

Foundations

Community Mobilisation

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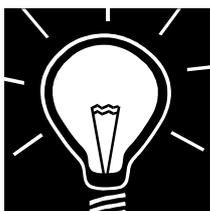
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Community Mobilisation



Introduction

Facilitators who have not recently trained or worked in the area covered by this Resource Pack, should read carefully through the various Topics, Overheads, Exercises, and Handouts before starting to plan their training activity. Please note that these materials aim to stimulate learning and discussion, and should be used in conjunction with stated policy (they do not replace it).

INTRODUCTION

UNHCR is mandated by the United Nations to lead and co-ordinate international action for the world-wide protection of refugees and the resolution of refugee problems. In seeking to devise lasting solutions to refugees' plight, it has been generally agreed that the approach of community mobilisation should be integrated into all phases of emergency relief. Through the consultation and participation of the communities in the planning and operation of projects, these will reflect the needs and concerns of the community, will draw on and make good use of the resources of the community and enhance the sense of ownership. Moreover, this practice conveys the image of communities as active, resourceful and survivors in the face of adversity. This in turn contributes to the (re)building of their self-esteem and self-respect, and prevents the long-term development of a dependency relationship with external agencies. This Resource Pack explores the definition of community and community mobilisation and discusses the importance, benefits and challenges to this approach for refugees and other displaced persons, in general, and children, in particular. Community mobilisation is closely linked with the concepts of participation and resilience.

KEY CONCEPTS

1. Community mobilisation emphasises the involvement of the people themselves in determining and achieving their own objectives.
2. Community mobilisation is vital in ensuring that, to the maximum extent possible, refugees are encouraged to be responsible and self-directing. A lack of engagement and a long-term development of a dependency relationship with external agencies have both been observed in many refugee populations. The approach of community mobilisation has the potential to tackle both problems.
3. The concept of "community" is to be understood differently in different contexts. Likewise, the community mobilisation strategy has to be modified accordingly.
4. Some "communities" will contain serious divisions based on ethnicity, tribal or clanship loyalties, social class, political affiliation, etc. Again the approach taken to community mobilisation must take account of these divisions.

5. The well-being of children is closely linked to that of their parents, and the well-being of both is linked to the availability of supportive structures within the community: these are likely to be much more important for children than externally-provided resources.
6. In particular, developing community mobilisation strategies for women will be important in enabling refugee communities to respond appropriately to the protection and assistance needs of children and adolescents (as well as those of women themselves). Because in some cultures, mobilising and empowering women might provoke strong reactions and tensions, care may be needed in developing an inclusive strategy so as to avoid posing an unhelpful threat to male refugee leaders.
7. The social mobilisation of young people can be an effective approach in enabling them not only to respond to their own needs and problems, but in assuming wider responsibilities within their own communities.
8. In many instances, the most appropriate approach to community mobilisation is to facilitate the re-establishment of previous community structures e.g. re-establishing leadership structures and women's organisations, or settling refugees in a way which re-creates, as far as possible, previous community groupings. But 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.
9. It may be more appropriate to establish new community structures e.g. by electing new leaders, facilitating the setting-up of committees for particular purposes or stimulating the organisation of women and/or youth.

(These Key Concepts appear in **Overhead 1.0**).

OVERVIEW AND DEFINITIONS

Through-out this resource pack community mobilisation is considered in relation to refugee populations but it should be noted that many of the same principles relate to other displaced populations also.

Community mobilisation 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 emphasises the involvement of the people themselves in determining and meeting their own needs. It is closely linked with the concepts of participation and resilience.

The concept of **resilience** is founded on the observation that under traumatic or otherwise adverse circumstances, some people cope and develop relatively well while others fail to do so. The term "resilience" describes the characteristics of those who cope relatively well - their personal attributes, the quality of their family life, their social supports etc. The term "resilience" is derived from the natural sciences and describes the capacity of a material or product to recover its original shape after being stretched or stressed: when applied to people it describes the capacity of the person to "bounce back" after difficult or stressful experiences.

THE IMPORTANCE OF THE CONVENTION ON THE RIGHTS OF THE CHILD

The human rights of children are fully articulated in one treaty: the United Nations Convention on the Rights of the Child (CRC, 1989), offering the highest standard of protection and assistance for children under any international instrument. The approach of the Convention is holistic, which means that the rights are indivisible and interrelated, and that all articles are equally important. The CRC is the most universally accepted human rights instrument - it has been ratified by every country in the world except two (the United States and Somalia). It provides the most comprehensive framework for the responsibilities of States parties to all children within their borders: by ratifying the Convention, national governments have committed themselves to protecting and ensuring the rights of all children without discrimination, including the rights of refugee and displaced children and adolescents. The CRC defines a "child" as everyone under 18 years of age "unless under the law applicable to the child, majority is attained earlier". The scheme of the CRC suggests that this exception should be interpreted as an empowering one, in other words that under 18s can claim the benefits of adulthood if granted by national law while still able to claim the protection of the CRC.

With regard to issues concerning the well-being of children affected by armed conflict and forced migration, the CRC identifies children's right to physical and psychological recovery from the effects of armed conflicts in an environment which "fosters the health, self respect and dignity of the child". In addition, children have the right to freedom of expression and the right to express their views in all matters affecting them. Developing a community mobilisation strategy that includes children and adolescents will contribute to the respect of these rights.

STRUCTURE OF THE RESOURCE PACK

Topic 1 examines the concept of community and argues that its understanding should be context-specific.

Topic 2 explores why community mobilisation is important.

Topic 3 considers how community structures contribute to strengthening children's development and the role of community mobilisation.

Topic 4 outlines the characteristics of a community mobilisation approach.

Topic 5 examines the factors which help decision-making about re-establishing previous community structures and facilitating the setting up of new ones.

Topic 6 looks at the value of community mobilisation for women.

Topic 7 examines the particular challenges of community mobilisation in urban and non-camp situations.

Topic 8 examines the importance of, and strategies for, the mobilisation of young people.

Participatory exercises, case studies, overheads and handouts are provided. Facilitators are strongly recommended to develop regionally or country-specific materials such as case studies, in order to make the training even more relevant.

Community Mobilisation



Topic 1:

What is a Community?

KEY LEARNING POINTS

- *The concept of "community" is to be understood differently in different contexts.*
- *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.*

THE MEANING OF "COMMUNITY"

The term "community" has been described as having "a high level of use but a low level of meaning"¹. The term is used differently in different situations. Three possible definitions are given below (and also appear in the form of **Overheads 1.2 and 1.3: What is a Community?**).

- A territorial unit of society - e.g. a village, town, district, city or refugee camp.
- A unit of social organisation 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).
- A particular type of social interaction - typically characterised 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 characterised by mutual respect, a sense of fraternity or fellowship etc.

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-industrialised countries. In some societies, divisions of tribe, clan, social class or caste may limit the sense of community to people within similar groupings.

Refugees 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 refugee community may encompass any combination of the three definitions mentioned

above. Through an understanding of the profile of a particular refugee population, community mobilisation seeks to build a sense of community and engage people in an active process of working collectively.

It is suggested that a session on community mobilisation might begin with **Exercise 1.1: What is a Community?**. This examines what participants understand by the term community.

LIMITATIONS TO THE SENSE OF COMMUNITY

In many refugee camp situations, especially when previous community groupings have been dispersed, this sense of community may be lacking, or it may apply only to particular groupings within the camp. Social divisions based on ethnic, tribal, clanship, political or religious considerations may severely limit this sense of community, and responding to these issues is a major challenge to community mobilisation. Sometimes, however, there are traditional mechanisms for developing relations across these divisions - in which case it will be important to know what these mechanisms are and how they operate.

In other cases, refugees may be scattered in urban or rural situations which can impact on their sense of community. This is discussed in further depth in **Topic 7**.

Exercise 5.3: Afghan Refugees in Pakistan Case Study illustrates some of the dilemmas that have to be confronted when trying to develop a sense of community in such a cultural context.

TRAINING MATERIALS FOR TOPIC 1

Overhead 1.1: Key Learning Points for Topic 1	Key Learning Points
Overhead 1.2: What is a Community?	Summarises conventional definitions of the term "community"
Overhead 1.3: What is a Community?	Details typical characteristics of social interaction
Exercise 1.1: What is a Community?	Examines the different understandings of the term "community"
Exercise 1.2: The Characteristics of Settled and Unsettled Communities	Examines the similarities and differences between settled communities and transitory communities

FURTHER SUGGESTIONS FOR TRAINING

Ask participants to brainstorm examples of communities. Write these down on cards using a marker pen. Ask participants to identify what any two of the communities (chosen at random) have in common. Use these common characteristics to develop an understanding of what is meant by the term 'community'.

¹ Mann, P (1965): "An Approach to Urban Sociology", London, RKP.

Community Mobilisation



Topic 2:

Community Mobilisation and Why it is Important?

KEY LEARNING POINTS

- ***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 refugees' right to self-determination and recognises their resilience.***
- ***Ensuring that the rights of children are respected requires the active involvement of the community.***

WHAT IS COMMUNITY MOBILISATION?

Community mobilisation can be defined as a process whereby local groups are assisted in clarifying and expressing their needs and objectives and in taking collective action to attempt to meet them. It emphasises the involvement of the people themselves in determining and meeting their own needs. It is closely linked with the concepts of participation and resilience. (**Overhead 2.2**).

WHY IS COMMUNITY MOBILISATION IMPORTANT?

- It is a fundamental principle of work with refugees that all individual human beings have dignity and value and the right to be treated with respect. Everybody has the right to live a full human life and to improve his/her circumstances.
- Human beings are essentially social animals who experience the need and desire to belong to a larger supportive community.
- Community mobilisation recognises that the problems which the refugee population may face cannot always be solved on an individual basis - especially in the long-run.
- Every individual and every community have the right to self-determination and to take control of their lives to the extent possible. Refugees have often temporarily lost this control, which can be an overwhelming experience. It is important that control be regained as far and as quickly as possible.
- Community mobilisation helps to enable refugees to define, represent and resolve their own interests and concerns, as such, respecting people's religious, cultural and traditional values. It acknowledges the fact that communities are

frequently extremely resourceful, i.e. they contain a wealth of human resources, structures and networks which can impact on problems and issues. Community mobilisation helps to avoid the danger of imposing external and inappropriate solutions.

- It recognises the need for the target communities to identify with any programme and contribute towards it, thus also improving the local relevance and sustainability. The success of any programme will be directly related to the sense of ownership.
- A community mobilisation approach sees the refugees as responsible and active in identifying and responding to the many problems and issues they face: this is vital in avoiding the danger of dependence on external assistance and the long-term apathy and de-motivation that can result from it. This portrait is also an important alternative to the one of refugees as victims, passive and dependent, which is detrimental to the process of coping.
- The community mobilisation approach should allow for a dialogue between external agencies and those affected, so that all parties are aware of any constraints or limitations that may exist and so avoid unrealistic expectations being raised.
- Dialogue should also be aimed at ensuring that all parts of the community have equal access to resources and/or information (e.g. ensuring equal access to education for boys and girls). It should also allow for the introduction of thematic discussion around issues such as preventive health, reproductive health, peace education and human rights education.
- The approach is generally cost-effective and affordable.

THE IMPORTANCE OF COMMUNITY MOBILISATION 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; establishing or re-establishing educational activities; or making foster care arrangements for unaccompanied minors.
- 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.

THE SIGNIFICANCE OF THE CRC

Ensuring that the rights of children, as set out in various articles of the CRC, are respected requires the active involvement of the community. Articles of particular importance in relation to the establishment of an effective community mobilisation approach include:

Article 12(1)

States 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.

Article 13(1)

The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

TRAINING MATERIALS FOR TOPIC 2

Action for the Rights of Children (ARC)

Overhead 2.1: Key Learning Points for Topic 2	Key Learning Points
Overhead 2.2: What is Community Mobilisation?	Definition of community mobilisation
Exercise 2.1: Why is Community Mobilisation Important?	Ranking exercise that examines the main reasons why community mobilisation is important
Handout 2.1: The Significance of the CRC	Various articles from the CRC reflecting the need for effective community mobilisation

FURTHER SUGGESTIONS FOR TRAINING

1. Ask participants to give examples of when they have tried to mobilise communities either in refugee settings or elsewhere. What did they see as the main advantages of this approach to working with communities?
2. Ask participants to share their experience of community mobilisation through drama, stories or using other means. What did they learn from their experience?

Community Mobilisation



Topic 3:

Community Mobilisation and Child Development

KEY LEARNING POINTS

- ***Community structures are closely linked with healthy child development.***
- ***Children's well-being is intrinsically linked with that of their parents.***
- ***Risk factors indicate a threat to healthy child development.***
- ***Protective factors for both parents and children encourage and enable healthy child development, allowing parents and children to deal, or cope, with risk factors.***
- ***Community mobilisation aims to minimise risk factors and maximise protective factors.***

COMMUNITY MOBILISATION AND CHILD DEVELOPMENT

Humanitarian interventions directed towards the community as a whole, and involving the beneficiaries, tend to be more successful and cost-effective in increasing the general level of children's well-being. This argument is based upon extensive research and programme experience on the development of children and adolescents. In the following, reference is made to ways in which a community mobilisation approach strengthens child development.

Being a refugee implies a state in which people are cut off from not only their homes and families, but also from all types of social organisations, normal activities and meeting places, from traditional or sacred sites. With regard to refugee children, restoring a sense of normality – re-establishment or restoration of daily activities – is a primary buffer against the malevolent effects of flight or living in exile. This can be primarily achieved through community mobilisation. Activities such as establishing, or re-establishing, an education programme can represent an important step in the return to a “normal life” and in the introduction of a future/long-term perspective. At the same time teachers could be trained to look for signs of emotional problems and to help children talk about their experiences.

Through the activation and restoration of community's coping mechanisms, children are often given the opportunity to express and creatively engage with their experiences and feelings about the flight, the conflict, etc. For example, youth groups can use theatre and plays to enable children to tell and relive their experiences of conflicts or flight. These youth activities can in turn have a positive impact on the community.

The mobilisation of the community ensures that due recognition is given to the local definitions of child development and of healing. This avoids the imposition of external, inappropriate or even detrimental healing therapies on children. Issues related to psycho-social intervention are dealt with in more detail in Topics 4 and 5 of the **ARC Resource Pack on Working with Children**.

"The best way to help refugee children is to help their families, and one of the best ways to help families is to help the community. ...UNHCR, often through operational partners in some cases protect and assist refugee children directly. More often, programmes are designed to help the family assist and protect their children and to assist the community in supporting the family and thereby protecting the child."

Refugee Children: Guidelines on Protection and Care, UNHCR, Geneva, 1994.

RESILIENCE

The concept of resilience is founded on the observation that under traumatic or otherwise adverse circumstances, some people cope and develop relatively well while others fail to do so. The term "resilience" describes the characteristics of those who cope relatively well - their personal attributes, the quality of their family life, their social supports etc. Derived from the natural sciences, it describes the capacity of a material or product to recover its original shape after being stretched or stressed: when applied to people it describes the capacity of the person to "bounce back" after difficult or stressful experiences. Resilience is enhanced both by certain individual characteristics and by the kind of protective factors in the family and community environment.

Cross reference can be made to Topic 3 of the **ARC Resource Pack on Child and Adolescent Development**.

RISK FACTORS AND PROTECTIVE FACTORS

There is a close and direct relationship between healthy child development and:

- the presence of risk factors (threats to their physical or psychological well-being);
- the presence of protective factors, many of which are potentially present within the local community.

Children (and adults) are seen as resilient when the various protective factors available to them help to shield them from the worst effects of risk factors.

The process of healthy development, from childhood to adulthood, may be slowed down or even prevented by the presence of risk factors in a child's surrounding environment. These risk factors may affect the children themselves, their parents or both, but are likely to have an impact on the child's development either way. Protective factors encourage and enable healthy development and may be directly protective of children or may act through the protection of their parents.

Overhead 3.2 summarises the above in the form of a 'force-field' diagram. In this diagram, healthy development from childhood to adulthood is represented by the

arrow leading from bottom left to top right.

Many factors in the experience of refugee children and adolescents can be seen as risk factors. These include:

- previous traumatic experiences of violence, separation, fear etc.;
- loss of the family home, familiar surroundings, friends, familiar people etc.;
- loss of self-respect and self-confidence;
- poor diet and nutritional status;
- lack of opportunities for education;
- lack of opportunities for play and recreation;
- excessive burden of paid and/or unpaid domestic work;
- uncertainty about the future.

On the other side of the scale, protective factors serve to shield both parents and children from the worst effects of such risk factors. For children these may include:

- good and consistent parental support and guidance;
- support from extended family, friendship or community networks, including teachers etc.;
- the re-establishment of a normal pattern of daily life;
- an educational climate which is emotionally positive, open and supportive;
- appropriate role models which encourage constructive coping.

PARENTS - RISK FACTORS AND PROTECTIVE FACTORS

In addition, children's well-being is intrinsically linked with that of their parents: this means that the risks to which parents are exposed will also affect the children. These may include, in addition to the above:

- poor parental health;
- mental health problems such as depression and anxiety;
- lack of access to health and support services;
- separation from spouse;
- relationship problems and tensions in the marital relationship;
- excessive demands on their time;
- unemployment and lack of access to economic opportunities;
- lack of material resources.

For both parents and children, the presence of multiple risk factors, especially if they stem from both past traumatic experiences and current stresses, can exponentially increase the risk.

For parents, protective factors may include:

- a supportive marital relationship;

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- support from the extended family;
- supportive community structures - e.g. informal support from community neighbours, women's associations etc.;
- access to appropriate health and support services;
- opportunities to re-establish an acceptable economic base for the family.

Again the presence of such protective factors for parents will enhance their capacity for offering appropriate support to their children.

The various risk and protective factors are presented in **Overheads 3.3 to 3.6**.

Further elaboration of resilience and the concept of risk and protective factors can be obtained from Topic 3 of the **ARC Resource Pack on Child and Adolescent Development**.

