



---

# **REPORT ON KEY MOBILIZERS' REFRESHER TRAINING**

**at RECONCILE CENTRE, YEI**

**16<sup>th</sup>-26<sup>th</sup> AUGUST 2011**



*Group photo of participants*

**Facilitated by:**

Milcah Lalam; Program Manager, RECONCILE

Sebit Nicholas; Peacebuilding Officer, RECONCILE

Bakata Peter Martin; Peacebuilding Officer, RECONCILE

Abanzi Elisa Michaelson; Education Inclusion Officer, ACROSS.

**Table of contents:**

1. Introduction and background
2. Objective of the training
3. Training process
4. Results of the workshop
5. Challenges
6. Recommendations
7. Conclusions

## **1. Introduction and background**

The Key Mobilizers' training, which was conducted for two weeks, is a refresher aimed at mentoring them and increasing their knowledge on how they can best improve their work in the community.

The workshop drew seventeen participants from five states of Jonglei, Upper Nile, Eastern Equatoria, Central Equatoria and Western Equatoria.

## **2. Objective of the training**

The objectives of the training include:

- ⦿ To help key mobilizers understand what the most important needs are in your community for building the peace and trauma healing.
- ⦿ To improve their facilitation skills in carrying out community activities by using integrated participatory methods
- ⦿ To equip them with tools on how to report on the impact of our intervention in their local communities

## **3. Scope of the Training content:**

This follow up training is aimed at increasing the capacities of key mobilizers in the following areas;

- ⦿ **Community Mobilization**
- ⦿ **Planning, Monitoring & Reporting**
- ⦿ **Participatory Integrated Community Development (PICD)**
- ⦿ **Facilitation Skills**

## **DAY ONE:**

Who is a Key Mobilizer?

Key Mobilizers are RECONCILE volunteers, who are committed to the task of promoting Civic Education and Trauma Healing in their local communities.

As key mobilizers; it is your job to “make things happen” in the community. Remember that mobilize has the root “mobile.”

Roles of Key Mobilizers:

- ⦿ Assisting and supporting you in providing/organizing training
- ⦿ Monitoring the progress/process of program implementation where workshops have been held; sharing resources and consultation
- ⦿ Providing basic trauma counseling and referral of serious cases
- ⦿ Organizing and leading seminars and workshops
- ⦿ Provide training in the form of seminars and community forums in their respective communities on the topics of Trauma Healing/Civic Education
- ⦿ Provide information to community institutions (such as schools and clinics), community organizations and religious institutions on the topics of Trauma Healing and Civic Education
- ⦿ Provide monthly reports of their activities to the Field Coordinators they are assigned to work under
- ⦿ Devote an average of one day per week to carrying out these tasks.

### **Issues, Approaches and Challenges in Peacebuilding:**

This was an exercise given to participants’ to reflect into their different areas and identify the major issues that trigger conflicts and psychosocial problem prompting intervention. The participants were divided into different groups according to their states to discuss the following issues. These were the findings in the all the groups: Jonglei, Western, Central and Eastern Equatoria States

1. Major issues: Peacebuilding, trauma
2. What approaches or interventions have you tried?
3. Challenges

**Issues:**

- Cattle raiding
- Child abduction
- Land/Border disputes
- Grumbling over grazing land and water for cattle
- Girls' enrollment
- Gender Based Violence's (GBV)
- LRA atrocities
- Land lease conflict
- Alcoholism
- Early marriage
- Tribalism/ nepotism
- Corruption
- Poor health services
- Tribal conflict
- Practicing of witchcraft (birds, Sora and ngasa)
- HIV/AIDs
- Safe drinking water
- 

**Approaches**

- Peace conferences
- Training on GBV (Gender-Based Violence)
- Training on peace and conflict management
- Training on human rights
- Cattle camp initiative
- Guidance counseling
- Creating awareness on human rights in churches, rallies and public gathering
- Warning communities about HIV/AIDs

