

Effective Community Engagement for **COMMUNITY-LED** Action



**Capacity Strengthening Programme for Ferrero Suppliers and Partners
Ivory Coast and Ghana
February 1, 2022**

Case Scenario:

A program evaluation reviewed levels of community engagement. Community leadership, living in the program area, were unable to describe the purpose or goal of the program, or who they were external partners. They did not understand their community role in the program, what strategies were being undertaken, nor what was accomplished.

Why do you think this happened?

Capacity Strengthening Objectives:

- Understanding definitions of community-led development
- Applying a *community action cycle*
- Social & Behaviour Change – what do we hope to see?
- Indicators and benchmarks for **Success!**

Part 1: Foundations to Community-led Action & Social and Behavior Change

(45 minutes)

Part 2: Practical Tips! Working with Communities

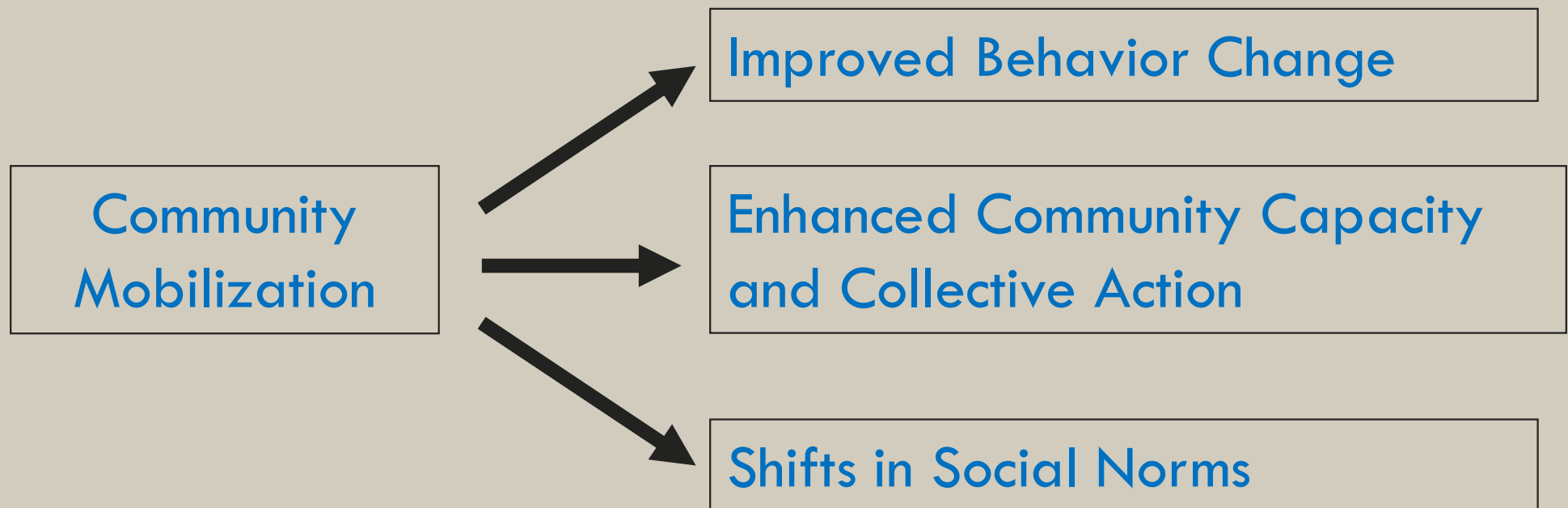
(50 hour – with 10 minutes stretch break 😊)

Part 3: Measuring Results & Accountability!

(20 minutes)

Part 1: Foundations to Community-Led Action & Social Behavior Change

Community-led Action – Terms and Concepts



Our SC Definition of Community Mobilization

“A capacity-building process through which community members, groups, and organizations plan, carry out, and evaluate activities on a participatory and sustained basis to improve education, health and other development priorities, either on their own initiative or stimulated by others.”

- Save the Children/Cochabamba, Bolivia 1999

Defining Community Mobilization (CM)

- Community mobilization is not a campaign, nor is it a series of campaigns.
- It is a continual and cumulative communicational, educational and organizational process that produces a growing autonomy and conscience.



Community Mobilization is not...

- Social mobilization
- Community participation
- Advocacy
- Interpersonal communication

Community mobilization may utilize the above strategies, or may be a strategy utilized by them, these terms are not synonymous.

More Definitions! 😊

Community-led Development (CLD)

the process of work with communities to create and achieve locally owned visions and goals.

- Planning and development approach which support the setting of a **vision and priorities by the people,**
- Places **local voices in the lead,**
Builds on local strengths,
Collaborates across sectors
- Works to achieve **systemic change** rather than short-term projects.

Community Capacity Strengthening:

The process through which communities obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time.

What is a 'community'?

Geographical



Social Network



Geographical

- Geographical boundaries
- Villages; urban neighborhoods
- Municipal or government demarcations



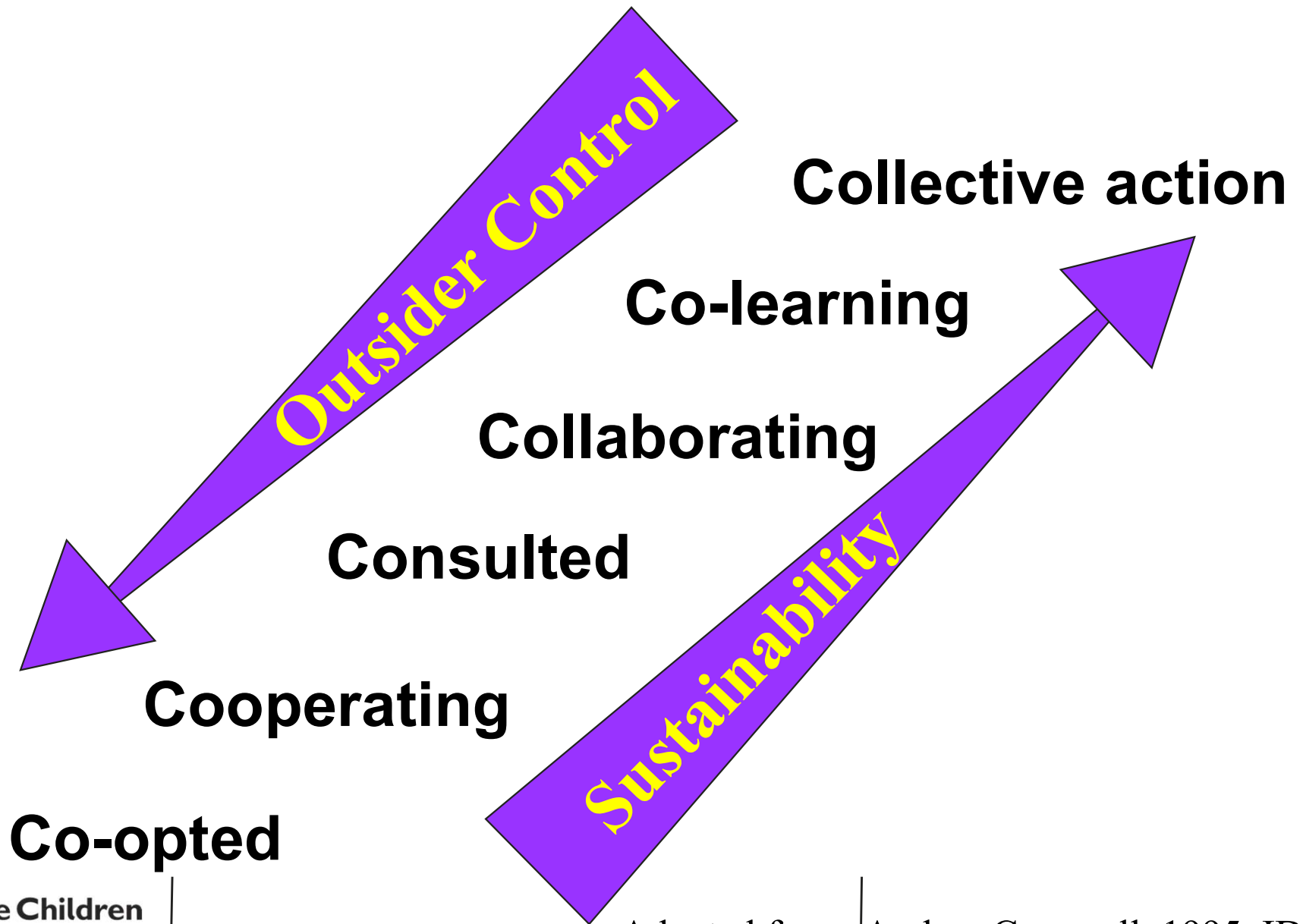
Social Network

- Shared interests or identity
- Shared characteristics
- Shared resources



Joseph Raouf

Dimensions of Participation – What has been your experience?



Child Participation



Common challenges with child participation

- Risks of tokenistic or manipulative participation.
- Participation being seen as a one-off activity, rather than something that should be imbedded across the entire programme cycle.
- Participation not being inclusive.
- Decision makers not adequately taking learning from participatory processes into account.
- Failure to inform children and adults about what happened as a result of their participation.



What might child participation look like in our work?



Understanding children's needs and priorities
Sharing information with peers



Developing our work together
Reviewing our work



Reviewing services & supporting improvement
Advocacy and campaigning



Why Community Mobilization?

