IHD conceptual framework be applied, and with whom?**

- In the field with communities? In partner meetings and reflections? Internally, among the CRS country program staff?

The IHD conceptual framework can be used and applied by key stakeholders in any of these situations. The CRS *ProPack I* manual provides guidance for conducting a stakeholder analysis<sup>6</sup>. Assuming this analysis has been carried out, CRS staff should have a good understanding of which stakeholders need to be involved.

Examples of how the IHD conceptual framework can be applied in different physical locations, with different stakeholders, include the following:

- *In the field with communities:* The IHD conceptual framework can serve as a guide for a full participatory livelihoods assessment using Rapid Rural Appraisal (RRA) tools (see CRS RRA/PRA manual)<sup>7</sup>. It can also be used to structure short focus-group discussions with different sections of communities, which are particularly useful for filling specific information gaps and verifying (or disproving) the knowledge and assumptions we have as outsiders.

When interacting with communities, local partner organizations should take a lead role in the process as much as possible. This can be a great opportunity for mutual capacity strengthening (CRS and partner staff as well as local community members). It may also be helpful to invite relevant local government personnel (e.g., district health or agricultural extension officers). Depending on the local context, it may also be considered polite to inform (if not necessarily invite) local political authorities.

- *In partner meetings and reflections:* The IHD conceptual framework can provide a structure for working with a range of partners to analyze the local situation, prioritize issues and develop Strategies. It is easy to organize small group work around the various aspects of the framework. For example, one group can work on defining the vulnerabilities of different social categories while another works on identifying Assets, and a third works on identifying and analyzing Structures and Systems. Plenary sessions can be used to review and fill in any gaps, identify linkages between the boxes of the IHD conceptual framework, set priorities and identify appropriate interventions.

In this type of meeting, it is important that all of the major partners are included. The stakeholder analysis may have identified other stakeholders who could also contribute (e.g., major donors, ministry-level government officials and potential partners who are not yet involved in the program). To incorporate their additional input, consider holding a second stakeholder meeting or invite them to a summary session. Representatives of both CRS program and management staff should participate. Some regional-level CRS staff (e.g., regional technical advisors) may also have a strong interest and have much to offer to the discussions, sharing promising practices and lessons learned from other contexts.

<sup>6</sup> See page 37 of Stetson, V., G. Sharrock and S. Hahn. 2004. *ProPack: The CRS Project Package*. Baltimore: CRS.  
<http://www.crs.org/publications>

<sup>7</sup> See Freudenberger K. 1999. *Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA): A Manual for CRS Field Workers and Partners*. Baltimore: CRS. <http://www.crs.org/publications>

- *Internally, among CRS country program staff:* The IHD conceptual framework can be used at this level as well. In one country program, members of different sector programs used the IHD conceptual framework to identify and prioritize the major (country level) issues, and then each sector indicated what they could do to help address those issues. The result was a solution-focused country Strategy with cross-sectoral programming to address what everyone agreed were the priority issues. Since the objective of the IHD conceptual framework is to provide a holistic perspective, its use will be most effective when a wide range of sectors participate in the process — even for internal CRS activities and single sector projects.

### **Who leads the process?**

When using the IHD conceptual framework to guide discussions with CRS staff and/or partners, it can be very useful to engage a CRS facilitator external to the country program (CP) to lead the process. This allows all CP staff to participate fully in the process, instead of being distracted by presenting, organizing and handling logistics. Engaging an outside facilitator also removes the perception that a local staff member is leading the process to generate preferred results. For activities at the village/community level, it is helpful to identify a facilitator who can lead Participatory Rural Appraisal (PRA) processes, and who speaks the local language. A similar facilitator might also work well for meetings that include only CRS and partner staff. For internal CRS meetings, a CRS Regional Technical Advisor, Deputy Regional Director or Program Quality and Support Department (PQSD) Senior Technical Advisor may be a good choice as a facilitator. They are likely to be familiar with the IHD conceptual framework, and will have an interest in the output of the analysis.