TRAINING MATERIALS FOR TOPIC 3

Overhead 3.1: Key Learning Points for Topic 3	Key Learning Points
Overhead 3.2: Risk Factors and Protective Factors	Diagrammatic representation of how risk factors and protective factors affect child development
Overhead 3.3: Risk Factors Affecting Refugee Children	Summary of main points
Overhead 3.4: Parents' Risk Factors Affecting Refugee Children	Summary of main points
Overhead 3.5: Protective Factors for Refugee Children	Summary of main points
Overhead 3.6: Protective Factors for the Parents of Refugee Children	Summary of main points
Exercise 3.1: Risk Factors and Protective Factors	Uses a scenario to introduce the concept of risk and protective factors
Exercise 3.2: The Importance of Community Structures for Children's Development	A case-study exercise which requires participants to identify risk and protective factors
Exercise 3.3: Reducing Risk and Enhancing Protection	Participants apply an understanding of risk and protection factors to a refugee population with which they are familiar

FURTHER SUGGESTIONS FOR TRAINING

Ask participants to discuss, in pairs, what experiences in their parents' lives had a major affect on their childhood. What were the protective factors in the participants' own childhood?

Community Mobilisation



Topic 4:

The Characteristics of a Community Mobilisation Approach

KEY LEARNING POINTS

- ***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 can and should be used in refugee emergencies, and in voluntary repatriation and reintegration situations.***

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.

SOME PROBLEMS WITH THE COMMUNITY MOBILISATION 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 refugees 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 refugees themselves.
- It can be difficult when the needs expressed by refugees 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.

TYPICAL ACTIVITIES AT DIFFERENT STAGES OF THE EMERGENCY RESPONSE

The United Nations Study on the Impact of Armed Conflict on Children (The Machel Study) was submitted to the General Assembly in 1996 (A/51/306 and its addendum A/51/306/Add.1).

The Machel Study points out that UNHCR is often first to respond to emergencies. The Office is therefore in a unique position to exercise leadership regarding humanitarian assistance to refugee children and adolescents. It points out that programmes to support psychosocial well-being “should mobilise the community care network around children”. The Study also recommends that UNHCR enhance its response capacity in regard to the protection of refugee children and adolescents. This will entail the further development of a CRC-based, goal-oriented and child and adolescent-specific agenda within all phases of UNHCR operations.

As set forth below, UNHCR’s follow-up strategy to the Machel Study defines performance objectives and the steps by which the objectives will be achieved – as noted in this resource pack the effective implementation of these objectives will require the involvement and participation of the refugee community including children and adolescents.

UNHCR's Follow-up Strategy to the Graça Machel Study

A. Performance Objectives for UNHCR's Protection and Assistance of Refugee Children and Adolescents

1. Goals During Emergency Stage

(a) Initial phase of emergency response

- (i) Critical health, nutrition and sanitation problems are identified and addressed.
- (ii) Child-family separations are prevented, (for example, assuring that food distribution promotes family unity, and taking steps to see that care centres do not encourage abandonments).
- (iii) Care is arranged for separated minors: they are searched for, identified, documented, and provided with alternate care.
- (iv) In-camp reunifications are begun.
- (v) CRC violations are identified and addressed, especially military recruitment and sexual exploitation.
- (vi) Education and other CRC concerns are integrated into budgets and donor appeals.

(b) Second phase of emergency response

- (i) "Rapid education" and recreation programmes are available in all communities.
- (ii) Unaccompanied minors are placed with foster families or in group care, and that care is monitored.
- (iii) Tracing and reunification are extended into country-wide and cross-border programmes.
- (iv) Programmes are established to separate minors from the military and to protect minors from sexual exploitation and abuse.

UNHCR (1997): Progress Report on Refugee Children and Adolescents. Standing Committee 7th Meeting (EC/47/CRP/19).

In UNHCR's Community Services Guidelines, "Refugee Emergencies: A Community-based Approach" (1996), the need for community services inputs to be made at the earliest opportunity is emphasised. It is stressed that the refugees should be involved as partners, and a phased approach is proposed detailing typical activities. A number of these activities relate directly to establishing and developing an effective community mobilisation approach and are presented here:

1. Assessment, Action Plan and Guidelines:

- Involving the refugees in assessing their needs and planning is vital.
- Organising meetings with refugees, including women, to discuss problems and ways in which the refugees themselves can solve them is a good way to start.
- These meetings should be documented and feed-back provided to help the refugees organise themselves.
- At the same time relevant resources need to be identified: within the community, as well as services and facilities provided by NGOs and the

government.

- Begin to develop an action plan in close co-operation with all relevant people.
- Guidelines on policies and procedures will need to be worked out in order to ensure common aims and standards, and to avoid overlap and gaps in the provision of services/facilities.

2. Foundation of Community Services Programme

- setting-up refugee committees (either including women, or separate women's committees);
- establish a regular meeting schedule with committees to develop a community service programme and to train people in community responsibility;
- identification/selection of implementing partners;
- training of UNHCR staff.
- revision of guidelines and action plan.

3. Building up Community Services:

- capacity-building with implementing partners;
- identification and recruitment of refugee community workers;
- training programme for community workers;

TRAINING MATERIALS FOR TOPIC 4

Overhead 4.1: Key Learning Points for Topic 4	Key Learning Points
Overhead 4.2: The Role of the External Agency	Summary of the role played by external agencies in the process of community mobilisation.
Exercise 4.1: The Assumptions Underlying a Community Mobilisation Approach	Explores assumptions and principles of community mobilisation.
Exercise 4.2: The Characteristics of a Community Mobilisation Approach	An exercise which encourages participants to be creative in the way they demonstrate their understanding of community mobilisation.
Handout 4.1: The Characteristics of a Community Mobilisation Approach	Details some of the likely characteristics

FURTHER SUGGESTIONS FOR TRAINING

Divide participants into two groups and allocate each group one of the two phases of refugee emergencies identified in the UNHCR Follow-up Strategy to the Graça Machel Study. Ask each group to identify and list the particular benefits of community mobilisation at that phase and the difficulties they could foresee.

Community Mobilisation



Topic 5:

Re-establishing Community Structures and Setting-up New Ones

KEY LEARNING POINTS

- ***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 refugee population.***
- ***It may be necessary to facilitate the setting up of new or parallel social structures to ensure that the needs of all refugees are considered.***

THE IMPORTANCE OF UNDERSTANDING COMMUNITY STRUCTURES

The approach of community mobilisation requires an understanding of existing, and previous, community structures such as traditional or elected leadership patterns, women's organisations, youth organisations, popular movements and so on. Settling refugees in a way which re-creates, as far as possible, previous community groupings may be an extremely effective way of enabling a community to re-establish networks, leadership patterns and support structures as a way of reinforcing a sense of community, security and continuity. It may be useful to help participants to explore community structures and leadership patterns within a refugee community known to them.

ADDRESSING THE NEEDS OF THE WHOLE REFUGEE POPULATION

Equally, it 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. Humanitarian workers need to be extremely sensitive to such issues and how to respond.

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.

Exercise 5.2: Facilitating Leadership Structures And Ensuring Their Broad Representation is a simple exercise that can be used to consider a situation in a new refugee situation in which a group claiming to be leaders come forward with an offer to take responsibility for various tasks within the community.

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 separated 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 (see **ARC Resource Pack on Disability** for further information).

TRAINING MATERIALS FOR TOPIC 5

Overhead 5.1: Key Learning Points for Topic 5	Key Learning Points
Exercise 5.1: Understanding Community Structures	Requires participants to answer key questions about the cultural basis of leadership and organisation in refugee populations.
Exercise 5.2: Facilitating Leadership Structures and Ensuring Their Broad Representation	Uses a short scenario to examine the issue of 'good leadership' and representation among community leaders.
Exercise 5.3: Afghan Refugees in Pakistan Case Study	Detailed case study that explores the issues of representative leadership and the mobilisation of women.

FURTHER SUGGESTIONS FOR TRAINING

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 the interests of the population as a whole?

Community Mobilisation



Topic 6:

Community Mobilisation for Women

KEY LEARNING POINTS

- *Community mobilisation for women is of particular importance because of their role, the contribution they can make and, in some cultures, their marginalisation.*
- *The mobilisation of women may require the development of parallel women's structures.*
- *There are many strategies for approaching the social mobilisation of women and the choice of strategy will be very situation-dependent.*

WHY IS THE MOBILISATION OF WOMEN PARTICULARLY IMPORTANT?

The mobilisation 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 with refugees 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 (see **ARC Resource Pack on Exploitation and Abuse** for further information)
- 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.

THE IMPORTANCE OF PARALLEL STRUCTURES

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

STRATEGIES FOR THE SOCIAL MOBILISATION OF WOMEN

There are many different ways of approaching the social mobilisation of women.

Exercise 5.3: Afghan Refugees in Pakistan Case Study and **Exercise 6.1: Community Mobilisation of Refugee Women Case Study** provide opportunities for course participants to examine some of the issues and approaches involved. In addition, the following case illustration identifies some possible elements to a strategy:

The Social Mobilisation of Guatemalan Refugee Women in Mexico

In the Chiapas District of Mexico, a significant strategy for the mobilisation of refugee women was developed: central to this strategy was the emergence of a women's organisation called Mamá Maquín which was supported by UNHCR and various NGOs. The experience demonstrated that, despite the subordinate status of women within all of the indigenous Guatemalan groups, and their exclusion from information, knowledge and decision-making, their capacity to organise themselves was considerable. The strategy had many components, including the following:

- The approach was founded on popular education. The convening of workshop groups of women for the purpose of sensitisation, learning and group discussion was central.
- Literacy classes were also vital in empowering women, raising their self-esteem and enabling them to learn about their rights.
- Early on the women undertook a survey to determine the situation of refugee women in Chiapas, to examine the level of participation of women in their communities and to find out about their demands and opinions, and to determine how to incorporate women into projects.
- The involvement of women in assistance and productive projects. Mamá Maquín did not begin with development projects - rather the projects stemmed from the organisation of women.
- The women were involved in promoting reproductive health services and developing workshops on gender and reproductive health issues.
- The women established structures for responding to protection issues such as sexual violence.
- Successful negotiation for women to be actively involved in the Permanent Commissions which discussed repatriation issues with the Government of

Guatemala.

- The development of radio programmes in three indigenous languages aimed specifically at women and their particular needs, rights and interests.

“We learned to be women in Guatemala. Our mothers taught us to obey and to work in the home without complaining about anything. In refuge, we are opening our eyes. We are coming to know our human rights. Here, women are different from before, though we didn’t think it would turn out this way.”

TRAINING MATERIALS FOR TOPIC 6

Overhead 6.1: Key Learning Points for Topic 6	Key Learning Points
Exercise 6.1: Community Mobilisation of Refugee Women Case Study	Detailed case study set in Rwanda which examines community mobilisation for women.

Community Mobilisation



Topic 7:

Community Mobilisation in Urban and Other Non-Camp Situations

KEY LEARNING POINTS

- *Refugees who have settled in urban settings, or who are dispersed within rural areas, may face a particular set of difficulties and constraints.*
- *The relationship between refugees in such situations and the local population may be characterised by particular tensions.*
- *In these situations, refugees may feel they belong neither to the local community, nor to the “community of refugees.”*
- *Particular approaches and techniques may be needed to reach and involve these refugees.*

REFUGEES WHO HAVE SETTLED IN URBAN SITUATIONS, OR WHO ARE DISPERSED WITHIN RURAL AREAS, MAY FACE PARTICULAR SETS OF DIFFICULTIES AND CONSTRAINTS

In general, urban refugees represent only a very small proportion of the total refugee population. However, in some refugee emergencies, very large numbers of refugees become dispersed in either urban or rural situations. In some situations, they are welcomed and accepted by the local population but in others they may face particular difficulties. These may include some or all of the following points.

- These refugees may be dispersed and isolated within the host population: there may be barriers of language, cultural difference and political or racial hostility which can lead to a severe sense of alienation.
- Living conditions may be particularly difficult, with substandard accommodation, severe economic constraints etc.
- There may be a lack of leadership and traditional community structures.
- Although host populations may be initially open, welcoming and generous towards the refugees, with the passing of time “compassion fatigue” may set in.
- Refugees can be perceived as competing for scarce resources or as posing a threat to the stability of the host community.
- Access to services such as education and health may be denied or restricted for legal or economic reasons.

- Where refugees are targeted for assistance, this can create tensions among local people, especially if the refugees are accorded assistance and services which are not generally available.

REFUGEES IN THESE SITUATIONS MAY HAVE A VERY LIMITED SENSE OF BELONGING TO A COMMUNITY

The mobilisation of a refugee community in an urban or non-camp setting can at times be particularly challenging. Whereas a mass exodus and a camp situation can provide opportunities for the formation of new social relationships and communities, some refugee flights may involve single families or small groups moving to and becoming dispersed over an urban or rural area. Feeling that they belong neither to a refugee community nor to the local community, these refugees might suffer from an increased sense of isolation.

Community mobilisation strategies can either focus on inclusive strategies that bring together local people and the refugees, or on the development of a sense of community among the refugees themselves. These two approaches are not mutually exclusive, and some strategies may combine both elements depending very much on the local situation.

REFUGEES WHO ARE SCATTERED AMONG THE HOST POPULATION MAY BE MORE DIFFICULT TO REACH BY COMMUNITY-MOBILISATION APPROACHES

Although in some situations, refugees may tend to concentrate in a particular area - in others they may be dispersed more randomly. Scattered refugees may be relatively invisible, and precisely because they are scattered they are likely to be more difficult to reach. Field staff will need to consider alternative ways of contacting scattered refugees. These may include:

- identifying and using formal points of contact such as;
 - churches, mosques and temples
 - registration centres
 - distribution centres
 - hostels
 - schools
- identifying and using informal meeting places such as;
 - parks, open spaces, sports fields etc.
 - markets
 - bars or eating places
- by understanding traditional, or new patterns of leadership among the refugees, it may be possible to use them as a route to identifying refugees.
- using mass media such as radio and television, notice boards, newspapers (especially if the refugees produce their own or tend to read particular ones).

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- “walk and talk” approaches may also be helpful - by walking within areas where there are known to be refugees and observing, talking and listening. Attending particular occasions may also be appropriate - e.g. football matches, celebrations etc.
- accessing information from existing services such as health clinics, schools, distribution centres etc.

DIFFERENT STRATEGIES CAN BE ADOPTED ACCORDING TO THE PARTICULAR NEEDS AND CIRCUMSTANCES

In some situations, a broad, inclusive strategy needs to be adopted which involves both refugees and local people. This may help to promote a sense of community which embraces the refugees: encouraging positive interactions between the refugees and the host community may help to dispel prejudice and hostility. If the provision of services is being offered, or if co-operative activities are being encouraged, such an approach may demonstrate that the refugees can indirectly bring some positive benefits to the whole community.

In other situations, especially in urban settings, it may be more realistic to focus on creating or facilitating opportunities for refugees to come together, with the aim of helping to create a sense of community and mutual support among them. The creation of community centres can be helpful, for example in providing opportunities for information sharing, group meetings, recreational and educational activities and so on. As far as possible, such initiatives should be undertaken by the refugees themselves, with the minimum necessary external assistance. Helping refugees to establish associations is another possible strategy. This might involve helping them to find suitable meeting places, develop means of communication (e.g. newsletters), set up various kinds of self-help activity and so on.

TRAINING MATERIALS FOR TOPIC 7

Overhead 7.1: Key Learning Points for Topic 7	Key Learning Points
Exercise 7.1: Planning a Community Mobilisation Strategy	Examines different levels of participation in refugee settings.

Community Mobilisation



Topic 8:

Mobilising Young People

KEY LEARNING POINTS

- *The mobilisation of adolescent refugees is particularly important because it can help to avoid problems caused by boredom and can contribute to well-being and resilience.*
- *Adolescent refugees 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.*

WHY IS IT IMPORTANT TO MOBILISE ADOLESCENT REFUGEES?

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

Why is the community mobilisation for adolescents particularly important?

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.

1. Adolescents have a right to participate in issues which affect them

Article 12 of the Convention on the Rights of the Child states:

States 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 mobilisation activities.

Reference could also be made to **Topic 7 of the ARC Resource Pack on Child and Adolescent Development** under the section "Participation as a Children's Rights Concept".

2. 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 the invisibility of some of their problems can have serious consequences in programme planning. It is vital that adolescents themselves should be actively involved in articulating their ideas about problems, needs, priorities and that they should be enabled to exercise some responsibilities in deciding how these should be met.

3. Boredom and idleness can lead to other serious problems

Refugee 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, refugee youths 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;
- refugee 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 (see **ARC Resource Pack on Child Soldiers** for further information);
- refugee 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. This may be a crucial factor in working towards successful durable solutions and the harmonious integration of refugees or returnees within the wider society.

4. 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 youths respond by developing a sense of autonomy,

independence, heightened social competence, and - in a word – resilience”¹.

5. Young people are frequently neglected as a resource in both refugee and returnee situations

Mobilising young people can not only help them to be actively involved in programmes for their own benefit, but they can also be a significant resource for the wider community.

STRATEGIES FOR MOBILISING YOUNG PEOPLE

1. 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.

[N.B. The video sequence from “Dancing with Hope” provides an illustration of how adolescents were actively involved in assessing needs within a refugee camp in Zimbabwe. Some were then deployed as animators, taking responsibility for various camp activities].

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 etc., group discussion, role play etc. Such techniques have been used particularly in relation to health issues and mines awareness.

2. Youth groups can be organised to involve adolescents

Youth groups which were active in the refugees' previous communities can be re-established, or new ones formed. These may include, for example, Boy Scout and Girl Guides groups and other types of organised groups.

3. 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 refugees.

Case Illustration: Rwandan Refugees in Tanzania

In some of the refugee camps in the Karagwe district of Tanzania, groups of students became involved - often at their own initiative - in such activities as providing recreational and educational activities and, in one camp, in assisting with a survey of separated children within the camp.

