International Response and Programs

Community Mobilization

Programming Guidelines

Go with the people. Live with them.
Learn from them. Love them.
Start with what they know. Build with what they have.
But of the best leaders
When the job is done, the task accomplished, the people will all say,
We have done this ourselves.
Lao Tse, circa 700 B.C.

August 2014

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I. Introduction

The Community Mobilization Framework aims to articulate 'What, How and Why' of community mobilization within the American Red Cross International Services (ARC ISD) context. It attempts to provide general guidance to ARC teams on how to mobilize communities in their context. Before using any insights or guidance from this framework, it is crucial to contextualize it according to the target cultural, social and environmental phase and type of the project.

A knowledge audit was conducted with the ARC ISD team with regional program officers, Quality and Learning Advisors in NHQ and in the field and few other field delegates. The information gathered was used in developing this framework. Insights shared in the document are also inspired by the current and past ARC ISD programs in the field and existing literature including on community mobilization from within and outside the Red Cross Movement. While the framework is geared primarily towards to ARC ISD teams, insights from the framework are encouraged to be shared with the implementing National Society partners, local community leaders and other key stakeholders. This is a living document and will be updated based on the peer feedback and learning from the field.

II. What does ARC ISD mean by Community Mobilization?

A strategic priority for the ARC ISD is *building stronger, more resilient communities.* A resilient community is one that possesses the physical, psychological, social, and economic capacity to withstand, quickly adapt to, and successfully recover from a disaster. ARC teams provide technical assistance to Host National Societies to facilitate development of more resilient communities in a variety of contexts that may include, disaster affected communities, refugee camps and other communities that are vulnerable to a potential disaster in both rural and urban contexts. While the programs may focus on different sectors such as Health, HIV/AIDS, Water and Sanitation, Sheltering or an integrated approach, each program requires some level of community mobilization, particularly for sustainability reasons.

For ARC ISD, a mobilized community means an actively engaged community that is taking collaborative action to build its resilience at individual, household and community level. Community mobilization may mean different things in different contexts depending on the National Society that ARC ISD is partners with. This section establishes common language and understanding of community mobilization for ARC ISD. Community mobilization is a constant process of bringing people together for collective action and requires understanding of local context, social and cultural dynamics, political divisions and lines of power and of the stakes and potential pitfalls[1].

> a. **Functional definitions:** To get some clarity for the basics of community mobilization, it is important to establish few functional definitions for the purpose of this conceptual framework.

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[1] Byrne, C. (2003). Participation by Crisis –Affected Populations in Humanitarian Action: A Handbook for Practitioners. Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP), London. Overseas Development Institute.

Community is defined in various ways. For example,

- *A group of people that live within a geographical boundary. It can be smallest geographical unit or a cluster of units.*
- *Group of people that may have shared interests or needs.*
- *It can also be a mix of the two. For example, sub-groups of people having common interests within a geographical boundary.*

Community mobilization is defined as,

- *A **participatory process** that **facilitates collective action** based on **shared needs, resources, priorities and solutions** built on **local structure, community wisdom, innovation and partnerships** at the **grassroots level.***

- *This process, if carried out appropriately, **results** into **community members influencing and motivating each other** to **self-organize and self-mobilize** to take **collaborative actions** that enhance their **resilience** in the long term.*

Resilience, ARC has adopted the International Federation of Red Cross and Red Crescent Societies (IFRC) definition; additional explanation can be found in its Framework[2] for Community Resilience:

- "*The **ability** of **individuals, communities, organizations or countries** exposed to disasters, crises and underlying vulnerabilities to **anticipate, prepare for, reduce** the impact of, **cope** with and **recover** from the effects of **shocks and stresses** without compromising their long-term prospects*".

Social Cohesion—*strengthening family and community support*:

- *The **willingness of members of a society to cooperate with each other in order to survive and prosper**[3] (Villatoro 2007).*

b. **Proposed Vision:** ARC ISD envisions that through RCRC efforts target community is able to self-organize and self- mobilize to identify its needs as well as resources to visualize its future and partner with external resources (if needed) to act collaboratively to build its resilience at individual, household and community level.

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[2] IFRC (2014). Framework for Community Resilience (Draft 3). Geneva; IFRC
[3] Villatoro, P. (2007). *A system of indicators for monitoring social cohesion in Latin America*. Santiago de Chile. United Nations
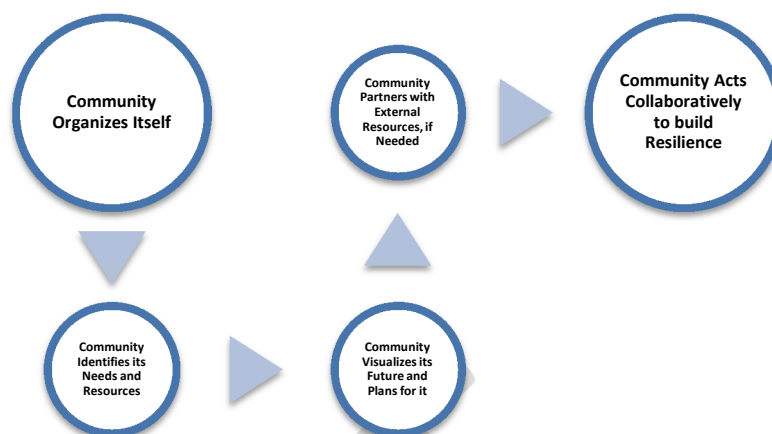
Figure 1 Proposed Vision for Community Mobilization

