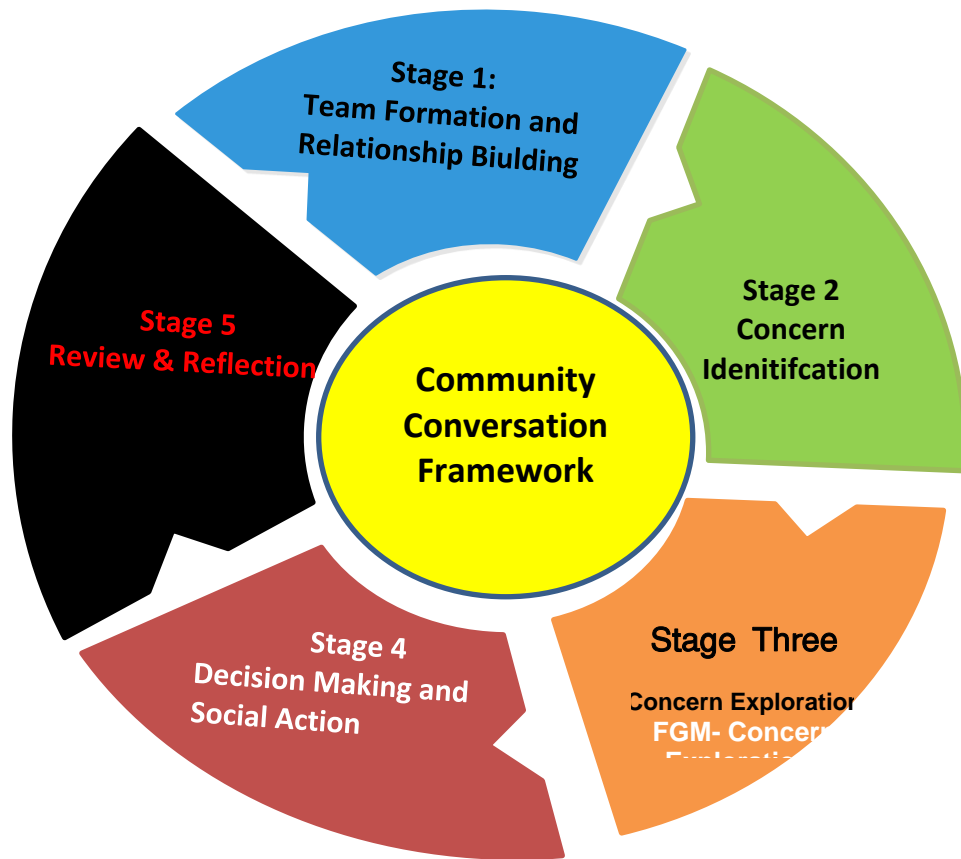


Community Conversation to Abandon Female Genital Mutilation in Somalia



Community Conversation Facilitators' Guideline



Save the Children



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actalliance

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PREFACE

This Community Conversation Facilitators Guideline is prepared by Save the Children and its partners/stakeholders in Ethiopia and adopted by the Norwegian Church Aid (NCA) and SC in Somalia. The guideline was reviewed by Balayneh Nekatibeb Begna, in consultation with programme staff and partners for contextualization and use under the joint FGM/CEFM programme funded by Norwegian Agency for Development Cooperation (NORAD). The programme is currently in the second phase of implementation, with Norwegian Church Aid as the lead organization.

This guideline is primarily developed based on practical experiences in Ethiopia and can be used as live document with broad opportunity for further development and improvement. Facilitators are encouraged to further refine tools and activities in a way they can make most sense in the different community contexts where the community conversation will be taking place.