Child-to-child approaches were originally developed as a 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 land-mine awareness.

4. Encouraging youth to form their own organisations

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

Case Illustration: The Work of ADEPAC in Guatemala

This organisation works with groups of returnee young people. They have assisted in supporting the work of Maya Tikal, a non-religious and non-political organisation of young people. Many returning young people faced many problems in returning from the camps in Mexico, where they had many opportunities, to remote and impoverished rural settlements in Guatemala. Many of them felt a sense of abandonment, but by coming together in a participatory and organised way they were able to develop various forms of self-expression such as games, theatre and other activities. ADEPAC provided training for leaders and facilitated the setting-up of support groups. These groups then were able to develop their own ideas for activities which included, for example, moves to set up appropriate forms of vocational training, initiate sex education, discussion of rights issues, start up recreational and cultural activities and take social action in response to social problems such as alcoholism and delinquency.

5. 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 neighbouring communities, they may help to promote reconciliation and community integration.

Case Illustration: The Work of ACISAM in El Salvador

In El Salvador, ACISAM has been active in promoting community mental health in rural communities, mainly through deploying Promoters to undertake a range of activities which were designed to impact on the mental health and well-being of members of the community in the aftermath of the civil war.

They found that young people are often less affected than adults by the sense of hopelessness and despair which characterised the immediate post-war period, and also that they tend to be less polarised in their views. For these reasons children and young people can often be more readily mobilised to take action to transform their communities, and to work towards reconciliation. In some areas Acisam deploys Young Promoters, who are usually older adolescents or young adults and they have particular responsibility for reaching children and adolescents in their communities. By using sports and other recreational activities, music, dancing, video etc. as a means of gaining the interest of young people, they often then try to progress into other areas which may include, for example, workshop events (e.g. on topics such as alcoholism, health issues, sexuality, grief and loss etc.), and the development of modest economic activities. The aim with all of these activities is to help young people to be organised and active, to take responsibility within their local community for

gaining resources and achieving change, and to promote peace and reconciliation.

6. Groups of Separated Adolescents may require a social-mobilisation approach

In some refugee 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 mobilisation approach, by engaging them as a group to enable them to plan and take responsibility for their own care arrangements.

TRAINING MATERIALS FOR TOPIC 8

Overhead 8.1: Key Learning Points for Topic 8	Key Learning Points
Overhead 8.2: The Ladder of Children's Participation	Diagram which summarises the main 'rungs' on the ladder of participation
Exercise 8.1: The Ladder of Participation	Introduces the ladder of participation and examines different levels of participation in refugee settings
Handout 8.1: The Ladder of Participation	Summarise the main 'rungs' on the ladder of participation
Reading 8.1: Child-to-Child - Critical Issues in Child and Adolescent Preventive Health	Presents an example of a Child-to-Child approach

FURTHER SUGGESTIONS FOR TRAINING

1. In a refugee/returnee/IDP community known to the participants, what particular problems do adolescents face? How might they be engaged in a process of identifying, discussing and analysing their needs? What skills does this require from professional staff?
2. In a refugee/returnee/IDP community known to the participants, what particular resources might the adolescents contribute to the life of their community? How would they need to be supported in doing so? What results might this have on the wider community?
3. Also of relevance to this topic is **Exercise 7.2 in the ARC Resource Pack on Child and Adolescent Development**.
4. The **ARC Resource Pack on Sexual and Reproductive Health** has materials that could be used to explore this topic. **Sexual and Reproductive Health Exercise 3.3** examines ways in which peer groups can be involved in reproductive health programmes for children and adolescents.

¹ Richman, Jack M. and Bowen, Gary L. (1997): "School Failure: an Ecological-Interactional-Developmental Perspective" in Fraser, Mark W. (Ed.) (1997): "Risk and Resilience in Childhood", Washington DC, NASW Press.

Community Mobilisation



Sample Programmes

Different participants are likely to have different learning needs and priorities. We have divided participants into three broad groups: senior managers, sector co-ordinators and field staff.

Senior managers are those people who have key responsibility for an NGO's operations in a country or region or a UNHCR Section. They will have overall responsibility for strategy and resource allocation within the organisation's policy framework. Senior managers' needs are likely to be best served through briefings.

Sector co-ordinators comprise those people who have responsibility for a particular aspect of their agency's work in a country or region or who have a responsibility for a particular function within an operation, such as for example UNHCR programme, protection or community services officers. Sector co-ordinators are those responsible for translating policy into practice and ensuring that programme budgets reflect the necessary resources to support good practice.

Field staff are those people working in the field who are responsible for implementing the programme activities. They often have considerable front-line experience. Field staff may value the opportunity to develop and practise new skills as well as develop their knowledge and understanding.

Training programmes should be designed with the responsibilities and learning needs of these different groups in mind. If possible, participants from different groups should be trained separately but if this is not possible exercises and input should be selected which will meet the needs of all groups. It may be possible to use different small group exercises to address the needs of each type of participant in a mixed group workshop.

Two types of programme are included in this Resource Pack. The first describes a half day Awareness-Raising Workshop. The programme makes detailed reference to materials from the Resource Pack and describes how a facilitator might use these materials to conduct a session lasting just under four hours.

The second example is for a full day workshop. It is written in the form of a Session Plan that covers:

- the overall aim of the training session;
- specific learning objectives;
- a description of what will be covered and the sequence to be followed;
- the timing for each part of the session;
- who will take responsibility for the different parts of the programme;

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- what inputs and exercises will be used;
- what materials (e.g. handouts, overheads, briefing notes, index cards) will be required;
- what equipment (e.g. flipchart, overhead projector, blackboard, video) is needed.

The purpose and development of session plans are described in detail in the **ARC Facilitator's Toolkit**.

Both programmes are intended as guidance examples only. It is very important that the facilitator should think carefully about the group of participants with whom he or she will be working and devise a programme that takes into account:

- the role and responsibilities of the participants;
- the learning needs of the participants;
- their existing level of knowledge;
- their interest in the subject;
- their willingness to share experience and admit to gaps in their knowledge / skills;
- current / local issues and priorities for the participants;
- the amount of time they have available;
- their position in their organisation.

Any training programme should be devised, if possible, in consultation with the intended participants. If it is not possible to consult with all participants (for example, by sending out an application form including questions about their expectations for the training), the facilitator should try to speak to a sample of participants before making final decisions about the programme.

The facilitator should also consider:

- the range of Topics to be covered;
- the order in which Topics should be addressed;
- how to encourage the sharing of experience and information between participants;
- who will carry out the training;
- what methods will be most appropriate for the participants.

More detail on the process of training can be found in the **ARC Facilitator's Toolkit**.

Remember to build in a workshop evaluation - you will find ideas for this in the **ARC Facilitator's Toolkit**.

DETAILED PROGRAMME FOR A HALF DAY AWARENESS WORKSHOP

This programme comprising two sessions of just under two hours each is designed to provide participants with an overall awareness of the subject and an introduction to some of the key issues.

LEARNING OBJECTIVES

By the end of this workshop, participants will be able to:

- explain the characteristics and importance of a community mobilisation approach;
- outline how community mobilisation can be used in all three phases of refugee emergencies;
- recognise that community mobilisation requires structures which meet the needs of the whole refugee population;
- appreciate that women, children and adolescents must be actively involved in community mobilisation;
- appreciate that strategies for approaching the social mobilisation of women will be very situation-dependent;
- explain why the community mobilisation of adolescent refugees is particularly important because it can help to contribute to well-being and resilience;
- describe a range of strategies for involving adolescents including needs assessment; using previously existing youth structures; child-to-child approaches and the development of new youth organisations.

PREPARATION

The facilitator should prepare a comprehensive information pack for the participants that may include:

- copies of the relevant handouts;
- a copy of the Reading List and relevant Readings;
- copies of relevant materials from the region / country / locality (e.g. research papers, monitoring reports).

If possible, this pack should be sent out in advance.

The facilitator should gather any locally relevant information on the Topics to be addressed in the training and identify individuals with specific expertise who could act as resource persons. All participants can be asked to bring along relevant material to display / share with others.

The facilitator should study the notes for each Exercise carefully to ensure that all the necessary materials are prepared in advance.

Introduction – Community Mobilisation

10 mins	Introduce the agreed aims of the session on Community Mobilisation. Using Overhead 1.0: Key Concepts , introduce the relevant Key Concepts.	Flipchart summarising aims of session. Overhead 1.0: Key Concepts.
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What is Community Mobilisation?

5 mins	Using the Briefing Notes for Topic 1 , and Overheads 1.1 and 1.2: What is a Community? , introduce the various meanings of the term 'community'.	Overheads 1.1 and 1.2
5 mins	Open a short discussion on what definitions are most relevant to the refugee populations for which the participants have responsibility.	

What is Community Mobilisation and Why is it Important?

5 mins	Using the Briefing Notes for Topic 2 and Overhead 2.2: What Is Community Mobilisation? , explain the nature of community mobilisation.	Overhead 2.2
35 mins	Introduce Exercise 2.1: Why is Community Mobilisation Important? Open a discussion on the main importance of Community Mobilisation as viewed by the participants. Examine any major differences in views and explore the implications of these differences.	Exercise 2.1

The Importance of Community Structures for Children's Development

10 mins	Using the Briefing Notes for Topic 3 and Overhead 3.2: Risk Factors and Protective Factors , introduce the concept of risk factors and protective factors.	Overhead 3.2
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50 mins	Introduce Exercise 3.1: The Importance of Community Structures for Children's Development.	Exercise 3.1
5 mins	Summarise the key points on a flipchart and use Overheads 3.3, 3.4, 3.5 and 3.6 to raise any issues not covered.	Flipchart and marker pens Overheads 3.3, 3.4, 3.5 and 3.6

The Characteristics of a Community Mobilisation Approach

10 mins	Use the Briefing Notes for Topic 4 and Handout 4.1 to introduce the Characteristics of a Community Mobilisation Approach.	Handout 4.1
15 mins	Use Overhead 4.2 to introduce the role of the external agency in community mobilisation. Open a discussion and summarise key points on a flipchart.	Overhead 4.2 Flipchart and markers.

Community Structures

10 mins	Use the Briefing Notes for Topic 5 to introduce the importance of representative community structures.	
45 mins	Introduce Exercise 5.2: Facilitating Leadership Structures and Ensuring Their Broad Representation to open up a debate on the nature of community leadership.	Exercise 5.2

Community Mobilisation for Women

10 mins	Use the Briefing Notes for Topic 6 to introduce the importance of mobilising women for the well-being of children.	
15 mins	Open up a discussion on the various strategies for the social mobilisation of women.	

Mobilising Young People

10 mins	Use the Briefing Notes for Topic 8 to introduce the importance of mobilising adolescents.	
15 mins	Introduce the concept of participation at different levels using Overhead 8.2 and/or Handout 8.1 .	Overhead 8.2 Handout 8.1.
10 mins	Open a discussion on strategies for involving adolescents with reference to the Briefing Notes for Topic 8 .	

Summary and Evaluation

5 mins	Remind participants about the aims of this session on Community Mobilisation by referring back to the aims flipchart. Review the topics covered using Key Concepts Overhead.	Aims flipchart. Key Concepts Overhead.
5 mins	Ask participants to identify three action points they intend to follow up.	
5 mins	Conduct a brief evaluation using customised forms .	Evaluation forms.

TRAINING PLAN FOR A DAY WORKSHOP ON COMMUNITY MOBILISATION / LANDMINE AWARENESS

This programme has been written in the form of a training plan to demonstrate how materials from more than one Resource Pack can be combined to create a workshop which is customised to the needs of a particular group of participants. It is intended as an example only.

OVERALL AIM

To raise the awareness of participants about community mobilisation and to demonstrate how community mobilisation approaches (and particularly the mobilisation of young people) can be used in the development of effective landmine awareness programmes.

LEARNING OBJECTIVES

By the end of this workshop, participants will be able to:

- explain what is meant by Community Mobilisation and why it is important;
- describe the characteristics of a Community Mobilisation approach;
- appreciate the consequences of landmines and UXO for children and their communities;
- explain how the concept of risk factors and protective factors can be applied to landmine awareness;
- describe the particular challenges and benefits of engaging the participation of children and young people;
- devise strategies for increasing the involvement of children and young people in the design and implementation of Landmine Awareness programmes.

Action for the Rights of Children (ARC)

Timing	Content	Methods	Materials	Resources and Equipment	Responsibility
30 mins	<p>Welcome and introductions</p> <p>Sharing and agreeing of objectives</p>	<p>Short participatory exercise where participants can get to know each other</p> <p>Sharing and refining of objectives</p>	<ul style="list-style-type: none"> As required in introductory activity Prepared flipchart with workshop objectives 	Flipchart and pens	
55 mins	<p>What is Community Mobilisation and Why is it Important?</p>	<p>Short input based on Briefing Notes for Topic 2</p> <p>Introduce and facilitate Exercise 2.1</p>	<ul style="list-style-type: none"> Briefing Notes for Topic 2 Overhead 2.2 Exercise 2.1 	<p>Overhead projector</p> <p>Flipchart and pens</p> <p>Sets of prepared cards</p> <p>Blank index cards</p>	
15 mins	<p>The Characteristics of a Community Mobilisation Approach</p>	<p>Short presentation based on Handout 4.1</p>	<ul style="list-style-type: none"> Handout 4.1 	Flipchart and pens	
	Suggested Break				
90 mins	<p>The Consequences of UXO and Mines for Children and Their Communities</p>	<p>Introduce and facilitate Landmine Awareness Exercise 3.1</p> <p>Introduce and facilitate Landmine Awareness Exercise 3.2/2</p>	<ul style="list-style-type: none"> Briefing notes for Landmine Awareness Topic 3 Landmine Awareness Exercise 3.1 Landmine Awareness Exercise 3.2/2 	Flipchart and pens	
	Suggested Break				

Action for the Rights of Children (ARC)

60 mins	Applying Community Mobilisation Approaches to the Problem of Landmines	Short input by facilitator introducing the concepts of risk factors and protective factors from Briefing Notes for Topic 4 Facilitate Exercise 3.3, focusing on the risk from landmines	<ul style="list-style-type: none"> • Handout 4.1 • Exercise 3.3 	Flipchart and pens	
30 mins	Landmine Awareness and Education as a Protective Factor for Children	Input using Briefing Notes for Landmine Awareness Topic 4 Plenary discussion	<ul style="list-style-type: none"> • Briefing Notes for Landmine Awareness Topic 4 • Landmine Awareness Overheads 5.1 and 5.2 	Overhead projector Flipchart and pens	
55 mins	Community Mobilisation and Landmine Awareness	Short presentation based on Landmine Awareness Handout 4.1 Introduce and facilitate Landmine Awareness Exercise 5.1	<ul style="list-style-type: none"> • Landmine Awareness Handout 4.1 • Landmine Awareness Exercise 5.1 	Flipchart and pens	
	Suggested Break				
30 mins	Mobilising Young People	Short presentation introducing the ladder of children's participation Participants then apply the ladder to the case study examined in Landmine	<ul style="list-style-type: none"> • Overhead 8.2 • Handout 8.1 • Landmine Awareness Exercise 5.1 	Overhead projector Flipchart and pens	

Action for the Rights of Children (ARC)

	Awareness Exercise 5.1			
30 mins	Action Planning Introduce and facilitate Landmine Awareness Exercise 3.2/4	<ul style="list-style-type: none"> Landmine Awareness Exercise 3.2/4 	Flipchart and pens	
15 mins	Summary and evaluation Short input summarising key points from workshop Evaluation exercise	<ul style="list-style-type: none"> Landmine Awareness Overhead 1.0 Prepared flipchart with workshop objectives Evaluation form 	Overhead projector	

Community Mobilisation



Overheads

- [1.0](#) Key Concepts
- [1.1](#) Key Learning Points for Topic 1
- [1.2](#) What Is Community?
- [1.3](#) What Is Community?
- [2.1](#) Key Learning Points for Topic 2
- [2.2](#) What Is Community Mobilisation?
- [3.1](#) Key Learning Points for Topic 3
- [3.2](#) Risk Factors and Protective Factors
- [3.3](#) Risk Factors Affecting Refugee Children
- [3.4](#) Parents' Risk Factors Affecting Refugee Children
- [3.5](#) Protective Factors for Refugee Children
- [3.6](#) Protective Factors for the Parents of Refugee Children
- [4.1](#) Key Learning Points for Topic 4
- [4.2](#) The Role of the External Agency
- [5.1](#) Key Learning Points for Topic 5
- [6.1](#) Key Learning Points for Topic 6
- [7.1](#) Key Learning Points for Topic 7
- [8.1](#) Key Learning Points for Topic 8
- [8.2](#) The Ladder of Children's Participation

Key Concepts

1. Community mobilisation emphasises the involvement of the people themselves in determining and achieving their own objectives.
2. Community mobilisation is vital in ensuring that, to the maximum extent possible, refugees are encouraged to be responsible and self-directing.
3. The concept of "community" is to be understood differently in different contexts.
4. Some "communities" will contain serious divisions based on ethnicity, tribal or clanship loyalties, social class, political affiliation, etc.
5. The well-being of children is closely linked to that of their parents, and the availability of supportive structures within the community.
6. Developing community mobilisation strategies for women are especially important.
7. The social mobilisation of young people is crucial.
8. In many instances, the most appropriate approach to community mobilisation is to facilitate the re-establishment of previous community structures. However, care needs to be taken to avoid re-establishing leadership structures which are not representative of the people.
9. It may be more appropriate to establish new community structures.

Key Learning Points for Topic 1

- The concept of "community" is to be understood differently in different contexts.
- 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.

What is a Community?

- A territorial unit of society - e.g. a village, town, district, city or refugee camp
- A unit of social organisation which can be based around common interests, a shared living situation or around a territorial unit
- A particular type of social interaction

What is a Community?

A particular type of social interaction - typically characterised 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 - mutual respect, a sense of fraternity or fellowship, etc.