### **A comment on participation**

Peoples' lives and livelihoods are complex, and the more complete the understanding of the issues, constraints and opportunities, the more likely it is that successful Strategies can be developed. No single person, at any level, will have all of the information and answers. Thus, the more that community members, partners, CRS sector specialists and other stakeholders participate in the process, the better the results. A good facilitator will ensure that all perspectives are heard and that the more vocal participants do not drown out the voices of those who are less assertive.

### **The IHD conceptual framework and donor requirements**

Sometimes CRS country budgets are lean; other times they brim with resources. The IHD conceptual framework can help you understand macro-level problems and opportunities in times of plenty or target a limited budget toward optimum performance.

Some donors will issue guidance that asks CRS to focus on a particular sector like water or HIV and AIDS. Staff and partners may be tempted to use participatory tools and the IHD conceptual framework to justify a particular sector even if key stakeholders believe other needs are more pressing (like annual floods or malaria). Resist this temptation! Instead, gather and analyze information with an open mind. Engage potential beneficiaries, listening for their greatest needs and their ideas on solutions.

Apply for funds following donor guidance but acknowledge gaps in important services, even after donor funding has been approved. As part of partner-level or country office planning, seek resources that will fill these gaps. Once funding has been obtained for a narrowly focused project, continue to dialogue with donors about other issues that could be the object of complementary funding.

## **Reviewing the final project design from an IHD perspective**

After conducting the necessary assessments and analyses and developing a draft Proframe for your project, it is important to do a reality check through an IHD lens. Likewise, proposal reviewers should be looking for evidence of an IHD focus in the review process. The following table (Table 1) illustrates what they might look for during these review processes by asking a series of questions related to each aspect of the IHD conceptual framework and the links between them.

Table 1: Project review questions from an IHD perspective

IHD Framework Box	Questions for Project Review
Assets	<ul style="list-style-type: none"> <li>• How will the project strengthen existing household and community Assets (quantity and quality)?</li> <li>• Will the project have impact on one category of Assets only or several categories? How?</li> <li>• Will the various categories of Assets that have been strengthened mutually reinforce one another? How?</li> <li>• Are the Assets that will be strengthened priority areas as identified by the community? Why are they priorities?</li> <li>• If the project is not multi-sectoral, will any priority areas of need that are not covered by the project benefit from other kinds of indirect support (e.g., referral to other NGOs)?</li> </ul>
Structures and Systems	<ul style="list-style-type: none"> <li>• How will project participants have increased access to services?</li> <li>• How will project participants have a voice in managing the services (rights and responsibilities, subsidiarity)?</li> <li>• How will the project increase the influence of people on Structures and Systems (subsidiarity)?</li> <li>• How will the project increase the accountability of those in positions of authority (common good, stewardship)?</li> <li>• How will the project improve equity and protect the most vulnerable (option for the poor)?</li> <li>• How have gender considerations been taken into consideration in the project design, dignity and equality?</li> </ul>
Access and Influence	<ul style="list-style-type: none"> <li>• Has the proposal described the ways in which Systems and Structures influence how Assets are used, managed or allocated?</li> <li>• Does the proposal include an analysis that describes the different ways in which men and women access Asset categories?</li> <li>• Does the proposal indicate a good understanding of who controls various Asset categories and its implication for livelihoods?</li> <li>• Has the proposal effectively addressed problems related to control over Assets that interfere with attaining IHD?</li> </ul>