**Challenges**

- Lack of communication
- No cooperation between local community
- Lack of funds
- Training manuals and stationeries are limited
- Lack of the skill

- Bad roads: Transportation of key mobilizers to different communities to facilitate meetings...
- ...Seasons: for instance, during the rainy season, travel is difficult
- Some of the communities are resistant to reconciliation

## **DAY TWO:**

### **Community Mobilization**

The Participants came up with these definitions:

Community: *community is a group of people who live together and share similar ideas, resources, norms, value, attitude and cultures.*

Mobilization:- *is the process of bring people together for specific purpose in order to achieve a certain goal.*

If we are doing community mobilization, we need to involve all people together. Because each person has an important role to play in the community, we need to involve people.

The most important in the community is a family, because some of the problems start from the family, and also if there is no fighting in the family it will bring peace to the community all at large.

### **Community structures**

#### **Social institutions:**

Church, mosque, hospital, youth/women, farmers association

#### **Cultural institutions:**

Family, elders, traditional leaders, clan, youth/women

#### **Government institution:**

Headmen/women/ school, hospital, army and organized forces

#### **Non- governmental institutions**

CBO, INGOs, National NGOs, Youth and women Assoc.

### **The importance of the community mobilization as a process:**

Community mobilization is agenda of its own change if we need to build peace we need to start from the ground roots instead of starting from the high level. Above all, participation is voluntary, so we need to influence community members to participate.

One of the examples for the important of the community mobilization was given by the key Mobilizer of Maridi County. He said when we organized the workshop on trauma healing things in Maridi, the first thing we did was the mobilization of the community leader through meetings with them and agreed to hold a workshop. Other additions was also added by the key Mobilizer of Yei River County on the importance of meeting the community first before the activity takes place.

### **Challenges in Community Mobilization**

Here participants went for group work to discuss the different challenges they face in community mobilization. Here are some examples of what they came up with.

### **What are the challenges in community mobilization approach?**

- Poor communication system
- Lack of transportation, bad roads, distance
- Lack of skill
- Lack of funds
- Insecurity
- Weather, season
- Lack of good cooperation between key mobilizers and local government
- Hunger
- Ignorance
- Politicians
- Language barriers
- If you yourself cannot change , how can you change the others?
- Culture of salience, domination of the local elite, or gender inequality militate against people's participation

## **Analysis**

How do you bring together young people in your community for a common purpose?

- Mapping communication system
- Map all the communication means and which of them are most effective
- For whom is this activity designed? Youth, Women, Children, Church leaders/Religions, Organized forces, Traditional leaders, Widow/orphan, IDPs/Returnees, Host community

How do we mobilize them?

- Through local authority
- Media, megaphone
- Verbal information
- Face to face discussions

## **Season**

- Analyze which season is appropriate for community activities
- November, December, January, February, March etc
- What kind of activities are on going

## **DAYS THREE, FOUR & FIVE:**

These days focused on planning and reporting.

### **Planning:**

What is planning? It is all about answering the five W's:

What, Why, When, Where, Who?

**Two types of plans:** Short and long term

**Three types of short term planning tools:** Activity, Weekly, and Monthly plans

### **Questions and sharing:**

Projects aimed at changing harmful beliefs and practices in a community must engage and be led by members of that community organization changes can facilitate and support change, yet the changes must occur in the hearts and minds of community members themselves

Okot shared one of the events which took place in Eastern Equatorial State, where the government built the school without mobilizing the community. That school ended up with no people going in, and it is to become a place for the cattle. Another example was given by Isaiah Ayuen on the one project in Anyidi Payam Bor county, Jonglei state. The community needed water to be drill in the area, but an organization came to build a school, which is not the greatest need in the community. That brought misunderstanding between the community and organization because the community needed water.

## **Monitoring and Evaluation**

What is monitoring?

Definition of monitoring by participants:

*Monitoring* is a continuous follow-up checking collection of information and controlling the steps of activities, success achieving and challenges in a systematic manner within a given time frame.