c. **Critical programmatic considerations:** To facilitate effective community mobilization, certain programmatic factors must be considered right from the inception phase of a project. The aim is to actively engage communities in resilience building activities and therefore the project teams on the ground must co-learn with the community members by asking questions such as what kind of activities would build resilience in their context and how they should be implemented. It requires soft skills and long term commitment to bring community members together, facilitate focus group discussions, collaborative action plans and their implementation. Here are some key programmatic considerations:

   i. Communication: Community members have an immense knowledge of their community. Drawing on community knowledge through 'two-way' communication is at the heart of a flexible and effective humanitarian response[4]. Depending on the context, community boards and/or complains boxes can put in the community. This can also be part of community-based monitoring and evaluation. In an urban or peri-urban environment, social media, cell phone messages can also be used to communicate with the target population. More information on beneficiary communication can be found at: https://www.ifrc.org/en/what-we-do/beneficiary-communications/.

   In order to have an effective two way communication, it is essential to speak in a familiar language that included local colloquialisms and not merely translated terminology. Program teams must allocate time to find local terms, sayings, inside jokes and/or appropriate religious references that can be build into the messaging and conversations with the target population.

   It is important to develop a combination of communication tools such as flyers, murals on prominent walls in the community, or street theater. Non-verbal tools with illustrations and simple messaging are very effective at the community level. All these tools must be co-designed with community leaders so that it is reflective of local culture integrated with key messaging in terms of clothing, colloquialisms, belief systems and

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[4] Community Engagement: A Manual for Red Cross Red Crescent Program Managers (Draft- 2013). International Federation of Red Cross and Red Crescent Societies

values. Tools can also be combined with different types community wide events to facilitate messages, such as:

1. Shared meals
2. Recreational Activities
3. Street Theater
4. Games
5. Other culturally appropriate ways

ii. Culture: The ARC experiences during Hurricane Mitch in Central America, Tsunami in South Asia, and the Earthquake in El Salvador suggest that it is likely that a community be actively engaged in activities that are derived and built on its culture and traditions. All communities have local wisdom and lessons learned through which they have survived that can be used by the project teams[5]. Therefore, every project must have allocated time in their detailed implementation plans, logical frameworks or gnatt charts dedicated to learning from local culture and merging the insights as well as appropriate traditional practices and rituals that will further facilitate the project goals and objectives as decided by the key stakeholders. There are also examples for communities where traditional practices have caused more harm than benefits to the community members. Therefore, it is important to examine the local practices carefully and adopt those who help the communities to become resilient rather than keeping them imprisoned in superstitions. However, building on local norms and merging project activities with positive traditional practices such as shared meals, music and dances, jokes, dramas and using traditional scriptures to work together will strengthen social cohesion.

iii. Relevance and Motivations: For a community to be mobilized around a set of activities, it is important that the goal of the activities as well as the activities remain relevant to the target population's evolving needs and motivations. Project teams conduct a comprehensive assessment in the beginning of a two-three years project and continue to implement activities based on the date collected at the beginning. To enjoy active community participation, it is critical to remain relevant to community aspirations. It is recommended that community action plans are updated at least annually. In addition, having informal conversations with different community members during monthly/quarterly meetings about how they feel about the on-going activities helps keep abreast about the evolving situation in the community. *Also refer to information mentioned under the communication section for more ways of getting feedback from the community members.*

iv. Budgeting and Planning: Community mobilization begins right from the planning and design of a project and budgeting is an integral part of it. Enough time and resources for rapport and trust building with the communities in the beginning as well as throughout the project implementation must be allocated as a gestation period. For example, in the first three months of a project, it is prudent to allocate funding for participatory planning with the community members. This is the time to have community meetings,

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[5] Bolton P. and Tang AM (2004). Using Ethnographic Methods in the Selection of Post-Disaster Health Interventions. *Pre-Hospital and Disaster Medicine.* 19 (1), 97-101

comprehensive selection/recognition of community leaders, identification and planning of the activities. The other budgeting related consideration is to have flexible line items because community is a dynamic body and its needs and resources as well as its goals may evolve overtime.

It is also important to develop an exit strategy right from the inception of the program. Program budget is a good place to reflect it. For example, once the community is fully engaged and understands the benefits of the resilience building activities, RCRC must slowly encourage and increase community contributions in the implementation cost. This will help to enhance the sense of ownership and plan to phase out of external funding. RCRC local branch can still be around to provide capacity building activities and other support.

v.   Capacity Building: Mobilizing communities requires a broad variety of skills such as facilitation, basic participatory research and how to work with diverse community members, in addition to the understanding of the focused activities that will lead the communities to become stronger. Not everyone that comes to ARC/NS project teams has the combination of all of these skills. It may be that some of the team members have been trained previously while others are new and those who were trained previously need a refresher. Project leadership must conduct an annual review of the capacity of the project staff both for the ARC and NS.

