

IASC Child protection sub-cluster in Uganda – December 2007

WORKING VERSION only to be used as Pilot material.

Further edits and minor modifications still required.

FINAL VERSION to be endorsed by MoGLSD/IASC by end March 08

Complete training package to be published in 2nd quarter of 2008

Training Manual

Module 5

Theory

Finding Community-Based Child

Protection Solutions

Finding Community-Based Child Protection Solutions

Learning Objectives:

- To explore various definitions of the term ‘community’, community mobilization, and collective action
- To increase awareness of existing and previous community structures
- To gain skills in the identification of community resources, networks, and methods for community mobilization
- To practice effective methods for starting a dialogue with community members and conducting sensitization activities
- To facilitate the use of how to work with a community and not on behalf of one
- To identify best practices that contribute to finding community-based child protection solutions

Expected Results:

By the end of the module, participants will:

- Have participated in an activity that enables them to identify community-based child protection resources
- Have mapped out identified community-based child protection resources
- Be able to define what a community is
- Have developed appropriate and effective skills in community mobilization, dialogue and sensitization
- Understand how to work with a community and not on behalf of a community
- Be able to list best practices of community-based child protection solutions

Overview of Training Module 5 (Theory)

Training is divided into sessions with a corresponding timeframe per session. It is highly recommended that the training to CPCs be done over several days as experience has shown that for participants to absorb the information tightly packed training sessions are ineffective. For **Module 5: Finding Community Based Child Protection Solutions**, it is recommended that each session be held as separate training days with a few hours each day over four days. Alternatively, the facilitator could combine Session 1 through 3, Session 4 as a full day and Session 5 through 6 as the third day.

Session	# of Steps	Methodology	Timeframe
Session 1: Welcome and Introductions	1- Introductions, objectives, expectations		30 minutes
Session 2: Community Mobilization	1- What is a community? 2- Community Mobilization and why it is important 3- The characteristics of a community mobilization approach 4- Re-establishing community structures and setting up new ones 5- Mobilizing women and young people 6- Working With communities	Group Discussion & Activity Sheet 1 Activity Sheet 2 Activity Sheet 3 & Group Discussion Group Discussion Group Discussion Group Discussion	2 hours
Session 3: Community Resources	1- What are resources? 2- The responsibility of managing and utilizing resources	Group Discussion & Activity Sheet 4 Activity Sheet 5	1 hour
Session 4: Participatory Rural Appraisal (PRA)	1- What is Participatory Rural Appraisal (PRA) 2- Understanding Participatory Rural Appraisal 3- Practicing PRA 4- Advantages and Challenges with PRA	Group Discussion and Group Work Group Discussion Activity Sheet 6 Group Activity	2 hours- <i>Full Day</i>
Session 5: Community Mobilization as Sensitization	1- What is sensitization? 2- Public Meetings/Discussions: The Limitations	Group Discussion Activity Sheet 7	1 ½ hours
Session 6: Evaluation and Closing	1- Evaluation/Post-Module Exam		30 minutes

THEORETICAL MODULE

Facilitator Steps:

<p>Session 1 Welcome and Introductions</p>
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Time: 30 minutes

Session 2 Community Mobilization

Time: 2 hours

→Step 1: What is a Community? (Group work and Discussion)

Time: 20 minutes



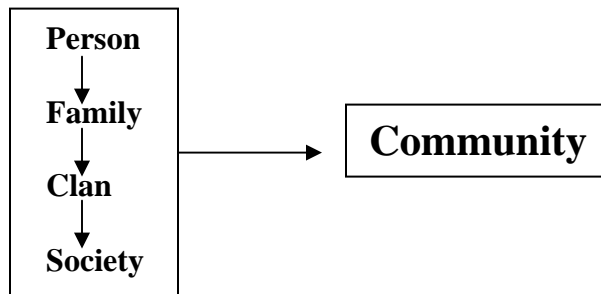
To begin this session see Activity Sheet One

Facilitator Notes:

The term is used differently in different situations. Three definitions are given below:

1. A territorial unit of society- e.g. a village, a town, a district, a city or refugee camp
2. A unit of social organization which can be based around common interests (e.g. the academic community), a shared living situation (e.g. a residential home) or around a territorial unit (e.g. a village or district)
3. A particular type of social interaction typically characterized by:
 - A sense of belonging
 - A sense of purpose and common goals
 - A high degree of co-operation and participation in pursuing common goals
 - An inter-personal climate characterized by mutual respect, a sense of fraternity or fellowship

In the first definition, community is referred to a group of people who live in a particular geographical location and often have similar goals. Community can be seen at various levels:



Communities begin with an individual, therefore recognizing that every individual is core to forming a community, every member in society is in a community. Therefore social identity recognizes the individual:

- As a person
- As a member of a family
- As a member of a group/clan
- As a member of society
- As a member of a community

Based on the social identity that contributes to the formation of communities, communities will reflect certain commonalities. Some commonalities include:

- Language
- Expression
- Habit
- Religion
- Social Customs
- Behaviours
- Norms

Ask participants if they can think of additional commonalities within their own community.

Rural communities typically have a stronger sense of community (in the sense of the second and third definitions above) than urban communities, and this is especially true in non-industrialized countries. In some societies, divisions of tribe, clan, social class or caste may limit the sense of community to people within similar groupings.

Displaced people living within the same camp form a territorial social unit and given that there are many issues of concern to the whole population, the nature of a displaced community may encompass any combination of the three definitions mentioned above. By understanding the profile of a particular displaced population, community mobilization seeks to build a sense of community and engage people in an active process of working collectively.

→**Step 2: Community Mobilization and Why it is Important (Group Work and Discussion)**

Time: 15 minutes



Begin this step by engaging participants in **Activity Sheet Two**

Facilitator Notes:

Definitions of Community Mobilization:

Community mobilization is a process whereby local groups are assisted in clarifying and expressing their needs and objectives and in taking collective action directed at meeting them. It emphasizes the involvement of the people themselves in determining and meeting their own needs. It is closely linked with the concepts of participation and resilience.

Key points to discuss with participants:

- It is important to clarify the meaning of the term community before engaging in community mobilisation.
- Social divisions based on ethnic, tribal, clanship, political or religious considerations may severely limit a population's sense of community.
- Community mobilisation is the process of clarifying and expressing needs and objectives and taking collective action to attempt to meet them.
- Community mobilisation is important because it values the right of people to self-determination and recognises their resilience.