There are two levels of monitoring:

1. Organization level
2. Field or community level

In the organization level we monitor three things:

1. Activities: whether done
2. Outputs/ results
3. Inputs the material which we have put in work

At the community level/field:

1. Outcome
2. Input
3. Sustainability

Why monitoring? To ensure that the planned activity is done as was intended

## **Facilitator role**

### **What are the roles of facilitator?**

- Guide the learning process, to give knowledge and skill
- To lead the discussion
- To encourage the participants
- To provide materials for the workshop
- To make reports and evaluate the activity
- Passing questions to the participants

## **WEEK TWO:**

Week two was entirely on PICD:

### **Participatory Integrated Community Development (PICD)**

#### **Lessons from the above process**

- Though participatory, the community was never fully involved in the planning process
- The planning was left to the local elites
- A combination of what worked well from all the approaches was seen as better and it filled in the gaps existing in other processes
- Thus PICD was born

#### **PICD calls for:**

- Positive change within communities
- The change must be integrated and participatory

PICD is a participatory planning process which is all inclusive. It includes the marginalized women, different tribes, and youth, elderly all coming together and making decisions. When a community is not contributing towards a program run by an organization, there is no sustainability.

#### **PICD phases and process:**

Phase 1: Community Entry Process

Phase 2: Initiation stage/ awareness creation and attitude change

River code

Secret in the box

The boat is sinking

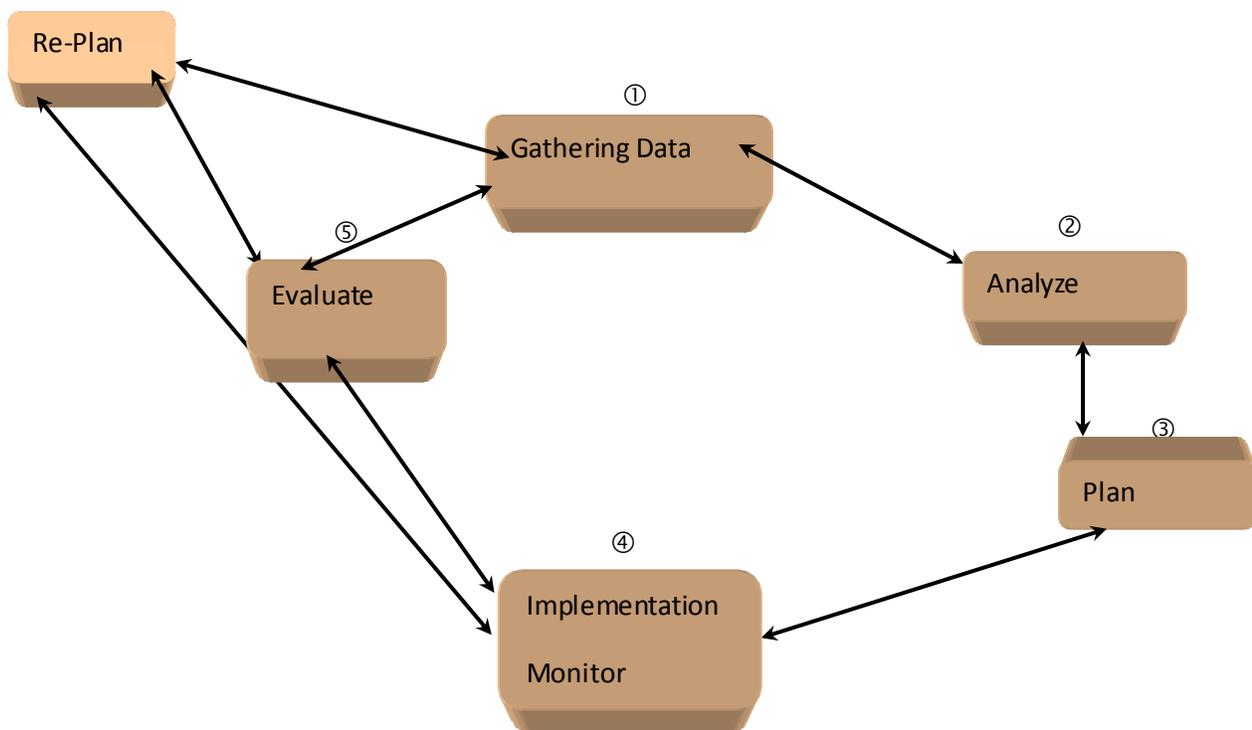
Phase 3: Data gathering and Situation Analysis