Key Learning Points for Topic 2

- 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 refugees' right to self-determination and recognises their resilience.
- Ensuring that the rights of children are respected requires the active involvement of the community.

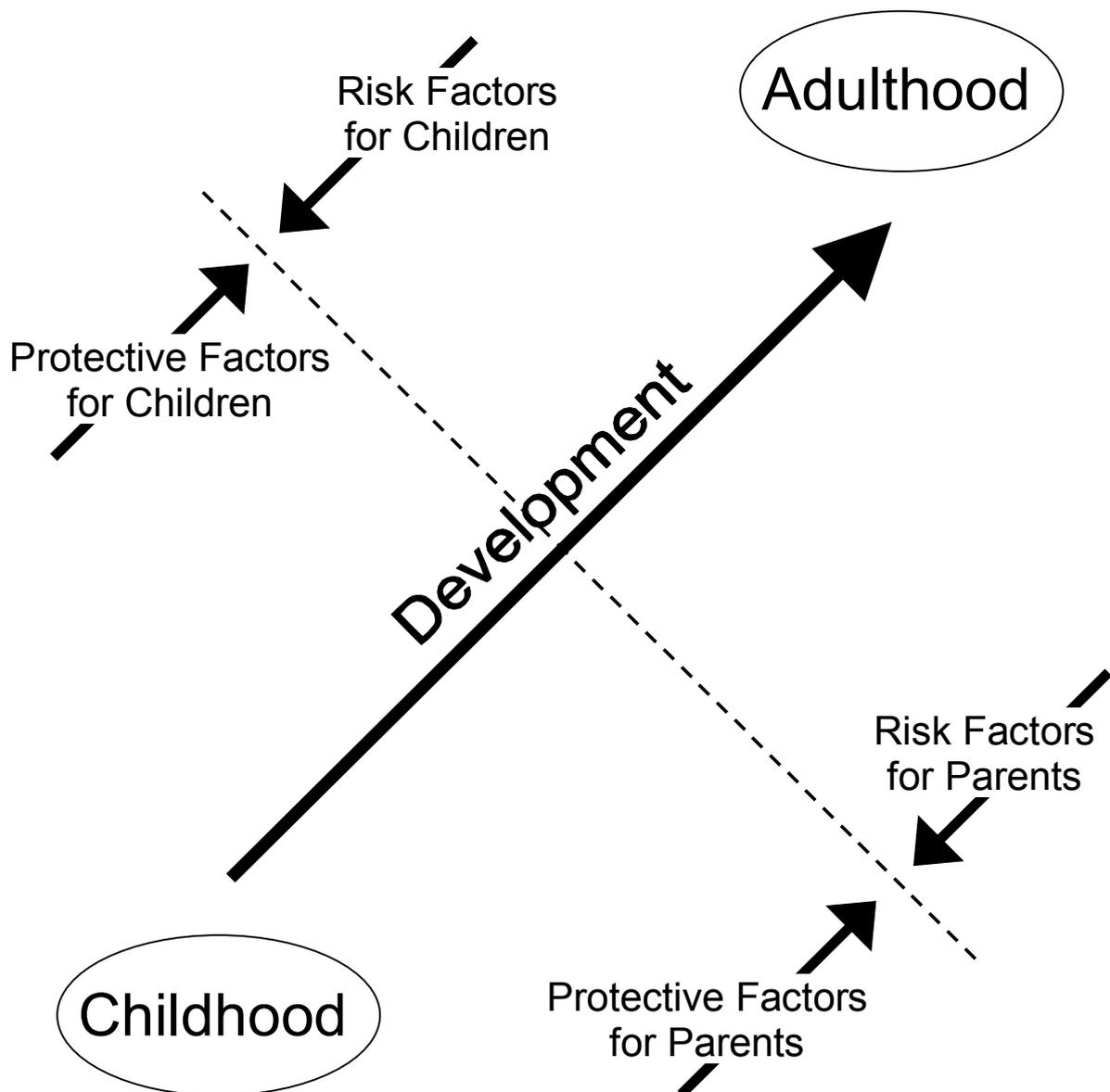
What Is Community Mobilisation?

A process whereby local groups are assisted in clarifying and expressing their needs and objectives and in taking collective action to attempt to meet them. It emphasises 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 Learning Points for Topic 3

- Community structures are closely linked with healthy child development.
- Children's well-being is intrinsically linked with that of their parents.
- Risk factors indicate a threat to healthy child development.
- Protective factors for both parents and children encourage and enable healthy child development, allowing parents and children to deal, or cope, with risk factors.
- Community mobilisation aims to minimise risk factors and maximise protective factors.

Risk Factors and Protective Factors



Risk Factors Affecting Refugee Children

Many factors in the experience of refugee children and adolescents can be seen as risk factors. These include:

- previous traumatic experiences of violence, separation, fear etc.
- loss of the family home, familiar surroundings, friends, familiar people etc.
- loss of self-respect and self-confidence
- poor diet and nutritional status
- lack of opportunities for education
- lack of opportunities for play and recreation
- excessive burden of paid and/or unpaid domestic work
- Uncertainty about the future

Parents' Risk Factors Affecting Refugee Children

Children's well-being is intrinsically linked with that of their parents: this means that the risks to which parents are exposed will also affect the children. These may include:

- poor parental health
- mental health problems such as depression and anxiety
- lack of access to health and support services
- separation from spouse
- relationship problems and tensions in the marital relationship
- excessive demands on their time
- unemployment and lack of access to economic opportunities
- lack of material resources

Protective Factors for Refugee Children

Protective factors serve to shield both parents and children from the worst effects of such risk factors: for children these may include:

- good and consistent parental support and guidance
- support from extended family, friendship or community networks, including teachers etc.
- the re-establishment of a normal pattern of daily life
- an educational climate which is emotionally positive, open and supportive
- appropriate role models which encourage constructive coping

Protective Factors for the Parents of Refugee Children

For parents, protective factors may include:

- a supportive marital relationship
- support from the extended family
- supportive community structures - e.g. informal support from community neighbours, women's associations etc.
- access to appropriate health and support services
- opportunities to re-establish an acceptable economic base for the family

Key Learning Points for Topic 4

- 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 can and should be used in refugee emergencies, and in voluntary repatriation and reintegration situations.

The Role of the External Agency

- Help people organise themselves, clarify ideas on needs, objectives, means of achieving them etc.
- Help facilitate representative leadership and social 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.

Key Learning Points for Topic 5

- 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 refugee population.
- It may be necessary to facilitate the setting up of new or parallel social structures to ensure that the needs of all refugees are considered.

Key Learning Points for Topic 6

- Community mobilisation for women is of particular importance because of their role, the contribution they can make and, in some cultures, their marginalisation.
- The mobilisation of women may require the development of parallel women's structures.
- There are many strategies for approaching the social mobilisation of women and the choice of strategy will be very situation-dependent.

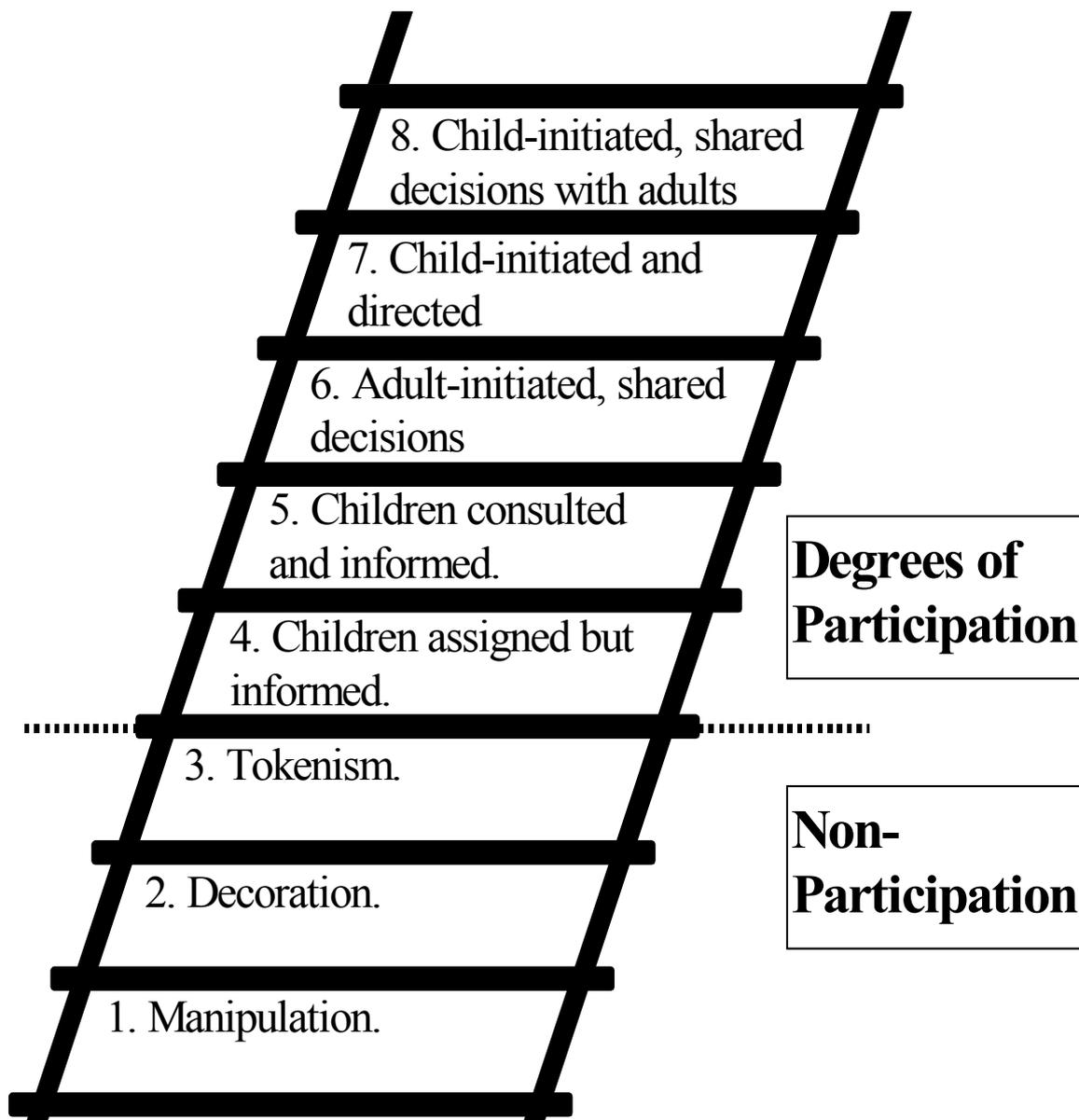
Key Learning Points for Topic 7

- Refugees who have settled in urban settings, or who are dispersed within rural areas, may face a particular set of difficulties and constraints.
- The relationship between refugees in such situations and the local population may be characterised by particular tensions.
- In these situations, refugees may feel they belong neither to the local community, nor to the “community of refugees.”
- Particular approaches and techniques may be needed to reach and involve these refugees.

Key Learning Points for Topic 8

- The mobilisation of adolescent refugees is particularly important because it can help to avoid problems caused by boredom and can contribute to well-being and resilience.
- Adolescent refugees 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.

The Ladder of Children's Participation



From: 'Children's Participation: from tokenism to citizenship' by Roger A. Hart, Innocenti Essays No 4, UNICEF, 1992.

Community Mobilisation



Exercises

1.1	What is a Community?	Senior Managers; Sector Co-ordinators; Field Staff.
1.2	The Characteristics of Settled and Unsettled Communities	Sector Co-ordinators; Field Staff.
2.1	Why is Community Mobilisation Important?	Senior Managers; Sector Co-ordinators; Field Staff.
3.1	Risk Factors and Protective Factors	Sector Co-ordinators; Field Staff.
3.2	The Importance of Community Structures for Children's Development	Senior Managers; Sector Co-ordinators.
3.3	Reducing Risk and Enhancing Protection	Sector Co-ordinators; Field Staff.
4.1	The Assumptions Underlying a Community Mobilisation Approach	Sector Co-ordinators; Field Staff.
4.2	The Characteristics of a Community Mobilisation Approach	Sector Co-ordinators; Field Staff.
5.1	Understanding Community Structures	Sector Co-ordinators; Field Staff.
5.2	Facilitating Leadership Structures and Ensuring Their Broad Representation	Senior Managers; Sector Co-ordinators; Field Staff.
5.3	Afghan Refugees in Pakistan Case Study	Senior Managers; Sector Co-ordinators.
6.1	Community Mobilisation of Refugee Women Case Study	Sector Co-ordinators; Field Staff.
7.1	Planning a Community Mobilisation Strategy	Sector Co-ordinators; Field Staff.
8.1	The Ladder of Participation	Sector Co-ordinators; Field Staff.

Community Mobilisation



Exercise 1.1: (Facilitator's Notes)

What is a Community?

TARGET GROUP

Sector Co-ordinators, Field Staff.

OBJECTIVE

By the end of this exercise, participants will be able to:

- describe what is meant by the term 'community.'

TIMEFRAME

10 minutes in small groups

10 minutes in plenary

METHOD

Divide participants into groups of three/four people. Ask groups to discuss what the term "community" means; agree on a definition of the term "community" and write it on a piece of flip chart paper.

When each group has completed this task, ask one member from each group to read out their agreed definition to the whole group. Facilitate a plenary group discussion, about the differing perceptions of the term, using **Overheads 1.2 and 1.3: What is a Community?** to offer other accepted definitions.

RESOURCES

Overheads 1.2 and 1.3: What is a Community?

Flipchart paper and marker pens.

Community Mobilisation



Exercise 1.2: (Facilitator's Notes)

The Characteristics of Settled and Unsettled Communities

TARGET GROUP

Sector Co-ordinators, Field Staff.

OBJECTIVE

By the end of this exercise, participants will be able to:

- describe the characteristics of settled and unsettled (or moving) communities.

TIMEFRAME

25 minutes

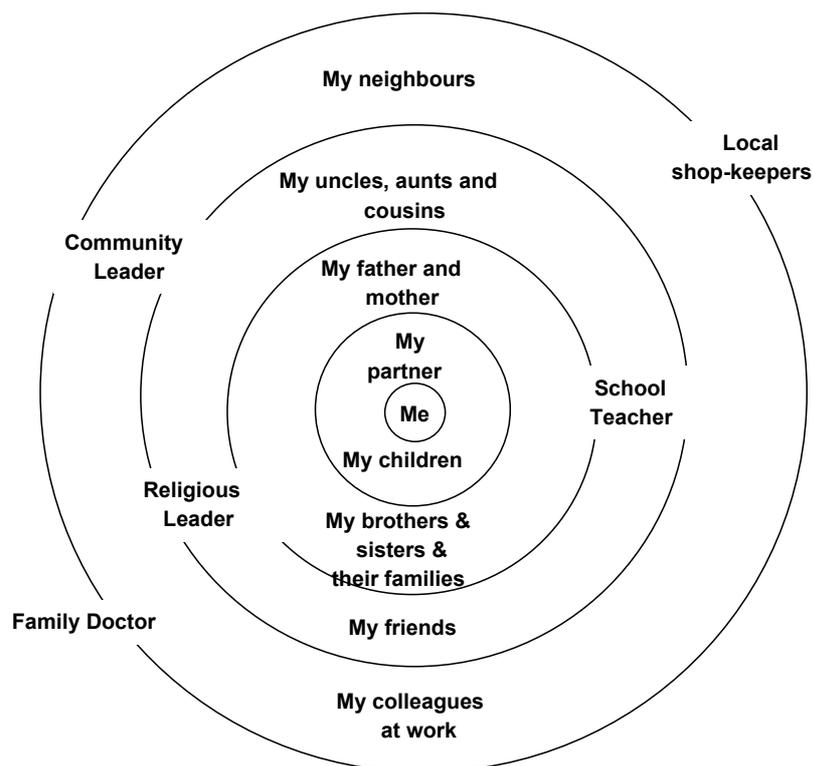
METHOD

Ask participants to work individually. Give each person a piece of flipchart paper and a marker pen.

Ask each person to draw a small circle in the middle of a piece of flip chart paper and call it "me". They should then consider who/which group of people forms their closest community (e.g. parents, partner, family, church). When they have decided which this group is, draw a concentric ring around the first one and label it.

Continue this exercise in the same way; deciding who they consider to be the next closest in terms of their community and draw a larger ring around the second one and label it. Continue this process, drawing ever larger rings and labelling them until they feel that their description of their community is complete. The diagram below illustrates an example of this process.

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This diagram illustrates for the participants the characteristics of a settled community. Ask participants to form pairs and describe the community they have drawn with their partner.

Ask participants to return to their pairs and examine the diagram again. Ask them to consider which circles might be removed (absent) if a community is unsettled. Participants could be invited to describe refugee situations where they have worked in this context.

Plenary discussion on what effects the absence of certain “critical rings” might have on individuals, especially children and adolescents.

RESOURCES

Flipchart paper and marker pens.

Community Mobilisation



Exercise 2.1: (Facilitator's Notes)

Why is Community Mobilisation Important?

TARGET GROUP

Sector Co-ordinators, Field Staff.

OBJECTIVE

By the end of this exercise, participants will be able to:

- explain why community mobilisation is important.

TIMEFRAME

20 minutes small groups

15 minutes plenary

METHOD

The facilitator should prepare sets of **Why is Community Mobilisation Important?** cards using the materials in this exercise: one set for each group of four participants. Three blank cards should also be given to each small group.

Ask participants to lay the cards out and to consider together the reasons given for the importance of community mobilisation. Participants to think of three other reasons to add to the original six, based on their own experience.

Ask participants to “diamond rank” the cards according to their perceptions of which are the most important reasons (see following diagram).