There must be a capacity building strategy for the project staff and key volunteers, particularly for the community committee leadership. Studies say that participants retain 30% or less from a training session[6] therefore, every training or workshop must be combined with quarterly or bi-annual follow up or refreshers. Recommended training topics for local paid and volunteer leadership are as follows:
- Community engagement skills
- Facilitation skills that includes consensus building
- Psychosocial skills
- Administrative and project management
- Basic community-based monitoring and evaluation (simple tools like community mapping and using community boards)

vi.   Timing: Project start date, many times, is dependent on the time when the funding is approved as opposed to when it is ideal for the target population. For example, for agricultural community, sowing or harvesting time may not be most appropriate. By the same token, school based project plans/activities must consider the vacations and examination time for the school community. In addition, timing of day-to-day meeting with community members must be scheduled according to their convenience not according to the 9am-5pm/five days a week work schedule of the community level paid and volunteer staff.

vii.   Coalitions at the community level: In most instances, challenges in the target communities are too big for RCRC to tackle alone. Therefore, it is important to be part of larger coalitions at local, national and international levels. From community mobilization perspective, it is recommended that RCRC branches partner with local networks such as community-based NGOs, local religious/spiritual hubs, private sector, and universities to

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[6] Clatt B. (1999). The Ultimate Training Workshop Handbook. New York; Mc Graw-Hill Inc.

maximize efforts. Here are some key points to remember in terms of partnerships at the local level:

- Coalitions and partnerships are based on mutual authority and egalitarian foundation that brings benefits to all partners. It is also referred as **mutuality**. Identifying and forming partnerships begins right from the stakeholder analysis but it should continue through the project cycle because effective local partnerships add to the quality and sustainability to resilience building activities.
- Partnerships are based on specific objectives that can be achieved through collaborative action plans with clear roles and responsibilities for all the stakeholders. For example, a joint Standard Operating Procedures for coordination and action immediately after a disaster.
- Strong partnerships and collaborations within the community between religious groups, civil society, private business increase social cohesion.
- There is a clear and agreed upon mechanism to hold one and all accountable for what and how actions are carried out.
- Trust and consistency are important to any partnership. Therefore one must be ready to deliver what one promises otherwise partnerships can break. For example, partners must be transparent regarding their capacities and capabilities in their areas of expertise.
- Assess on a regular basis that the partnership remains relevant and beneficial to all the stakeholders involved bi-annually or annually. Qualitative questions may include: (a) What is the benefit of this partnership to your organization/community (b) How would you like to improve this partnership and (c) Your role on the shared work plan still feasible for you. Evaluations results must be shared with all the stakeholders and a follow up should be developed in a collaborative manner.

III. **How does ARC propose to mobilize communities?**
   a. **Role of the Host National Society (HNS):** In most cases, HNS is the implementer while the ARC ISD serves as the technical assistance partner. Therefore, trusted relationship between HNS branches and the target communities are critical. In many cases, there will be champions within a NS who would be able to guide ARC supported project staff to facilitate community mobilization. In absence of such champions, it is important to build NS' understanding and capacity community mobilization approaches, which includes trainings, tools and some level of hand holding in the field. It is extremely important to build a genuine partnership with HNS rather than telling them what to do. This is an excellent opportunity to lead by example where ARC delegation co-learns and collaboratively plans the projects with its national partner and HNS can mirror that same process with the communities. In an ideal world, ARC would be the funding agent and technical assistant, NS would mostly be the facilitator and convener to plan and monitor and the target communities would be the ultimate planners, implementers and evaluators of activities that enhance their resilience.
   b. **Potential Steps for Community Mobilization:** Different contexts would require different strategies to mobilize communities. This section would serve as one such general strategy,

however would need to be contextualized before implementing. Most the steps mentioned below are part of the CLIPR[7] document.

    i. <u>Entry Points Identification:</u> Entry points, in a general sense, mean individuals and organizations that are perceived as the gatekeepers and/or key influencers of the target community. Before going into the community, it is important to have an understanding of whom and where the entry points are. These can be identified through local key RCRC volunteers/informants/authorities that are from the community or are familiar with the community.

It is important to conduct assessment of the power dynamics within the community. For example, it may be that the community is divided into two groups and going to just one party may not be acceptable to the other group. In that case, the 'other' group may not only resist participation but might even hinder the RCRC activities in the community. Therefore, it is important to spend quality time in identifying all formal and informal entry point within the community and make sure that they understand that RCRC works in an impartial and neutral manner to meet the humanitarian needs of the target population.

    ii. <u>Stakeholder Analysis and formation of community-based coalitions</u> *(Also refer to 'Coalitions at the Community Level' under critical programmatic considerations):* As the team is identifying the entry points, it is a good time to begin looking for who will be the key stakeholders in the project. However, this process should not be stopped at this phase and the project team should be on a look out for potential partnerships and coalitions throughout the project cycle. For example, a 23 year unemployed boy in the community may not be very active in the beginning of a given project but in next six months after he owns a tea stall in the center of the community may become a vital private sector stakeholder in a certain project and has gathered significant data about the community.

In the process of forming coalitions, it is a probability that the funding organization/s may become the dominant stakeholder, wherein the other stakeholders, particularly the beneficiaries, may feel forced to do activities that they wouldn't if not asked by the dominant stakeholder. In such circumstances, sense of ownership from the other stakeholders is discouraged. Therefore, ARC as well as the HNS must always ensure that the target communities and other partners feel that their perspectives and opinions are equally important as the RCRC's.

    iii. <u>Potential steps to organize community members:</u> Different contexts and activities require different strategies for organizing community members. Organizing a community is a continuous process. It is a process and it requires a lot of patience and a constant desire to learn what will work a given community. Working with key influencers and having conversations with as many stakeholders is important. This can be done through house to house visits, focus group discussions, key informant groups and engaging already existing government, non-government and private sector groups.

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[7] American Red Cross (Draft 2013). Community-led Integrated Programming for Resilience. Washington DC. American Red Cross International Services.