- Ensuring that the rights of children are respected requires the active involvement of the community.
- Community mobilisation is based on a number of assumptions and principles.
- A community mobilisation approach requires an external agency to work in a participatory, empowering and supportive way with community structures.
- There can be a number of significant problems associated with a community mobilisation approach.
- Community mobilisation requires a comprehensive understanding of existing, and previous, community structures.
- Community mobilisation must work through community structures which meet the needs of the whole population.
- It may be necessary to facilitate the setting up of new or parallel social structures to ensure that the needs of all community members are considered.
- Community mobilisation for women is of particular importance because of their role, the contribution they can make and their marginalisation.
- The mobilisation of women may require the development of parallel women's structures.
- The mobilisation of adolescents is particularly important because it can help to avoid problems caused by boredom and can contribute to well-being and resilience.
- Adolescents have a right to participate in decisions and actions which affect them.
- The mobilisation of young people can involve them in different degrees of participation.
- Adolescents can play a vital role in promoting peace and reconciliation.
- Strategies for involving adolescents include: needs assessment; using previously existing youth structures; child-to-child approaches and the development of new youth organisations.

The Importance of Community Mobilization to Children and Adolescents

- Establishing, or re-establishing, community structures is vital in providing a range of support mechanisms for children and their families, and thus vital to their protection and well-being.
- Several research projects have shown that, with regard to trauma, a large proportion of the population can be healed through interventions directed at the communal level (i.e. addressing the situation of adversity). Developmental knowledge and programme experience suggest that the most appropriate interventions often focus on whole systems that support well-being, rather than intensive child centred interventions.
- Community involvement in a wide range of child protection activities is vital, including: prevention of family separations; or establishing or re-establishing educational activities.
- Identifying and addressing issues related to child abuse or exploitation.
- Engaging particularly adolescents in meaningful and constructive activities.
- Ensuring that children and adolescents have an opportunity to express their own opinions and objectives.
- Monitoring of the situation of children and adolescents in general, including for example, in relation to risk factors such as under-age recruitment.

→Step 3: The Characteristics of a Community Mobilization Approach (Group Activity and Discussion)

Time: 30 minutes



Begin this session by engaging participants in **Activity Sheet Three**

Facilitator Notes:

Underlying Assumptions and Principles

COMMUNITY MOBILISATION:

- Assumes that problems are experienced collectively;
- Assumes that people (including those who may have otherwise been "labelled" as vulnerable) are highly resourceful and aims to maximise these resources;
- These community resources are supplemented, only if necessary and appropriate, by selected external resources;
- The community defines its own needs and objectives;
- Planning and decision-making are the responsibility of the community and occur in a bottom-up rather than top-down manner;
- The interests of the community as a whole take priority over those of individuals;
- Participation is a key concept;
- A sense of ownership, on the part of the people themselves, helps to ensure that programmes reflect their culture and values as well as ensuring sustainability.

The Role of the External Agency

THE ROLE OF THE EXTERNAL AGENCY IS TO:

- Help people to organise themselves, clarify ideas on needs, objectives, means of achieving them etc. - in other words the role of catalyst;
- Help to facilitate representative leadership and democratic structures;
- Provide knowledge and information;
- Provide/advocate for resources to support the community's own endeavours and to supplement (but not replace) their own resources. These might include training.

Problems with the Community Mobilization Approach

- It can be a time-consuming activity and does not necessarily produce quick or visible outputs.
- It requires the workers involved to be sensitively aware of the concerns and feelings of the displaced persons and to respond to these with respect and patience.
- It is a much subtler and more sensitive approach than the more traditional one of "doing things for the community."
- It requires the agencies involved to hand back power and responsibility to the community members themselves.
- It can be difficult when the needs expressed by community members cannot be matched with available external resources.
- It requires a community to be open and available to dialogue - populations that are controlled or coerced by a minority may have difficulty in engaging with external agencies.

→Step 4: Re-Establishing Community Structures and Setting-Up New Ones (Group Discussion)

Time: 15 minutes

Explore with participants their own experiences of situations where populations have been controlled or coerced by non-representative leadership structures. Were there any viable

alternatives available to them in terms of being able to provide for their interests of the population as a whole?

Facilitator Notes:

The importance of community mobilization requires an understanding of existing and previous community structures such as traditional or elected leadership patterns, women's organizations, youth organizations, popular movements and so on. It may be useful to help participants to explore community structures and leadership patterns within their community known to them.

Addressing the needs of the whole population equally is vital to understand whether such social structures and leadership patterns are effective in responding to the needs of the whole population. Care needs to be taken to avoid re-establishing leadership structures which are not representative of the people or which are likely to lead to the pursuit of self-interest or specific political objectives, rather than the wider community's interests. Such situations arise frequently where, either self-interested individuals assert themselves into leadership roles or whole populations may be controlled or coerced by a minority. Often the very situation of social upheaval is exploited by such individuals or groups to introduce or impose values and/or thinking that would not have been tolerated by the society in normal times.

Leadership patterns which reflect self-interest or factional interests (political, ethnic, tribal, clanship, gender, etc.), rather than those of the population as a whole, may need to be replaced with, or supplemented by, new or parallel structures which may be less familiar to the people but more effective. This is often exceptionally difficult to achieve in practice, and compromises may have to be made.

Setting up New Social Structures

It may be appropriate to facilitate the setting-up of particular social structures for specific purposes; for example, the early establishment of an education committee may expedite the setting-up of schools and encourage a sense of community ownership of the schools. Where significant numbers of children are present, a community committee set up to respond to this specific issue-or possibly to broader child welfare issues- may be helpful. Similarly, committees that respond to the needs of children with disabilities, perhaps including parents of disabled children and possibly some adults with disabilities, might be considered.

→Step 5: Mobilizing Women and Young People (Group Discussion)

Time: 20 minutes

Open up a discussion with participants on the particular problems that adolescents and women face in a community. How might they be engaged in a process of identifying, discussing and analyzing their needs? What skills does this require from profession staff? Capture this information on a flip chart if participants are literate.