Contents

PREFACE	II
LIST OF ABBREVIATIONS.....	V
1. BASICS FOR COMMUNITY CONVERSATION FACILITATORS.....	1
1.1. INTRODUCTION.....	1
1.2. OBJECTIVES OF THE GUIDELINE	2
1.3. STRUCTURE OF THE GUIDELINE.....	2
1.4. DEFINITIONS OF KEY TEMRS.....	2
1.4. GENERAL FRAMEWORK OF COMMUNITY CONVERSATION PROCESS.....	3
1.4.1. CONCEPT OF COMMUNITY CONVERSATION	3
1.4.2. OBJECTIVES OF COMMUNITY CONVERSATION.....	4
1.4.3. KEY GUIDING PRINCIPLES OF COMMUNITY CONVERSATION	5
2. COMMUNITY FACILITATORS, SKILLS, ROLES AND ETHICS	5
3. COMMUNITY CONVERSATION METHODOLOGICAL FRAMEWORK FACILITATION GUIDE.....	8
A.INTRODUCTION	8
B.PRE- COMMUNITY CONVERSATION AND PREPARATION	8
C. SELECTION AND REGISTRATION OF COMMUNITY CONVERSATION TEAM MEMBERS	9
3.1. COMMUNITY CONVERSATION TEAM FORMATION AND RELATIONSHIP BIULDING.....	10
ACTIVITY 1 : INTRODUCE PROGRAMME OBJECTIVES	11
ACTIVITY 2 : PARTICIPANTS INTRODUCTION.....	11
ACTIVITY 3 : KNOW THE principles OF CC.....	12
ACTIVITY 4 : SET AND APPROVE COMMON RULES	12
ACTIVITY 5: REFLECTION AND INTROSPECTION	13
ACTIVITY 6: POWER RELATIONSHIP.....	13
ACTIVITY 7: TEAM BIULDING	14
ACTIVITY 8: HISTORICAL TIMELINE	15
ACTIVITY 9: REFLECTION AND INTROSPECTION	16
3.2. COMMUNITY CONVERSATION STAGE TWO-CONCERN IDENTIFICATION.....	17
INTRODUCTION.....	18
ACTIVITY 1: BASIC FACTS – UNDERSTADNING HTPS,FGM AND EARLY MARRIAGE ...	19
ACTIVITY 2: BASIC FACTS, IDENTIFYING TRADITIONAL PRACTICES.....	20
ACTIVITY 3: SCIO-CULTURAL DYNAMICS-UNDERSTANDING HTPS AND USEFUL CULTURES	21
ACTIVITY 4: SCIO-CULTURAL DYNAMICS – WHO IS MOST AFFECTED	22
ACTIVITY 6: SCIO-CULTURAL DYNAMICS – ASSESS REASONS FOR FGM AND ECM PRACTICES	23
3.3. COMMUNITY CONVERSATION STAGE THREE – CONCERN EXPLORATION.....	25
INTRODUCTION.....	25
ACTIVITY 1 : STORY OF FATUMA.....	29
ACTIVITY 2 : STOCKTAKING OF CURRENT APPROACHES- IDENTIFY THE AGE FGM PRACTICE AND PRACTITIONERS.....	30

ACTIVITY 3: STOCKTAKING OF CURRENT APPROACHES - FGM PRACTICE FROM RELIGIOUS AND LEGAL PERSPECTIVE	31
ACTIVITY 4: BASIC FACTS - IMPACTS OF FGM EARLY MARRIAGE.....	32
ACTIVITY 5: LANGUAGE AND CHANGE	33
ACTIVITY 6: FGM KEN WELBER’S QUADRANT	35
3.4. COMMUNITY CONVERSATION STAGE FOUR: DECISION MAKING AND SOCIAL ACTION	38
INTRODUCTION	39
ACTIVITY 1 : DECISSION MAKING TO ABUNDAN FGM AND ECM	39
ACTIVITY 2: TRANSACT WALK FOR RESOURCE MAPPING.....	41
ACTIVITY 3: RESOURCE MAPPING FOR FGM ABANDONINMENT	42
ACTIVITY 4 : PREPARE SOCIAL Action PLAN TO ABUNDAN	43
ACTIVITY 5: CONFIRMATION OF COMMUNITY SOCIAL ACTION PLAN	45
ACTIVITY 6: SOCIAL ACTION PLAN IMPLEMENTATION TO ABONDEN FGM and ECM ..	45
ACTIVITY 7: LAUNCH CAMPAIGN TO STOP FGM AND ECM.....	46
3.5. COMMUNITY CONVERSATION STAGE FIVE: REVIEW AND REFLECTION.....	47
ANNEX A: TOOL FOR DOCUMENTATION FORMAT FOR CC FACILITATORS.....	50

List of Abbreviations

CC	Community Conversation
CCF	Community Conversation Facilitators
ECM	Early Child Marriage
FGE	Female Genital Excision
FGM	Female Genital Mutiation
GBV	Gender Based Violence
HIV/AIDS	Human Immuno Deficiency Virus/Acquired Immuno Defficiency Virus
HTP	Harmful Traditional Practice
MoWDAFA	Ministry of Women Development and Family Affairs
MojRAR	Ministry of Justice and Religion and Rehabilitation
NORAD	Norwegian Agency for Development Cooperation
TBA	Traditioanl Birth Attendant

1. Basics for Community Conversation Facilitators

Dear facilitator Congratulations!

