



DANWADAAG RELIEF ALLIANCE

COMMUNITY FACILITATOR'S GUIDE



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DEFINITION OF TERMS

Sexual Exploitation – An actual or attempted abuse of someone's position of vulnerability, differential power or trust, to obtain sexual favours, including but not only, by offering money or other social, economic or political advantages. Example: A male humanitarian worker or gatekeeper requires women to sleep with him before he gives them their food distribution

Sexual Abuse – The actual or threatened physical intrusion of a sexual nature, whether by force, or under unequal or coercive conditions. Example: A local humanitarian staff member rapes a community incentive worker after a distribution

Sexual Exploitation and Abuse (SEA) - Sexually exploitative or abusive conduct perpetrated by either humanitarian or peacekeeping actors. **It is important to note that SEA can affect anyone (women, girls, men, boys, Persons with Disabilities, etc.), but women, girls, Persons with Disabilities, etc. have higher vulnerabilities.**

1.0 BACKGROUND AND INTRODUCTION

Sexual exploitation and abuse (SEA) thrives in conditions of poverty, desperation and crisis, where most victims are reliant on aid and most perpetrators are in charge of dispersing the aid. A culture of corruption, cover-ups and lack of oversight amplifies SEA. In Somalia's IDP sites, lack of access for humanitarian staff, a culture of middlemen, silencing of reporting and a general lack of accountability has created a fertile ground for SEA to flourish.

SEA is intrinsically related to the distribution of humanitarian aid – with the need for humanitarian aid by victims, and the power over its distribution by perpetrators, creating the differential positions of power and the opportunities for abuse that SEA is concerned with.

1.1 Somalia's SEA Context

To a great extent, the choice of who gets access to humanitarian aid is decided by local administration, in tandem with gatekeepers delivering assistance in their respective locations

Perpetrators tend to mostly be:

Peacekeeping troops, militias and private security organisations – These provide security

Humanitarian staff from local NGOs – They mostly provide humanitarian assistance in Somalia. One of the most common ways SEA occurs in Somalia is through exchange of sexual favours for humanitarian assistance

Gatekeepers – In Somalia, these are more commonly land owners or business people from the dominant clan in the local area, who are well connected with local clan militia or local authorities. Sometimes, gatekeepers are elders or leaders of IDP communities living in settlements.

Private contractors – Hired by local NGOs to carry out tasks in the community

The use of Community Conversations is one way that DRA is using to raise awareness and secure practical changes over the current norm of sexual exploitation and abuse of vulnerable people in the community. The process involves a series of dialogues among community members. The goal is to promote understanding of the issues involved, identify and explore deeper structural issues concerning risks of SEA, create better understanding of current practices placing people at risk of SEA, how they



manifest and impact our daily life, mutually learn and decide what should be done. Members of the community who engage in the discussions are expected to come up with resolutions (social contracts) with the aim of sustaining and expanding them.

2.0 COMMUNITY CONVERSATIONS

2.1 What is a Community Conversation?

A facilitated dialogue where members of a community come together and discuss common issues affecting their community, arrive at resolutions and plan for and implement actions to change their situation.

The process enables people to reflect on their behavior and values and how these affect them and other community members

Community Conversations create space for mutual learning, reflection, planning and action.

2.2 Who is a Community Facilitator?

A Community Facilitator (CF) is one who encourages and facilitates the community towards development with DRA's support. It is critical for the community facilitator to be indigenous to the community. They must be active members of the community and with good moral standing, selected from the community's leadership structure or from ordinary members of the community.

Selecting a Community Facilitators

- i. Identify potential people with the criteria below as well as by listening from their positive comments and active participation towards progress (at least 2 people in each camp site).
- ii. Conduct a background check from the community about the selected person's capability and acceptance in the community
- iii. Conduct in-depth discussions and training with the identified potential community facilitators

Characteristics of a good Community Facilitator

- Has a volunteer spirit and teamwork
- Active participation in development activities
- Accepted by people in his/her community/ IDP site
- Long-term resident of the respective community/ IDP site
- Effective communicator
- Has some background knowledge about the participants
- A good listener and is willing to learn
- Is transparent
- Is respectful and demonstrates high regard for leaders and community members