Decentralization and democratization require increased community level decision-making

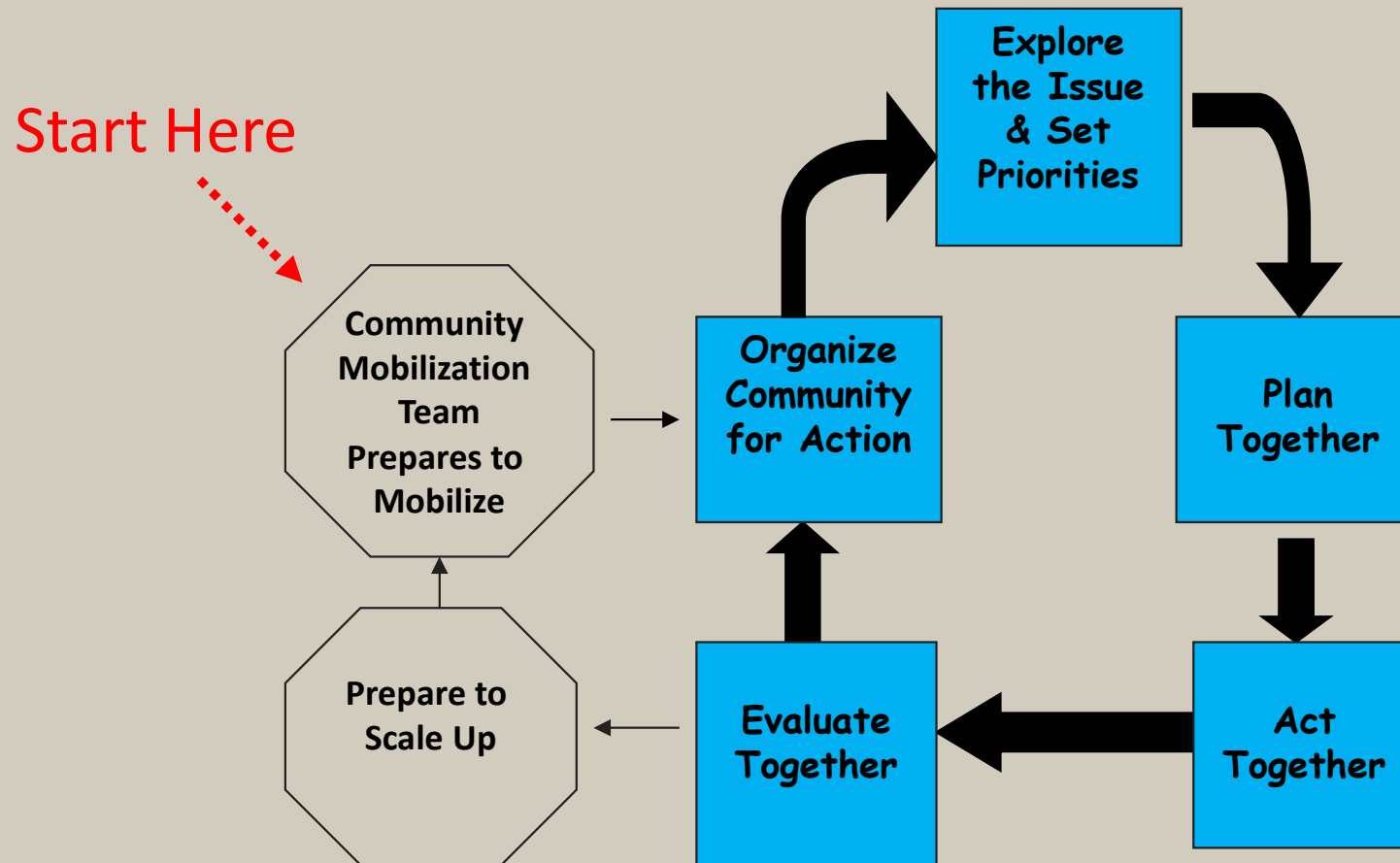
Communities have different needs and problems, different cultures, beliefs and practices--one message may not fit all

Builds mechanisms and systems to sustain education & health improvements

Why Community Mobilization?

- Social structures and norms may need to be changed if true access to information and services is to be achieved by those who need them most.
- Brings additional resources that may not be available to formal services systems alone
- Communities can apply political pressure to improve services.
- Empowering CM approaches can strengthen community members' skills and capacity to address the underlying causes of issues and reduce barriers to access of information and services.

SC's Community Action Cycle*



* How to Mobilize Communities for Health and Social change, Save the Children, 2003

The *Community Action Cycle*

- Implemented by the community
- Fosters equity through participation of those most interested and affected by the issue
- Instills ownership and works towards sustainability
- Iterative – not linear
- Builds community capacity for managing education; health & development efforts

Who are the *Change Agents* for the program?



Discussion & Questions:

- What has been your experience entering communities and supporting community-led action?
- What have been your successes and challenges?
- Are there other processes that you have used, different from what we presented today?

SOCIAL BEHAVIOR CHANGE: WHAT'S WRONG WITH THIS PICTURE?

Transmission

Sender



Receiver

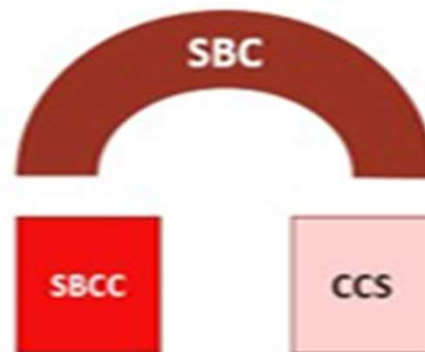
Influence flows in one direction only

SBC and Community Capacity Strengthening/Engagement (CCS) - Definitions

Social and Behavior Change

SBC is the systematic application of **interactive, theory-based, and research-driven processes and strategies to address social and gender norms and behavioral change** at the individual, community, and social levels, including the cross cutting use of strategic communication.

(adapted from FHI360 2012: C-Modules)



Community Capacity Strengthening/Engagement

A **capacity-building process** through which community members, groups or organizations **plan, carry out and evaluate** activities to [achieve a common goal]

This can happen on a **participatory and sustained** basis, either on their own initiative or stimulated by others.

(How to Mobilize Communities for Health and Social Change. Save the Children/Health Communication Partnership, USAID.)



Save the Children

COVID-19 RCCE training

2022/05/02

27



Save the Children

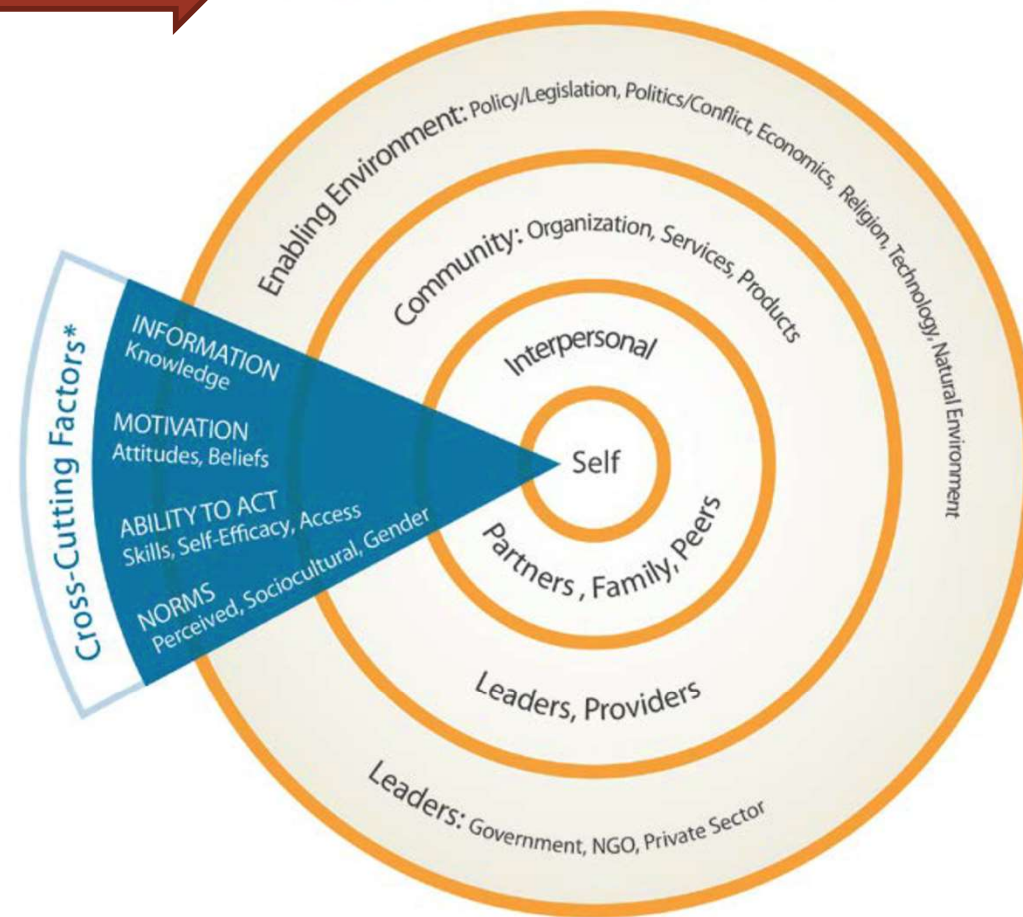
— GOING BEYOND ‘MESSAGES’ AND ‘SENSITIZATION’ —

“SBC goes beyond the delivery of a simple message or slogan to include the full range of ways in which people individually and collectively act or convey meaning. “

Socio-Ecological Model for Change

The Behavioral Model

Adapting the Socio-Ecological Model for Change because of its theory-base and worldwide application.



Source: Adapted from UNICEF by C-Change, applied in multiple countries beyond health, open source approach led to use by many other implementers.