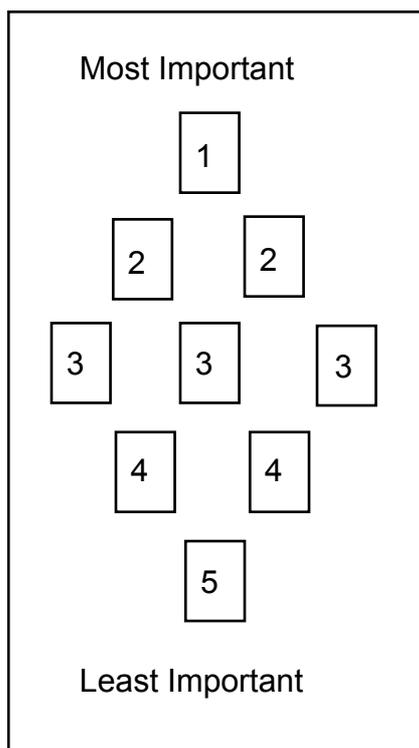


Illustration of diamond ranking formation of cards (the cards at the top and the bottom of the diamond are considered to be the most and least preferred: the two cards below and above these are next in order; the three cards across the centre are considered to be of middle order importance, with little to differentiate between them).

Plenary discussion comparing any significant differences in rankings.

RESOURCES

Set of prepared cards on "Why is Community Mobilisation Important?" for each group of four participants.

Blank cards.

Flipchart paper and marker pens.

Why is Community Mobilisation Important?

CARD 1: It is a fundamental principle of work with refugees that all individual human beings have dignity and value and the right to be treated with respect. Everybody has the right to live a full human life and to improve his/her circumstances.

CARD 2: Human beings are essentially social animals who experience the need and desire to belong to a larger supportive community.

CARD 3: Community mobilisation recognises that the problems which the refugee population may face cannot always be solved on an individual basis - especially in the long-run.

CARD 4: Every individual and every community have the right to self-determination and to take control of their lives to the extent possible. Refugees have often temporarily lost this control, which can be an overwhelming experience. It is important that control be regained as far and as quickly as possible.

- **CARD 5:** Community mobilisation helps to enable refugees to define, represent and resolve their own interests and concerns, as such, respecting people's religious, cultural and traditional values. It acknowledges the fact that communities are frequently extremely resourceful, i.e. they contain a wealth of human resources, structures and networks which can impact on problems and issues. Community mobilisation helps to avoid the danger of imposing external and inappropriate solutions.

CARD 6: It recognises the need for the target communities to identify with any programme and contribute towards it, thus also improving the local relevance and sustainability. The success of any programme will be directly related to the sense of ownership.

CARD 7: A community mobilisation approach sees the refugees as responsible and active in identifying and responding to the many problems and issues they face: this is vital in avoiding the danger of dependence on external assistance and the long-term apathy and demotivation that can result from it. This portrait is also an important alternative to the one of refugees as victims, passive and dependent, which is detrimental to the process of coping.

CARD 8: The community mobilisation approach should allow for a dialogue between external agencies and those affected, so that all parties are aware of any constraints or limitations that may exist and so avoid unrealistic expectations being raised.

CARD 9: Dialogue should also be aimed at ensuring that all parts of the community have equal access to resources and/or information (e.g. ensuring equal access to education for boys and girls). It should also allow for the introduction of thematic discussion around issues such as preventive health, reproductive health, peace education and human rights education.

CARD 10: The approach is generally cost-effective and affordable.

Community Mobilisation



Exercise 2.1: (Participants' Notes)

Why is Community Mobilisation Important?

OBJECTIVE

By the end of this exercise, you will be able to:

- explain why community mobilisation is important.

TIMEFRAME

20 minutes in small groups

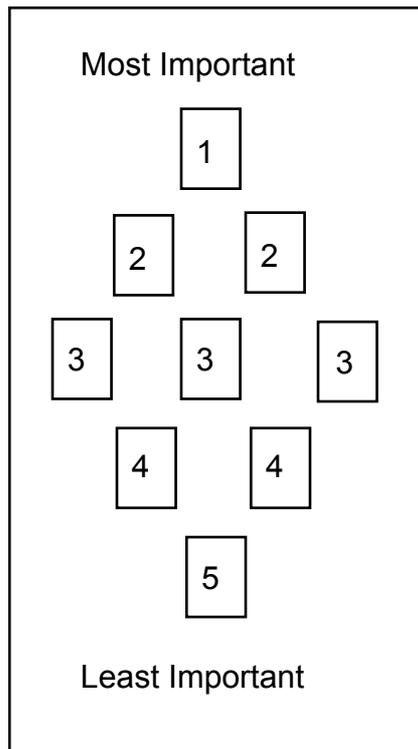
15 minutes plenary

METHOD

Participants should lay out the prepared cards and consider together the reasons given for the importance of community mobilisation. You are asked to think of three other reasons to add to the original six, based on your own experience.

You should then “diamond rank” the cards (including the three cards you have added) according to your perceptions of which are the most important reasons (see following diagram).

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The cards at the top and the bottom of the diamond are considered to be the most and least preferred: the two cards below and above these are next in order; the three cards across the centre are considered to be of middle order importance, with little to differentiate between them.

Plenary discussion.

Community Mobilisation



Exercise 3.1: (Facilitator's Notes) Risk Factors and Protective Factors

TARGET GROUP

Field Staff.

OBJECTIVES

By the end of this exercise, participants will be able to:

1. explain the concepts of risk factors and protective factors;
2. describe ways of reducing risk factors and develop or strengthen protective factors.

TIMEFRAME

20 minutes

METHOD

Introduce the concepts of risk factors and protective factors using material from the **Briefing Notes for Topic 3**.

Participants are asked to consider a situation such as the following (choose your own if the following seems culturally inappropriate):

“Imagine a family with four children. The father is driving a car with the 15 year old son as a passenger and has an accident in which the boy is killed and the father is severely injured. The mother blames her husband for the death of her favourite child and both parents are so devastated that they have little time to help the other children with their grief. Father’s incapacity is a further factor, leading to financial worries for the family”.

Using a flipchart copy of the ‘force field’ diagram on the following page, introduce some possible **risk factors** for the children in the family from the following list: (e.g. marital tension, father’s guilt, lack of support for grieving children, loss of earning ability, financial worries). Ask the participants to add any they can think of and to discuss the inter-relationships between the risk factors.

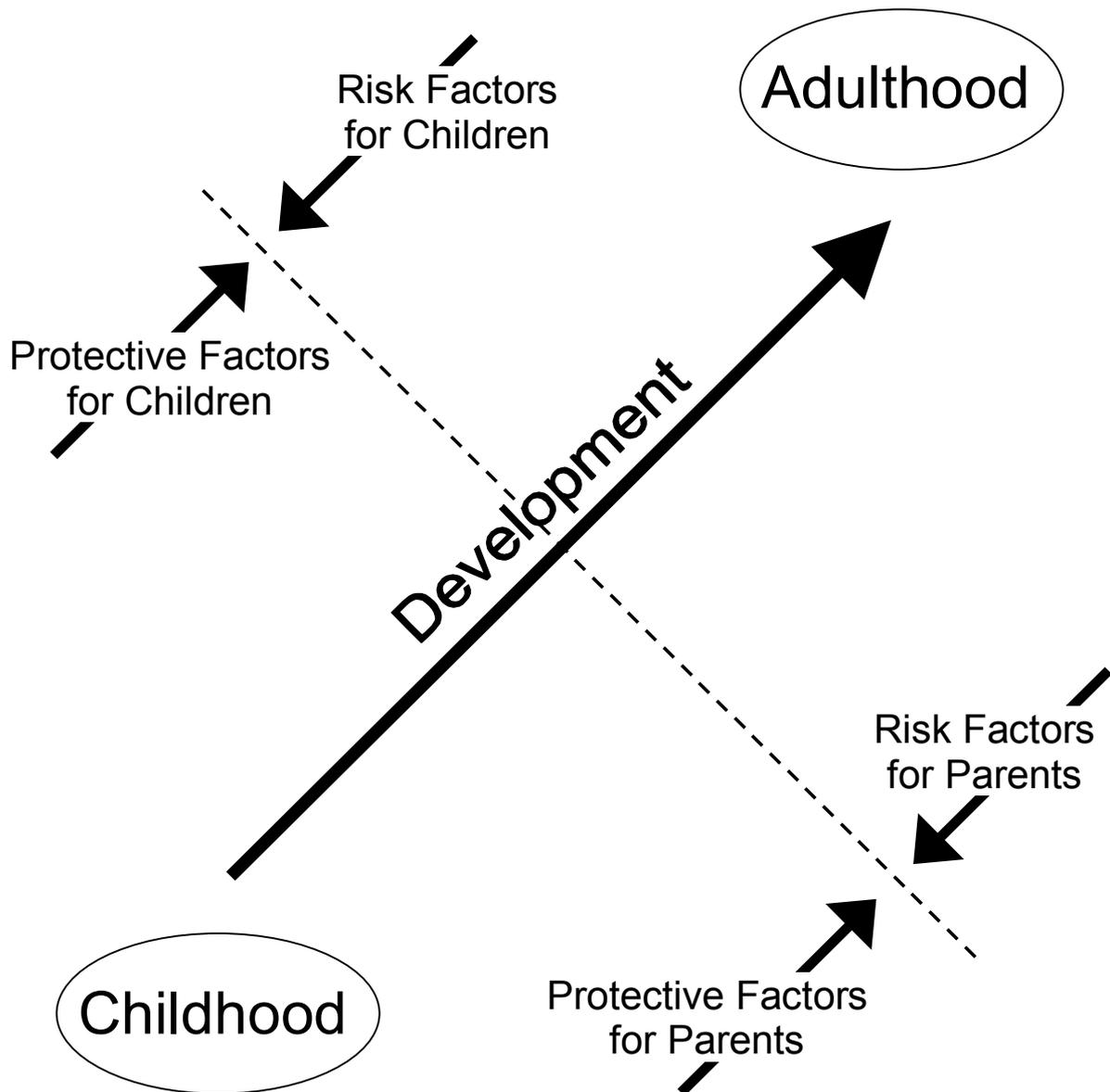
Now introduce some possible **protective factors** from the following list (e.g. mutual support between the children; extended family support; supportive school teachers or youth leaders) and ask the participants if they can think of any protective factors and write these up on the flipchart diagram.

Discuss how might it be possible to reduce risk factors and increase protective factors.

RESOURCES

Flipchart paper and pens.

A flipchart version of the following diagram.



Community Mobilisation



Exercise 3.2: (Facilitator's Notes)

The Importance of Community Structures for Children's Development

TARGET GROUP

Sector Co-ordinators, Field Staff.

OBJECTIVES

By the end of this exercise, participants will be able to:

1. explain the concepts of risk factors and protective factors;
2. describe ways of reducing risk factors and develop or strengthen protective factors.

TIMEFRAME

30 minutes in small groups

20 minutes presentations

METHOD

Introduce the concept of risk factors and protective factors **Overheads 3.3 to 3.6**.

Open a brief discussion and comments from the participants.

Divide participants into small groups and give each participant a copy of the **Participants' Notes** and ask them to carry out the tasks listed.

Bring the groups together in a plenary to present their findings and discuss the issues.

RESOURCES

Overheads 3.3 to 3.6.

Copy of the Participants' Notes for each participant.

ALTERNATIVE USES OF THE EXERCISE

The case study can also be used in a variety of other ways.

1. Ask each member of the group to consider the situation of a different child, then compare the results, and then compile the composite diagram.
2. Locate the case history in an actual refugee community known to course

Action for the Rights of Children (ARC)

participants and ask the group to consider the extent to which existing protective factors may shield the children from some of the effects of the risk factors outlined in the case study.

Community Mobilisation



Exercise 3.2: (Participants' Notes)

The Importance of Community Structures for Children's Development

OBJECTIVES

By the end of this exercise, you will be able to:

- explain the concepts of risk factors and protective factors;
- describe ways of reducing risk factors and develop or strengthen protective factors.

TIMEFRAME

30 minutes in small groups

20 minutes presentations

METHOD

Scenario

The M family originally comprised Mr and Mrs M, boys aged 17, 15, 12, 8 and 2 and girls aged 10 and 6. Mrs. M's widowed mother also lived with them, helping with the younger children and various household tasks. They were relatively prosperous small farmers living in a village in the south of Maganda, a small African state. Although all of the children were expected to contribute to the family economy, they all attended school, the 15 year old showing some academic promise and hoping to become a teacher.

Maganda was experiencing an insurgency movement which attacked villages in a seemingly random attempt to destabilise the country. The M's village was attacked suddenly towards dusk while Mr. M and the oldest son were at market and her mother, with the youngest child, were also away from the family home. Mrs. M and the other children fled along with other villagers, but in the chaos of flight they became separated from other family groups, and when they encountered a girl aged 9 who had lost her parents, they took her with them. After travelling for 3 days, experiencing many frightening events, they crossed the border into Kenzania and were settled in a camp housing, at that stage, about 15,000 other refugees.

Mrs. M's 15 year old son helped to build a house. Forced to survive on very meagre rations, the family suffered recurring bouts of colds and stomach disorders. Mrs. M and the older two girls had to walk considerable distances to find firewood and to collect water from a borehole some half kilometre from their home. She has tried to find work locally as a labourer, but the rates of pay are so low,

and the cost in time so high that she has given up this idea. The sons aged 15 and 12 are both expected to work in order to supplement the family's meagre economy - both resent the hard work and long hours. Worried at receiving no news about her husband, mother and other children, Mrs M became moderately depressed and felt isolated from former friends and neighbours. She has met up with a few former villagers who are settled at another location in the same camp. A devout Catholic, she misses the opportunity to attend mass.

The camp has no school or other organised activities for young people. There is a camp committee formed mainly of men, elected in each zone of the camp, but political divisions have impeded the work of this committee and little has been achieved so far. The other children are also bored, and the 8 year old boy is resentful at having to carry out household tasks he regard as "girls' work", and denied the kind of task which he would find acceptable.

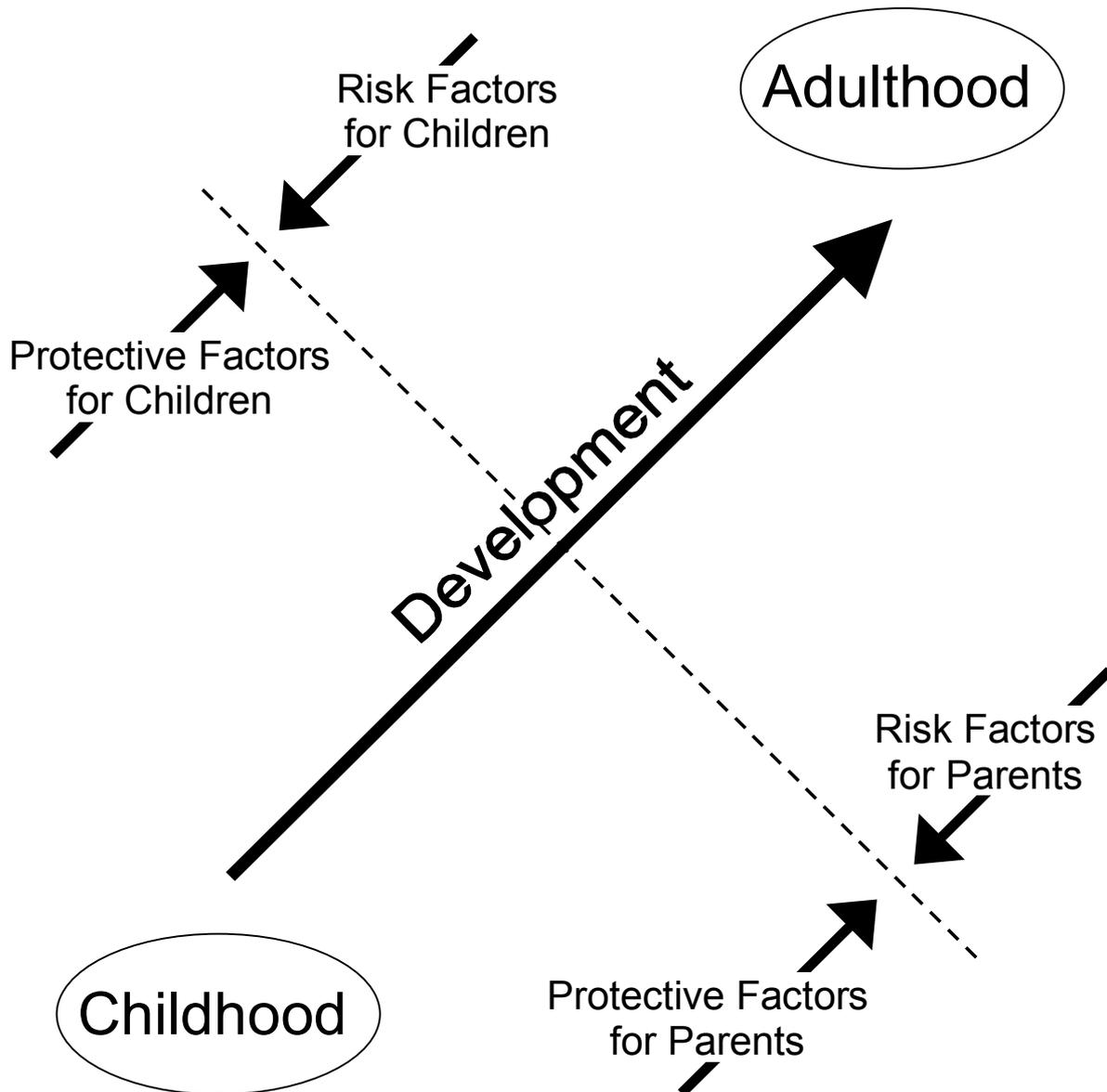
Tasks

Participants are invited, in small groups, to discuss the above scenario and to undertake the following tasks:

1. Looking at the situation of each child in the family in turn (including the 9 year old girl), identify the various factors which potentially impede healthy development.
2. Compile a composite diagram (using worksheet provided) illustrating all of these various risk factors. Try to indicate how some of these risk factors might be connected with each other.
3. Identify potential protective factors which might be developed within the refugee community and discuss how some of these developments might be initiated. Consider the potential impact of these on the development of the children.