You are selected as community change facilitator. This is a trust bestowed up on you by the program for you to be a volunteer leader who is committed to inspire change to abandon Female Genital Mutilation (FGM) and other gender based violences (GBVs) such as child and early marriage in your community. This community conversation guide is prepared to provide you knowledge and tools that help you to mobilize community conversation group; facilitate step by step conversation, facilitate decision making, action planning and implementation processes with your communities and ultimately assist change processes within your community. The more you understand and use each step of community conversation as indicated in this manual, the better changes you will be able to make in your community and thus you are requested to take your time to understand and use this manual as a strict guide to your community conversation facilitation work.

1.1. INTRODUCTION

Community Conversation (CC) model is a model that helps to create understanding and generate community responses to strategic problems such as FGM and other forms of GBVs. The model recognizes communities' capacities to identify and explore problems/concerns as well as their capacities and right to make appropriate decision that can bring lasting positive change and transformation. Community Conversation is based on African traditions of undertaking shorter and longer period engagements among communities to resolve communal and individual disputes, challenges and strive for common development through mobilizing assets and resources.

Community Conversation (CC) is a multi-thrust approach where every segment of the community is represented and relationships, trust and respect for each other are built. Through facilitated conversation and communication, everyone is given equal and free space; communities' values, attitudes/norms/belief systems are deeply explored; what is harmful and beneficial is identified; consensus are reached and appropriate decisions and actions are taken for better. Through implementation of CC, many organizations have been able to bring about attitudinal and behavioral changes and transformation at individual and community level on HTPs such as FGE/FGM, HIV/AIDS, and GBV.

The tools that are employed in community conversation processes help to ensure that local responses are based on the reality of the existing social dynamics, relationships and the concerns of the community. Genuine interaction with and among communities stimulates sustainable changes from within the community reinforcing existing capacities to better understand and reflect on issues and initiate changes from within to respond effectively to identified community concerns. This strengthens community based planning, monitoring and evaluation of desired changes. It is conducted by a facilitation team approach where the facilitator can be from within and/or outside of the community.

You are selected as a lead change agent to facilitate an organic community change from within your communities for better behavioral, attitudinal and practice transformation. This

guideline is also prepared to help you understand the overall purpose and provide you with necessary skills and tools that will help you to facilitate positive change process in your communities to end FGM and GBVs such as child and early marriage.

1.2. OBJECTIVES OF THE GUIDELINE

This guideline is prepared to:

- enable CC facilitators to understand basic concepts, the overall purpose and methodology of CC model
- enable facilitators acquire skills and tools that can help them for step by step facilitation of CC
- enable facilitators understand expected changes at each stage of CC and track changes in the process of CC facilitation
- provide basic planning template and reporting template that help facilitators to properly document CC processes

1.3. STRUCTURE OF THE GUIDELINE

This guideline is divided into two broad sessions. The first one is an introduction to concepts and basic skills of community conversation. This session is only for CC facilitators (CCFs) own use and for senior experts who will be supporting facilitators through follow up and capacity development of CCFs. Whereas the second session of the manual is actual CC framework that facilitators will use to facilitate the conversation. This section shows the objective of each session, instructions on duration, necessary material, early preparation, tools to be used and major tasks/activities to be performed, revision feedback, summary and report expected from facilitator.

To understand the manual better, take a look at the practical meaning listed down on below table:

1.4. DEFINITIONS OF KEY TERMS

Objective: This refers to the aim of each section of CC. The facilitator requires to understand the objective of the next session ahead of time and prepare accordingly.

Duration: Refers to the length of time each session is expected to take. Facilitators are encouraged to follow it as strictly as possible; however, it is also okay for a session to finish earlier or take longer than anticipated at times. In cases where conversations take shorter than anticipated, as facilitator, you are encouraged to continue to the next session for best use of time. However, if the session takes longer than anticipated for good reason, please indicate this on the daily report and continue to the next CC session. Please keep in mind that your participants have time plans and do not want sessions to go beyond the time they scheduled. Keeping the session within the time frame will make your CC sessions more attractive to participants.