Continue the discussion by asking participants what particular resources might the adolescents and the women contribute to? How would they need to be supported in doing so? What results might this have on the wider community? (Risks and Successes)

Facilitator Notes:

Mobilization of Women

The mobilization of women is of particular importance, especially in the context of developing appropriate responses to the needs of children and adolescents. On the other hand, it presents particular difficulties and challenges:

- In all societies, women play central roles in the care of children.
- Women often play central roles in areas important to family well-being such as control and management of water, food, etc.
- Often women are more open-minded and flexible in their approach to problems. Experience shows that women often have a capacity to organise themselves and assume a leading role in community activities and decision-making.
- But in many cultures, women are marginalised and it is men who exercise the main decision-making even in areas of central concern to women.
- Some specific protection issues affecting girls and women (such as personal security and sexual abuse) are clearly best dealt with by women themselves
- War and conflict often result in a dramatic increase in the number of female-headed families. New educational, income-generating, health (particularly reproductive health) and legal rights initiatives to meet their needs have to be dealt with by women themselves.

Mobilization of Adolescents

(Notes for Facilitator: this is a lot of information here that you can draw on for the discussion of mobilizing adolescents, however some of the information can be saved for an additional module on working with young people. Much of this is for reference; you do not need to go into this much detail during this session.)

Although adolescents typically comprise around 20% of all populations, they are sometimes less visible in communities than are younger children. Hence, their particular needs are frequently overlooked.

Children and adolescents are active social agents who, in interaction with family and community members, make sense of and creatively engage with their environment. This understanding of children and adolescents is the basis of their right to participation. For adolescents in particular, making good use of their potential and drawing upon their ingenuity and resources is vital in strengthening not only their own development but also that of the community as a whole. Moreover, it has been shown that the involvement of adolescents in communal activities, including planning and monitoring, produces direct and positive results. This approach enhances their self-esteem and self-image and, in turn, buffers against the negative impact of conflict, flight, etc.

Adolescents have a right to participate in issues which affect them. Article 12 of the Convention on the Rights of the Child States:

“State Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.”

This places a responsibility on adults to ensure that children and adolescents play a part in all aspects of decision-making that will affect them, including their active participation in community mobilization activities.

It is vital for adolescents to articulate their own needs, problems and priorities.

Adolescents form an “age in between”: Their needs are frequently significantly different from those of younger children and of young adults. Adult assumptions about their needs and their invisibility of some of their problems can have serious consequences in program planning. It is vital that adolescents themselves should be actively involved in articulating their ideas about problems, needs, priorities and that they should be able to exercise some responsibilities in deciding how these should be met.

Boredom and Idleness

Youth often experience problems of boredom, idleness, frustration and despair at a stage in their life-cycle when they should be preparing for adult roles in society, gaining a sense of competence in social and work roles, and developing a strong sense of personal identity. In practice, youth may be denied opportunities for developing appropriate family and work roles; they may lack opportunities for education and for vocational training. These factors, coupled with uncertainty about their future, may lead to a variety of other and potentially very serious problems, including:

- Involvement in various forms of anti-social behaviour - delinquency, alcohol or substance abuse, unwanted pregnancies, the spread of STDs;
- Youth can also be specific targets for political manipulation and involvement in armed groups. Boredom, frustration and anxieties about the future combine to make them ready targets for under-age recruitment;
- Adolescents will form the next generation of adults - and parents - who may experience difficulties in assuming their responsibilities within their communities if they themselves have experienced neglect.

Engaging adolescents in active coping strategies has been shown to contribute to psychological well-being and resilience both physical and mental health are enhanced when people feel that they have some control over their lives. Research shows that young people’s resilience is enhanced when they have opportunities to participate in and contribute meaningfully to their immediate social environments. When families, schools, peer groups and community all communicate the expectation that children and youth can and will handle their responsibilities successfully and participate in valued ways, the youth respond by developing a sense of autonomy, independence, heightened social competence, and in a word—resilience. Young people are frequently neglected as a resource in both refugee and returnee situations. Mobilizing young people can not only help them to be actively involved in programs for their own benefit, but they can also be a significant resource for the wider community.

Strategies for Mobilizing Young People

- Involving adolescents in assessing needs and problems

Focus groups or the use of PRA techniques with groups of young people can be an effective way of engaging with them to identify and discuss common issues and develop appropriate responses.

Child-to-child approaches often engage young people in an assessment of problems, needs and resources within their community, using PRA techniques such as mapping, compiling flow charts, seasonal calendars, group discussions, role play, etc, such techniques have been used particularly in relation to health issues and mine awareness.

- Youth groups can be organized to involve adolescents

Youth groups which were already existing can be re-established or new ones formed. These may include, for example, boy scout and girl guides groups and other types of organized groups.

- Involving adolescents in work with younger children

Adolescents can be a vital resource in working with children. Very often they have both the motivation and capacity to provide various facilities for children and other members of the community. These can include, for example, recreational and cultural activities for children, taking part in the formation of school committees and in actually providing education, various child-to-child approaches, assisting in practical tasks such as house-building for single or elderly community members.

Child-to-child approaches were originally developed as means of involving older children in providing support and care to younger ones, often within the school setting. The approach has been developed on the basis that young people can have a powerful influence on peers, parents and the wider community. Child-to-child approaches have been particularly developed in the areas of health and landmine awareness.

- Encouraging youth to form their own organizations

In some situations, young people are eager to organize themselves not only in addressing their own needs and problems but in responding to the wider issues in the community.

- Adolescents can play a vital role in promoting peace and reconciliation

In many post-conflict and returnee situations, adolescents may play a vital part in promoting peace: They may be more politically open-minded than adults, less bound by their own history, and more able to reach across political, ethnic and other divides. By taking on leadership positions within their own communities, and by making links with others in neighboring communities, they may help to promote reconciliation and community integration.

- Groups of separated adolescents may request a social mobilization approach

In some situations, groups of adolescents who are living apart from their own families may be unwilling, for whatever reasons, to return to their own families. In such situations it may be most appropriate to work with them using a community mobilization approach, by engaging them as a group to enable them to plan and take responsibility for their own care arrangements.

NOTE: Importance of Parallel Structures

Mobilizing women or youth can pose a threat to men if they see their status and decision-making powers being challenged. In some societies, women and youth have less freedom of movement than men, making social mobilization difficult. In some instances it is necessary to facilitate separate women's organizations or youth organizations or committees which operate parallel to those of men, and careful work sometimes needs to be undertaken with male leaders to sensitize them to the needs for women and youth to be involved.