IHD Framework Box	Questions for Project Review
<b>Vulnerability (Shocks, Cycles and Trends)</b>	<ul style="list-style-type: none"> <li>• Does the proposal identify relevant Shocks, Cycles and Trends?</li> <li>• How will the project strengthen household and community resilience?</li> <li>• How does the project strengthen community response mechanisms?</li> <li>• Will the project help to prevent or reduce the likelihood of Shocks, Cycles or Trends themselves? How?</li> <li>• Is there a risk of the project creating conflict within or between communities? How can this be mitigated?</li> <li>• How will the project improve disaster preparedness both at household and community level?</li> <li>• How has the project taken into consideration the impact of HIV and AIDS on the target communities (even if it is not specifically a project focused on HIV and AIDS)?</li> </ul>
<b>Livelihood Strategies</b>	<ul style="list-style-type: none"> <li>• How will the project increase the diversity of livelihood Strategies available to households?</li> <li>• Will any of the new Strategies have detrimental effects on the environment or create new conflicts in the community?</li> <li>• Will any of the new Strategies increase risk and vulnerability?</li> <li>• How will any of the new Strategies improve the household or community's ability to cope with Shocks, Cycles or Trends?</li> </ul>
<b>Outcomes and Feedback</b>	<p>Consider the expected Outcomes of the project and how they may give rise to new opportunities or remove existing constraints.</p> <ul style="list-style-type: none"> <li>• How will the project's Outcomes indirectly strengthen other household Assets? (in addition to Assets that have been directly strengthened through the project)</li> <li>• How will the project's Outcomes change detrimental attitudes or behaviors?</li> <li>• How will the project's Outcomes improve the responsiveness of local or national authorities to local concerns?</li> <li>• How will the project improve the well-being of households and the community both holistically and sustainably?</li> </ul>

In conclusion, the IHD conceptual framework is an approach that can be used systematically to guide a holistic analysis, making important contributions to the project development process. Other frameworks or approaches can still be used within the IHD conceptual framework, such as Structural/Contextual Analysis<sup>8</sup>, Conflict Analysis, the Food Security Framework, or Vulnerability Assessments. And there are other parts of the process that still need to be undertaken, such as stakeholder analysis and partnership development, and issues related to Management Quality. But using the IHD conceptual framework to guide strategic planning and program design helps us to operationalize the Justice Lens more effectively through the resulting programs, and to achieve more fully the agency objective of Integral Human Development.

<sup>8</sup> See Just Associates. 2004. *Contextual Analysis Toolkit: A Toolkit for Contextual Analysis of Social, Political and Economic Systems for Use in CRS Planning*. Baltimore: CRS.

## **SECTION 4**

# **CONDUCTING A PARTICIPATORY LIVELIHOODS ASSESSMENT<sup>17</sup>**

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### **Planning a PLA**

Planning is the first step to a successful participatory livelihoods assessment (PLA). While they can be large and complex, PLAs have the same components of all other assessments (see *ProPack I*, pp. 47–71). By the end of the planning process, the following questions should be answered:

1. Why is this assessment being conducted?
2. Where will the assessment be conducted?
3. Who will be conducting the assessment?
4. When will this assessment be conducted?
5. What information will be collected?
6. How will this information be collected?
7. How will this information be analyzed, reported and utilized?

#### **Why?**

The purpose of the assessment must be determined clearly at the outset. This will determine the emphasis during the PLA, and ensure sufficient understanding and information to develop the most relevant programs and projects. However, given the agency goal of IHD, it is also important to use the assessment simultaneously to do a preliminary check of the broader issues related to peace, human dignity and social justice. A sample purpose could include the following elements:

- Determine baseline Assets at household and community levels and how they are changing
- Identify household and community responses to these changes
- Understand the larger external context, and how this is impacting local well-being in positive or negative ways
- Analyze implications of these findings for CRS programs
- Increase capacity of CRS staff and partners in IHD analytical skills

#### **Where?**

Once certain regions have been prioritized through analysis of secondary data, the next step is site selection. The site(s) should be in the probable intervention area(s). The reasons for this are two-fold: first to ensure the program is representative of the needs in the area(s); and second, since PLAs take community time and may raise community expectations, being able to return with services for these communities is ethically preferable.