The Diagram

The diagram on the following page can be used by the group to identify both risk factors (above the arrow) and the potential protective factors (below the arrow). The diagram can also be used to indicate the relationship between parental and child risk factors.



Community Mobilisation



Exercise 3.3: (Facilitator's Notes) Reducing Risk and Enhancing Protection

TARGET GROUP

Sector Co-ordinators, Field Staff.

OBJECTIVES

By the end of this exercise, participants will be able to:

- identify the risk factors and protective factors affecting children in a refugee population they know;
- assess ways of reducing risk factors and developing or strengthening protective factors.

TIMEFRAME

30 minutes in small groups

20 minutes presentations

METHOD

Divide participants into small groups and ask each group to consider a refugee population with which they are familiar. They should consider a particular group of children in that population and identify the risk factors and protective factors that apply to those children. Ask the participants to draw their own 'force field' diagram summarising the main points. Invite them to consider ways in which the risk factors could be reduced and the protective factors strengthened. Who would be involved in this and what role would they play?

Bring the groups together and invite each group to present their findings (referring to the force field diagrams). Open a plenary discussion.

RESOURCES

Flipchart paper and pens.

Community Mobilisation



Exercise 4.1: (Facilitator's Notes)

The Assumptions Underlying a Community Mobilisation Approach

TARGET GROUP

Sector Co-ordinators, Field Staff.

OBJECTIVE

By the end of this exercise, participants will be able to:

- describe and apply the characteristics of a community mobilisation approach.

TIMEFRAME

25 minutes in small groups

20 minutes plenary discussion

METHOD

Invite the participants, in small groups, to consider the following assumptions and principles in the light of their own experience. Encourage the participants to think of examples from their experience where the assumptions have not applied in reality.

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.

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Open a discussion and ask for comments from the participants.

RESOURCES

Flipchart paper and marker pens.

Community Mobilisation



Exercise 4.2: (Facilitator's Notes)

The Characteristics of a Community Mobilisation Approach

TARGET GROUP

Sector Co-ordinators, Field Staff.

OBJECTIVE

By the end of this exercise, participants will be able to:

- describe and apply the characteristics of a community mobilisation approach.

TIMEFRAME

15 minutes presentation

25 minutes in small groups

20 minutes presentations

METHOD

Introduce the characteristics of a community mobilisation approach using **Handout 4.1: The Characteristics of a Community Mobilisation Approach**. Provide each participant with a copy.

Open a brief discussion and ask for comments from the participants.

Divide participants into small groups and ask them to produce some form of promotional material for a fictitious (or real if this is appropriate) public.

They can choose to use any of the following media:

- Song
- Poem
- Poster
- Leaflet
- Any other media that they consider appropriate

Each group will have a maximum of four minutes for their presentation. Results of this work should be shared and enjoyed by all!

RESOURCES

A copy of **Handout 4.1: The Characteristics of a Community Mobilisation Approach** for each participant.

Paints and other art material for posters.

Musical instruments or utensils which could be used as percussion instruments.

Flipchart paper and marker pens.

Community Mobilisation



Exercise 5.1: (Facilitator's Notes) Understanding Community Structures

TARGET GROUP

Sector Co-ordinators; Field Staff.

OBJECTIVES

By the end of this exercise, participants will be able to:

- describe the cultural norms regarding community organisation for a refugee population known to them;
- identify issues of the representation of different types of leader;
- describe the potential effects on community structures of flight and the refugee experience;
- identify issues of conflict within the refugee community and mechanisms for its resolution.

TIMEFRAME

25 minutes in small groups

15 minutes plenary

METHOD

Divide participants into small groups. Provide participants with a copy of **Participants' Notes** for this exercise. Taking a refugee population known to the course participants (individually or in small groups), ask participants to examine some of the following questions.

1. In the country of origin, how do people organise themselves when they have something to do which can only be done collectively? Do they have a special name for this type of communal action?
2. What leadership structures existed in the country of origin? To what extent did they represent and reflect the needs of the whole population? What groups might have been marginalised by these structures?
3. If you cannot answer the above questions, how would you find out?
4. What community structures have been damaged or destroyed by flight and the refugee experience?

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5. What new community structures have come into being as a result of the refugee experience? How were they initiated? How representative of the whole population are they? How effective are they?
6. Within this population, what are the major issues about which there is general agreement?
7. What are the major issues which divide the community? How do people generally respond to this? How is conflict manifested and what steps are taken within the community to resolve conflict?

Note: these questions can be modified according to the particular needs of the individuals on the particular course.

RESOURCES

A copy of **Participants' Notes** for each participant.

Flipchart paper and marker pens.

Community Mobilisation



Exercise 5.1: (Participants' Notes) Understanding Community Structures

OBJECTIVES

By the end of this exercise, you will be able to:

- describe the cultural norms regarding community organisation for a refugee population known to them;
- identify issues of the representation of different types of leader;
- describe the potential effects on community structures of flight and the refugee experience;
- identify issues of conflict within the refugee community and mechanisms for its resolution.

TIMEFRAME

25 minutes in small groups

15 minutes plenary

METHOD

Taking a refugee population known to your group, examine the following questions:

1. In the country of origin, how do people organise themselves when they have something to do which can only be done collectively? Do they have a special name for this type of communal action?
2. What leadership structures existed in the country of origin? To what extent did they represent and reflect the needs of the whole population? What groups might have been marginalised by these structures?
3. If you cannot answer the above questions, how would you find out?
4. What community structures have been damaged or destroyed by flight and the refugee experience?
5. What new community structures have come into being as a result of the refugee experience? How were they initiated? How representative of the whole population are they? How effective are they?
6. Within this population, what are the major issues about which there is general agreement?

Action for the Rights of Children (ARC)

7. What are the major issues which divide the community? How do people generally respond to this? How is conflict manifested and what steps are taken within the community to resolve conflict?

Community Mobilisation



Exercise 5.2: (Facilitator's Notes)

Facilitating Leadership Structures And Ensuring Their Broad Representation

TARGET GROUP

Sector Co-ordinators, Field Staff.

OBJECTIVES

By the end of this exercise, participants will be able to:

1. explain different patterns of leadership within communities;
2. identify issues regarding the representation of community leaders;
3. describe the characteristics of "good leadership."

TIMEFRAME

25 minutes in small groups

20 minutes in plenary

METHOD

Provide participants with **Exercise 5.2: Participants' Notes**.

Ask them to read the scenario, discuss in small groups and then agree answers to the following questions.

Bring small groups together to discuss their responses in plenary.

RESOURCES

Copy of **Participants' Notes** for each participant.

Flipchart paper and pens.

Community Mobilisation



Exercise 5.2: (Participants' Notes)

Facilitating Leadership Structures And Ensuring Their Broad Representation

OBJECTIVES

By the end of this exercise, you will be able to:

- explain different patterns of leadership within communities;
- identify issues regarding the representation of community leaders;
- describe the characteristics of “good leadership.”

TIMEFRAME

10 minutes in small groups

10 minutes in plenary

METHOD

Read the following scenario, discuss in small groups and then agree answers to the following questions.

Scenario

Many refugees have been living in the camp for several weeks but as yet there is no formal refugee leadership structure. A number of men have approached the Community Services Officer of UNHCR to say that they represent other families from their area of origin or area where they live now in the camp. They offer to take responsibility for the distribution of food and commodities to “their people” and to help you in planning new activities and programmes: the development of a school is specifically mentioned. You are keen to involve the refugees as much as possible, you have not been able to make time for the setting-up of leadership and other social structures, and need to decide how to respond to this offer.

Questions

1. What would you need to know about the pattern of leadership and social structures in the country of origin?
2. What are the potential advantages in taking up this offer?
3. What are the potential risks and disadvantages?
4. How are you going to respond?
5. What criteria will you have in mind in trying to set up “good” refugee committees?

Community Mobilisation



Exercise 5.3: (Facilitator's Notes) Afghan Refugees in Pakistan Case Study

TARGET GROUP

Sector Co-ordinators, Field Staff.

OBJECTIVES

By the end of this exercise, participants will be able to:

- make informed judgements concerning the ability of different leadership patterns to represent effectively;
- describe the problems and issues involved in the mobilisation of women;
- describe the strengths and weaknesses of different strategies for community mobilisation in the face of different leadership patterns and the traditional marginalisation of women.

TIMEFRAME

35 minutes in small groups

15 minutes plenary

METHOD

The exercise is designed to be used in small groups. It is suggested that groups be given copies of part I of the case study (if possible in advance of the training session) to study, and groups are asked to undertake the tasks identified at the end of part I. It is important to emphasise that there are no "correct answers".

If it is felt appropriate, a shorter second stage to the exercise can be included, in which case groups should be provided with part 2 of the case study, which explains the approach which was actually taken in this situation, and the groups can then discuss the case further, perhaps comparing their own conclusions with the strategy which was actually taken.

It is suggested that plenary discussion after the conclusion of the group exercise should confine itself to brief discussion of particular issues identified by the groups; alternatively, this can be omitted. The main value of the exercise is in handling the issues involved in this complex situation.

Issues

The following is a check-list of issues which may need to be considered in connection with setting up a community organisation, though this list is by no means exhaustive:

- The strong tradition of family and tribe system as a way of organising society and where the extended family has an obligation to care for all its members.
- The role of traditional and religious leaders to whom the people have a strong sense of loyalty.
- The situation of women, traditionally not allowed to take any part in public administration.
- The implications of religion, regulating peoples' lives and conduct in so many ways.
- The overall important role of local government with long experience of camp administration.
- Families on their own, not represented by head of family or traditional leaders

Options

Again there are many potential options to consider: These are some of them:-

- Organise the camp in blocks of families and have them appoint their representative.
- Identify local leaders and *Mullahs* and ask their advice.
- Accept local, traditional leaders as they present themselves.
- Accept local leaders and supplement them by appointing leaders representing single families and other vulnerable groups without a traditional leader present.
- Leave camp organisation and management to the local government.
- The choice which was actually made in this instance was to build on existing leadership patterns but balance this with a significant element of monitoring, support and training. The approach is amplified in part II - which can be shared with the group after it has discussed the issues and formed its own judgement about the appropriate strategy. It is not necessarily the most appropriate approach.

RESOURCES

A copy of **Participants' Notes** for each participant.

Flipchart paper and marker pens.

Community Mobilisation



Exercise 5.3: (Participants' Notes)

Afghan Refugees in Pakistan Case Study Part 1 – The Situation

OBJECTIVES

By the end of this exercise, you will be able to:

- make informed judgements concerning the ability of different leadership patterns to represent effectively;
- describe the problems and issues involved in the mobilisation of women;
- describe the strengths and weaknesses of different strategies for community mobilisation in the face of different leadership patterns and the traditional marginalisation of women.

TIMEFRAME

45 minutes in small groups

25 minutes plenary

METHOD

Read the following scenario, discuss and answer the questions.

1. Background

During the Soviet occupation of Afghanistan (1979 - 1989) some 3 million refugees poured across the border into the North West Frontier Province of Pakistan. The refugees were welcomed by Pakistan who supported the resistance movement - and by the local population which represented the same majority tribe of Pashtoons as the refugees. After the Soviets pulled out, and later with the fall of the communist regime in 1992, a large number of refugees returned to Afghanistan. By this time many of them had also left the camps and settled into local communities in Pakistan.

With the factional fighting that erupted after the communists pulled out, new waves of refugees entered Pakistan. Although the border had officially been closed, people managed to come through, or used unofficial routes, carrying their few belongings across the mountain passes. Many of them settled with families already living in the country, but thousands had nowhere to go and approached UNHCR and the Pakistan government for assistance. Two new camps of approx. 25,000 refugees were set up in the vicinity of old, already established camps.

The majority of refugees were Pashtoons, the majority tribe of Afghanistan as well as the majority population on the Pakistan side of the border. Communication

always existed across the border through trade and family relations. For these reasons the refugees were welcomed in Pakistan and also by the strong code of conduct existing among the Pashtoons, to extend hospitality and assistance to brothers in need.

2. Socio-cultural Factors

The Afghans are mainly a rural people who live by small trade and farming. Their communities are built on an extended family and tribe system where people are strictly separated by high walls surrounding their tribal villages and often miles away from their closest neighbour. This is to protect the family from outside aggression and also to shield their women from the view of strangers. (The purdah system). The Pashtoons are Sunni Muslims and live strictly by the Koran, and by the Pashtoon code of conduct in which individual and family honour is central and may even imply the right to kill in order to save face and restore honour. They are a deeply religious people, generous, friendly and hospitable, but will accept no change that inflicts upon their beliefs and ways of life as prescribed by their religion and code of conduct. A Pashtoon saying goes like this: "A Pashtoon is an animal who with love will follow you to hell, but with force not even to heaven".

The literacy rate among rural Afghans is extremely low, and for women and girls almost non-existent although many of the children - and mostly boys - receive religious education, reading the Koran and reciting long passages by heart. The woman's place is strictly confined to the home and to the chores of raising children, cooking, cleaning and producing clothes and other materials for the home. A man may have as many as 4 wives, a practice closely connected with wealth and his ability to provide for them. Women have a tradition of extremely skilled carpet weaving and embroidery. Children are the pride of the family and they may have as many as 10 children.

3. Traditional Leadership Patterns

In this tribal society, so strongly regulated by religion and social norms, the local leaders (the *Maliks*) have a prominent position. Roles of leadership are acquired through long-standing family positions, inherited by sons from their fathers and most often based on wealth and land ownership. The *Malik's* reputation and esteem is however also based on his performance, his ability to listen to the problems of the people, to negotiate and to pass just verdicts in cases of family or tribal conflicts. Leaders (heads of the extended family) constitute the committee of elders, representing their clan or tribe, and their decisions are final.

Aside from these traditional leaders, the religious leaders (the *Mullahs*) also play a central role. Their knowledge and interpretations of the Koran are vital to any decision taken by the committee of elders. Religious interpretations decide, for example, the role of women and the education of children and of course decisions about any misconduct. Thus the *Mullah* becomes a central member of the committee and hardly any decision can be reached without his counsel.

There is also among the Afghans a strong competition among families and tribes for power, influence and honour.

4. The Refugee Situation

The continuous fighting in Afghanistan has brought total ruin of its economy. Government structures hardly exist any more and no jobs are available. The destruction has also made traditional farming and trading of goods extremely

difficult for a majority of the people, who depend on this for their survival. Shifting coalitions and front-lines have forced people from different areas to leave their homes and head for Pakistan.

Refugees moved in groups of extended families, sometimes leaving a few family members behind to look after their lands and houses or to continue the fighting. Nevertheless, because of their proximity to strangers, refugee women generally became more isolated than they were in Afghanistan. The war has brought an increasing number of widows and families headed by women to the refugee camps in Pakistan, and with no grown-up, male member of the family present, they are totally reliant on other men.

With the tradition of a strict Purdah system their position is also made extremely difficult by the fact that they are confronted with men to whom they cannot show their face without losing honour. Often the children have to play the male role, securing provisions and necessity hand-outs and work for an income whenever possible to provide for the family. In general the refugee situation puts an extreme pressure on the women. Whereas in their local family or tribal village they can move around relatively freely, in the refugee camp, surrounded by strangers, their movements become more restricted and their dignity and moral values come under extreme pressure.

It is observed in the camps that, as soon as the family's tent is pitched, refugees start building a mud wall around it, or shield their families by hanging blankets and pieces of material. Children move with the extended family and are hardly seen unaccompanied, although they often from an early age have to take on the responsibilities of a grown-up. This is also the case where the father, or head of the family, is disabled. Child marriages are traditionally not uncommon and become one way of easing the economic pressure on the refugee family.

Refugees most often arrive in groups of extended families and tribes and settle in the camps accordingly. Many of them have relatives already living in the camp and try to settle as close to them as possible. Within a certain area the refugees are given free choice of where to pitch their tent and thus, parts and clusters of the camp contain families belonging to the same extended family or village in Afghanistan. With groups of families also come their local *Maliks* and *Mullahs*, who retain their positions in the refugee camp and whose role becomes even more vital in their new environment, where new and different kinds of rules and regulations have to be made. The *Malik*, if present, automatically assumes a central role in camp organisation and distribution of food and materials. Some family groups however came without their leaders, and in this instance it was common for men possessing good language skills and the ability to be assertive to proclaim themselves as leaders.

With the large number of refugees, the government of Pakistan has established its own administration dealing only with the refugees. With the financial and professional support of UNHCR and other donors, it administers the set-up of the camp and provides education, health and other services, including security, to the refugees. The Refugee Village Administrator (RVA), a Pakistan Government official, is central in all material distribution in the refugee camps.

The new arrivals settle in the vicinity of refugee camps already established many years ago by people fleeing the Soviet occupation of Afghanistan. The old

refugees have established structures of leadership and operate in close co-operation with local government and UNHCR staff. Many of them are locally integrated in that they have jobs in the local village or the men have left for faraway cities to work for an income.

The camps are situated in dry and infertile areas where no extra land is available or any cultivation possible. In summer temperatures rise to 50 degrees Celsius, and during winter fall to almost freezing point during the night.

The new refugees have brought few belongings. They have sold whatever they had to survive and to pay for their travel to Pakistan. They depend on UNHCR for emergency assistance. Tents and basic necessities are provided. Regular distribution of food rations is organised through the local government administration and the RVA.

During the process of organising emergency assistance, UNHCR faced increasing problems of identifying the new refugees, as hundreds of old refugees intermingled with the new arrivals at the registration sites in the hope of obtaining another tent (which could be sold at the market for a good price), or a new ration card to provide some extra food for the family.

In this refugee community, where everyone considered themselves poor, all possible means and ways of gaining some extra materials and food were used and largely accepted by the refugee community. This also provided the possibility of gaining power through control of the distribution system.

At the beginning of refugee settlement in Pakistan, political parties played a major role in registration and camp management, supported by the government as part of the organised resistance movement. After the fall of the communist regime, the situation changed and presented a somewhat more complicated picture where politics no longer openly was a part of camp activities. Refugees were, however, still required to fight the ongoing civil war. Fathers and grown-up male members of families were lost or returned disabled from the war.