→ Step 6: Working WITH Communities (Group Discussion)

Time: 20 minutes

At the end of the discussion on community mobilization the facilitator should stress that the work that CPCs do should in no way be on behalf of the community. CPCs should engage communities to work WITH them to protect children.

Have participants explore some of the consequences of working on behalf of a community rather than working with them. Explain that both NGOs and Community-based organizations can fall into the trap of working on behalf of the community. This can be seen by replacing or taking away responsibility from parents and/or other community members. The act of working on behalf of a community disempowers the community to stand on its own and to make decisions and take action that is in the community's own interests. Explore with participants how community members can be regularly involved in CPC activities. What are some examples? How does a CPC share information with the community? How does a CPC engage the wider community in activities?

Discuss with participants the matter of monitoring and reporting their work. Who are they accountable to? The public? The government? The children? Ask participants to explore the different levels of accountability and why it matters that each of these constituents is involved in the work of the CPC.

Session 3 Community Resources

Time: 1 hour

→Step 1: What are Resources? (Group Discussion and Group Activity)

Time: 30 minutes

Open a discussion with participants about what we mean by resources. How do we define resources vs. child protection resources?

Facilitator Notes:

Resources may refer to:

- Types and developments that may be any natural or human wealth that can be used for satisfying human needs
- Economic resources that may include commodities and human resources used in the production of goods and services including:
 - o Natural Resources
 - o Human Resources or Human Capital
 - o Resource Management
- Technological resources that affect the utilization of human needs
 - o Computers, telephones, machines

Continue the discussion with participants by categorizing resources into specific areas (physical resources, human resources, service forms of resources, networking resources, legal resources, and cultural/traditional resources). Have an open discussion by asking participants to give examples of each of the above categories. The discussion does not have to focus on child protection at this point. For example: An example of physical resource could be the Well in the village, or the dairy farm. An example of human resources could be the police that patrol the neighborhood. An example of services could be the health clinic. An example of networking resources could be the micro-credit and loan group. An example of legal resources could be the policy on land ownership. And, an example on cultural/traditional resources could be a cleansing ceremony or dance that brings prosperity to the new season.

After this brief discussion, explain to participants that resources exist for every aspect of our lives and this includes the protection of children.

Proceed to the following group activity to explore child protection resources more thoroughly.



See Activity Sheet Four

→Step 2: The Responsibility of Managing and Utilizing Resources (Group Activity)

Time: 30 minutes

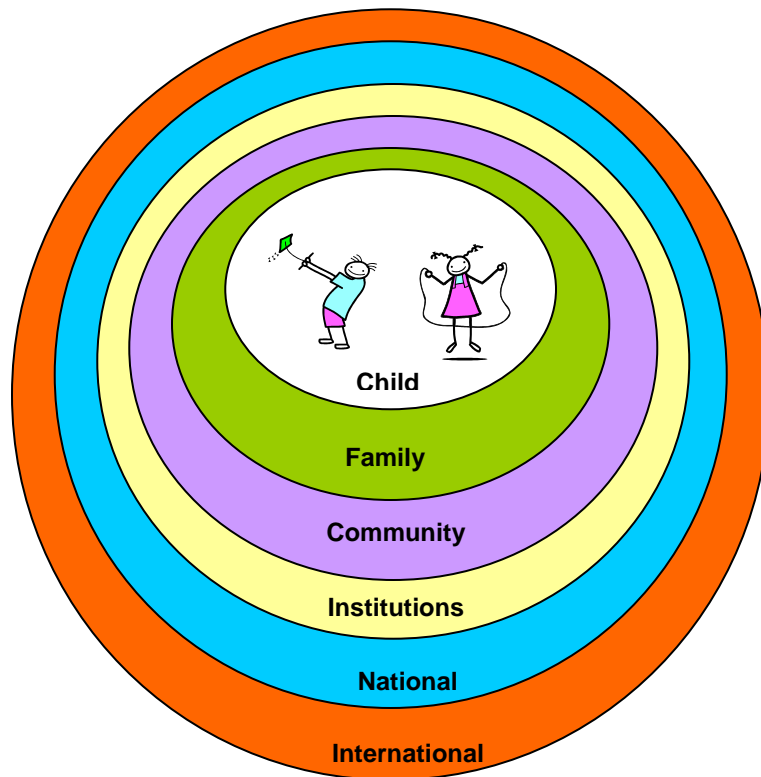


See Activity Sheet Five:

Facilitator Notes:

Drawing on the Rings of Responsibility (as defined and discussed in module 1) reiterate the importance of the rings of responsibility in managing and utilizing resources. The activity above should help to highlight this importance.

Rings of Responsibility



Session 4

Participatory Rural Appraisal

Time: 1 hour and 40 minutes (longer depending on how many PRA exercises participants engage in)

→Step 1: What is Participatory Rural Appraisal? (Group Discussion and Group Activity)

Time: 20 minutes

Open up a discussion with participants by asking them what PRA is and what does it do? Ask participants to give examples of PRA exercises they are aware of or have been directly involved in. What were the benefits of these exercises? What were the weaknesses of these exercises? Proceed with a discussion on the PRA emphasizing the notes below.

→Step 2: Understanding Participatory Rural Appraisal (Group Discussion)

Time: 40 minutes

Using the notes below discuss the overall meaning of PRA, its purpose, background, techniques, tools, organization, 10 steps to administer, and key points to remember.

Facilitator Notes:

Participatory rural appraisal (PRA) is an approach used by non-governmental organizations (NGOs) and other agencies involved in international development. The approach aims to incorporate the knowledge and opinions of rural people in the planning and management of development projects and programs. Participatory rural appraisal (PRA) is a label given to a growing family of participatory approaches and methods that emphasize local knowledge and enable local people to make their own appraisal, analysis, and plans. PRA uses group animation and exercises to facilitate information sharing, analysis, and action among stakeholders. Although originally developed for use in rural areas, PRA has been employed successfully in a variety of settings. The purpose of PRA is to enable development practitioners, government officials, and local people to work together to plan context appropriate programs.