Preliminary Preparation: These are type of prepararions a facilitor needs to undertake before the session. A CC session facilitated without good preparation can badly undermine the overall effort you are making to inspire change in your communities and thus, you are required to read the guideline before hand;understand what you need to prepare and appear to the CC session very well prepared and organized before hand.

Necessary Materials: These are materials that are needed for you to properly facility your session. Please read those ahead of time; come to the CC session with those and use them as recommended in your user manual.

Activities: These are tasks that will be performed to run the CC session. Those are designed carefully to help you engage your participants in the conversation process. As a facilitator, you are required to carefully look at them and use them properly. Please ask your close supervisor via phone or email or in person as appropriate if you do not understand the activities very well.

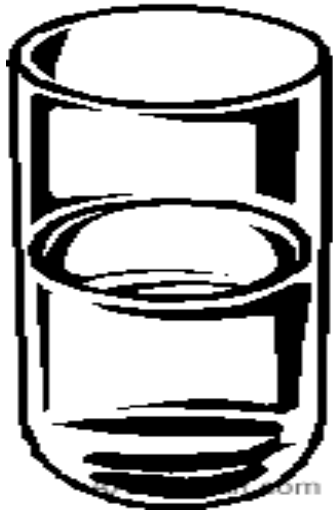
Revision and Feedback: is the key summary points of the session you would like to remind the particiapants before the session is over. It also gives a highlight of the next session.

Facilitator note: This is a note for you. It helps you to keep in mind the key notes that guides you on your roles for the session. It is possible that at times you get absorbed by the conversations that participants undertake but are not necessarily relevant to your objective. The notes will help you keep the discussions in truck and please have a look at them as often as you can before and during the facilitation process.

1.4. GENERAL FRAMEWORK OF COMMUNITY CONVERSATION PROCESS

1.4.1. CONCEPT OF COMMUNITY CONVERSATION

Community conversation is facilitated based on the recognition that communities have the capacity to identify their social and other forms of challenges explore them, mobilize human, physical and financial resources, plan for action and address the root causes of those challenges sustainably. It focuses on people's strengths and resources in a way they link to challenges of problems communities face. That is about enabling the communities see the half full glass in a way it links with the half empty and enabling them recognize and use resources and capacities they own to address their problems. There are so many underpinning problems in the community that can be addressed by the capacities and resources that are available within themselves.



Communities have deficiencies and needs

Communities have capacities and gifts

CC recognizes that there are wrong beliefs, and misconceptions within communities that shape practices and decisions within individual families, communities and country. Therefore, CC is essentially an interactive process of facilitating conversation where communities take time to observe, reflect on, question values, and explore norms and traditions to make an informed rational decisions for better change together.

It allows communities to make critical reflection on issues of concern in reference to their way of life, behavior, perceptions, actions and systems. This social learning opens the way to a range of ideas and perspectives.

It helps people to modify their relationship for improving synergy. In the course of the attitudinal, behavioral, action and practice change and transformation communities develop sense of respect and value to each other. Below are the key specific objectives of facilitating CC. Understanding each of these points will help you understand the level to which your effort as CC facilitator is converting to desired change.

1.4.2. OBJECTIVES OF COMMUNITY CONVERSATION

- Support the development of self-esteem, self-confidence, tolerance, trust, accountability, introspection and self-management of communities.
- Facilitate conversation among communities to communally recognize FGM and other forms of GBVs such as early marriage as a concern and challenge.
- Generate deep understanding of the complex nature of linkages between recognized challenge and individual and community values and beliefs
- Help communities to examine social contracts that shape decision and practices of people as related to recognized challenges.
- Bring the voices of people into the communal response, and integrate community concerns and decisions into public development plans and implementations.
- Build a pool of resource persons with transformative leadership abilities and facilitation skills within communities

- Strengthen the planning, implementation and management capacity of communities and community based organizations to develop appropriate strategies for a response that places communities and individuals at the centre.

1.4.3. KEY GUIDING PRINCIPLES OF CC PROCESS

Below are key principles of CC model and as a facilitator you need to understand them and be a role model in adopting and demonstrating them in your community and in the process of facilitating CC.