5. Community Mobilisation - Needs and Dilemmas

UNHCR, in close co-operation with the government administration and the refugees, needed to initiate a system of camp organisation to secure the needs and interests of all refugees - and with special concern for the socially most disadvantaged families of widows, children, the old and disabled. By agreement, the government is responsible for food hand-outs and other material support to the refugees.

In principle it was felt essential to involve the refugees as fully and centrally as possible in all matters concerning them. An additional reason for community mobilisation was the need to develop social structures which would be sustainable after the withdrawal of UNHCR. In particular, it was felt important to establish social structures which could co-operate with the government of Pakistan and with UNHCR in undertaking the following tasks:

- accepting responsibility for systems for distributing food and other material goods;
- overseeing the provision of water and health services;
- planning and overseeing educational provision;

- planning and undertaking various social welfare provisions.

However, there were many difficulties in establishing social structures which would be representative of the people.

There is no tradition of general elections in Afghan society and no sense of "community" in the sense of a "body of persons living in the same locality and having a pattern of relationships between people characterised by openness and fraternity and sharing a common concern for issues affecting them collectively". On the contrary, people tended to relate mainly to those within the same tribal and clan group, while the general insecurity of the refugee situation tends to strengthen family and tribal union to provide some support and sense of security. Block units may represent different tribes and put forward traditional leaders who are not representative of the whole unit and who want to expand their influence. With their strong family and tribal loyalties they can hardly be trusted to represent other people fairly. For the same reason, self-proclaimed leaders may be pursuing self-interest rather than the common interest of the refugee community. The *Mullah* may also see this as an opportunity to enhance his own position.

The women are the silent majority of the camp. Traditional leaders have no experience in representing women and children.

Election by the people in an early stage of camp settlement may also not present the best candidates, as many people are strangers to each other and this provides an opportunity for people with selfish motives to present themselves and no other options are given. It would in any case be extremely difficult to secure women's involvement in elections.

The government representative may have his own interest and motives in the selection of community leaders.

QUESTIONS

1. Consider the issues involved in setting up a community organisation in this context, based on the premise that leadership is voluntary, not paid for by UNHCR or government. It is suggested that the group begin by brainstorming the issues which need to be taken into consideration, then discuss these in turn.
2. Try to identify what options might be considered then narrow down to about four to six. Discuss each option in turn and try to decide on the most appropriate strategy for community mobilisation.

Community Mobilisation



Exercise 5.3: (Participants' Notes)

Afghan Refugees in Pakistan Case Study Part 2 - The Approach Taken

Traditional and religious leaders were represented in the early establishment of camp committees. It was considered necessary to secure their support and co-operation, as they would have retained their position anyway and a parallel leadership structure would have developed that would most certainly have been counter-productive. Bringing them together was also the only way of establishing a sense of community, where the common interests of all refugees were discussed.

Social Welfare Committees were set up in the camps. They included people who, over some time, displayed interest and ability to work for the common good, like teachers organising education for children before UNHCR-funded schools were established, or starting other camp activities, especially targeting youth (boys) and children. On the other hand, other leaders - especially the self-appointed leaders, who initially were difficult to distinguish from genuine traditional leaders, were sometimes motivated by self-interest and did not adequately represent wider interests within the society.

It was decided to offer training to members of these committees through the Rädä Barnen Training Unit. The strategy was to attempt to combine a balance between refugee self-management (despite the risks involved) and close supervision, monitoring and training.

A social welfare unit in the refugee government administration was established, and a cadre of professional community development field workers were trained. Afghan volunteers, initially drawn partly from the committees, were recruited and trained (by the Rädä Barnen training unit) and activities were organised and monitored under the supervision of UNHCR. The Social Welfare Committees decided on what activities were needed in the camps; they selected refugees for training and they discussed issues and difficulties with the professional field workers, but retained the power of decision-making.

Initially there was a great deal of resistance to the idea of involving women, and pragmatically it was realised that the mobilisation of women could only take place with the consent of the *Mullahs* and *Maliks*. However, the training of the men included attempts to sensitise them to gender issues and included, for example, training in the rights of women - based on Koranic teaching. Gradually the confidence of these male leaders was gained and there was a change of attitude, culminating eventually in requests from the *Maliks* to provide training for their women.

This resulted in the decision to offer training to female field workers who in turn offered training to women refugees. It was not culturally appropriate to involve women alongside men in the Social Welfare Committees, but separate female

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Social Welfare Committees were set up, typically comprising mainly older women who had higher status and who were less *pardah*-bound than younger women.

In general, this approach was successful in establishing social structures which facilitated a high measure of self-help, and which responded to a wide range of social needs. The eventual involvement of women was seen as a spectacular success. The starting of girls' schools and training of women could only be achieved by the approval of traditional leaders and *Mullahs*, and there is now increasing demand for starting schools for girls, and female rights have become a topic for discussion in male committees.

Perhaps the most negative consequence of the pattern of leadership was the problem of maintaining an equitable food and material distribution system, with suspicions about the involvement of local government and some of the *Maliks* and *Mullahs* in misappropriation, which UNHCR was unable to control.

Community Mobilisation



Exercise 6.1: (Facilitator's Notes)

Community Mobilisation for Refugee Women - Case Study

TARGET GROUP

Sector Co-ordinators, Field Staff.

OBJECTIVES

By the end of this exercise, participants will be able to:

- identify issues involved in the community mobilisation of refugee women;
- devise possible strategies involved;
- explain some of the implications for male leadership structures.

TIMEFRAME

45 minutes in small groups

20 minutes plenary

20 minutes for discussion of Part 2

METHOD

The exercise is designed in two parts: in Part 1, groups are invited to consider the first section of the case study. This should be considered a “fictional” case study. Although based on an actual situation, facts have been changed in order to provoke discussion of the community mobilisation of refugee women, in order to reflect on appropriate and inappropriate approaches to implementing such initiatives. Groups are invited to consider the issues involved in this experience and then discuss possible strategies for facilitating the organisation of women refugees.

The second part of the case study can then be presented. This describes what actually happened, and participants are invited to re-examine their conclusions from the first part of the discussion in the light of this and to compile a list of key principles involved in the community mobilisation of refugee women: it may be helpful for groups then to share these lists in a plenary session.

At the end of the exercise is a check-list of some of the issues which may emerge: this should not be given to course participants in advance.

KEY ISSUES CHECK-LIST

The following check-list includes some of the principal issues which should emerge from the exercise:

1. The changed situation of these people (i.e. becoming refugees) creates a new range of problems and also calls for a range of responses which may go beyond traditional coping strategies and social structures.
2. It is vital to understand traditional social structures - e.g. the role of women, the pattern of social organisation etc. in the country of origin. In setting up a Security Guardians Team, for example, there should have been a better understanding of the precise role of women - for example, in the police force.
3. The initial approach was a rather reactive one - there was no real strategy for facilitating the social organisation of women.
4. The threat which women posed to the male leaders should have been anticipated, and a strategy devised for dealing with this issue which avoided unhelpful confrontation. In this case, women found it easier to consider issues within their own group before bringing them to the male leaders.
5. Acceptance by established leaders of the more organised involvement of women's needs to be paced appropriately, with time taken to establish their tasks, build up trust and to avoid men feeling threatened to the extent that they effectively block women's involvement.
6. A key issue is the decision whether to try to integrate women into existing, male-dominated social structures, or whether, on a short- or long-term basis, it may be preferable to initiate separate and parallel structures for women. In this case study, separate structures eventually led to a degree of integration which might not be possible in some cultures.
7. Establishing social structures to deal with particularly sensitive issues (e.g. sexual abuse, peace and reconciliation etc.) requires time and a high level of trust.
8. Policies on the payment of incentives to refugee leaders should be sensitive to gender issues.
9. Awareness-raising concerning gender issues and the importance of the mobilisation of women may need to be a continuous process within UNHCR, NGOs and amongst the refugees.

Part 2 of **Exercise 6.1** can be used to compare the participants' ideas with what actually happened in the situation. Participants could be encouraged to comment on what happened.

RESOURCES

A copy of **Participants' Notes** for each participant.

Flipchart paper and marker pens.

Community Mobilisation



Exercise 6.1: (Participants' Notes)

Community Mobilisation for Refugee Women – Part 1

OBJECTIVES

By the end of this exercise, you will be able to:

- identify issues involved in the community mobilisation of refugee women;
- devise possible strategies involved;
- explain some of the implications for male leadership structures.

TIMEFRAME

45 minutes in small groups

20 minutes plenary

20 minutes discussion of Part 2

METHOD

Read and discuss the following scenario then answer the questions at the end. This is a “fictional” case study. The case is based on an actual situation but some facts have been changed in order to provoke discussion of the community mobilisation of refugee women, and to reflect on appropriate and inappropriate approaches to implementing such initiatives. After working on **Part 1**, read **Part 2** which describes what actually happened in the situation.

Scenario

At the height of an emergency, some 220,000 refugees crossed the border into a neighbouring country in about 24 hours. New refugees continued to arrive at a rate of 10-15,000 a week for several months after that. UNHCR and NGOs assisted the host government with immediate response to the emergency. UNHCR deployed an emergency team, including a Community Services Officer whose main focus was unaccompanied minors and basic community structures. The refugee community was encouraged to continue to take care of their more vulnerable members and the unaccompanied minors in particular, despite the difficult situation. Leaders from the country of origin (all men) who came with their population were used by UNHCR and NGOs to organise the camps, the food distribution, the security, etc. Elections were held by the traditional procedure of lining up behind the desired candidate and camp committees were established.

The refugees were settled by community of origin (replicating, as far as possible, the three-tier community structures of their country comprising communes, sectors, and cellules). This allowed them to keep at least some of the social and community structures. It helped in mobilising the refugees in taking care of their own vulnerable and in organising activities (e.g. recreational and educational activities for children and the placement of separated children in foster homes). But this approach also maintained certain traditional practices, including the dominance of men.

Despite this, some women started to get organised and approached UNHCR for support. Women requested that they should be involved in various activities, and raised concerns about the food and health situation and, in particular, about security issues. It was decided to create a refugee security guardians team. The role of this team was to assist the police of the host country in the internal security of the camps, assisting in managing security, supervision of food distribution, public meetings or activities, assisting in investigating minor crimes and sometimes arresting culprits to hand them over to the police. Night patrols in the camps were undertaken. Women particularly wanted to be involved in the specific security issues for women and children. An incentive for the members of the team was paid by UNHCR.

The Protection Officer saw the involvement of women in this task as a good opportunity to get women more actively involved in formal social structures. Leaders were asked to send about 50 women to be interviewed: they all were informed of the duties and responsibilities of security guardians and most agreed to be hired. But when it came to work, many were reluctant to perform some of the tasks; in particular, the night shifts. It was suggested that they should therefore resign and the jobs be offered to others.

The women were also strongly encouraged by UNHCR to identify women's leaders to participate in the leaders' meeting. Although they came initially, they quickly stopped coming. One of the conclusions drawn by the male leaders was that women had no time to come and were not interested. It later came to light that they were threatened by some of the male leaders. Although refugee leaders (men) were receiving incentives from UNHCR, field officers refused to consider women representatives for incentives. When asked what they wanted to do, women expressed interest mainly in receiving incentive for organising activities for themselves (handicraft, small income generating activities, etc.), probably reflecting the kind of activities that NGOs and churches in the country of origin had encouraged.

It was at this point that the UNHCR Community Services Officer, in discussion with NGOs working in the camps, decided that it would be best to put a hold on the whole approach to the mobilisation of women, and to start again from the beginning. A more strategic approach seemed to be needed. The women were clearly feeling that the male leaders represented them very poorly and were not responding appropriately to their particular problems and priorities, but these early attempts to get involved were not welcomed by the men. The CSO also felt that there were potential roles for women in the community beyond their immediate aspirations for income-generating projects, especially in relation to issues concerning the care of children. Women were found, in general, to be more

responsive to the need for psychological, recreational and cultural activities as a means of restoring well-being to the community, and especially to children.

Questions

On the basis of the information provided, you are invited to:-

1. Consider what issues need to be taken into account in planning a strategy for facilitating the mobilising of women.
2. Devise a coherent strategy for mobilising women.
3. Decide what steps should now be taken to pursue this strategy.

Community Mobilisation



Exercise 6.1: (Participants' Notes)

Community Mobilisation for Refugee Women - Part 2 What Actually Happened

When the Protection Officer arrived, it was noticed that a system had been set up of 100 refugee guardians, all but one of whom were male. Asked why no women were included, the leaders said that this type of work was not performed by women in the country of origin. A series of meetings was held with the field officers and the women in the camps, where no males were involved. The women were asked if this was correct and whether they would be interested in becoming security guardians. They said that women performed similar work in the country of origin and would be interested in doing so. The nature of the work of the guardians was discussed in some detail, and it was decided from the outset that they would not work at night, as this was contrary to practice in their country of origin, and very dangerous for them.

The male security guardians were then advised that women would be included, and agreed to this. The male guardians also completely agreed from the outset that women should not work at night. Women were then asked directly to submit job applications in each of the camps. Over two hundred applications were submitted. Working together with the UNHCR and the NGO field officer in each camp, each woman who had applied for a job, was interviewed, and approximately 50 were accepted. Over a period of four months, the Protection Officer met with both the male and female guardians periodically from the time they were hired to address any concerns or problems they wished to raise.

On return to the situation some five months later, the Protection Officer again met with groups of female guardians to see how things were going and to discuss any issues and problems that had arisen. One important issue was that many of the women were by now quite visibly pregnant, and there was a concern about them working as guardians due to the sometimes strenuous nature of the work. It was also important to arrange for maternity leave for them so that they would not have to lose their jobs.

The role and contribution of the women developed over time. Group discussions were organised and women were asked to think of the roles and responsibilities they would like to have, and could have in their community. This served to give them permission to consider roles and structures beyond those which they were familiar with in their own culture. It was agreed that, for some time, the women's participation in the camp committees would not be pushed, at least until they had a better-defined role. Women requested UNHCR and NGOs to help them to show to the leaders that they would not be a threat to them but, on the contrary, a support in taking care of the community.

The women were assisted in defining the structures they would work in. They decided to have representatives at all levels of the community: (cellule, sector,

commune and camp), to run in parallel with the male structures. They organised elections with the help of UNHCR/NGOs which provided tents and materials for voting in secret. Women also decided to have an overall camp representative, elected from among the other representatives. They called their organisation Promotion of the Development of Refugee Women. They identified areas where they would like to be involved: nutrition, health, education, psycho-social care, income generating activities, food, water. They divided responsibilities among themselves at each level of the community. UNHCR agreed to pay incentives to the representatives of the women's organisation.

The women seemed to feel more comfortable in working in their own groups, without men, but gradually they created more links with the male camp leadership. Upon request from the women, UNHCR and the NGOs invited them to the leaders meeting to discuss specific issues or concerns with the leaders or to request leaders support to organise some of the activities and raise awareness of particular issues in the community. Slowly, women became more accepted by the men leaders and finally attended the leaders meeting on a regular basis. The UNHCR decision to change the leaders meeting into a community leaders meeting facilitated the process even further - this led to the inclusion of not just the leaders but also health, sanitation and community services workers, religious leaders, representatives from teachers, youth, etc.

The women became a key component of all awareness campaigns. They participated in food committees, in the setting up of Crisis Intervention Teams (CIT) for victims of violence, were involved in environment, water, security/protection and general management issues, development of policies on care and monitoring of more vulnerable people, the development of the Refugee Information Network, etc. Some of the women were the initiators of discussions on a very sensitive subject at the time: peace and reconciliation.

There was also an urgent need to set up a reporting system for victims of violence. However, it took several months of confidence-building by the NGOs to be able to start talking about this matter. More pressing issues for women were food, health, firewood and water as well as the well-being of their children. However, women did get involved in the development of Crisis Intervention Teams to respond and support victims of sexual and domestic violence and to develop preventive community mechanisms. This community-based response to victims of violence was built up on discussions with women and youth in particular, after basic needs were more or less met. The structure created by the women's organisation allowed for consultation and mobilisation from top to grass-roots level and vice versa. However, despite growing initiatives from women, Community Services from UNHCR/NGO still had to stimulate other NGOs and UNHCR staff in getting women involved.

Questions:

1. In the light of the second part of the case study, briefly review your conclusions from Part 1.
2. Compile a list of key principles involved in the community mobilisation of refugee women.

Community Mobilisation



Exercise 7.1: (Facilitator's Notes)

Planning a Community Mobilisation Strategy

TARGET GROUP

Senior Manager, Sector Co-ordinators and Field Staff.

OBJECTIVE

By the end of this exercise, participants will be able to:

- identify the issues involved in planning a community mobilisation strategy with refugees who are scattered in either an urban or rural setting.

TIMEFRAME

30 minutes in small groups

20 minutes in plenary group to receive presentations and discuss key points

METHOD

Divide participants into small groups, if possible grouped so that they have knowledge of the same refugee situation. These groups are invited to examine a situation in which refugees are scattered in either an urban or rural situation and to plan a strategy for community mobilisation. They are invited to use the framework contained within the Participants' Notes: alternatively, the Facilitator can suggest using a SWOC analysis framework which focus on the strengths, weaknesses, opportunities and constraints facing a community mobilisation strategy for scattered refugees. Each group is invited to present their findings to a plenary session.

RESOURCES

A copy of **Participants' Notes** for each participant.

Flip charts and pens

Community Mobilisation



Exercise 7.1: (Participants' Notes)

Planning a Community Mobilisation Strategy

OBJECTIVE

By the end of this exercise, you will be able to:

- identify the issues involved in planning a community mobilisation strategy with refugees who are scattered in either an urban or rural setting.

TIMEFRAME

30 minutes in small groups.

20 minutes in plenary group to receive presentations and discuss key points.