In analyzing why it is important to engage in PRA exercises, have participants reflect on the following approaches to Action:

Action “for” local people

- Local people give information
- Limited consultation
- External decision making

Action “with” local people

- Local people provide labor or input
- Consultation, local information
- External control, local action

Action “by” local people

- Local analysis and action
- Discussion, joint planning
- External input through facilitation

Background:

Participatory rural appraisal evolved from rapid rural appraisal—a set of informal techniques used by development practitioners in rural areas to collect and analyze data. Rapid rural appraisal developed in the 1970s and 1980s in response to the perceived problems of outsiders missing or mis-communicating with local people in the context of development work. In PRA, data collection and analysis are undertaken by local people, with outsiders facilitating rather than controlling. PRA is an approach for shared learning between local people and outsiders, but the term is somewhat misleading. PRA techniques are equally applicable in urban settings and are not limited to assessment only. The same approach can be employed at every stage of the project cycle and in country economic and sector work.

PRA Techniques

Hundreds of participatory techniques and tools have been described in a variety of books and newsletters, or taught at training courses around the world. These techniques can be divided into four categories:

- Group dynamics, e.g. learning contracts, role reversals, feedback sessions
- Sampling, e.g. transect walks, wealth ranking, social mapping
- Interviewing, e.g. focus group discussions, semi-structured interviews, triangulation
- Visualization e.g. venn diagrams, matrix scoring, timelines

To ensure that people are not excluded from participation, these techniques avoid writing wherever possible, relying instead on the tools of oral communication like pictures, symbols, physical objects and group memory.

There are several advantages to the use of visual techniques, including:

- Focus for the discussion is taken away from the facilitator
- Participants talk through the diagram
- Eye contact and therefore conflict between participants is reduced
- A diagram provides a structure for the discussion
- There are greater opportunities for participation and wider involvement
- The ‘basket of methods’ that can be drawn on is continually expanding and open to experimentation and innovation.

Efforts are made in many projects, however, to build a bridge to formal literacy; for example by teaching people how to sign their names or recognize their signatures.

Key Tenets of PRA

- *Participation.* Local people's input into PRA activities is essential to its value as a research and planning method and as a means for diffusing the participatory approach to development.

- *Teamwork.* To the extent that the validity of PRA data relies on informal interaction and brainstorming among those involved, it is best done by a team that includes local people with perspective and knowledge of the area's conditions, traditions, and social structure and either nationals or expatriates with a complementary mix of disciplinary backgrounds and experience. A well-balanced team will represent the diversity of socioeconomic, cultural, gender, and generational perspectives.
- *Flexibility.* PRA does not provide blueprints for its practitioners. The combination of techniques that is appropriate in a particular development context will be determined by such variables as the size and skill mix of the PRA team, the time and resources available, and the topic and location of the work.
- *Optimal ignorance.* To be efficient in terms of both time and money, PRA work intends to gather just enough information to make the necessary recommendations and decisions.
- *Triangulation.* PRA works with qualitative data. To ensure that information is valid and reliable, PRA teams follow the rule of thumb that at least three sources must be consulted or techniques must be used to investigate the same topics.

PRA Tools

PRA is an exercise in communication and transfer of knowledge. Regardless of whether it is carried out as part of project identification or appraisal or as part of country economic and sector work, the learning-by-doing and teamwork spirit of PRA requires transparent procedures. For that reason, a series of open meetings (an initial open meeting, final meeting, and follow-up meeting) generally frame the sequence of PRA activities. Other tools common in PRA are:

- Semi-structured interviewing
- Focus group discussions
- Preference and well-being ranking
- Mapping and modeling
- Body Mapping
- Seasonal and historical diagramming and calendars
- Transect walks
- Daily schedules
- Time lines
- Matrices
- Sociograms
- Pie chart/bar chart
- Livelihood analysis
- Venn diagrams
- Institutional analysis
- Linkage diagrams/cause and effect/problem tree
- Spider web analysis

Organizing PRA

PRA should be organized emphasizing three pillars:

1. Acknowledging and taking into consideration behaviors and attitudes of participants
2. Exploring appropriate methods based on the population, timeframe, and ability
3. Sharing and analyzing information collected through the PRA

A typical PRA activity involves a team of people working for two to three weeks on workshop discussions, analyses, and fieldwork. Several organizational aspects should be considered:

- Logistical arrangements should consider nearby accommodations, arrangements for lunch for fieldwork days, sufficient vehicles, portable computers, funds to purchase refreshments for community meetings during the PRA, and supplies such as flip chart paper and markers.
- Training of team members may be required, particularly if the PRA has the second objective of training in addition to data collection.
- PRA results are influenced by the length of time allowed to conduct the exercise, scheduling and assignment of report writing, and critical analysis of all data, conclusions, and recommendations.
- A PRA covering relatively few topics in a small area (perhaps two to four communities) should take between ten days and four weeks, but a PRA with a wider scope over a larger area can take several months. Allow five days for an introductory workshop if training is involved.
- Reports are best written immediately after the fieldwork period, based on notes from PRA team members. A preliminary report should be available within a week or so of the fieldwork, and the final report should be made available to all participants and the local institutions that were involved.

Sequence of Techniques

PRA techniques can be combined in a number of different ways, depending on the topic under investigation. Some general rules of thumb, however, are useful. Mapping and modeling are good techniques to start with because they involve several people, stimulate much discussion and enthusiasm, provide the PRA team with an overview of the area, and deal with non-controversial information. Maps and models may lead to transect walks, perhaps accompanied by some of the people who have constructed the map. Wealth ranking is best done later in a PRA, once a degree of rapport has been established, given the relative sensitivity of this information.

The current situation can be shown using maps and models, but subsequent seasonal and historical diagramming exercises can reveal changes and trends, throughout a single year or over several years. Preference ranking is a good icebreaker at the beginning of a group interview and helps focus the discussion. Later, individual interviews can follow up on the different preferences among the group members and the reasons for these differences.

Ten Steps to Conducting a PRA Exercise

1. Define the issue; With the question in mind, define and meet the target population. Ensure they are willing to share knowledge. Allow them to re-shape the group or redefine the issues.
2. Select the tools; As a group, decide on the most appropriate tool to use. This depends on the question, the situation and the level of accuracy needed.
3. Choose the location; A suitable location for the exercises may depend on the sensitivity of the issues and the level of trust between the facilitators and the participants
4. Manage the resources; What materials will be needed for the research? What is easily available? (sticks, stones, leaves, chalk, etc)

5. Facilitate; Facilitate and help rather than lead. Be aware that their knowledge is at least as important as yours. Be patient. Observe, listen and learn¹
6. Monitor; Note key speakers and encourage silent people to speak. Note who people are talking to. Be careful not to impose outsiders' representations
7. Probe; Ask relevant questions, remember What? When? Where? Who? How? And Why?
8. Record; Appoint a record keeper to make a permanent record, including names, date, location and an example of any symbols used on maps and charts
9. Ensure joint ownership; The information should be displayed in a visual format, normally in a public place large enough for active participation from the whole. We may make copies and even ask others to help do this, but the information is not 'taken away' or owned by us. It is commonly owned and in an open format
10. Show interest and enthusiasm in learning from people. Enjoy it!