When possible, conduct separate focus groups and/or key informant interviews with marginalized/underrepresented groups like women, children, minority religious/ethnic groups, people with disability and other under-represented groups. Ideally, if the resources permit house to house visits help in ensuring that all residents are part of the community organization. Follow up through repeated conversations and regular meetings will facilitate trust building with the community members.

Formation of community committees is one of the initial outcomes of community organization process. This can be done from scratch or build on existing group within the community. It is absolutely vital to facilitate selection of right leaders and building their capacity further to be able lead their community members in an effective and efficient way. The CLIPR approach recommends 8-15 members for one community committee. However, this number can be changed based on the contextual reality. These community leaders

a. Selection of community leaders can be done through election process or consensus. Even before someone is nominated, s/he must be able to fit the following selection criteria:
   - The leaders must have facilitations skills and RCRC helps to build them during the LoP.
   - Known and accepted by all, if not most of the, community members.
   - Knows the community i.e. local culture, structures, power dynamics, language, etc.
   - Respects and accepts the diversity in the community
   - Inclusive and respectful of the marginalized groups in the community including women and children
   - Knows how to work with people, meaning has soft skills.
   - Willing to learn
   - Flexible
b. Job Descriptions are also important for the leaders so that they have a clear understanding of what they are expected to do. These should be clearly articulated and written in simple language that is understandable by the job holder.
c. Capacity building of the leaders is extremely important. Even though the leaders may fit the selection criteria, facilitating planning and implementation of collaborative activities may require additional technical and people's skills. Recommended topics for trainings are articulated under the capacity building section. More information can be found on Community Tool Box website (http://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/facilitation-skills/main).
d. Sustainability of the community committees requires linkages with RCRC branches, local government authorities and other resources that can support them in the long run. In some cases, these committees have come together to form a community based organization so that they apply for external funding. In other cases, they can establish collaborations with local business for

sustainability purposes. For example, if the committees need resources for snacks and place to meet for monthly/quarterly meetings, they partner with local tea/coffee shop.

As the project goes on, community organization should include every member of the community and facilitate formation of focus/self-help groups. These groups can be based on gender, age, shared interests or collective goals. It is important to keep identifying any marginalized member or groups and to work toward including them in the relevant project activities. It also includes finding common grounds between people from different walks of life within the community and thus building on the social cohesion and connections. This framework strongly recommend that **key factor in community organization is to spend substantial time with the community members and co-learning with them and building on the current reality (structure, needs, resources, networks, future vision and motivations) and facilitating collaborative resilience building projects with or without external assistance.** Here is one example; however this too may need to be modified depending on the context.
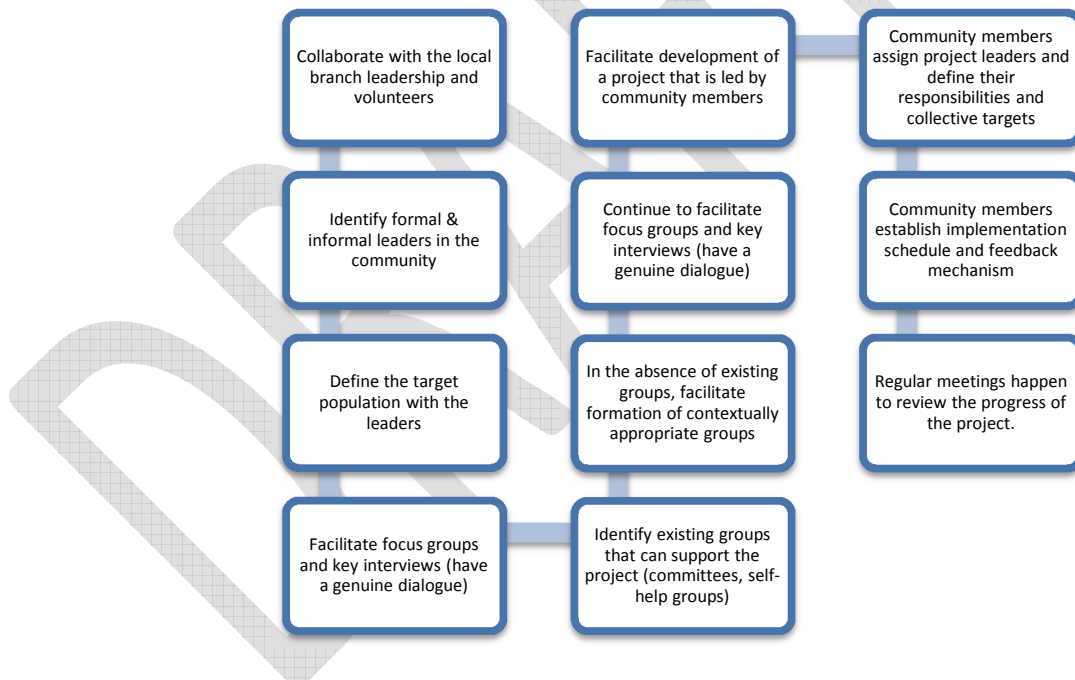

Figure 2: Potential steps to organize a community

iv. Participatory Project Implementation: There is excellent guidance for participatory planning and implementation in the RCRC movement and can be found in documents such as VCA, PASSA and PHAST (www.ifrc.org). While drafting the community action plans, it is important for the community members to articulate how and what they are going to contribute collectively to the activity. There must be a culturally appropriate mechanism to hold RCRC, community members and other partners to be held accountable for not keeping the commitment.

Right from the planning phase, it is important to incorporate two way communication systems with the target population, where people can openly or privately express their feelings and receive a response from RCRC. Throughout the project cycle (assessment, planning, implementation, monitoring and evaluation) include creative ways to actively engage communities such as theme-specific games, street theater and recreational activities. (*For more information refer to the communication section under programmatic considerations*).

