# clock-icon 120 Minutes **(**Core Module**)**

# Why does this session matter?

This module highlights the importance of how meaningful community participation can restore a sense of dignity and influence for displaced communities and how camp management committees can foster greater community participation at the site-level

The first part of the session focuses on participation as a human right and why all community sectors (especially persons with specific needs) shall be involved in site activities. The second part analyses how participation can be strengthened in the participants’ context and identifies the key challenges faced by the CCCM partners.

# Learning Objectives

At the end of this session participants will be able to:

* + Identify to what extent different community groups participate in daily site activities
  + Explain the importance of participatory approaches to restore the sense of dignity of displaced populations living in sites
  + Elaborate on the role that CMCs can play in promoting greater community participation and how they can assist CCCM partners in spreading key information to all members of the population
  + How to create feedback and referral systems with service providers to ensure greater transparency and streamlined support

Key Messages

* + Participation is a vital human right and promotes many other rights.
  + Participation needs to be representative of all sectors of the community. Meaningful participation works across gender, age, and cultural/tribal status lines and actively includes people with specific needs and those who are marginalized thus lacking an active voice in decision-making.
  + Under the mandate of being a member of the Camp Management Committee, members should expand community participation initiatives and support CCCM partners with this work
  + Participation helps to identify and address protection issues by reducing overall vulnerability and dependency on services provided by outside actors.
  + Camp Management Committee meetings with CCCM partner and service providers constitutes a community participation activity. CMC members should plan and advocate for these types of engagements

# Session Plan

|  |  |  |  |
| --- | --- | --- | --- |
| Activity | Topic | Method | Timing |
| 1 | Introduction to community participation and its importance | Role play, plenary | 60’ |
| 2 | Strengthening community participation and identifying key challenges | Activity, Plenary | 60’ |

# Handouts

* Handout for role play community participation game
* Activity 1. Prepare the post-it with a character per each participant

# Supplies Needed

* Flipchart paper, markers

# Planning

* + Activity 1. Trainers guide for the role play
  + Activity 2. Prepare the post-it with a character per each participant

## Activity 1 – introduction to community participation and its importance 60’

**Show slide: Role play**

IMPORTANT: For this game you need a spacious place (ideally, outdoors) where you can line up all participants and they can easily move forward and backward without feeling tight.

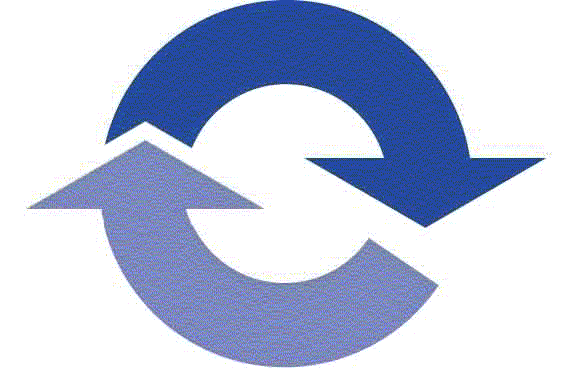
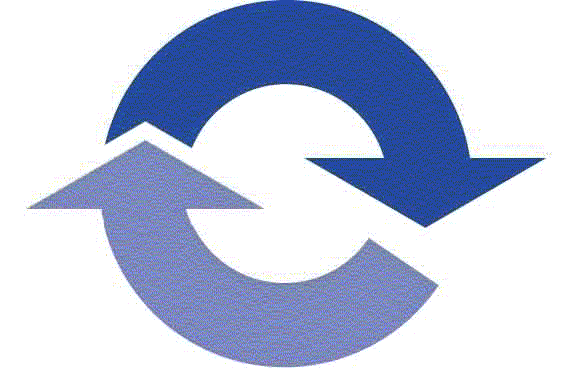
For this activity use the trainer’s guide to the role play.

* + In the training room, explain to the participants that we will perform a role play, each participant will receive a post-it with a character. They shall look at it and keep it for themselves.
  + Print out characters for each member of the CMC. Make sure they are randomly distributed and taped/pined to each individual so that they are visible.
  + Once everyone has their post-it ask people to leave their seats and go to the space designated for this activity.
  + Once the group has moved to the right place, ask participants to line up next to each other facing the front where you, as a facilitator will be giving instructions. Make sure everyone is quiet before starting!
  + You will read the exercise statements up one by one, repeating them twice if necessary. Allow time for reflection. Ask participants to put themselves in their character’s shoes and move forward or backwards if they may or may not participate in the activities proposed. By the end of the activity, they will have to argue their decisions.