Phase 4: Design (planning phase)

Phase 5: Implementation

Phase 6: Evaluation

### The planning cycle in PICD



As a part of PICD in the “Initiation stage, awareness creation and attitude change,” the participants were involved in different role plays. These were used as “attitude changing tools.” Here are some examples of the roles plays, the questions asked and lessons learned:

**RIVER CODE:** This role-play that depicts three people, two men and one woman walking together and discussing issues. They suddenly meet a flooded river. They find a man working

near the swollen river on his farm. Feeling trapped and unable to go over to the other side of the river where they have a function, they ask the man how they can cross the river. The man offers to help them. He offers his free services and carries the first two people, the men, across the swollen river. The woman refuses to be carried and requests to be guided to walk across the river.

This role-play should be done outside the room. The participants should be asked to use their two senses of seeing and hearing only.

**Which of the characteristics would you want to be?**

- *Man who helped the people cross the river*
- *A woman who want to be learn something*
- *Stone to provide a pathway*

**What advice can you give to the man helping the people?**

- *Is better to teach people cross the river than carrying them*
- *Give the person chance to tell what the person need help in.*
- *Do not overload yourself*
- *Mobilize the community build a bridge*

**What advice would you give to those being carried?**

- *Try to learn on how to do things on your own*
- *Bear the conditions according to where they are*
- *Learn by seeing what others are doing*
- *Ask how it's done*
- *Learn to struggle and cross*
- *Avoid laziness*
- *Appreciate the man who carried them*
- *Experience the process of crossing the river*
- *Learn how to swim*

**Examples of projects which represent the failed community projects in the South Sudan communities**

- *CBO in Mugwo payam-Yei County called PASS*
- *Farmers association in Tombura county*
- *Balanda students association community*

**Why did these projects fail?**

- *Reliance on external funding*

- *No local ownership*
- *Lack of community participation*
- *Lack of accountability*
- *Lack of commitment*
- *Ignorance*
- *Greed*

### **What should we do?**

- *Create transparency*
- *Share the idea with the local community*
- *Building grassroots relationship*
- *Encourage local ownership*

### **What lessons did we learn from this role play?**

- *Adopting positive attitude*
- *Not relying on outsiders*
- *Ask for help from somebody*
- *Community involvement in all levels*

**SECRET IN THE BOX:** Three people are chosen from among the participants. One who had most widely traveled (Internationally), one who had traveled moderately (within Africa) and one who was locally traveled in Sudan (within their own home area). A box containing various items but sealed is given to the most widely traveled and asked to name the items in the box by shaking and hearing the sounds and guessing. The second one who was moderately traveled is blind folded and asked to touch the items in the box and name them without removing them from the box. The box is opened, the third person who was locally traveled is asked to look at what is in the box, consulting with other participants and naming the items, even reading the labels (as the people mention the items, they are listed on the flip chart).

After the role play, the different people were likened to different actors in development. The most widely traveled represented INGOs and government, the moderately traveled to churches, and the least traveled to community leaders.