Key Points to Remember about PRA:

- The objective of a PRA exercises is to equip the community with the confidence and motivation so they themselves can initiate a process of empowerment.
- PRA builds on existing local knowledge, and requires good listening and observation skills to be effective. Trust is built up by listening to each others opinions and ideas.
- PRA is not an approach, but it is a philosophy and a set of tools which allow flexibility of approach.
- PRA aims to produce a relationship of two-way reciprocity. Outsiders or facilitators 'hand over the stick' so participants are involved in the decisions about issues and priorities.
- PRA uses low costs materials that are locally available without the need for materials brought in by outsiders. Owned by and familiar to the community.
- All members of the population can be involved including non-literate people; the method mobilizes participation of many diverse groups
- If well planned a great deal of information can be collected in a short time
- PRA can empower communities which is a step towards development
- PRA techniques have now been used effectively to examine a wide range of topics, systems and environments (health, nutrition, agriculture, forestry, non-formal education, women' issues, child protection issues). Planning based on outcomes and outputs of PRA exercises that have maximized people's participation and gained appropriate data, enable both relevant and realistic goals for intervention to be set.

→Step 3: Practice Participatory Rural Appraisal Exercises (Group Activity)

Time: 1 hour per activity



Following the discussion (below) have participants select 2 or 3 PRA activities that they are less familiar with, and as an activity have participants practice these activities. See Activity Sheet Six.

→Step 4: Advantages and Challenges with PRA (Group Work)

¹ See Fact Sheet on Facilitation Skills, Youth Social Work Association, Guide for Participatory Children and Youth Appraisal (PCYA) Training Guide.

Time: 20 minutes

After participants have practiced a few methods of PRA, have participants divide into groups and discuss the challenges they faced with the different activities. Have participants create two columns: Advantage and Challenge. Under each heading ask participants to look at a specific PRA activity and think of the advantages of using this activity but also the challenges that come along with it. Have participants present their findings to the greater group.

Session 6

Community Mobilization as Sensitization

Time: 1 ½ hours

→ Step 1: What is Sensitization? (Group Discussion)

Time: 30 minutes

Discuss with participants what is meant by “Sensitization”. Have participants give examples of methods used to sensitize communities on specific themes.

Facilitator Notes:

Sensitization is a term often used by NGOs and community social workers to educate populations about important information often focusing on health, rights, and/or legal issues to create a change in the community to better the development and welfare of the community. Commonly used methods include:

- Holding public meetings
- Dramas
- Posters
- Radio
- TV
- Intercom through a vehicle or walking
- Parades
- Games/Sport
- Debates
- Murals

→ Step 2: Public Meetings/Discussions; The Limitations (Group Activity)

Time: 1 hour



Although the above methods are commonly used for sensitizing community populations, due to a lack of resources and/or creative planning, many CPCs turn to the most commonly used method of holding public meetings/discussion groups. Unfortunately, there are countless reasons why this method often is ineffective in getting the message across and really changing behavior. Engage participants in the following activity using **Activity Sheet Seven** to illustrate why this method is often limiting and/or ineffective.

Facilitator Notes:

Additional issues that can create both successes and challenges include:

- Resources
- Commitment
- Participation
- Skill of Facilitator
- Target Group

- Method

Session 7
Evaluation and Closing

Time: 30 minutes

Activity Sheets



Module 5: Finding Community-Based Child Protection Solutions

Activity Sheet One: What is a Community?

Time: 15-30 minutes

Objective:

- To clarify the meaning of the term community before engaging in community mobilisation.

Materials: Paper, crayons or markers, tape

Instructions:

1. Ask participants to draw a picture of what they believe a community looks like.
2. Have participants tape the pictures on the wall or place the pictures on the ground where everyone can see.
3. Ask participants to walk around and look at each other's pictures of communities.
4. Ask participants what commonalities the pictures have. Explore these commonalities as identifiers for communities with similar cultures, traditions, look (clothing), economic, morals, etc.
5. Now randomly select groups of the pictures. (Pick up 3 to 5 pictures at a time and indicate this as one group). Do this until all participants are put together in a group.
6. Ask participants in each group to look at their pictures of community. Ask them to explore their pictures as one giant community and identify communities within their communities. For example: perhaps in each picture someone drew a farmer working the fields. A community could be a group of farmers...a farming committee. Another example: Perhaps three pictures illustrate education or children going to school. The school could be a community but the act of going to school could also illustrate a common value by the entire community that education is important.
7. Have participants explore the different communities within a community and present their thoughts to the wider group.

Activity Sheet Two: Community Mobilization

Time: 20 minutes

Objectives:

- To explore personal experiences with community mobilization
- To identify varied techniques and methods for effective community mobilization

Materials: Question handouts, flipchart paper, markers, tape

Instructions:

1. Divide participants into small groups.
2. Ask participants to explore the following two sets of questions in their group and write up their responses on flipchart paper. If participants are illiterate have participants discuss the questions and then present the findings orally.
 - A. Give examples of when you have tried to mobilize communities. Why was there a need to mobilize the community? (Purpose) What approach was used to mobilize the community? What did you see as the main advantages of this approach to working with communities?
 - B. Give examples of different approaches you have used to mobilize communities other than public meetings. For example, dramas, stories, posters. Etc. What did you learn from this experience? Was it effective? What were the difficulties?

Activity Sheet Three: Community Mobilization with External Agencies

Time: 30 minutes

Objectives:

- To explore assumptions underlying the community mobilization approach
- To share experiences of engaging in community mobilization within their communities and their experience of working with outside or external actors/agencies
- To explore problems with the community mobilization approach

Materials: flipchart paper, markers, tape

Instructions:

1. This brainstorming activity can be done as one large group with the facilitator capturing the information on flipchart paper, or the activity can be done in separate groups asking each group to answer one of the questions below. Groups would then return and share their experiences.