Assuming CRS and partners are familiar with the area(s) (if not, initial reconnaissance should be conducted), it is necessary to select villages that are representative of where the

<sup>17</sup> Sometimes also referred to as an IHD Assessment. The term “livelihood assessment” may be more compatible with language used by other agencies.

program will be implemented. For example, perhaps the project area is mountainous and the program will be working in the communities on the hillsides and in the valleys. Visiting communities in both locations is critical due to different agro-ecological zones present in mountainous areas. The agro-ecology of the area will affect livelihood Strategies, access to services, availability of resources and major sources of vulnerability — all critical elements. Other considerations could be the ethnic context of the communities, which may affect livelihood Strategies. Some groups may rely on farming for their livelihood while another group may have a greater reliance on livestock. This may lead to conflicts in the community, and the programming interventions will need to be responsive to these issues. In short, sites should be representative of the types of areas where CRS and its partners intend to work.

**Some possible site selection criteria:**

- Probable community of intervention
- Representative of agro-ecological zones and other economic or livelihood criteria
- Religious and ethnic diversity
- No other NGO doing similar work in the area
- Representative in terms of accessibility of the area
- Willingness of the community to participate in a PLA
- Inclusive of the different groups and issues (e.g. if there is a conflict between two groups that use common resources, but live in different locations, meeting with both groups is important)
- Other criteria — as locally relevant

**Who?**

It is helpful to have a mixture of CRS and partner staff with experience in the area if possible. This is especially important for linguistic reasons. Another consideration is that the team be multidisciplinary, with a wide range of experiences that may include agriculture, education, microfinance, peacebuilding, gender, water and sanitation, health and HIV. This will affect the questions that are asked, and how responses are understood. It is also helpful to have a balanced mix of men and women in each team, since some group discussions will involve women or men only, and will require same-sex facilitators. Age may be another factor to consider since elders in the community may resent talking to junior staff whose dress or manner may not be perceived as respectful.

**When?**

The timing of the visit is of critical importance. PLAs are time consuming activities for the community, so planners should identify a time that is less hectic for communities. In farming communities this may be after the harvest. At the same time, logistical issues need to be considered because in some cases, such as during the rainy season, certain villages will not be accessible. Other considerations may include voting days, market days, or religious holidays or activities such as Ramadan. Whatever time of year is selected for the visit, it is helpful to let communities and relevant officials know well ahead of time so they are able to help in selecting appropriate dates, and make the necessary arrangements. Unforeseen events such as funerals or illnesses may also require flexibility.

## **What?**

The IHD conceptual framework provides guidance in determining what information needs to be collected. The purpose of the PLA is another factor to consider. For example, if the PLA is being conducted as part of an SPP, a very broad focus will be necessary. For MYAPs, the primary focus is food security and determining how the Assets, Systems, Structures, Shocks, Cycles, Trends and livelihood Strategies, influence food availability, access and utilization in this community.

To ensure that all the relevant information is collected, it is important to develop a checklist ahead of time. Cross-cutting themes such as gender and HIV will be important to consider since they impact all elements in important ways. The checklist could be based on identified information gaps or items to be verified through triangulation after conducting the macro-level assessment with secondary information sources. The checklist should ensure that CRS and partners have an understanding of the local situation, and the needs and priorities of targeted vulnerable groups. The CRS RRA/PRA manual<sup>18</sup> provides some sample checklists that may be a helpful starting point.

## **How?**

PLAs usually use a variety of RRA tools. The same tools may be used for assessments that target different end-uses (e.g., SPP or MYAP development). Specific guidance can be found in the CRS RRA/PRA manual, resources available through the Food and Nutrition Technical Assistance (FANTA) website, and WFP's Emergency Food Security Assessment manual. Some of the tools that have been particularly useful to CRS activities in the past are listed below, and others are in Annex 1. Once the information has been collected, be sure to allow sufficient time for feedback to the community. This is a valuable opportunity that allows the team to verify the accuracy of the information collected. It can also be used to thank the community for their participation and potentially solicit their input on the most important interventions.