*These concepts apply to all levels (people, organizations, and institutions). They were originally developed for the individual level.

SOURCE: Adapted from McKee, Manoncourt, Chin and Carnegie (2000)

THE S IN SBC?

While hand washing and defecation are individual behaviors, they rely on community norms, structures and assets

The ‘S’ stands for social norm and structural change to influence individual decisions.

E.g.,

- make certain health practices more socially acceptable,
- equip mothers and families with social resources and networks,
- bring communities together around common problems, and
- prompt various stakeholders to support actions to change behaviors. (Waisbord in Lancet 2014)



Socio-
Ecological
Model
“tagging”
determinants
for change

SOCIO-ECOLOGICAL MODEL

SOCIAL & BEHAVIORAL DETERMINANTS

- INFORMATION**
(knowledge, awareness)
- HABIT**
(current practices, sustaining new practices)
- MOTIVATION**
(attitudes and beliefs)
- ABILITY TO ACT**
(access, skills, self-efficacy)
- NORMS**
(socio-cultural, gender)

QUALITY SERVICE DETERMINANTS

- KEY CARE PRACTICES**
(effective, evidence & protocol based)
- EFFECTIVE COMMUNICATION**
(respectful, dignified, supportive)
- SERVICES & PRODUCTS**
(accessible & available)
- FUNCTIONAL REFERRAL**
- ACCOUNTABILITY**
(equal participation, consequences)

COMMUNITY CS DETERMINANTS

- SKILLS**
(critical thinking, problem solving)
- EFFECTIVE LEADERSHIP**
(conflict resolution)
- SOCIAL CAPITAL**
(social support, cohesion)
- COLLECTIVE EFFICACY**
(shared belief, operative capacity)
- RESOURCE MOBILIZATION**
(participation, equitable access)

COMMUNITY RESILIENCE DETERMINANTS

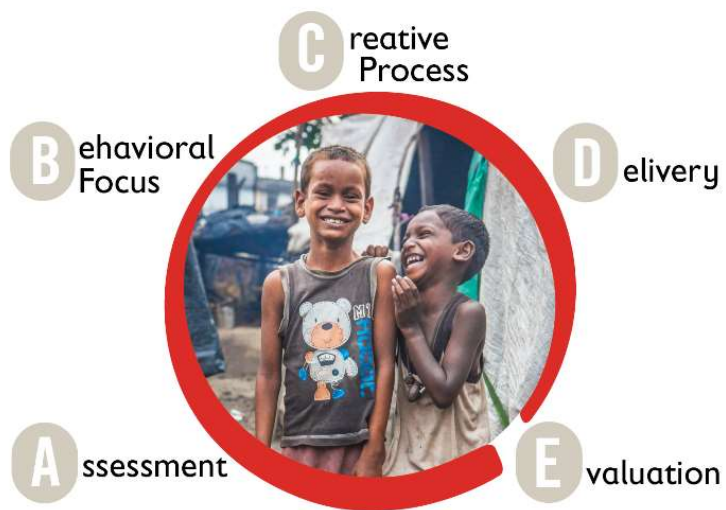
- INFORMATION/AWARENESS**
(effective communication)
- ACCESS TO SERVICES**
(products, services, coordination)
- EFFECTIVE LEADERSHIP**
(operative capacity)
- ADAPTIVE SOCIAL CAPITAL**
(cooperation, flexible response)
- RESOURCE MOBILIZATION**
(community assets)



Adapted from: Alegre (2008), Béné (2015), C-Change (2012), Cutter (2014), Frankenberger (2013), Koliou (2018), Kruk (2015, 2017), Kwasinski (2016), Magis (2010), Maguire (2008), McKee (2010), Kincaid & Figueroa (2009), Patel (2017), Wulff (2015), WHO (2016)

The SBC Process

By applying a systematic behavioral approach including tested tools.



Assessment:

Problem Tree with social & behavioral determinants

Behavioral Focus:

SBC/CCS Strategy Tool

Applying a Theory of Change tool

Making behavioral objectives more measurable

Making channel and activity selection more strategic

Creative Process:

Working with a participatory materials development processes

Creative Brief

Concept and Pretesting Tools

Creative Process & Delivery:

By aligning audiences, objectives with channels and activities

Delivery & Evaluation:

Using more tailored indicators and M&E designs

The Social and Behavior Change “Toolbox”

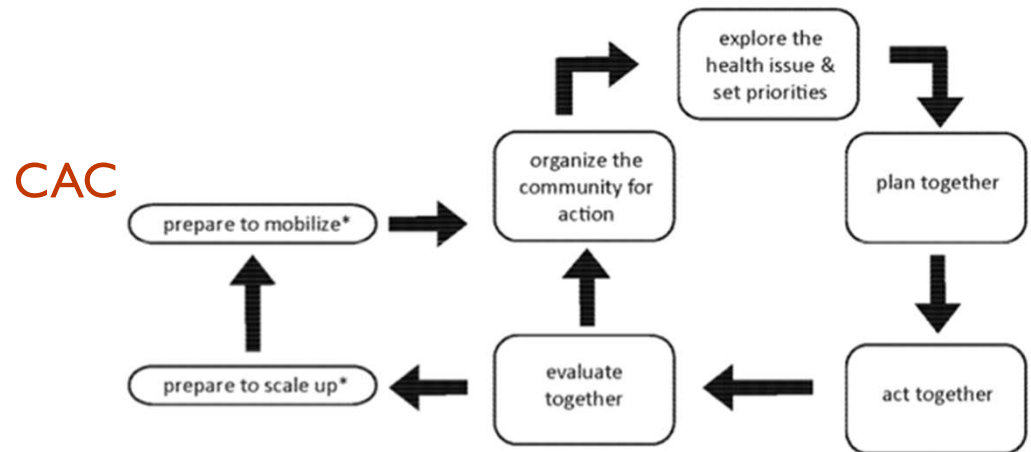


At which Step does the CAC come in?

ABCDE Process

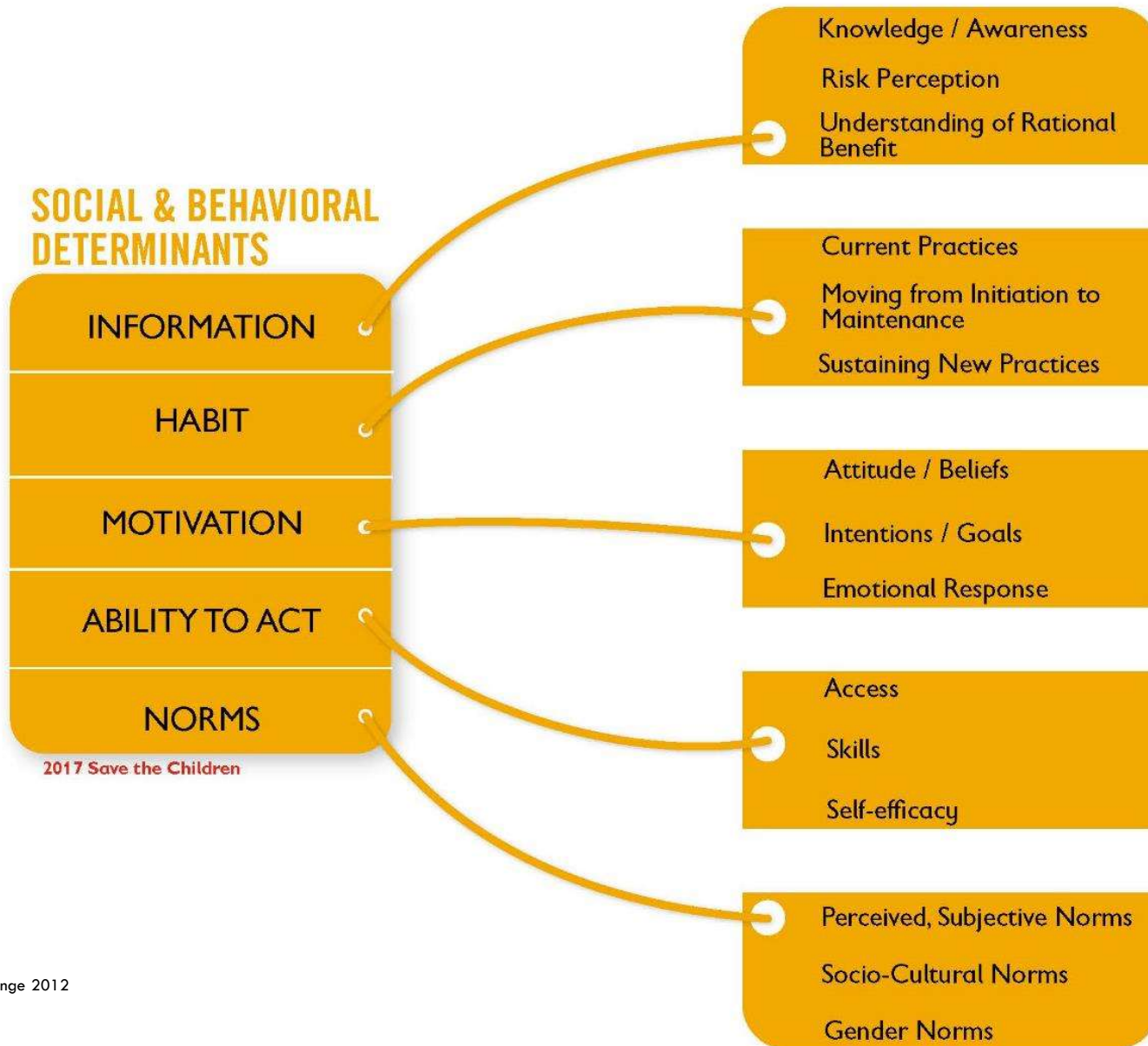
1. Assessment
2. Behavioral Focus
3. Creative Process
4. Delivery
5. Evaluation & Replanning