METHOD

In small groups, you are invited to examine a situation in which refugees are scattered in either an urban or rural situation and to plan a strategy for community mobilisation. Each group is to present its conclusions using a flip chart. You may approach the task in any way you like, but you may find the following framework helpful:

- | | |
|-------------------|---|
| Problems | What is known about the main problems facing the refugees, |
| Resources | Can you identify some of their key resources? If not, how will you find out? |
| Places | How are the refugees dispersed within the area?
Identify the places where they are most likely to congregate. |
| People | Can you identify key people within the refugee community - e.g. traditional or "natural" leaders, spiritual leaders refugees in prominent locations etc.? |
| Publicity | What communication media can be used for contacting refugees?
How might refugees maintain contact with each other? |
| Priorities | Is the main priority to develop strategies for integrating refugees within host population, or to develop a sense of community among themselves?
Be clear about the reasons for your decision. |

Community Mobilisation



Exercise 8.1: (Facilitator's Notes)

The Ladder of Participation

TARGET GROUP

Sector Co-ordinators, Field Staff.

OBJECTIVES

By the end of this exercise, participants will be able to:

- explain the main features of the 'Ladder of Children's Participation';
- describe examples of each of the 'rungs' of the ladder of adolescent participation.

TIMEFRAME

30 minutes in small groups

20 minutes presentations and summary

METHOD

Prepare a flipchart-size ladder of participation in advance.

Introduce the Ladder of Children's Participation using **Overhead 8.2**. Provide each participant with a copy of **Handout 8.1**.

Divide participants into small groups of four or five. Invite the participants to discuss and note down examples from their experience of work with refugee adolescents of each of the levels of participation in the ladder model. It is important to identify examples from as many of the levels as possible, including those lower down the ladder.

Bring the small groups together in a plenary session and ask participants to present their findings by marking on the poster-sized ladder, examples of the different levels of participation and describing these to the other participants.

Participants should then be asked to consider and discuss any pattern which emerges. What could be done to mobilise adolescents' participation? What are the main obstacles to adolescents' participation in refugee settings? What has or can be done to overcome these blocks? Discuss examples of particularly good practice from which others could learn.

RESOURCES

Prepared flipchart poster of The Ladder of Children's Participation.

Overhead 8.2

A copy of **Handout 8.1** for each participant.

Flipchart paper and marker pens.

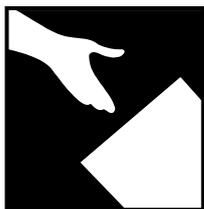
Community Mobilisation



Handouts

- [2.1](#) The Significance to the CRC
- [4.1](#) The Characteristics of a Community Mobilisation Approach
- [8.1](#) The Ladder of Children's Participation

Community Mobilisation



Handout 2.1: The Significance of the CRC

Articles of particular importance in relation to the establishment of an affective community mobilisation approach include:

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 12

1. States 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.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice...

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child...

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly...

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity...

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

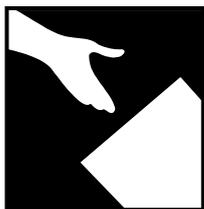
Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Community Mobilisation



Handout 4.1:

The Characteristics of a Community Mobilisation Approach

Community Mobilisation:

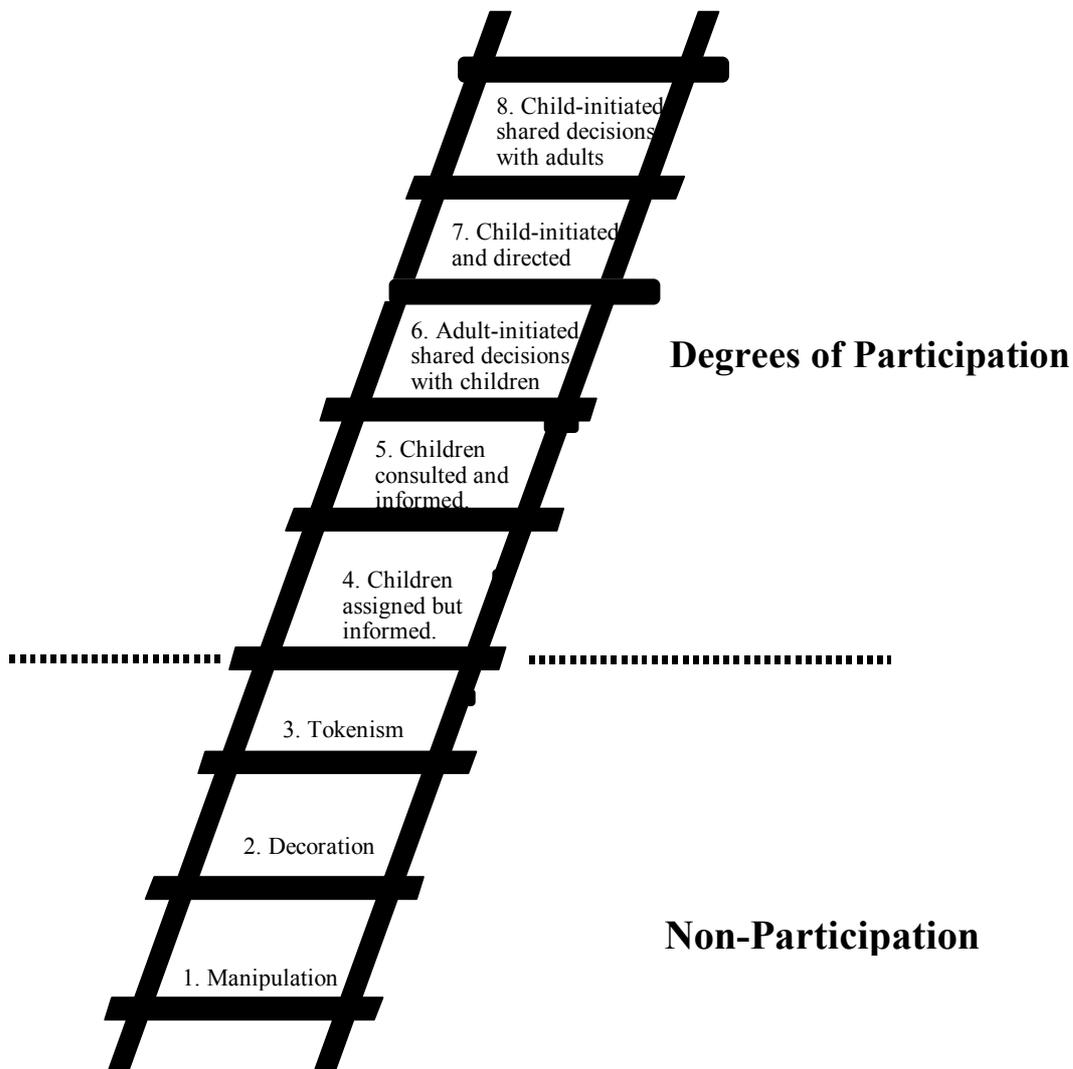
- assumes that problems are experienced collectively;
- assumes that people are highly resourceful. It makes maximum use of people's own resources, including people labelled as vulnerable;
- hence the principal resources come from the community;
- these community resources are supplemented, only if necessary 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 whole community take priority over those of individuals;
- hence participation is a key concept;
- ownership of any undertaking by the people themselves helps to ensure that programmes reflect their culture and values.



Handout 8.1:

The Ladder of Children's Participation

The Ladder of Children's Participation



From: 'Children's Participation: from tokenism to citizenship' by Roger A. Hart, Innocenti Essays No 4, UNICEF, 1992.

1. **Manipulation** is the lowest rung on the ladder. Here the adults have complete and unchallenged authority and abuse their authority by failing to use it in the best interests of the children.

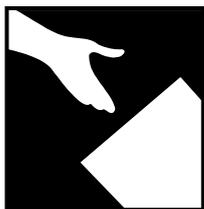
2. **Decoration** is the second rung of the ladder. An example might be when a group of children are asked to sing a song about rights for an audience of adults attending an international conference on children's rights.
3. **Tokenism** is used to describe when children are apparently given a voice, but in fact have little or no choice about the subject or the style of communicating it, and little or no opportunity to formulate their own opinions. A child's attendance as a speaker at a predominantly adult event *might* be an example unless the following requirements are met.

For participation to be genuine there are a number of important requirements which must be met:

- *The children must understand the purpose of the activity.*
- *They must know who made the decisions concerning their involvement and why.*
- *They should have a meaningful role.*
- *They should volunteer for the activity after the activity was made clear to them.*

4. **Assigned but informed** means that the children are asked to volunteer for an activity when the above conditions are met. It is the first rung on the ladder of genuine participation.
5. **Consulted and informed** describes the situation where children's opinions are given genuine weight when they are consulted by adults. It is increasingly built in to child care legislation though it rarely leads to young people having significant influence over the use of resources. This degree of participation is often found in the private sector where children's views may be sought in 'product testing' of consumer goods and services which are targeted specifically at them.
6. **Adult-initiated, shared decisions with children** is the first 'rung' of effective participation. Although the services, projects or activities are still initiated by adults, children are genuinely involved in the decision-making which shapes the way these are planned, carried out and evaluated.
7. **Child initiated and directed** activities are those where children establish their own priorities independently of adults. This happens most often in play but the approach can be used in the design and management of services. Genuine direction by children requires control over the allocation and use of resources.
8. **Child-initiated, shared decisions with adults** means that the initiative comes from the children, and adults may be required to mobilise resources or act as a facilitator but not to 'lead'. The outcome of the children's activity may well be communicated to adults who may be asked to act on their decisions to bring about some change desired by the children (for example, by altering agency policies or priorities or by providing new types of services requested by the children). This is an example of a partnership which could be applied even to the provision of statutory services where the adults are the agents of State service provision for children but may have some control over the nature of these services.

Community Mobilisation



Reading 8.1:

Child-to-Child - Critical Issues in Child and Adolescent Preventive Health

This is a digest of a paper by the same name produced by the Child-to-Child Trust.

The Concept of Child-To-Child

Child-to-Child is a philosophy, an approach to learning, a set of activities, and a world-wide movement of individuals and organisations promoting Child-to-Child through their work.

In Child-to-Child activities, children are playing an active and responsible part in the improvement of the health and well being of themselves, their family and their community.

It is a simple idea but requires radical re-thinking of the way in which children are involved in health and education programmes both at school and in special projects.

The Child-to-Child Approach

At the heart of Child-to-Child programmes is the Child-to-Child approach. The approach is different from "traditional" health education teaching in several respects:

1. It suggests that children contribute to the development and design of the activities;
2. It links what children are learning with the actual problems they face and invites them to contribute to solving these specific problems in their school, home and community;
3. It is not bound by a set amount of time; and
4. It requires the involvement of people outside the immediate learning environment.

Child-to-Child activities involve children in communicating well, co-operating with each other and helping each other. Developing life skills and using peer learning can both be a part of Child-to-Child but they are not synonymous.

Over the years a model of how to implement Child-to-Child programmes has been developed.

This model is described as "the six step approach". As this model suggests, Child-to-Child is a process which aims to link the child's learning with the child's life. It is not a process which can be contained within one classroom-based lesson.

The first step in the Child-to-Child approach is for the children to understand the selected topic.

Action for the Rights of Children (ARC)

Activities might include discussions, role plays, reading, writing etc. Community members might be involved at this step. They may be invited to talk with the children, tell stories or initiate discussions on a certain topic. This step is often undertaken in an educational setting such as a classroom.

At the second step children gather information about the selected topic. This might be done by conducting a small survey; by having a discussion with friends, relatives or key community members; or by observation. This helps to make the topic 'theirs'.

At the third step, children bring the information they have gathered together with others and they discuss the topic as it affects them, their families and their community. The children discuss ways in which they might be able to address problems perhaps as individuals, in small groups or as a larger group. It is important that the facilitator working with the children helps them look at information gathered with respect and critically, and helps them to design solutions that are manageable and which communicate clearly and accurately to others.

At the fourth step children take action at school and also in their families and communities. They may be communicating information to others, demonstrating skills to others, working with other children or leading by example.

Children can take action in different places:

At school

Children can...

- Learn together actively
- Help and teach their friends
- Help and protect younger children
- Help to make their surroundings healthy

At home

children can...

- describe and demonstrate what they learn
- help their families with good health practices
- teach and help younger brothers and sisters
- play with children who do not go to school
- keep the home surroundings healthy

In the community

children can...

- pass on messages through plays and songs
- act as messengers and helpers
- participate in health campaigns

Because this type of active learning (physically active and/or active inside the head!) helps children to remember what they have learned, it is important that the messages are accurate.

Step five is about helping the children to evaluate the effects of their work on others and on themselves and identify ways in which they can improve their activities.

Step six is the chance for the children to make messages clearer, to reach other people and generally to improve upon what has gone before, so that desirable

changes made as a result of the project become a way of life. It is also the step at which new ideas for new issues to explore further may become apparent.

Active methods

Active health education means using active methods. The most important characteristic of active methods is that they promote active thinking which can help children gain life skills and develop positive attitudes and values. The following methods all help to develop learning and thinking in active ways. Few require additional costs but all require adults who are willing to try out new things and are keen to help children think for themselves: discussions, stories, pictures and flip charts (or boards), demonstrations, surveys, visits and visitors, drama, poems and songs, games.

Child-to-Child resource materials and further reading

Activity sheets and resource book

Over the years the original *activity* sheets have been revised several times and others have been added. There are now 38 activity sheets. The last was published in 1998 and is on the topic, *Land Mine Awareness*, and is the fifth in the group of activity sheets which aim to support people working with children in difficult circumstances. Most of the activity sheets are now bound as the second part of a two part resource book. The first part describes how programmes implement and evaluate Child-to-Child activities.

Many hundreds of programmes throughout the world have begun on the basis of the activity sheets alone. They are copyright free and have been adapted and translated into over 20 languages.

Child-to-Child readers (story books)

The Child-to-Child readers are also counted among Child-to-Child's core materials. These are divided into three levels and there are now fifteen titles. Each deals with a specific health issue such as teenage pregnancy, accidents, disability, and the stories demonstrate what children can do to help. They also contain ideas for follow up activities.

Books that are linked to the formal curriculum

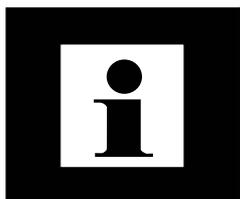
To help teachers find ways to incorporate Child-to-Child into the formal curriculum, the Child-to-Child Trust have developed books such as *Health into Science* and *Health into Maths*.

Books for head teachers, planners and policy makers

The Child-to-Child Trust's publication, *Children for Health* is linked to the 1993 version of *Facts for Life*. Each topic-based chapter contains the 'prime messages' plus ideas for ways that children can learn about and promote the messages at school and at home.

Health Promotion in our Schools is a resource book designed for all those who encourage schools to introduce health education and health promotion programmes. It is recommended for use alongside *Children for Health*.

Community Mobilisation



Further Readings, Videos and Websites

RECOMMENDED READING

UNHCR (1996): “Refugee Emergencies: a Community-Based Approach” - Community Services Guidelines, Geneva, UNHCR. This publication seeks to strengthen the community mobilisation approach by providing practical guidance. It is of relevance to the whole resource pack, as it deals with the concept and importance of community mobilisation and addresses more specific topics, such as the mobilisation of women and youth.

UNHCR (1996): “Urban Refugees: A Community-Based Approach”, Geneva, UNHCR. Part 1, “The Refugee Context”, provides useful background material on urban refugees, which is relevant to Topic 7, though much of this publication is oriented towards rather individually-oriented assistance.

Blomqvist, U (1995): “Community Participation in a Refugee Emergency - Focusing on Community Mobilisation, Women and Youth”, Stockholm, Rädda Barnen. Particularly relevant for community mobilisation issues early in a refugee emergency. Useful in relation to Topics 4, 5 and 6.

Blomqvist, U (1995): “Social Work in Refugee Emergencies: Capacity Building and Social Mobilisation: the Rwanda Experience”, Stockholm, Radda Barnen. Particularly relevant to Topics 4 and 5.

Segerstrom, E (1995): “Focus on Refugee Children: A Handbook for Training Field Refugee Workers in Social and Community Work”, Stockholm, Radda Barnen. This practical handbook touches on many of the themes of this Resource Pack and includes some practical training materials aimed primarily at volunteers drawn from the refugee community.

UNHCR (1991): “Guidelines on the Protection of Refugee Women”, Geneva, UNHCR. These guidelines offer practical guidance on the skills of protecting refugee women and hence are relevant to Topic 6. The underlying principle of the Policy is to integrate the resources and needs of refugee women into all aspects of programming to ensure equitable protection and assistance activities.

Millwood, D (1990): “The Radda Barnen Training Unit: Community-based Social Work with Afghan Refugees in Pakistan”, Stockholm, Radda Barnen. Particularly useful on gender issues (see page 32f) in community mobilisation relevant to Topic 6.

FURTHER READING

Mahlasela, J (1997): “Preventive Health Care Among Children and Youth Affected by Armed Conflict and Displacement”, Stockholm, Rädda Barnen. Useful reading

for Topic 8.

Loxano, I (1996): “Lessons Learned in Work with Refugee Women: a Case Study of Chiapas”, Chiapas, Mexico: UNHCR. Relevant to Topic 6.

Gosling, L and Edwards, M (1995): “Toolkits: A Practical Guide to Assessment, Monitoring, Review and Evaluation”, London, Save the Children.

Mamá Maquín (1994): Organisation of Guatemalan Refugee Women: “From Refugees to Returnees”, Comitán, Mexico: Mamá Maquín. Relevant to Topic 6.

VIDEOS

Makwaya: Dancing With Hope, Save the Children - US

“**Learning to Cope**” – a short video produced by Radda Barnen and depicting the development of the school in a refugee camp for Somali refugees in Yemen. It illustrates the way in which the community were centrally involved in planning the school and the importance of the school as a community resource.

WEB SITES

International Save the Children Alliance

www.savethechildren.net

International Committee of the Red Cross

www.icrc.org

UNICEF

www.unicef.org