Some of the tools commonly used by CRS include:

- Community mapping
- Wealth or well-being ranking
- Mobility mapping
- Problem identification and pair-wise ranking
- Problem tree analysis
- Institutional assessment
- Sources of power and other structural analysis tools
- Trend analysis
- Seasonal calendar
- Life Cycle analysis
- Focus group discussions
- Semi-structured household interviews
- Community action planning

<sup>18</sup> See pp. 67-104 of Freudenberger K. 1999. *Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA): A Manual for CRS Field Workers and Partners*. Baltimore: CRS. <http://www.crs.org/publications>

### ***Additional considerations in designing and planning a PLA***

It is important to assemble a team of staff and partners who are available from start to finish of the process. It can be frustrating to spend time training team members who do not participate in the actual assessment due to other commitments. The time spent in training will be critical during the actual data collection and analysis since it will help participants deal with the inevitable challenges that they will encounter. As much as possible, partner staff should take the lead in the process since they are usually more directly connected to the communities, and will see them more regularly during project implementation. Likewise, CRS national staff and partners will usually be in a better position to contribute to field work since they are often more comfortable with the linguistic requirements as well as cultural norms. Sometimes the presence of foreigners on assessment teams can bias responses to questions, or even the questions asked themselves. However, even if staff or partners are already familiar with the communities, they should not assume that they know everything, and should not respond to questions in place of community members.

### **Training**

Training should initially ensure familiarity with the IHD concept and the conceptual framework. This can usually be done in one day. Groups who are already somewhat familiar with standard RRA tools can generally refresh their knowledge of them in a day or two. If the staff are not familiar with RRA tools, a more intensive training program should be implemented, including practice using the tools before going out to the communities.

A full day is needed to understand how to do data analysis and plan a pre-test of the most important tools. One or two days are then needed for a pre-test of these tools in the field. Time should be reserved at the end of each day to analyze the data that has been collected, look for gaps and share successful (as well as unsuccessful) strategies for gathering information.

Most tools are described in detail in the CRS RRA/PRA manual. PQSD also has a basic set of PowerPoint presentations available in English and French on how to use these tools in a PLA. An IHD training manual will also be published soon.

The *composition of community groups* is a key aspect of a successful PLA, and group composition should vary according to the topic(s) being discussed. For many exercises, it is helpful to separate men and women community members into different groups. This is not only done to ensure that women can participate equally in male dominant societies. In fact, women will often share information that is different from the information provided by men! Likewise, it can be important to separate younger people from older people. The perspectives of younger and older generations are likely to be different on many issues. Where possible the female enumerators should work with female groups, and vice-versa. Depending on the number of community members involved in a PLA, you may have a group of older men, a group of older women, a group of younger men and a group of younger women for a total of four groups.

Special emphasis should be placed in the pre-test on practicing how to do the *wealth or well-being ranking*. It is probably the most delicate exercise in a PLA. The section on data collection below describes its importance in more detail. Another tool that is usually fine-tuned during the pre-test is the questionnaire for semi-structured household interviews. Sample

questionnaires in English and French that can be adapted to local contexts will be provided in the IHD training manual mentioned above or can be obtained from PQSD.

## Data collection

*Well-being ranking*<sup>19</sup> is one of the most important exercises in a participatory livelihoods assessment. Village elders usually identify several different categories of well-being in the community. The number of categories of households will vary depending on the village. Fewer than three categories may mean that the categories are too general to be useful for analysis. Too many categories can complicate analysis. Generally, three to five categories is a good range to aim for. Commonly, three categories will divide into a poorer group, a middle group and a wealthier group. Sometimes there is a fourth category for the very poor. A fifth category might allow for additional socio-economic differences such as a group of market traders who do not depend on farming for their livelihood.