Skills of a good Facilitator

- Able to cultivate relationships with the community
- Encourages dialogue – Invites comments, asks probing questions, present, persuasive
- Clearly communicates the importance of each group in the community
- Follows up



2.3 Objectives of the Community Conversation

- To identify issues that place women and girls at risk of sexual exploitation and abuse in Somalia and especially in IDP sites
- To jointly analyse – Understand the issues and root causes, build confidence, self-esteem and accountability
- To explore and agree on possible solutions that are suggested and discussed upon by the whole community

3.0 COMMUNITY ENTRY

3.1 Introduction

Community entry is the process of initiating, nurturing and sustaining a productive working relationship with community members in order to plan for, implement and evaluate an intervention. The ultimate goal during this process is to engage community members to actively participate in an intervention planning process.

Entry is the first step in engaging with communities. When done effectively, it assists the facilitator and the community in levelling their expectations and to develop a common understanding of a facilitated change process. The success of the facilitated change process is dependent on the relationship created during the entry process, therefore it should be done in a way that will maximize participation.

To enable Community Facilitators to identify steps required in order to enter a community in a way that maximizes participation and reduces conflict.

3.2 Phase 1: Plan for baseline consultation

Inform the community leaders about the dates and aims of the consultation. Plan a day and time for the consultations with different demographic groups (Elders, Youth, Women etc)

The Community Facilitator should collect basic data on:

- Community description and demography
 - Physical description
 - Distance from major towns
 - Number of households in the community
 - Years the community has been in existence in that area
 - Existence of women's groups, youth groups, cultural groups, civic groups, health committees and any other sub-groups/ committees
- Understand the importance and significance of each group or organization
- The relationship between various groups in the community
 - Identify the people who are at risk from SEA, other natural disaster and social and economic changes
 - Identify people who are most affected by disasters and why
 - Identify people who, due to their different status, are treated as unequal in the community
- Respected elders should participate to corroborate information provided by community members\



3.3 Phase 2: Entering the Community

Meet with the community – The stages in meeting with the community leaders and or the community at large are summarized in the table below. While these steps are presented in chronological order, they do not always evolve in this order in practice. It is important for the community facilitator to move ahead with steps.

1: Introduce yourself and set a tone
<ul style="list-style-type: none">• Thank the leaders for their time and willingness to talk with you• Introduce yourself and the organization you represent and your role in it• Explain why you want to meet with them and why their community has been selected for the PSEA outreach project
2: Demonstrate understanding and empathy
<ul style="list-style-type: none">• Engage them in conversation about the land rights issues people in their community are facing. Get them to tell you what they think is important• Show them that you understand the issues and have done your homework about the community
3: Describe the project
<ul style="list-style-type: none">• Share the goals of the project• Describe the deliverables of the project and what DRA will be implementing in the community• Describe how the project will benefit women, men, families and the community as a whole• Describe any incentives
4: Secure Commitment
<ul style="list-style-type: none">• Explain why you need their support or partnership• Explain what you would like them to do. Be specific• Thank them. Acknowledge their willingness to support the project• Be ready to answer questions• Leave meeting with a clear list of next steps and commitments

3.4 Phase 3: Following-up and Continued Nurturing of Relationships

Nurture relationships with reference groups by considering some of the following:

- Regular communication with the elders. Show them that you value their input and support
- Invite key elders to make opening and closing remarks during meetings
- Discuss regularly with elders on how they can help advance the goal of your project

4.0 PROCESS OF COMMUNITY CONVERSATIONS

A community may have one or two community conversation groups that meet monthly. Community elders support the Community Facilitator in identifying a meeting venue. A community conversation cycle takes between 12 to 18 months.

Community Facilitators develop a plan using the following questions:

- WHAT- What do we want to do?
- HOW – How are we going to do it?
- WHO – Who will be responsible?
- WHEN – When will each step take place?



- WHERE – Where will the action take place?

4.1 Introducing Participants

This is when participants and facilitators get to know each other. This is purposeful in building a trusting relationship.

- Introduce yourself and provide a bit of detail about yourself. Make it short so participants don't lose interest
- Let each participant introduce themselves
- Inform participants to listen carefully while the other person is introducing himself/herself
- Please note that from the start both the facilitators and participants use names when addressing each other at all times

4.2 Introduce the purpose of the Community conversation

The objective is to ensure that participants clearly understand and are convinced about the need for community conversations on protection of all parties against sexual exploitation and abuse, women's participation, control and benefits from available resources in the community.