To implement collaborative projects, it is important that RCRC workers and community committee leaders serve as facilitators and advocate for community led collective actions that reduce risks and strengthen protective factors to build resilience. From community mobilization perspective, it is beneficial to continue to find innovative ways to actively involve the entire community, i.e. women, children, elderly, people with disability, religious/ethnic minorities and any other marginalized groups, which will also strengthen community cohesion. Being flexible is vital for staying relevant to community's evolving needs, resources and goals as mentioned in the budgeting under the key programmatic considerations.

c. **Types of Community Mobilization Activities**

Phase of the Project	Sample Community Mobilization Activities	Qualitative/Quantitative Indicators
Pre-assessment	**ARC staff** • Have Conversations with NS leadership to introduce the concept of community-led programming • Build capacity of NS staff and volunteers on community-led programming	• Levels of support of NS leadership on community-led programming approach. (high medium and low) • Trained NS staff and volunteers can articulate at least three ways to assess community needs and capacities
Assessment	**NS teams with support from ARC** • Conduct stakeholder analysis and identify potential community-based collaborations • Form assessment teams that are sensitive to the social fabric of the local population	• Project staff (ARC/NS) are aware of potential community-based partners (Y/N) • Assessment team are gender balanced and representative of the community make up, including the marginalized groups (Y/N)

	• Identify local structure, influencers, cultural norms, and time schedules of the target population	• Levels of understanding of key project staff of linguistic, religious and cultural diversity in the target communities. (high medium and low)
	• Identify local influencers of the target community	• Levels of understanding of key project staff on local influencers and cultural motivations of the target communities (high medium and low)
	• Identify local cultural motivations of the target community	
	• Explore local positive coping mechanisms to an adverse event.	• # of local positive coping mechanisms identified that can be linked to project activities
	• Discover indigenous wisdom through local practices, metaphors, sayings, stories, jokes and scripture references.	• # of traditional insights/practices identified that can strengthen project implementation
	• Explore if they are any community level games that can be linked to the project objectives or activities	• # of community level games identified that can be linked to the project objectives
	• Assess local community aspirations	• Levels of understanding of key project staff of community aspiration (high medium and low)
Planning	**NS teams and community leaders with support from ARC** • Conduct several community consultation meetings, focus group discussions, key informant interviews both for proposal writing and for development of community action plans at community level.	• # of community consultation meetings, focus group discussions and key informant interviews conducted.
	At community level: • Ensure that Community Action Plans (CAP) are developed with active participation from the community members	• At least 70% of participants in each planning meeting are community members
	• Ensure that key informant interviews are conducted, particularly in case of marginalized groups like women and other minority groups.	• # of key informants interviews with marginalized individuals/groups.

	• CAPS are culturally appropriate and include their aspirations.	• % of community members report that project goals are culturally appropriate • % of community members report that CAPs are relevant to their individual and community wide aspirations.
	• Ensure that Community Action Plan clearly articulates the lead role of the community members and their contributions in the implementation. • Ensure that Red Cross staff and volunteers focus more on listening than suggesting. • Identify points where traditional insights/practices can be incorporated in the project plan.	• Level of awareness of community members of their roles and contribution in the project. (High, medium, low) • % of RCRC staff and volunteers trained in soft skills. • % of project activities integrated with appropriate traditional practices.
	• Community Action Plans build on local structures.	• Community members have identified the structure (for example pre-existing group, self-help group, or community committees) responsible for the implementation of the project.
	• Focus on other partners that may be available to support the project.	• # of local partners identified during the planning phase.
	• Assign enough time for gestation period in the beginning of the project.	• Project budgets and plans reflect at least 2 months period to build trust and rapport with the community members.
	• Repeat meetings with the representatives, if more clarification is needed. • Ensure that timing of project activities are planned according to the time schedules of the key stakeholders.	

	• Keep the assessment perspective open because new information may surface during planning meetings. • Plan for feedback mechanism from the community members to the RCRC branches. • Plan for selection or election for effective leadership. • Develop sustainability/exit strategy upfront.	• Selection criteria for community leaders are in place.
Implementation	**Led by community members and from NS teams with minimal support from ARC** • Facilitate selection or election of project leadership.	• Community committee is in place. • Community committee leaders fit the selection criteria developed by RCRC and/or local community members. • % of people report trust in the leadership.
	• Strengthen community organization if it is not organized sufficiently for the successful implementation of the project. • Facilitate relevant coalitions with community members, neighborhoods, CBOs, faith-based organizations, local government authorities, local businesses and other stakeholders.	• # of focus groups/self-help groups formed. • At least one coalition is formed to implement the project that includes an external partner.
	• Identify existing community action teams. • Facilitate formation new community action teams in absence of pre-existing structures that can carry out project activities. • Ensure that all (relevant) people get to participate in the project including the marginalized groups.	• # of existing community action team identified. • # of community action teams formed. • % of community members report that the project is relevant to their needs and aspiration • # of marginalized people/groups participating in the project activities