Eliciting this information from the village elders can sometimes be sensitive, so it is best to do in a setting where they can speak openly (note that it is not usual for individuals to be mentioned by name in this process, but representatives for each group may be identified later to participate in household interviews). A smaller representative group of elders is preferable to a larger group. Information gathered from this group can be triangulated with information from other sources. Once the different well-being categories have been clearly established, the PLA team can begin to assemble a complete set of information regarding each well-being group's Assets, their engagement with Structures and Systems, response to Shocks, Cycles and Trends and their livelihood Strategies and Outcomes.

## Data analysis, reporting and utilization

Do not underestimate the amount of time it will take to analyze the data you have collected. This is a key step in the process since IHD analysis means looking at how all the pieces of the puzzle fit together. There are four basic steps to IHD analysis. These include:

1. Ensure that you have adequate information for all of the boxes of the IHD conceptual framework, and understand as far as possible important linkages between the boxes. (e.g., how might the access to a particular Asset make a household less vulnerable to a common Shock? How do weak Structures impact human Assets and increase vulnerability?)
2. The boxes can be analyzed separately, but ultimately must be linked together through their interactions. (e.g., weak human Assets for girls in a community may be the result of Systems that cause households to keep their girls at home for various cultural or economic reasons)
3. In addition to focusing on the linkages, you need to see how the Asset combinations result in specific livelihood Strategies, and the Outcomes of those Strategies. (e.g., a household that faces regular droughts may engage in risk reduction Strategies such as planting drought resistant varieties or diversify the range of crops that they cultivate in order to ensure their food security)
4. Once these linkages and combinations are clear, you can identify gaps that could create additional opportunities if they were filled. (e.g., if schools were to provide a take-

<sup>19</sup> This exercise is sometimes also called *wealth ranking*. However, the term *well-being* better represents the holistic nature of the range of Assets that IHD analysis covers.

home food ration for girls, households might be more willing to forego the opportunity cost of sending girls to school; if latrines were available, girls might be more secure at school).

A series of matrices will help to organize this and analyze this information. These include:

1. Problem identification and ranking (especially for the most vulnerable groups)
2. Asset analysis
3. Vulnerability analysis
4. Structures and Systems analysis
5. Livelihood Strategy analysis
6. Gap/Opportunity analysis

Analysis usually begins with Assets as per Table 6, below. Assets represent the basic building blocks with which households develop their livelihood Strategies. In comparatively analyzing Asset portfolios of the different well-being groups, it will become evident where the strengths and weaknesses lie. For example, though a household may have access to a significant amount of land, it may lack sufficient water resources to make the most productive use of the land. Insufficient farm equipment and tools (limited physical Assets) can also constrain the household's use of its natural Assets. Likewise, a lack of financial Assets with which to purchase inputs will also limit productivity. Finally, limited human Assets (knowledge of improved techniques) might also reduce productive opportunities. Engaging in this kind of analysis allows one to understand the complementarity (or lack thereof) of Assets, which may influence a household's ability to use them productively for optimal IHD Outcomes.

The matrix below can then be filled in for each category of household, listing the range of specific Assets which a typical household in this category might have at its disposal. In filling out this table, if you are unable to distinguish clearly between the three categories, you may want to rethink how they have been defined.

In addition to looking at the Assets, it is also important to consider limiting factors. These can be analyzed using a similar matrix according to the categories of Assets and the different groups in a community. Limiting factors include the quality of Assets (leaky roof vs. water-tight roof) as well as who controls access to them (e.g., there may be unequal access not just between households but also within the household). This can be done in the same matrix or separately.

Table 6: Asset analysis

Asset Category	Group A	Group B	Group C
Natural capital			
Physical capital			
Financial capital			
Spiritual and human capital			
Social capital			
Political capital			

## **Vulnerability analysis**

Vulnerability analysis helps you to identify the various Shocks, Cycles and Trends that affect a given community, and compare what kind of response the different groups can have to these events. Some households are likely to be more resilient than others — especially those with more Assets as well as more diverse Assets. Other households with fewer and less diverse Assets are likely to be more vulnerable to Shocks, Cycles and Trends, and recover more slowly. Analysis of the table below allows for greater understanding of the primary risks in a community, the households or categories of individuals that are most affected, and those which are least capable of responding effectively. It is also important to undertake this analysis at the community level in order to understand solidarity mechanisms that may go into effect when a disaster strikes.