Questions:

1. Ask participants to give examples of what they think are assumptions and principles underlying the community mobilization approach.
2. Ask participants to share their experience of community mobilization with external agencies/actors. Was it more helpful or more harmful to have external actors involved? What did they learn from their experience?
3. Ask participants to brainstorm problems with the community mobilization approach and how these problems could be overcome.

Activity Sheet Four: Child Protection Resources

Time: 30 minutes

Objectives:

- To explore the term resource and identify a number of child protection resources
- To recognize the vast array of resources outside of the physical or monetary resource category

Resources: flipchart paper, markers, tape

Instructions:

1. Ask participants to divide into six groups. Each group being identified as one of the following:
 - Physical Protection Resources
 - Human Capacity Resources
 - Services as a Resource
 - Networks as a Resource
 - Policies and Legal Instruments as a Resource
 - Cultural/Traditional Resources
2. Ask participants in their relevant group to list out different types of child protection resources that would fall under their heading.
3. Have participants explore not only what is real in their communities but an imagined perfect world with all kinds of resources.
4. Have participants label those resources that are real or actual with a star and those that are imagined or needed by circling the resource.
5. Have participants present these lists of resources to the wider group.

Below are examples of some resources that can be used to help participants think through the many types of resources available. This list should not be given to participants, but the Facilitator can use this to help participants think through resources or to give as additional resources after groups present.

- Human Capacity
 - o Peer Mentors
 - o Social Workers
 - o Doctors
 - o Counselor
 - o Local Council Members
 - o Elders
 - o Traditional Healers
 - o Religious Leaders
 - o Youth Groups
 - o Drama Groups
 - o Watch Dog Groups
 - o PTA
 - o Teachers
 - o Nurses
- Physical Protection (Space, Materials)
 - o Shelters
 - o Schools
 - o Protective Space (Child Friendly Space)
 - o Preschools
 - o Daycare
 - o Playground
 - o Immunizations
 - o Food/Clothing/Shelter
 - o Whistle
 - o Telephone
 - o Bicycle/vehicle
 - o Self Defense
 - o Posters / Signs
 - o Light deflectors
 - o Name tags
 - o Permission slips/Contracts
- Services
 - o Hospitals
 - o Police / Fire
 - o Hotlines
 - o Specific Program Activities:
 - Books on Wheels, etc.
 - o Food Distribution Centers
 - o Feeding Programs
 - o Micro-credit/Loan programs
 - o Vocational training
 - o Social Welfare Service
 - o School (daycare, preschool, primary, secondary, college)
 - o NGO CP training programs
 - o First Aid training courses
- Networks
 - o CPC
 - o CP working groups
 - o Children's Groups
 - o PTA
 - o Local Council
- Laws and Policies
 - o Uganda Children Act
 - o OVC policy
 - o Code of Conduct
- Cultural/Traditional Resources
 - o Cleansing Ceremonies
 - o Dance
 - o Religious related ceremonies (baptism, prayer, etc)
 - o Actions to ward off evil spirits

Activity Sheet Five: Resource Responsibility

Time: 30 minutes

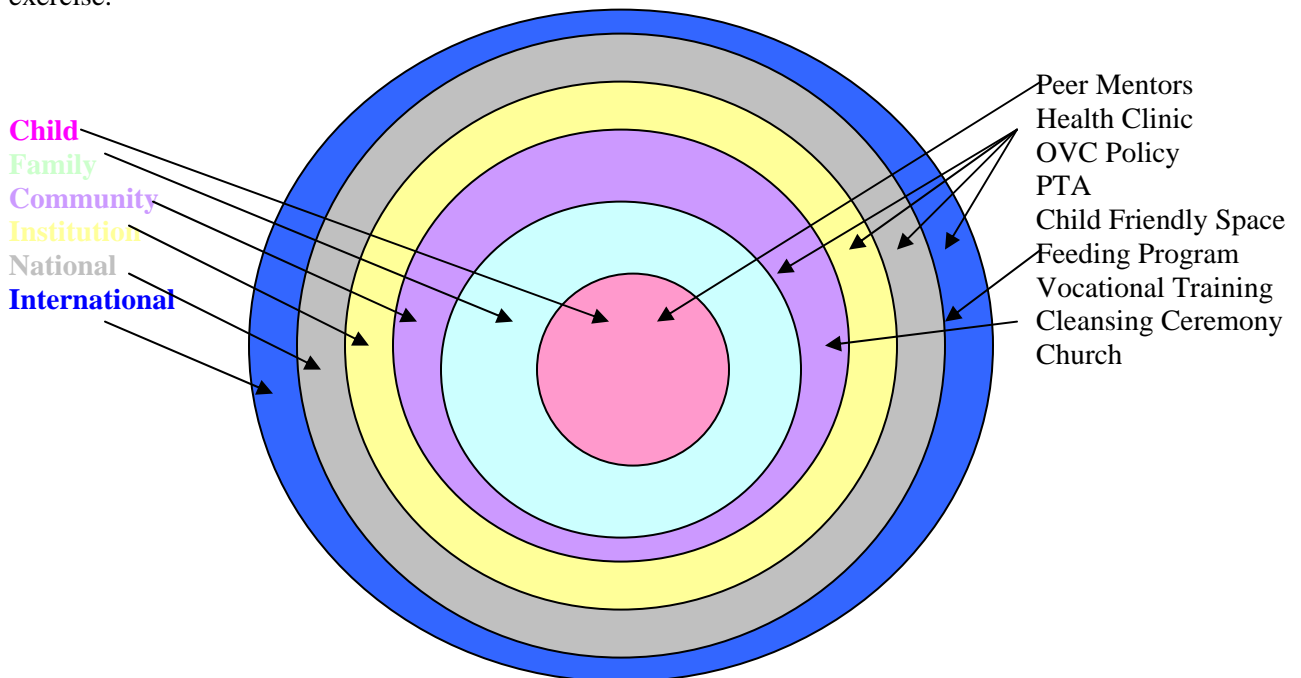
Objectives:

- To create a framework on how to work with communities on recognizing child protection resources
- To illustrate responsibilities for obtaining child protection resources
- To highlight gaps and linkages of child protection resources

Resources: Paper, Note cards, markers, tape

Instructions:

This next exercise can be done individually, in pairs, or in small groups. Ask participants to reflect on the list of Child Protection Resources that was just created in the previous exercise. Have participants try to categorize the resources under one of the Rings of Responsibility. This exercise will help participants realize the numerous resources at various levels, who is responsible and where there are gaps or linkages between the rings. Ask participants to draw on a paper or large flipchart paper the rings of responsibility and write in each of the resources within the ring. An alternative approach would be to ask participants to write the resources on a separate piece of paper (note card) and to tape the note card within the appropriate ring. The facilitator can have already prepared note cards to aid in this activity or the participants can create them during this exercise.