		• % community members report that they are actively participating in the project.
	• Facilitate community gatherings such as community kitchens, sport events, success celebrations, grieving events that will bring community members together in a meaningful way.	• # of community-wide events are organized
		• % of people reporting they have developed meaningful connections as a result of the project activities.
		• % of people report increased trust on the fellow community members.
	• Conduct project management training for the project leadership and soft skills	• # of community committee leaders trained in project management.
		• % of people report comfort in expressing concerns on a public forum.
	• Ensure that leadership is sensitive to the marginalized population in the community.	• Ratio of men and women actively engaged in the project.
		• % of people report feeling discriminated against.
		• % of people report confidence in the leadership to resolve conflicts.
		• % of people express confidence in community problem solving.
	• Facilitate community-led action.	• # of community-based organizations partnering with the project.
	• Facilitate community-led solutions to project challenges	• # of faith-based organizations partnering with the project.
		• # of community-led solutions to project challenges
	• Defer to a traditional practice if it achieves similar results.	• # of traditional insights/practices being included in the project implementation.
	• Include local games in order to promote or support project	• # of local games utilized to support project

	activities.	objectives/activities.
	• Establishment of a connection between community leadership with NS leadership in the long term.	• Types and # of communication channels between the community committee and the RCRC branch.
	• Focus on the process more than the product.	• # of process indicators in the project logframe.
	• Implement elements that will maintain project activities/benefits in the long term.	• A follow up mechanism is in place that will support the maintenance of project activities/benefits.
Monitoring and Evaluation	• Explore ways of community-based monitoring and evaluation such as:	
	o Community develops milestones of success for the project.	• # of milestones developed by the communities.
	o Communities have mechanism to observe project progress.	• Community board reflecting project progress • # of success milestones celebrated
	o Community members have safe space to provide inputs and feedback regarding the project to the leadership	• Presence of a complaint box for community members to express feelings or concerns anonymously.
	o Bi-annual or annual community meetings and/or key informant interviews to assess what is working and what can be improved	• # of modifications made to the project based on feedback from community members.
	o Use of community maps as a M&E tools	• # of times community maps are updated to compare the progress of the project.

d. **Measuring community mobilization[8]:** Since community mobilization is seen as a soft outcome, measuring its impact can be challenging. A combination of qualitative and quantitative methodologies is recommended to measure the impact. Many indicators mentioned in the table above are categorized here under the five categories mostly for measuring impact.

   i. Social Cohesion—*strengthening family and community support*: In this framework social cohesion is defined as **the willingness of members of a society to cooperate with each**

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[8] Howard-Grabman, L. & Snetro G. How to Mobilize Communities for Health and Social Change. A Field Guide Health Communication Partnership. Maryland. USA

other in order to survive and prosper[9]. The four components of social cohesion are: (1) a common vision and a sense of belonging for all in the community/ies, (2) an appreciation and value of people from diverse background and circumstances, (3) similar life opportunities for all the members of the community and (4) fostering strong and positive relationships between people from different backgrounds in the neighborhoods. A group is said to be in a state of cohesion when its members possess bonds linking them to one another and to the group as a whole. Although cohesion is a multi-faceted process, it can be broken down into four main components: social relations, task relations, perceived unity, and emotions. Some example indicators for social cohesion are:

1. *Sense of belonging* (# of people report sense of belonging)
2. *Frequency of contact in intimate networks*
3. *Helped each other in times of need* (# of people report received help in last six months, etc.)
4. *Trust one another* (# people report they trust their leadership, neighbor)
5. *Strong relationships* (# of collective celebrations, grieving events)
6. *Ongoing partnerships between sub-groups/individuals within a community* (# of ongoing partnerships/collaborative activities within the community)
7. *Able to discuss problems* (# of people feel comfortable discussing their problems with the leadership)
8. *Perceived discrimination* (% of people feel discriminated against during the project implementation)

ii. Effective Leadership: One inclusive definition of leadership effectiveness is ***the successful exercise of personal influence by one or more people that results in accomplishing shared objectives in a way that is personally satisfying to those involved***[10]. The action or behaviors that assist a group or community in a transformational environment to achieve its stated goals are:

1. **Effective practice -**
   a. Identifies high priority situation that can be addressed immediately.
   b. Develops a collective action plan.
2. **Drives the results -**
   a. Concentrates on inclusiveness of all members of the group/community
   b. Defines a limited number of changes to achieve early.
   c. Spends time in developing strategies that work for the group.
3. **Influences the group and the community -**
   a. Motivates internal and external and external stakeholders to contribute to success.
   b. Works to engage all influencers in the group and community.

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[9] Villatoro, P. (2007). *A system of indicators for monitoring social cohesion in Latin America*. Santiago de Chile. United Nations

[10] Sage Reference (2014). Leadership Effectiveness. Encyclopedia of Leadership. http://www.sagepub.com/northouse6e/study/materials/reference/reference6.4.pdf. Accessed 4 May 2014.

     c. Has a tool-box of effective tactics to motivate the group and community toward success.

Some example indicators for effective leadership are:

4. *Participation in meetings* (% of target population actively participated in the monthly meetings, etc.)
5. *Gender balance in the leadership and general participation* (proportion of women and men, etc.)
6. *Project management skills* (% of leaders received projected management training, etc.)
7. *Leaders treat people equally/fairly* (# of people feel not being treated equally/fairly, etc.)
8. *Maintains positive relationship with key stakeholders* (# of external partners reporting satisfaction with the community leadership, etc.)
9. Mobilization of external resources (# of need based partnerships established with private sector for funding reasons)

iii. Collective Efficacy: Collective efficacy refers **to the capacity of a group of people to work together for shared goals** and has been linked to a variety of collective outcomes such as crime rates or disaster recovery. Collective efficacy implies a capacity to respond, adapt, learn, and effectively reorganize community life quickly following a disaster event. Social capital and collective efficacy are not only less established in resilience research, but they are also the key components that, from a sociological perspective, they make a community "a community" and have the potential to meet the needs of vulnerable populations. These concepts represent individuals interacting and working together, and are signals that a community is more than a population and more than a simply tally of their population attributes like race, income, or housing structures[11]. Collective efficacy is defined as "social cohesion among neighbors combined with their willingness to intervene on behalf of the common good"[12]. Some example indicators for collective efficacy are:

1. *Work hard to accomplish a project* (# of hours put in the project, etc.)
2. *Confidence in community problem solving* (% of people feel problems can be solved together, etc.)
3. *Committed to the same collective goals* (% of people reported the same goal within a project cycle, etc.)
4. *Solutions to problems* (# of problems solved through community-led solutions, etc.)

iv. Active participation: Active participation from all stakeholders or representatives of all groups in a community requires constant effort and is a challenging process given the traditional and social obstacles. Community participation and action is key to community mobilization. **Participation in humanitarian action is understood as the engagement of affected populations in one or more phases of the project cycle:**

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[11] Sampson, R. J. (2012). *Great American city: Chicago and the enduring neighborhood effect*. Chicago, Ill.: The University of Chicago Press.
[12] Sampson, R. J. and Raudenbush, S. W. (1997). Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy. *Science*. 227(5328). 918-924.

assessment; design; implementation; monitoring; and evaluation. Far more than a set of tools, participation is first and foremost a state of mind, according to which members of affected populations are at the heart of humanitarian action, as social actors, with insights on their situation, and with competencies, energy and ideas of their own[13]. Some example indicators for active participation are:

1. *Skills and knowledge* (# of people trained, serving, etc.)
2. *Confidence to solve it* (# of people report confidence, # of problems solved at the community level, etc.)
3. *I can participate* (# of people report feeling included, their opinion being respected, actively participating etc.)

v. Conflict Management: Conflict may be defined as *a struggle or contest between people with opposing needs, ideas, beliefs, values, or goals*[14]. Conflict in teams is inevitable. However, the results of conflict are not predetermined. Conflict might escalate and lead to nonproductive results, or conflict can be beneficially resolved and lead to quality final products. Therefore, learning to manage conflict is integral to a high-performance team. Common reasons for conflict in a community are miscommunication between people with regard to their needs, ideas, beliefs, goals, or values. Other times people's priorities maybe different.

Conflict management is the principle that all conflicts cannot necessarily be resolved, but learning how to manage conflicts can decrease the odds of nonproductive escalation. Conflict management involves acquiring skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for management of conflict in your environment. In many contexts, there are already local mechanisms to resolve a conflict or disagreement. However, not all might be appropriate therefore it is recommended that local practices are evaluated and those which are appropriate must be promoted. Some example indicators for conflict management are:

1. *Quick resolution to conflict* (% of conflicts resolved in a timely manner, etc.)
2. *Trouble dealing with conflict (reversed)* (# of projects activities disrupted because of ongoing conflicts)
3. *Feuding for a long time (reversed)* (# of community feuds going on for longer than six months)
4. *Leaders are good at resolving disagreements* (% of people feel that community leaders are capable of resolving most conflicts, etc.)

e. Additional considerations

i. Cross- cutting themes: Special attention must be paid to mainstreaming cross-cutting issues such as gender, children, elderly, and people with disability, psychosocial support needs, environment, restoring family links and accountability to beneficiaries.

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[13] Byrne, C. (2003). Participation by Crisis –Affected Populations in Humanitarian Action: A Handbook for Practitioners. Active Learning Network for Accountability and Performance in Humanitarian Action (ALNAP), London. Overseas Development Institute.

[14] Bercovitch, J., Kremenyuk, V. & Zartman, W. (eds.)(2009). The SAGE handbook on conflict resolution. Thousand Oaks, California: Sage Publications.

IV. Why Community Mobilization?

The world faces greater risks from disasters today than ever before. The world can be expected to face a "major" emergency involving human displacement every 16 months and a "massive" one every two years.[15] In any given year, over 50,000 people can die as a result of earthquakes and 100 million can be affected by floods.[16]

Extreme natural events are becoming more common, destructive and unpredictable.[17] Over the past three decades, the number of climate-related disasters has more than doubled.[18] As the world's population continues to grow, we expect the number of people impacted by climate-related disasters to increase by 50% over the next five years.[19]

Since disaster survivors and the neighboring communities are the first responders, it is important to mobilize communities to identify and enhance their resilience at individual, household and community level. The ARC ISD strives to support the global family of Red Cross in assisting the people affected by disasters First Core Standard in Sphere Handbook (2011) is 'People-centered Humanitarian Response[20]', clearly talks about building on community-based and self-help initiatives. Therefore, it is important facilitate participatory resilience building projects with the target community members.

Population growth and rapid urbanization in low and middle-income nations is also resulting in a drastic increase in the number of vulnerable people living in "high-risk" locations such as informal settlements and slums.[21] A billion people around the world live in poor-quality homes on dangerous sites where services and housing conditions are generally very poor, making them extremely vulnerable to floods, landslides and other

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[15] Feinstein International Center (2010). Humanitarian Horizons: A Practitioners' Guide to the Future. Tufts University, Medford, MA, USA.

[16] Ibid.

[17] Intergovernmental Panel on Climate Change (2011). Summary for Policymakers: Special Report on Managing the Risks of Extreme Events and Disasters to Advance Climate Change Adaptation. Cambridge University Press, Cambridge, U.K. and New York, USA.