Community Action Cycle



1. Prepare to Mobilize
2. Still Prepare to Mobilize
3. Organize for Action
4. Organize core groups; explore health issues and set priorities; plan together; act together
5. Evaluate together & prepare for scale-up

SOCIAL & BEHAVIORAL DETERMINANTS

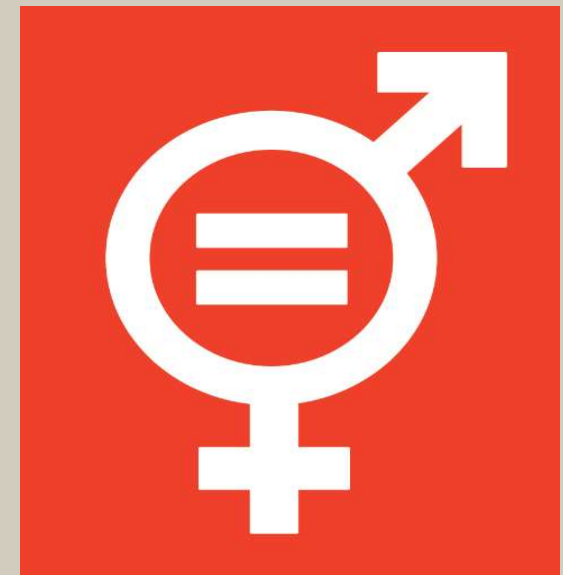


Adapted from McKee 2010, C-Change 2012

Addressing Gender Norms

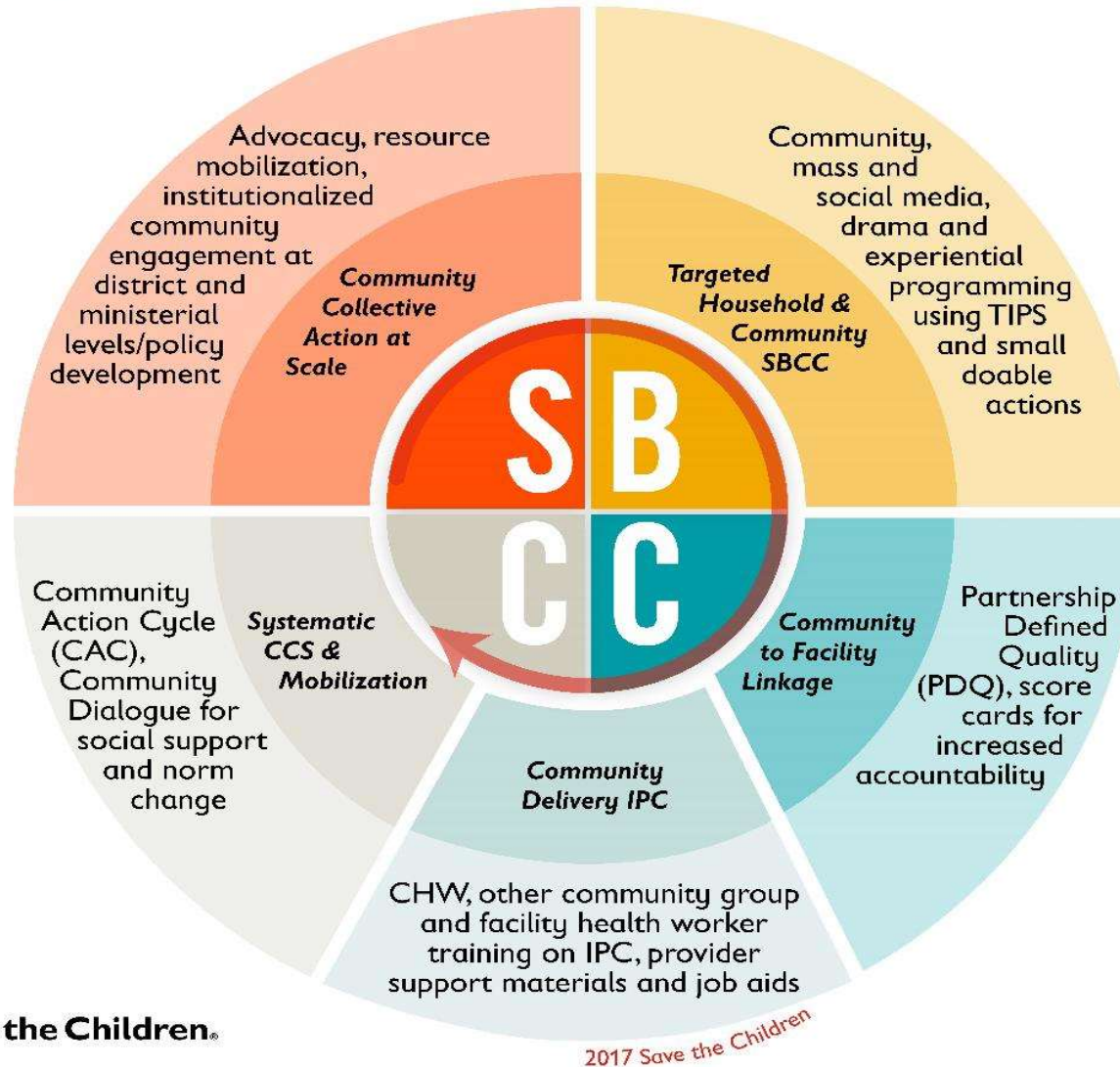
Gender norms:

- Social principles and rules that govern the behavior of girls, boys, women, and men in society and restrict their gender identity into what is considered to be an appropriate gender role at the time.
- Gender roles & gender norms are neither static nor universal and change over time.



Key SBC and CM Approaches & Strategies

INTEGRATED SBCCS: KEY APPROACHES AT SCALE



Part 2: Practical Tips for Initiating Work *with* Communities



What have we Learned?

Please reflect on:

1. What have been your top 3 mistakes when entering communities for the first time?

2. What Are the top 3 TIPS you would give to colleagues when entering communities for the first time?



TIPS *Before* Entering Communities

- Prepare Your Community Engagement Team
- Create a Mobilizing Goal
- Learn About Community Systems
- Pre-Meetings with Community Leaders (formal and traditional)

Detailed Steps from the *SC Community Action Cycle* for Community

Entry

- Select the focus issue(s) and define the community;
- Put together a community mobilization team
- Preparing your team
- Gather information about the issue, the community; resources and constraints
- Developing a community engagement plan, including scope and scale
- Orienting/Visualize change: building trust, credibility and a sense of ownership
- Inviting community participation
- Identifying a community **core group(s)** to partner with to explore, plan and act together

Develop your Team

Malawi Community Mobilization Team Values – *Example*

- Create and build trust in communities
 - Do no harm
 - Don't make promises that cannot be fulfilled
 - Respect community members
 - Ensure the broader community is well oriented
 - Know the Program(s) Goal and Intermediate Results and be able to articulate them in local language in a way that is mobilizing to communities
 - Admit when you don't know something. and seek to understand
 - Understand your role and responsibilities
 - Promote child participation

Key Community Team competencies & skills....

- Politically, culturally and gender sensitive
- Excellent communication skills– ability to LISTEN!
- Participatory facilitation skills
- Support communities to better organize around, explore, plan and monitor achievements
- Build and link communities for improved participation, leadership, management, external linkages, resource mobilization, and use of data
- Technical knowledge of issue
- Program design and management skills
- Organizational/group development and partnership skills
- Social and behavior change skills
- Ability to assess and strengthen community capacity

WHAT WOULD YOU ADD?

Create a Mobilizing Goal that motivates interest!

Technical Goal: “Increase regular access to micronutrient and de-worming of school age children in order to increase their cognitive performance in school.”

A more *mobilizing goal* may be:

“Improve school-aged children’s health and learning achievements.”

What is the goal of your program? Please write in the chat box.

Understanding Community *Systems*

- What do we know about our communities?
- What don't we know?
- Tools and Techniques

Learn about Communities:

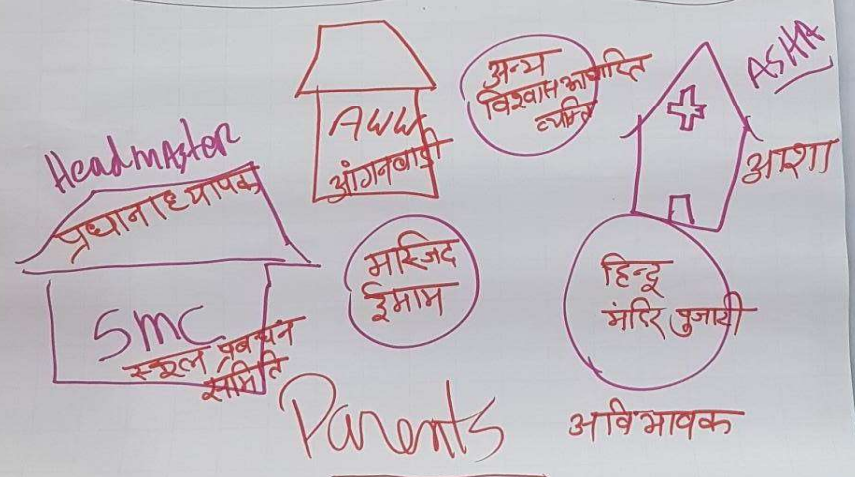
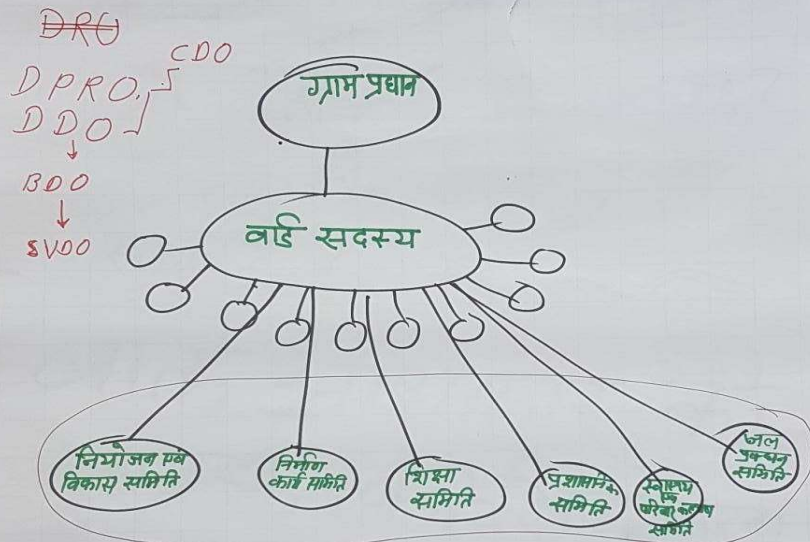
- How is the community organized? (who holds power and authority?) Understanding political and traditional authority.
- What does the traditional organizational structure in a community look like? Who has decision-making power?
- Who are the formal and informal leaders?
- Understand social classes, ethnic groups, languages spoken and preferred.
- What groups and organizations exist, and their role?
- Who is affected by the issue(s)/program focus?
- Who are those most marginalized and excluded? Why?
- When was the community established?
- What has been the history of *collective action* by the community?
- What available resources, capacities can be built on? (Asset-based approach)

Please Add!

Tools for Getting to know the Community

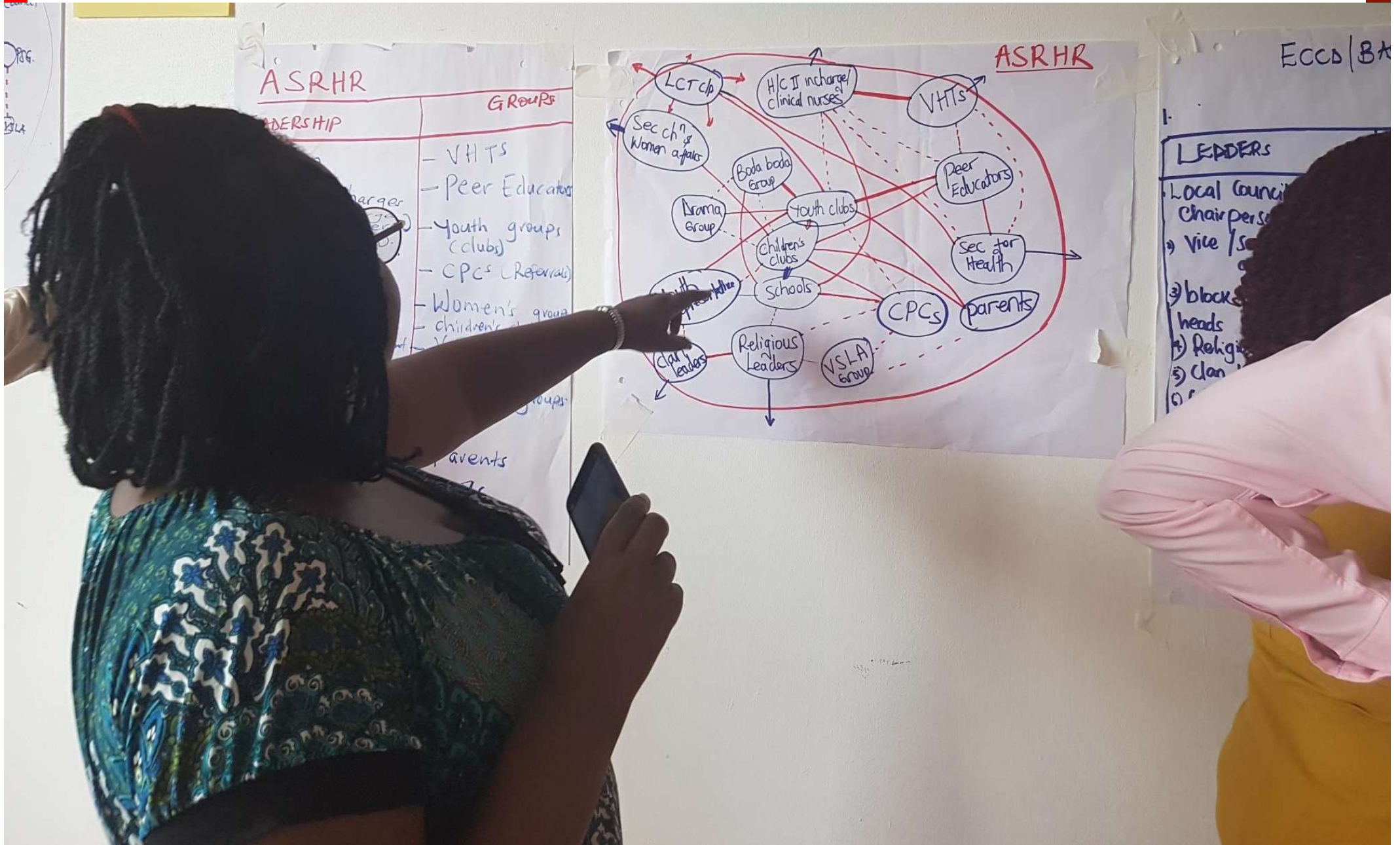
- Venn Diagram of Social Networks & Existing Groups
- Key Informant Interviews with Leaders (formal and informal)
- Gender Analysis and Social Inclusion/Power Maps
- Transect Walks
- Spatial Maps
- Mapping of Community Capacity & Resources
- Gender Analysis
- Inclusion Analysis
- Historical Profiling
- Visualization

*Participatory Learning & Action (PLA/PRA)