The SF should introduce the purpose/ objectives of the community conversation in detail, make sure all participants understand the activities, objectives and the task at hand at all times. Cover the following basic areas:

- Why a community conversation?
 - How it works
 - Why this method
 - Expected end result
- Objective
 - The purpose of our coming together here (stress the objectives that relate to PSEA and women's participation, access, control, benefit and leadership)
 - Analyse factors that place certain groups of the society at risk of SEA
 - Analyse deeply, understand the issues that arise from this and the root causes together
 - Explore and agree on possible solutions suggested by participants and discussed upon by the whole community
 - Reach some kind of resolution against the issues which the community agrees to abide by
- Why focus on women and girls
- How long will each session take (recommended 2 hours maximum to keep participants interested)
- Assignments, responsibilities and expectations
- Agree on the place, timing and frequency of meetings as a community
 - Location – Encourage participants to select a place accessible to all and is agreeable to majority of the participants (it can be under a tree, in a classroom etc)
 - Timing – Determine the day and time of the meetings together in order to win everyone's commitment



- Frequency – DRA suggests once a month to help maintain momentum, politely suggest/request if this possible. If not, try reaching an agreement as to how often and ensure that it is not too far apart.
- Set up ground rules
Participants formulate their meeting rules and regulations which will govern their behavior and interactions throughout the course of the CC. They should not be considered as impositions thus the rules must be agreed upon by all participants. Examples of rules could be: Keep time; Do not interrupt others while they speak; Respect each other's opinions e.t.c. Repeat the rules from time to time until participants are used to them.

4.3 Opening and closing of sessions

- Reflection on previous session

Ask a few participants to recap on points raised in the previous session, and learning agreed on. Consider using the following guiding questions to ask participants to individually reflect:

- Which one of my attitude, behavior, thinking, assumption or value potentially has negative effects on the prevalence of SEA? Or contributes to the subordination of marginalized groups such as women and girls?
- Am I contributing to the prevailing gender inequalities and lack of protection for women and girls in a way? Which of my assumptions, behavior, attitude and thinking are contributing towards that?
- What would I like to change?
- What have I started to change lately? (ask this after a couple of CC sessions)
- What are some of the challenges am I facing while trying to change?

4.4 Closing the day's conversation

Communicate the next steps and the next meeting date and venue. Communities are more likely to feel engaged when they are left with an action item. It signals that the CF recognizes and respects them.

5.0 COMMUNITY RISK ASSESSMENT AND RISK MITIGATION

Community Risk Assessment is a participatory process for assessing hazards, vulnerabilities, risks, ability to cope, preparing coping strategies and risk reduction options at the community level. Community Risk Mitigation is a participatory process for reducing the frequency, scale, intensity and impact of hazards at the community level. Communities continuously strive to overcome risks and challenges, however, SEA challenges persist due to factors such as ignorance, lack of information, false beliefs and misconceptions. To overcome this, the facilitator needs to:

- Deepen the community's understanding of the risks associated with SEA
- Share basic understanding of solutions available in the community

The community facilitator will guide the community in conducting a risk assessment using the process below:

Step 1: Scoping the community



Facilitators familiarize with the local risk environment and the community's livelihoods through methods such as transact walks and focus group discussions

Step 2: Identification of risks, vulnerable households and locations

Participants in community conversations identify the risks they face in their communities and the associated vulnerable sectors/ elements/ groups/ location

Step 3: Risk Analysis and Evaluation

The CF and community members rank identified risks according to impact they may have on the community and especially vulnerable groups

Risk Assessment mapping template (To be filled by CF in collaboration with the community)

Risk	Potential consequence	Consequence ranking	Likelihood	Rating	Acceptability

Step 4: Action Planning

Together with the community, determine the most effective and appropriate risk reduction options for the elimination, reduction and management of risk

Step 5: Consensus on Options

Community members jointly review the compiled output of coping strategies recommended by different community groups and agree on potential options. The end product of this is a consensual community risk assessment and suggested risk reduction actions.

After a Community Risk Assessment, communities develop a detailed risk reduction strategy, which will be implemented through existing local community structures.

Risk Mitigation Options

Risk Statement	Risk Reduction Options	Existing Measures	Constraints