### **Why did the person who travelled least get all the marks?**

- *He can see and touch all the things*
- *Has enough time to look into the boxes*
- *Help from the other group members*

### **Why did the person who moderately travelled get more than the most travelled?**

- *Able to feel*
- *Made an effort to know what is in the box*
- *By touching enable him/her to identify*

### **Why the most travelled get little marks?**

- *Did not care to know have little time to check*
- *He did not ask for the box to be open*

### **What should we do?**

- *Ask the community what their needs are*
- *Share the idea with the community on how to solve their problems*
- *Build the capacity of the community members*
- *Carry awareness for both the community and government and NGOs*

### **Lessons learned:**

- *international organizations do not know what the community knows*
- *Consult the community and know their priorities and problems*
- *Community involvement is needed in order to reach your goal*

**THE BOAT IS SINKING:** The role play has 8 people in the boat in the middle of a lake. Inside the boat there is a doctor, soldier, farmer, woman with a child, student, headmaster, businessman and the boat rider. Each one of them has a luggage. As they sail along, a storm breaks out, the wind is too much and the boat begins to sink. The crew and the passengers get worried and decide to throw out luggage. People cry about their luggage but they have to do it, the student cries about his books. The boat continues to sink and the boatman says he has to throw out someone. Each person tries to explain why he or she cannot be thrown. The headmaster claims he cannot be thrown because he is in charge of the students, the doctor says he is important because the sick people need him, the farmer brings the supplies and the community needs them, the woman has children and she has to take care of them. The student is the new generation; while the soldier also says he should not be thrown out. However, they begin by throwing out the student, the farmer, and the soldier whom they think are not very important. They follow up with the woman with a child. Finally only the crew, the businessman, headmaster and the doctor survive.

**Does this scenario happen in our community in South Sudan? - Yes**

### **How do we compare what happen in the role play to community development?**

- *Scholarships from other countries which are not given to the needy*
- *Opportunities for orphans scholarships*
- *Road constructions in Jonglei state*
- *Local chiefs neglected from the government pay list*
- *Exclusion of minority groups in church women activity in malakal*

### **Why these things happened?**

- *Greediness, Selfishness*
- *Lack of transparency*
- *Lack of accountability*
- *Over looting*
- *Segregations/discrimination*

### **What should we do?**

- *Talk to their MPs*
- *Awareness/advocacy: Let the community know their rights*
- *Formation of a committee in the community*
- *Selection or election of leaders who the communities trust in*
- *Negotiate in a good and peaceful way*

### **What lessons can we draw?**

- *Every member of the community is equally important*
- *Listen to the voices of each person*
- *Persist on what you have planned*
- *Community participation in all actions*
- *Less privileged people are left out*
- *We should not throw out a member of the community*

**FINANCIAL MANAGEMENT:** The participants also learned about basics to financial management and planning, including creating a budget.

### **What is financial management?**

- Financial management entails planning, organizing, controlling and monitoring the financial resources of an organization to achieve objectives

## **FINANCIAL CONTROL**

Financial control occur when systems and procedures are established to make sure that the financial resources of an organization are being properly handled

### **Seven principles of financial management: (CATVISA)**

1. Consistency
2. Accountability
3. Transparency
4. Viability
5. Integrity
6. Stewardship
7. Accounting standard

### **Why is financial management important to NGOs?**

- Helps managers make effective and efficient use of resources to achieve objectives
- Helps NGOs to be more accountable to donors and other stake holders
- Gain respect and confidence of the funding organization, partiers and beneficiaries
- Gives the NGO, the advantage in competition for increasing scarce resources
- Helps the NGO prepare themselves for long term financial sustainability

## **5. Challenges faced in the course of the training**

- The content of the training topics was too big to finish within two weeks
- Some areas were rushed because time was not enough
- People were exhausted because the training was intensive
- Travel of some participants was very difficult especially Jonglei

## **6. Recommendations**

- Prepare before time
- Increase the number of training days to cover such topics into details
- Divide the training into two phases to avoid exhaustion of participants

## **7. Conclusion**

Despite challenges faced during the two week training, there was a high level of participation. It was an enjoyable training in terms of its content and in supplementing the capacity of key mobilizers in their communities.