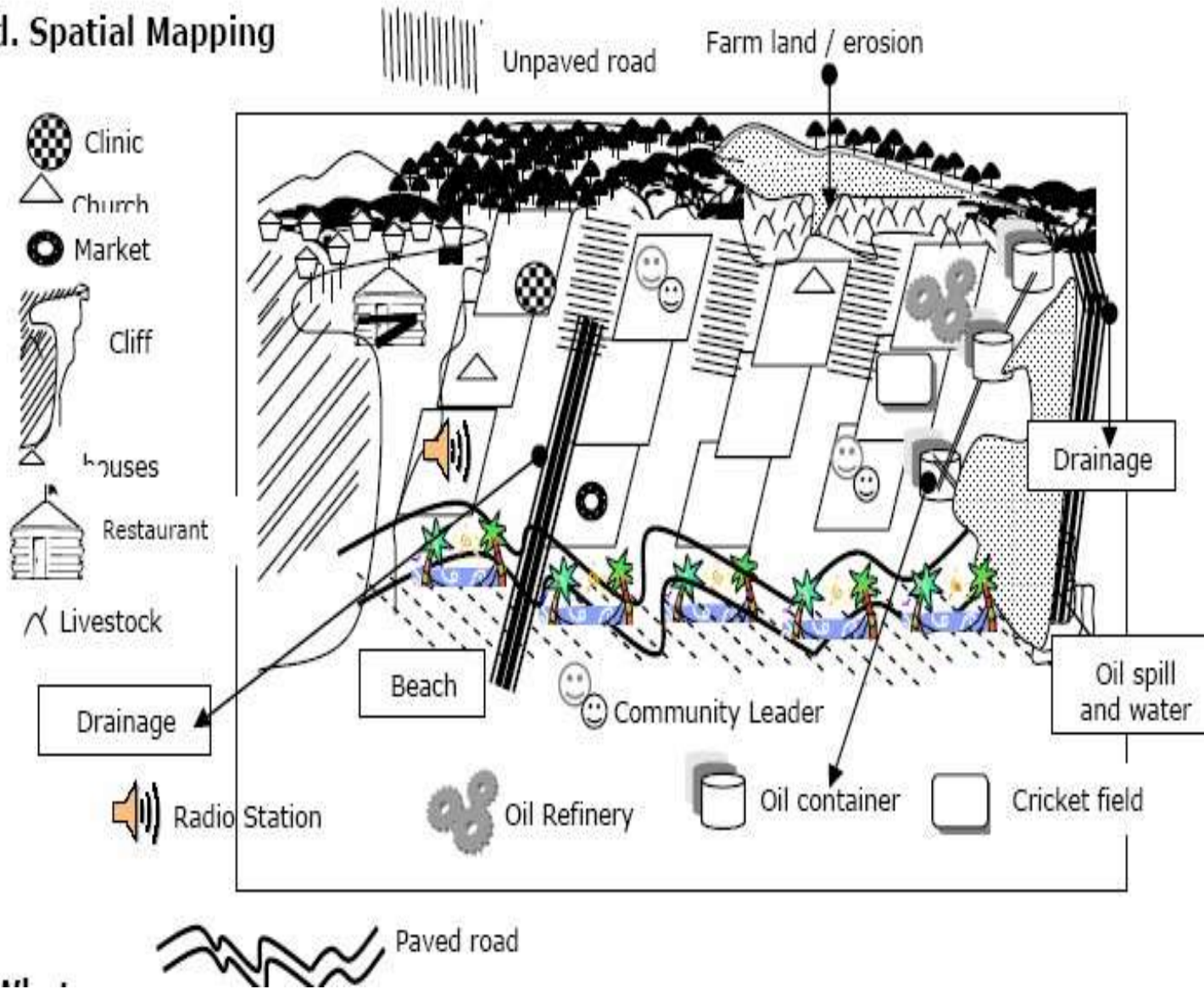


Leadership System Analysis— Formal and Informal

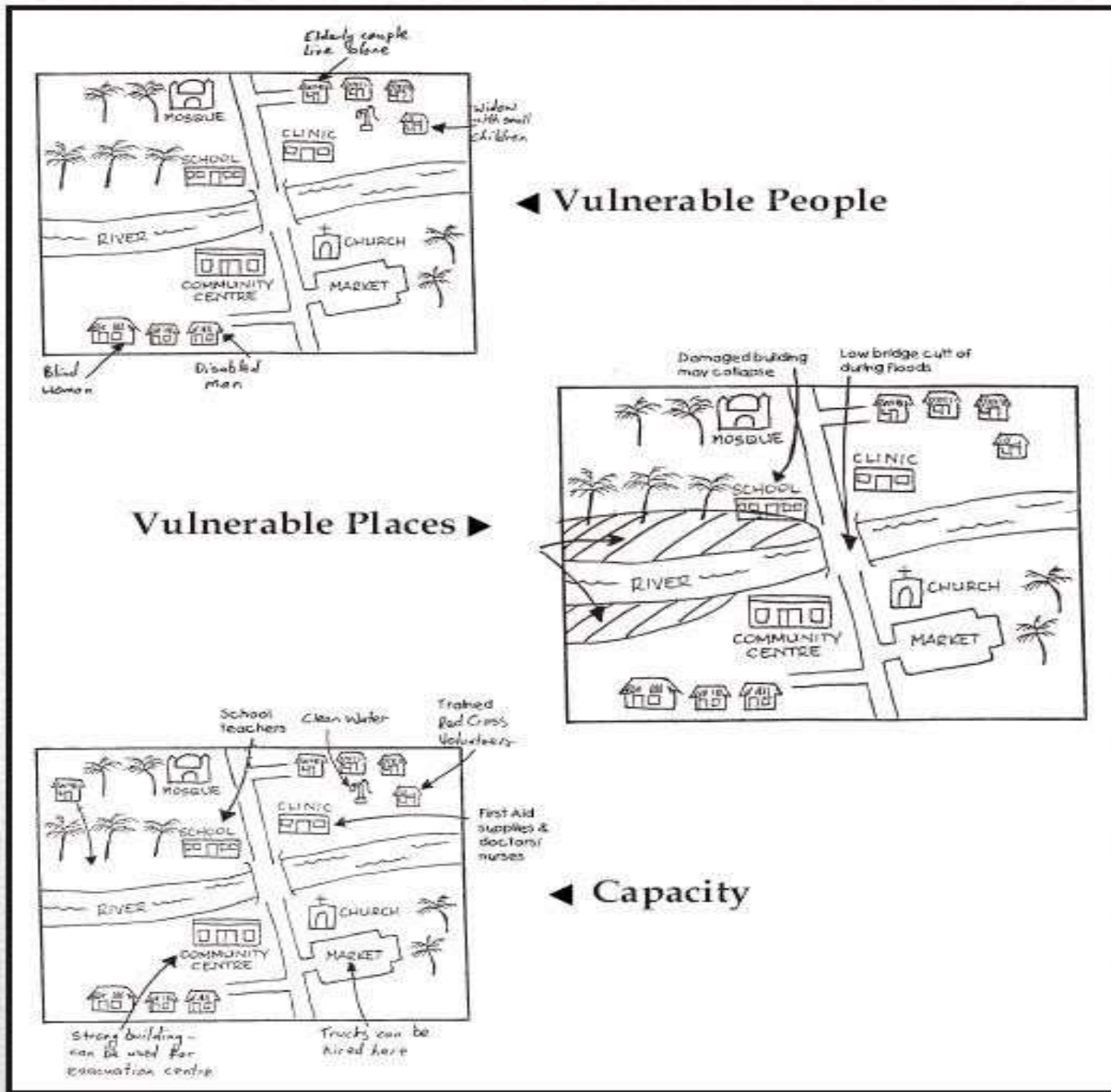
Venn diagram - Adolescent groups and community network Analysis



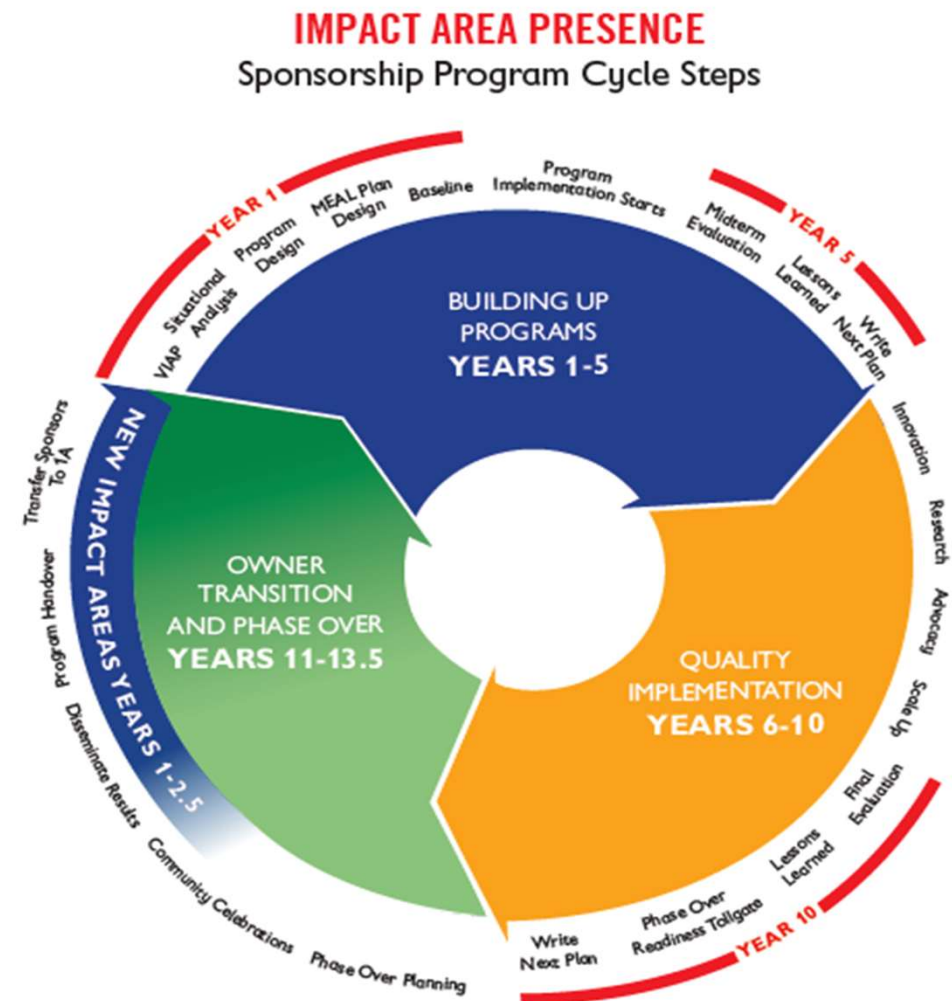
d. Spatial Mapping



Capacity Mapping



Where in the Program Cycle should you learn about community organizational structures; norms and culture?



Entering communities - Remember!

- ❑ Community Orientation & Visualizing Positive Change
- ❑ Build Trust, Credibility and a Sense of Ownership
- ❑ Invite Participation
- ❑ Identify a 'core group' to establish your partnership

Visualization: A Shared vision of a desired future helps reach that positive end: gives shape and direction

Guided Visualization help participants enter the future:

“It is 2025. You have gone away from your community for several years. When you return, you see that many of your dreams for your children and families have been realized. As you visit what do you see? What are people talking about? What are their achievements? What pleases you most about what you have seen and heard?”

Benefits of Community Orientation: Visualizing Positive Change

- Introduces partners and presents the *mobilizing* program goal
- Sets up an atmosphere of co-learning & partnership
- Shares important data on the development issues (feedback results of Situational Analysis!)
- Visualizes positive change & expectations for collective action
- Initiates learning on community perspectives
- Motivates Interest and Ownership
- Describes the community mobilization and partnership process
- Invites participation and next steps

Learning Tip!: The community leaders formal and informal can help convene community orientation meetings, introduce the program and your team!

Entering a Community

Appearance builds trust!

- Be on time for meetings
- Speak in local language
- Wear appropriate clothing for the field
- No wearing of sunglasses when speaking with communities
- No cell phone use during meetings (or text messaging)
- SC vehicle to be parked at respectful distance from meeting
- No smoking or drinking

CM Team Mozambique

Tip! Multiple Community Orientations to the Program!