[18] Centre for Research on the Epidemiology of Disasters, as reported in International Federation of Red Cross and Red Crescent Societies (2010). World Disaster Report 2010: Focus on urban risk. IFRC, Geneva.

[19] Ganeshan, Shamanthy and Wayne Diamond, "Forecasting numbers of people affected annually by natural disasters up to 2015." Oxfam GB, April 2009.

[20] Sphere Project (2011). The Sphere Handbook. Geneva; The Sphere Project.

[21] The United Nations estimates that by 2050, 70 percent of the world's population will live in urban areas, driven largely by economic migration. In 2010 already 50.6 % of the global population was living in urban areas. In some regions such as Latin America and the Caribbean (LAC), 79.4 % of its population are urban dwellers. Sources: UNDESA, World Urbanization Prospect. UN Population Division, Department of Economic and Social Affairs, World Urbanization Prospects, 2008.

hazards.[22] By 2050, the current number of people exposed to earthquakes and tropical cyclones is projected to double—from 370 to 870 million for earthquakes and 310 to 680 in cyclone storm exposure.[23]

ARC has over 125 years domestically and around 20 years of experience working with the communities through local Red Cross branches of HNS in several different socio-economic as well as cultural contexts. During this time, it has learned that community members are the key responders in the time of disasters therefore it is important to mobilize target communities to actively engage in building resilience at individual, household and community level throughout the disaster cycle.

Donors such as the Ann Ray Charitable Trust (ARCT) enable ARC to engage in truly community-led projects as opposed to donor driven projects. A mobilized community is better able to identify, plan, implement, monitor and evaluate collaborative activities. This is an excellent platform to merge local wisdom and innovation with a common goal of increasing resilience in the target communities. Mobilized communities can increase the sustainability of ARC ISD supported projects in a culturally appropriate way by building on local resources and increasing community cohesion.

a. **Guiding Principles:** From HAP to IASC guidelines to Sphere Standards, all major standards and guidance advocate for a community-led approach for humanitarian action. Guiding principles from ARC ISD DRR (Disaster Risk Reduction) conceptual framework have been adopted for the purposes of this framework :

   i. *Support local capacity by identifying community groups and social networks* at the earliest opportunity and build on community-based and self-help initiatives.
   ii. Establish *systematic and transparent mechanisms* through which people affected by disaster or conflict can provide regular feedback and influence programs.
   iii. Ensure a *balanced representation of vulnerable people* in discussions with the disaster-affected population.
   iv. *Provide information to the affected population* about the humanitarian agency, its project(s) and people's entitlements in an accessible format and language.
   v. Provide the affected population with *access to safe and appropriate spaces for community meetings and information-sharing* at the earliest opportunity.
   vi. Enable people to lodge complaints about the programme easily and safely and establish *transparent, timely procedures for response and remedial actions.*
   vii. Wherever feasible, *use local labor, environmentally sustainable materials and socially responsible businesses* to benefit the local economy and promote recovery.
   viii. Design projects, wherever possible, to accommodate and *respect helpful cultural, spiritual and traditional practices regarded as important by local people.*
   ix. Progressively increase disaster-affected *people's decision-making power and ownership of programs* during the course of a response.

V. Summary

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[22] International Federation of Red Cross and Red Crescent Societies (2010). World Disaster Report 2010: Focus on urban risk. IFRC, Geneva.

[23] The International Bank for Reconstruction and Development (2010). Natural Hazards, Unnatural Disasters: The Economics of Effective Prevention. World Bank and United Nations, Washington, D.C.

This framework aims to provide guidance to ARC ISD teams to effectively mobilize target communities. This guidance must be contextualized to local structure and cultural norms before implementation. The most important factor in mobilizing a community is to spend time and co-learn with the community members. There has to be a shift from seeing target communities as beneficiaries to seeing them as partners and executers of their own future. In other words, a shift is needed from mere service delivery to mutuality. With increased disasters and their impacts, it is vital to partner with target communities in a way that they can self-organize and self-mobilize to recognize and enhance their resilience at individual, household and community level.

VI. Useful Links:

1. https://www.ifrc.org/en/what-we-do/beneficiary-communications/ - This is IFRC website that provides additional information and tools for beneficiary communication.

2. http://www.mercycorps.org/sites/default/files/communitymobilizationsectorapproach_0_2.pdf - Mercy Corps community mobilization Approach. It is short document which includes values, benefits, and levels of community mobilization. Also has a link to the 'how to' guide to Mercy Corps community mobilization guide.

3. http://netmap.wordpress.com/ - Net-Map is an interview-based mapping tool that helps people understand, visualize, discuss, and improve situations in which many different actors influence outcomes. (This site gives an overview of the approach and information on trainings on it – there is one coming up in DC in June – but does it really go into details on how to do it yourself).

4. http://diytoolkit.org/ - This is a toolkit on how to invent, adopt or adapt ideas that can deliver better results. It's quick to use, simple to apply, and designed to help busy people working in development. (This site has links to different tools, and information on how to use them).

5. http://ctb.ku.edu/en/table-of-contents - The Community Tool Box is a free, online resource for those working to build healthier communities and bring about social change. Our mission is to promote community health and development by connecting people, ideas, and resources. The Community Tool Box is a public service developed and managed by the KU Work Group for Community Health and Development and partners nationally and internationally. The Tool Box is a part of the KU Work Group's role as a designated World Health Organization Collaborating Centre for Community Health and Development.

Figure 3: Psychosocial Support Program, Sri Lanka, Tsunami Recovery Program 2005