Table 7: Vulnerability analysis

Type of Shock, Cycle or Trend	Group A response	Group B response	Group C response
Flood			
Drought			
Violent conflict			
HIV and AIDS			
Low crop prices			

The Shocks, Cycles and Trends listed here are simply examples. It is likely that you will find different ones in the communities where you have done a PLA. Likewise, the number of groups may vary depending on the results of the well-being ranking.

Where can you find the information to fill out the vulnerability analysis matrix? Key sources will include the *seasonal calendar* and *Life Cycle* analysis. *Key informant interviews* will also provide information on major events that have occurred in the village's history. The *well-being ranking* will provide preliminary information on how households respond differently based on which category they belong to. *Trend analysis* may also provide critical information about how Shocks and Cycles may be evolving over time. Finally, *household interviews* will help to triangulate information obtained during the well-being ranking. Other tools that can be used in the vulnerability analysis are listed in Annex 1.

## **Structures and Systems**

In addition to Asset analysis and vulnerability analysis, Structures and Systems can also be analyzed according to the household categories established during the well-being ranking. In this way, it is possible to determine how groups are affected differently by Structures and Systems. Some groups may have better access to services than others. Some groups may have greater capacity to influence due to higher amounts of political Assets. *Gender-related issues, especially differential access and influence based on gender, are particularly important to consider here.*

Analysis of Structures and Systems will help to integrate a peace and justice perspective into the assessment. Even if you are not a peacebuilding expert, this provides the opportunity to analyze power relations in the community and understand who has influence over decision-making as well as what mechanisms may or may not exist to manage conflicts. This is an

opportunity to think holistically! For example, to help farmers to produce more crops, it may be necessary to think about how farmers will engage with markets where they can sell their crops, as well as how they may resolve potential conflicts with herders whose animals may trample their fields.

Table 8: Structures and Systems analysis

Type of Structure or System	Group A engagement	Group B engagement	Group C engagement
Village water committee			
Local NGO			
School			
Health clinic			
National government			

This table could also be constructed using gender in place of wealth/well-being ranking. Such an analysis will provide good insights on issues of gender equity. The specific examples of Structures and Systems listed above are only indicative. They are likely to vary from one community to another.

A complete list of tools that can provide information on Structures and Systems are listed in Annex 1. Information on Structures and Systems can be obtained through *community mapping*, *mobility mapping*, the *institutional assessment*, *Life Cycle analysis* and *Trend analysis*. Structures and Systems may also be a focus of the *community action plan* and any *engagement Strategies* of individual households or the community at large.

### **Livelihood Strategies**

Once Assets, the Vulnerability Context and Structures and Systems have been analyzed, the logical next step is to examine livelihood Strategies. A matrix to help with this process is given in Table 9, below. It is often the case that some boxes of this matrix may not be entirely filled. This is due to the fact that poorer groups tend to be more risk averse and are less likely to be involved in Asset Maximization activities for example. Likewise, better endowed groups may have less need to make use of Coping/Survival Mechanisms on a regular basis, except in times of crisis.

Table 9: Livelihood Strategy analysis

Livelihood Strategy	Group A	Group B	Group C
Coping/Survival			
Risk reduction			
Engagement			
Asset recovery			
Asset diversification			
Asset maximization			

RRA/PRA tools that can help to complete this matrix are listed in Annex 1. Key information for this matrix comes from the *well-being ranking* and the *household interviews*. *Trend analysis* may show how these Strategies are changing over time as the context that affects households and communities evolves. Keep in mind that Strategies can be analyzed at several levels. In addition to household and community level Strategies, you may also start to think in terms of project Strategies that can reinforce household and community level Strategies. This will naturally lead you into gap/opportunity analysis.