Identify a 'core group' partner

- ❑ Community-led group of individual **most interested and most affected by the issue**, and who would like to work together to address the issue.
- ❑ Acts as the **engine to increase participation** of the broader community in the development issue
- ❑ At least 60% of membership made up of the **most marginalized** in the community in order that these voices are heard and priorities are set based on their felt need
- ❑ Responsible for carrying out community **collective action**, including **exploring** the issue, **planning**, and **acting** together.
- ❑ Uses **data for decision-making**; monitoring change & shares results with the broader community
- ❑ Usually 15-20 members

Develop the 'Core Group'

- Work with **existing or new** community platforms (committees, CBOs, informal groups)
- If pre-existing *but not functional* strengthen capacity to re-vitalize
- Apply capacity assessment; build skills and abilities in **leadership; planning; resource management; use of data, conflict mitigation**, etc.
- Build and link with other community groups, and external resources

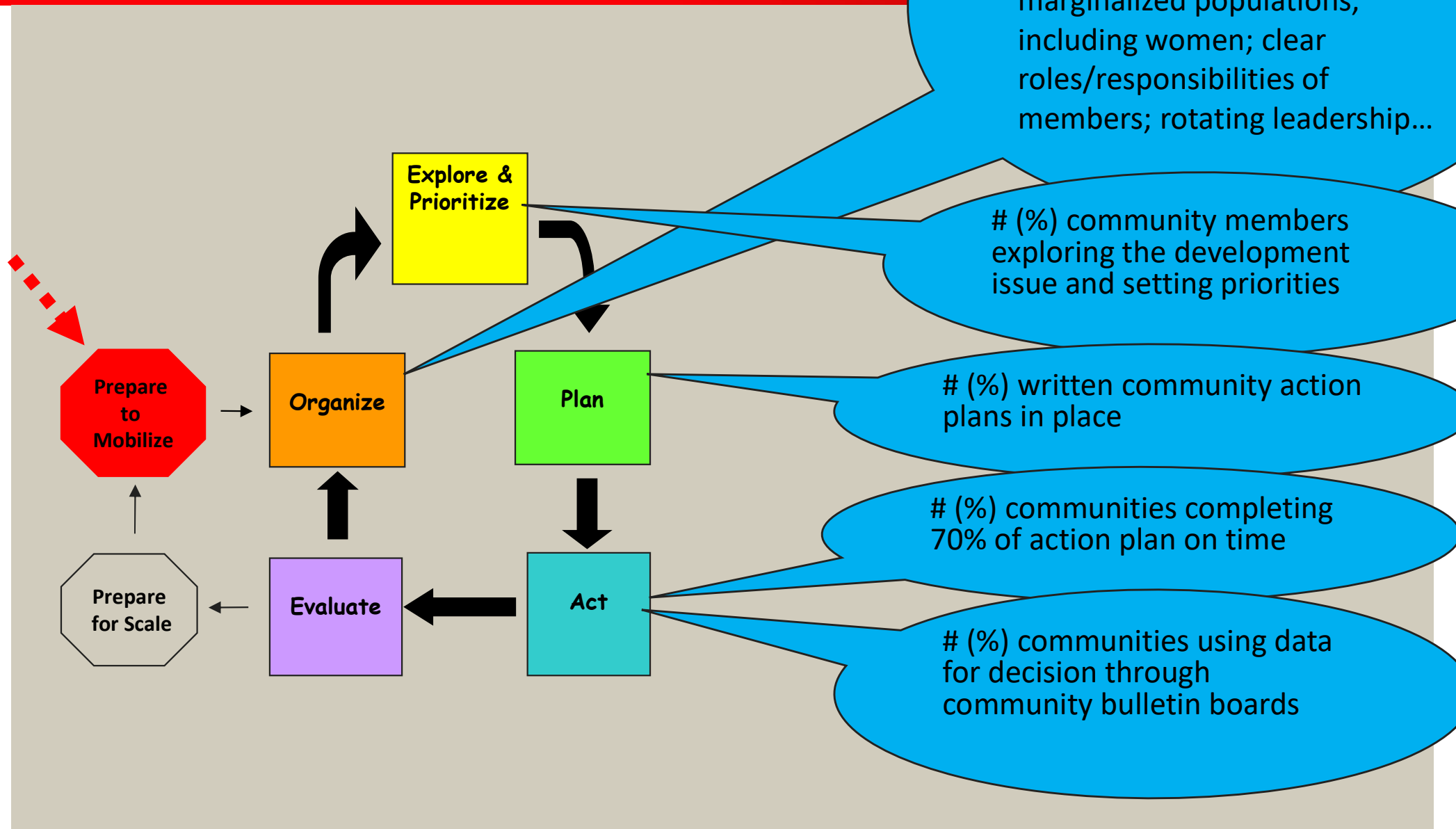
What is your Operational Commitment to Community-Led action & SBC?

- How do you budget and plan for community-led action?
- What has been your experience advocating for the time to do this well?

Part 3: Measuring Results and Community Feedback Mechanisms



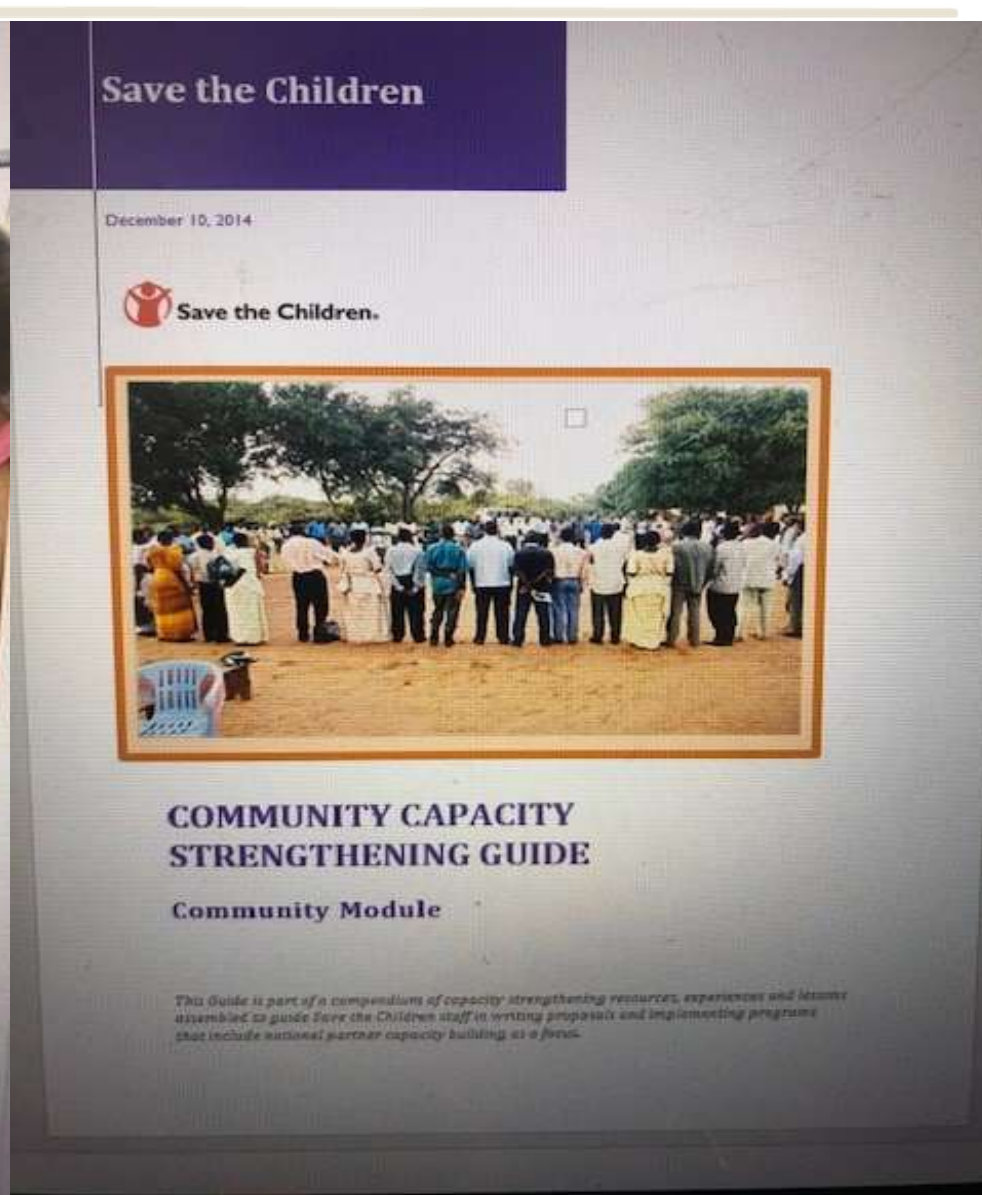
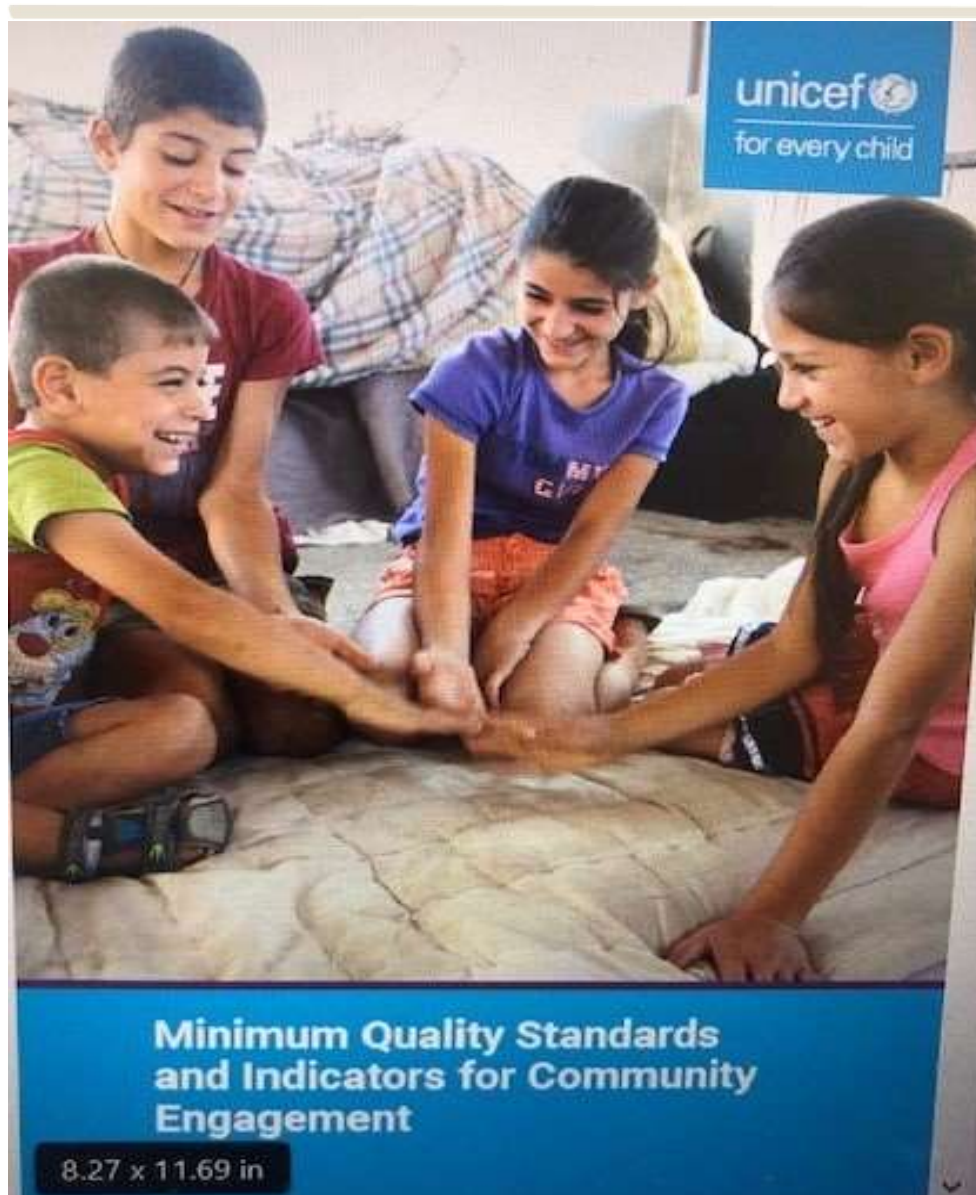
Community Capacity Indicators – “Quantitative”