Activity Sheet Six: Participatory Rural Appraisal Activities

Time: 1 hour per activity

Objectives:

- To enable participants to practice PRA activities they are unfamiliar with or have little experience participating in.

Materials: PRA Handbook, Child-Friendly Participatory Assessment Tool Kit

Instructions:

1. After reviewing the two PRA handbooks above, the facilitator should assess which activities the group should practice and determine 2 or 3 activities to engage the participants in. This can be done prior to the workshop or if all materials are provided, the day of.
2. It is the job of the facilitator to act as the facilitator of the PRA exercise by leading the participants in the exercise. Participants should practice the activities as if they are the community and someone else is facilitating the activity to them. This will allow participants to understand and get a feel for the activity. *(During the practical session, participants will be asked to be the facilitator and will practice these activities working with members of the community or children.)*
3. Each Handbook included with Module 5 gives step by step instructions on how to carry-out the activities. Participants should practice both adult and child-focused activities as when they carryout community mobilization techniques they will engage with both adults and children.

Activity Sheet Seven: Sensitization Role Play

Time: 1 hour

Objectives:

- To illustrate the challenges faced with typical sensitization activities, often public meetings/discussions with members of the community
- To highlight what not to do when using the sensitization method of public meetings/discussions

Materials: props if needed, role play instructions

Instructions:

Participants are divided into three groups. Each group will have two roles to play.

1. They will be a facilitator doing a sensitization activity with members of the community
2. They will act as members of the community while another group performs their role as Facilitator

Each group will be given their role.

Group 1:

Facilitator Role:

The group should create a role play to teach members of the community about the science behind using a mobile telephone. Explain to participants how a mobile phone works using scientific terminology to illustrate your point. You should try to answer all the questions participants ask you.

Community Member Role (Listen to Group 2 as the Facilitator):

Listen to the facilitators. You are a group of 3 to 5 year olds. You cannot read and you do not understand the meaning of big words. When someone talks to you about a scary thing you cry. You do not want to listen to people speak you want to play.

Group 2:

Facilitator Role:

The group should create a role play to teach the community about how to prevent HIV/AIDS. Explain what HIV/AIDS is and how you can transmit the disease. Ask participants to give you examples of ways to prevent the disease.

Community Member Role (Listen to group 3 as the Facilitator):

Listen to the facilitators. You are a group of illiterate women and elders in the community. You cannot write your name and you cannot do basic math.

Group 3:

Facilitator Role:

The group should create a role play that explains to community members how it is important to create a shopping list and a budget for planning tonight's meal. The facilitators should illustrate this through writing, making a list with check boxes, and also how to create a budget. Explain to participants how to do the mathematics involved in creating a budget.

Community Member Role (*Listen to Group 1 as the Facilitator*):

You are a group of members in the community that are eager to learn new things. You can read and write. You have very good questions. Ask the Facilitators the following questions:

- What are wave lengths?
- Who invented this idea?
- How does this wave length travel across the world so I can talk to someone in another country?
- How much does it cost to make one of these?
- What laws or regulations are in place surrounding this product?

After each response by the Facilitator challenge the answer you get.

Following each group the Facilitator of the training should discuss with participants what worked and what did not work. What were the challenges or difficulties the groups faced? Create a list of these challenges on flipchart paper.

Fact Sheet 1

Facilitation Skills

(Taken from Youth Social Work Association Training Guide for Participatory Children and Youth Appraisal (PCYA))

Being a facilitator is not an easy task. It means that you should be able to guide people without focusing on content but by being in charge of the process. Don't manipulate them and don't contribute own opinions. A facilitator should create a conducive atmosphere for free interaction and learning. Don't show the attitude of "I am leader" or "I know everything." Never be arrogant! Your task should be to help the group gain self-confidence to identify their most important issues and to generate as much information as possible from the group. This can be achieved through flexibility in changing methods and sequences, don't stick to one technique. Always trust other people and their capacities.

For being a good facilitator you need the following skills:

Listening → Observing → Reporting → Sharing → Feedback → Recording

Listening is the fundamental skill. Don't concentrate on your own reply. Hear what others say, make sure that you understood it through, e.g.

- Interpreting ("As I understand it, you are saying that...")
- Summarizing ("The main concerns that you have mentioned are...")
- Clarifying ("Is this what you mean?")

Observing means to study what happens in the group. Look at any event or dialogue without participating. Some key questions might help you to become a good observer:

- How does the group make decisions?
- Who takes the lead in this?
- Who creates new ideas?
- How are disagreements handled?

Reporting means presenting the whole group with a summary of ideas or observations. Be factual and brief. It can be important when you conclude discussions and want to start with the next issue.

- Concentrate on conclusions; don't create long stories (After developing the matrix we all agreed that we need more skills in...)

Recording means writing on a board, flipchart, on the ground or on paper:

- Try to use people's own words
- Don't interpret
- Put similar ideas together for a better overview
- Make sure that peoples' ideas are taken seriously
- If you record for the whole group make sure that you write in big letters that everyone can read and record.

A feedback is intended to help individuals/groups to understand how their actions and comments are received.

- It is important to take into account the feelings of the recipients
- Give positive as well as negative feedback
- A feedback should be helpful; people should not get a bad feeling
- Don't act like a psychotherapist!

Sharing is to swing along similar emotions. IN some situations it might be helpful for participants to share experiences to help each other and to give them the feeling that they are not alone with a problem or experience.

Last but not least:

DON'T FORGET YOUR BODY LANGUAGE

- Be always physically attentive when you talk with another person
- Sit forward and be relaxed
- Change your position in a group, also stay or walk, it make the livelier and it will keep you active
- Maintain good eye contact
- Crossing your legs and folding your arms, slumping in your chair shows the group that you have lost interest
- Looking out of the window shows that you have lost interest
- Yawning or closing your eyes is very rude
- Don't hold your hand in front of your mouth-nobody will understand you.
- You should not carry your head in your hands, it shows that you are tired or bored.