**Debriefing:**

* + Once the activity is over, ask participants to remain in their positions and to take a look around. Some participants will be sitting behind, others will be in front. Ask the following debriefing questions to some of them, starting for those ones behind.
    - Who are you?
    - How did you feel in your role?
    - What are the limitations you've had? Why?
    - What would you recommend to do to the agencies/institutions that provide services and relief assistance in the camp to support your participation in some of these activities?
  + Allow anyone interested to express their opinion.
  + The discussion shall highlight access to rights (health, education, information, food, participation, representation); power relations between the groups; vulnerabilities of specific individuals with big protection needs; how displaced individuals become more vulnerable and dependent for the fact of being neglected and excluded from participating in camp activities.
  + Close the activity by stating that participation is a human right, and shall ensure the involvement of all community sectors without discrimination. Meaningful participation works across gender, age, and cultural/tribal status lines and actively includes people with specific needs and those who are marginalized thus lacking an active voice in decision-making.
  + Go back to the training room and wrap up drawing in a flipchart the following vulnerability and dependency cycle:

**Vulnerability Dignity**



Participation

**Dependency Independence**

Explain: Displaced populations are more vulnerable to deprivation, violations of their basic rights, violence and abuse for the fact of having been forced to flee. They had no choice, and this situation puts them in a vulnerable position.

So, displaced populations need external assistance and support to meet their basic needs. So this vulnerability creates dependency and puts them at further risk.

Planning and developing participation mechanisms for people in Somali IDP sites helps displaced communities to get back in control of their lives (empowers community) and restores a sense of dignity and influence.

Illustrate how to break the cycle by promoting participation and livelihood activities and reflect on the following:

* + - Participation is a cross-cutting issue and CCCM is a cross-cutting cluster
    - Participation should be mainstreamed into all humanitarian action, including CCCM
    - Participation builds ownership and contributes to effective management of a camp and raising standards
    - Participation allows CCCM actors to better understand the complex needs of the displaced population, thus allowing for better gap identification, coordination and more targeted and partnership-based service delivery
    - Participation helps to identify and address protection concerns and can reduce the vulnerability of the displaced population
    - Participation develops skills for self-management and build capacity for life beyond the camp when seeking durable solutions

**Community Participation**

State: Participation is a process and needs to be strategized by all CCCM actors, including the residents within the sites as well as surrounding host community residents.

* + Ask: What are some experiences or examples of participation in CCCM from your community context? Give the group 3’ to share some reflections in plenary
  + Reflecting on the exercise, **what are the consequences of low participation** from groups of women, youth, elders, minorities? Write on a flipchart: answers should focus on increased protection gaps (in areas such as SGBV, harassment, etc) since protection risks of groups with specific needs will not be identified and mitigated.
  + State: Participation, and community mobilization, as planned and operationalized processes can take many forms
  + One form may be through the creating a complaints feedback mechanism, having information sharing sessions or holding meetings with CMCs and service providers.

## Activity 3 – Strengthening community participation and identifying challenges - 60’

* + Ask participants: Which is the ultimate goal of participation?
    - Empowerment, self-management, the sense of ownership.
  + We want to live in communities that feel empowered to make their own decisions ensuring that decisions are made in an inclusive way that fosters participation from all members of the population.
  + Having a Camp Management Committee is one way of promoting participation.
  + ASK: How can CMC members increase communtiy participation within the site?
    - Sharing information provided by humanitarian partners, contacting service providers of needs within the community, listening to feedback on service provision and conveying this to CCCM actors

**Activity Two:**

* + Divide the group into 6 groups (4 people max) and assign to them different community roles –depending on your context needs, you may want to include Persons with Specific Needs (PwSN):
    - Women (PwSN: Women head of households, widows, women without male support, nursing mothers)
    - Men (PwSN: unemployed men, men formerly associated with armed groups, etc)
    - Children (PwSN: unaccompanied minors, separated children, children head of households, children formerly associated with armed forces or groups)
    - Male youth (PwSN: out-of-school, unemployed, youth formerly associated with armed forces or groups)
    - Female youth (PwSN: out-of-school, unemployed, youth formerly associated with armed forces or groups)
    - Elderly women (PwSN: grandparent- headed household, older persons without family or community support)
    - Elderly men (PwSN: grandparent- headed household, older persons without family or community support)
    - Minority women (PwSN : ethnic, nomadic, etc)
    - Minority men (PwSN: ethnic, nomadic, etc)
    - Persons affected by disability, sickness or trauma (PwSN: physical, mental, GBV survivors, etc)
    - (…)
  + Pretending you are CCCM partners, discuss: how they can strengthen participation of the different community groups and what the main challenges and constraints are.

Allow 10’ discussion.

* + Ask groups to share answers in plenary.
  + Answers to the first question should include the following:
    - Participation in the different stages of the programme cycle (during assessments, through implementation, during monitoring, in evaluation processes)
    - Participation in community structures (leadership structures like the CMC that includes members of traditionally marginalized groups such as women, youth, elderly and disabled
    - Assessing individuals and groups capacities
    - Employment, cash for work schemes, etc
    - Establish community support structures for child care, community watch or safety committees etc
    - Training and coaching (to develop or maintain skills, raise awareness on rights, provide education etc)
    - Information campaigns in specific topics and activities (support informed decision-making)
    - Establish feedback mechanisms
    - Grievance mechanisms (ensuring privacy and confidentiality)
  + Constraints and challenges should be noted down on a flipchart and collected for the action planning session. Strategies to overcome community participation challenges should be prioritized.

Now that the CMC has an understanding of inclusive community participation, using a flip chart paper, ask the CMC members how community engagement efforts should occur within the site?

Please probe so that participants mention the frequency of activity, who is involved, how will community members access the activity and how will details about the session be shared with members of the community.