Sample Measurement Tools

- CM Monitoring Tool (Quality Benchmark)
- Qualitative Tool - Community Capacity Measurement
- Quantitative Tool – Community Capacity Measurement
- Core Group Function – Focus Group Tool
- Minimum Quality Standards & Indicators for Community Engagement* (UNICEF with partners, including Save the Children, 2020)
- Community Capacity Strengthening Guide*, Save the Children, 2013
- How to Mobilize Communities for Health and Social Change*, Save the Children, 2002

Two Key CM Measurement Resources!

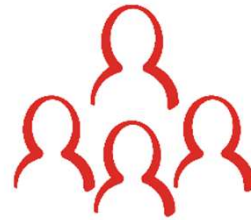


Community Feedback – Concerns and Misinformation

- **Collect and address community feedback, concerns and misinformation. This is paramount to building and maintaining trust, but also to adapt messaging, materials, information, and dialogue with communities**
- **Report back to communities, set realistic expectations**



How can we track and address rumours?



Action 1: Coordinate



Action 4: Engage the community and respond

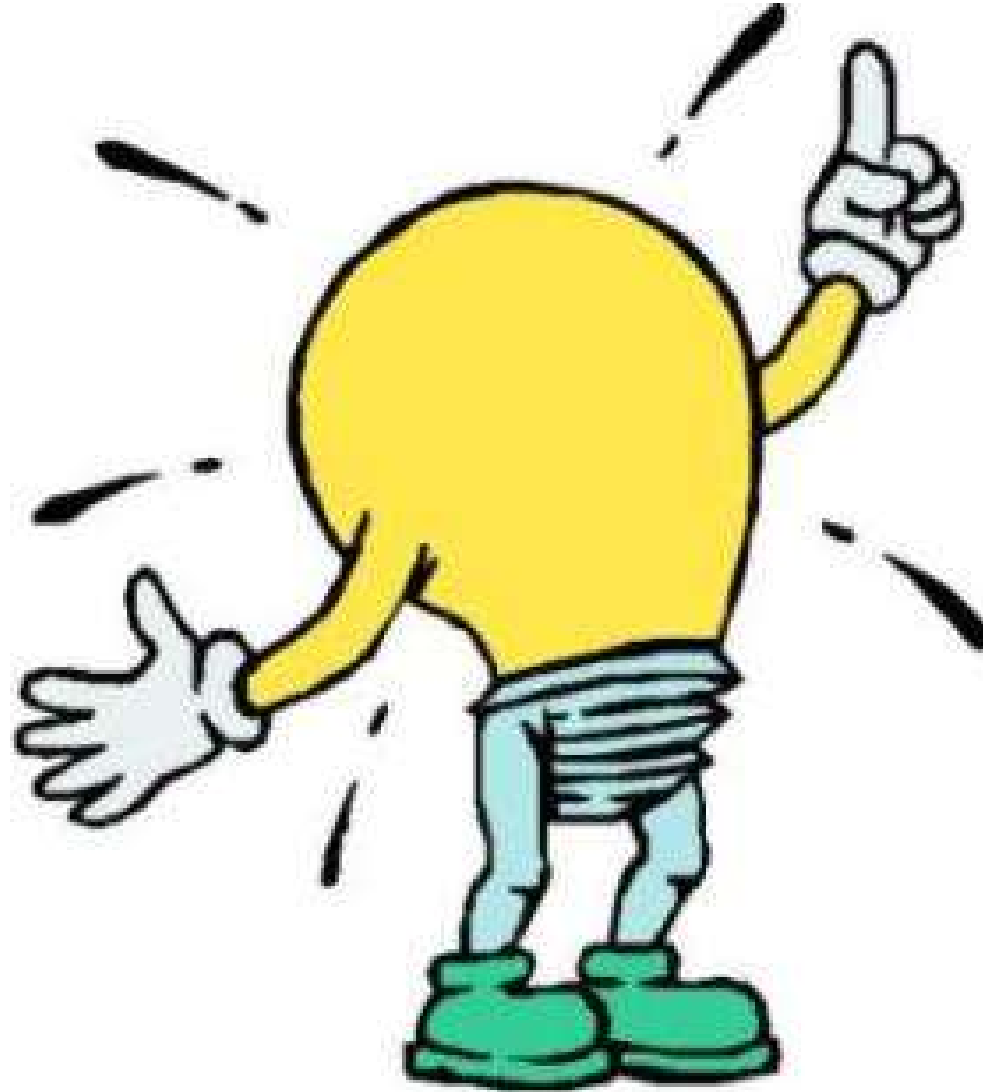


Action 2: Discover, document & categorise rumours



Action 3: Verify the information

3 Key Take-Aways from this session?



Resources

Recommendation on community mobilization through facilitated participatory learning and action cycles with women's groups for maternal and newborn health, World Health Organization, 2014

https://www.who.int/maternal_child_adolescent/documents/community-mobilization-maternal-newborn/en/

Examining the links between community participation and health outcomes: a review of the literature, Rifkin, S, Health Policy Plan, 2014 Sept; 29 (Suppl 2):ii98-ii106, Oxford University Press, 2014

Assessing participation in a community-based health planning and services program in Ghana, Baatiema, L., Rifkin, S. , Cambell, C., BMC Services in Research 2013, 13:233,

<http://www.biomedcentral.com/1472-6963/13/233>

Community participation for transformative action on women's, children's and adolescents' health, WHO Bulletin, Feb 2016

https://www.who.int/maternal_child_adolescent/documents/community-mobilization-maternal-newborn/en/

Save the Children US/Health Communication Partnership, **How to Mobilize Communities for Health and Social Change, 2002**

Resources:

Hinds, R. **Tools for participatory analysis of poverty, social exclusion and vulnerability**, 2013

Models of Participation <https://360participation.com/models-of-participation/>

Hogan, Juan-Antonio Carrasco and Barry Wellman. 2007. **Visualizing Personal Networks: Working with Participant-Aided Sociograms.** *Field Methods* 19 (2), May: 116-144.

Schoonmaker Freudenberger, K. (n.d). *Rapid Rural Appraisal and Participatory Rural Appraisal: A manual for CRS field workers and partners.* Baltimore, Maryland: CRS. Retrieved from: <http://www.crsprogramquality.org/storage/pubs/me/RRAPRA.pdf>

Chambers, R. (1994). 'Participatory Rural Appraisal (PRA): Challenges, potentials and paradigm'. *World Development*. 22/10: 1437-1454. Retrieved from: [https://entwicklungspolitik.uni-hohenheim.de/uploads/media/Day_4 - Reading text 7 02.pdf](https://entwicklungspolitik.uni-hohenheim.de/uploads/media/Day_4_-_Reading_text_7_02.pdf)

Vella, J.K. et.al: **Learning to Listen, Learning to Teach.** The Power of Dialogue in Adult Learning." San Francisco: Jossey-Bass, 2004 (revised edition). Amazon

ActionAid (n.d). *Participatory Vulnerability Analysis: A step-by-step guide for field staff.* London: ActionAid. Retrieved from:

http://www.actionaid.org.uk/sites/default/files/doc_lib/108_1_participatory_vulnerability_analysis_guide.pdf

Thank you for your participation!



Susan Warner