Once you have identified the key livelihood Strategies used by the different groups in the community, you can start to identify gaps and opportunities based on the information you gathered in the *problem identification and ranking* as well as the *community action plan* of your PLA. You can organize these according to the same six categories of livelihood Strategy. This will then feed into your development of strategic objectives and intermediate results that correspond to these gaps and opportunities.

### **Gap/Opportunity analysis**

The final step in IHD analysis is to look at gaps and opportunities. Key information to fill out the matrix below (Table 10) comes from the *well-being ranking* as well as *household interviews*. The *community action plan* can also be helpful in that it may indicate specific areas identified by the community which need attention. While these may not be specific to one category of household as in the table below, they represent a consensus of the community that may have broader impact than narrowly focused interventions. As such, they are especially helpful in strategic planning exercises. Finally, *Trend analysis* will also be helpful in charting the direction for future interventions in the context of strategic planning.

Table 10: Gap/Opportunity analysis

Livelihood Strategy	Group A	Group B	Group C
Coping/Survival			
Risk reduction			
Engagement			
Asset recovery			
Asset diversification			
Asset maximization			

*Gap/opportunity analysis* provides useful information to start strategic planning. However, this information is often too detailed and too specific to households in a given community to generalize easily across a region or a country. Hence, the importance of conducting PLAs in several different communities that are representative of different regions. In this way, it is possible to compare data from different situations to find both commonalities and differences. It is these commonalities that can form the basis for a larger program (or project) that encompasses multiple communities/districts or the country as a whole.

For example, a PLA was conducted in Haiti in 2006 by CRS, visiting three different communities in the south and the north of the country.<sup>20</sup> While there were considerable differences between these communities, it was the commonalities — decapitalization, lack of availability

<sup>20</sup> Bahon (north), Cavaillon and Maniche (south).

and access to basic services, poor governance and exclusion, that formed the basis of the new strategic plan at country level. These major challenges were transformed into opportunities that focused on three strategic objectives of reducing vulnerability to Shocks and improving livelihoods sustainably, improving human capacities and mobilizing communities for greater involvement in decision-making that affects their lives. In this way, the program clearly responded to all aspects of the IHD conceptual framework that were analyzed in the Haitian context: decapitalization took into account the loss of Assets due to the effect of Shocks, improving human capacities was focused on improving access to critical social services (the Structures) which the State had been deficient in providing, and community involvement in decision-making was closely related to the lack of influence of these communities on the Structures that had not been providing adequate services.

## **Report formats**

There are a variety of possible report formats including the one in Annex 4 developed by WFP. From this format it is clear where the different elements of IHD can come in. Livelihood profiles can be prepared for each village where data was collected using the boxes from the IHD framework:

- I. General context
- II. Assets
- III. Structures and Systems
- IV. Risk and Vulnerability (Shocks, Cycles and Trends)
- V. Livelihood Strategies and Outcomes
- VI. Problems Identified and Gap Analysis (Opportunities and Constraints)
- VII. Recommendations/Conclusion

## ***Thoughts on project design (after the PLA)***

Due to its holistic nature, working towards achieving IHD cannot be done by a single sector. It requires collaboration between sectors, and with partners and targeted community members.

It is especially important to get the input of the individuals and communities that are targeted by the project in the project design. This will increase the effectiveness and sustainability of the project significantly, while simultaneously demonstrating genuine respect and concern for the people we serve. This input can be obtained in several ways, including:

- Participatory Community Action Planning (see the CRS RRA/PRA manual) following the PLA;
- Inviting representative beneficiaries from targeted communities to participate in the data analysis and project design with the rest of the team at the CRS offices; and/or
- Holding consultations with communities once the proposed project has been outlined.