- ✚ Believe that individuals within community and communities themselves have capacity to identify concerns and can fix them
- ✚ Sensitivity to local, family and community experiences.
- ✚ Intervene as a facilitator of the process not as an 'expert' or 'authority'.
- ✚ Mutual learning, trust and respect (facilitator with community; community with facilitators; community with community; between community members; organization to organization)
- ✚ Participatory approaches which consider space for listening, inclusion, agreements, expressions of concerns without hesitations, etc
- ✚ Resonance effect of individuals and community recognizes change, own change and transfer change to other individuals and communities
- ✚ Sensitivity to gender in selection of participants for CC; equal roles of women and men facilitators and participants in the process
- ✚ Encouraging communities initiatives to identify resources and capacities and initiate changes and address challenges from within

2. Community Facilitators, Skills, Roles and Ethics

You, as a community facilitator, are fundamental pillar for success of community conversation. Thus your facilitation skills and ethics that you demonstrate determines the success or failure of the process and result. The following are some of major skills and ethical considerations you need to familiarize yourself with.

A. Strategic Questioning/Su'aal Xeeladaysan

Learn to strategically question and make people talk. Strategic questioning (can be translated to Af-Somali as Su'aal Xeeladaysan as defined by TOT participants), is an enabling way of soliciting information and perspectives that opens up several options for answers. Strategic questioning can help the community to reflect on issues that affect them and deepen their understanding of concerns and options for transformation. Strategic questioning is a tool and a principal skill throughout the facilitated change process, but especially so in the identification and exploration of community concerns. A strategic

question can be distinguished by its ability to make people think as if they are in someone's shoes and think and reflect on topics without taking any offence.

For Example: as a facilitator you may need to conduct a conversation with your communities on HTPs. This is a very sensitive traditional concern of communities and hence is difficult to raise the issue for the discussion. However, the facilitator can for example develop a case story similar to the following.

A woman who always suffered from prolonged labor and lost two of her babies during labor discovered that the cause for all these crises in life exists within her traditional values that negatively discriminate against women and girls. Recently the woman has committed herself and started to discuss with elders, youth, women and men about traditional values. If you were among the elders, youth, women and men who participate in conversation what are your responses to the following questions the woman raises.

- What are concerns of communities' traditional values and practices that harm health and dignity of women and girls?
- What are the factors fuelling the spread of these harmful practice?

These questions do not judge communities values and practices but help you to encourage different responses that fuel further debate and discussion. Facilitators need to be equipped with this kind of skills through practical training sessions

B. Process Facilitation Skill

Please do not consider yourself as teacher, as sources of knowledge. You are only a facilitator with a coordination role. Belo are some key facilitation roles you will be playing.

- Ensuring that the purposes of each session of the framework is clear
- Making sure that group activity is clear, understood and accepted by everyone
- Serving the group when participants perform the activities in this manual
- Respecting what can and cannot be done within community setting
- Guiding the process by
 - Ensuring clarity on processes and facilitate consensus building among participants
 - Raising important questions when needed to inspire discussions
 - Creating space to express feelings and perceptions without judgment or discussion
 - Invite guests such as subject matter specialists to present facts and expert opinion
- Mobilizing participation by:
 - Encouraging free expression of all points of view and mutual respect and learning
 - Asking all groups for contributions
 - Demonstrating the behavior accepted by the group
 - Respecting and protecting the feelings of group members by one's own example

C. Ethics of Good Facilitator

You, as a facilitator, are not just a volunteer; but, you should be models of your community. The following are major ethical issues every facilitator should bear in mind.

- Well prepared and conscious about topic, contents you are going to facilitate for specific session – try to develop your skills and knowledge through trainings and reading
- Make sure that you are trust worthy by your own community
- Be time conscious and arrive in meeting places in time before participants
- Assume role of servant that any other
- Respect every one's idea equally irrespective of sex, economic status, religion, etc
- Keep personal integrity and respect values and beliefs of communities.
- Listening is an important skill and ethics that a good facilitator need to have. Carefully listen to participants and pay attention to perspectives of people
- Speaking – it is not sufficient to speak in a local language. A good facilitator also uses proper formal language that goes with the ethics and culture of the community

D. Documentation

A documentation process that includes verbatim reports accompanies each step of this process. Photos, maps and other community-designed illustrations like songs and drama are also used, deliberately respecting modes of documentation preferred by the community. Documentation is an ongoing part of this approach. It must be conducted in a rigorous way, starting from the first day. It is a process that provides information on activities, outcomes, including decisions and changes, and outputs, including community maps and timelines. In this approach documentation must have the characteristics of a 'thick' description. A thick description is not about what is observed at a superficial level by only noting what a person or a community does. The description goes well beyond appearances by:

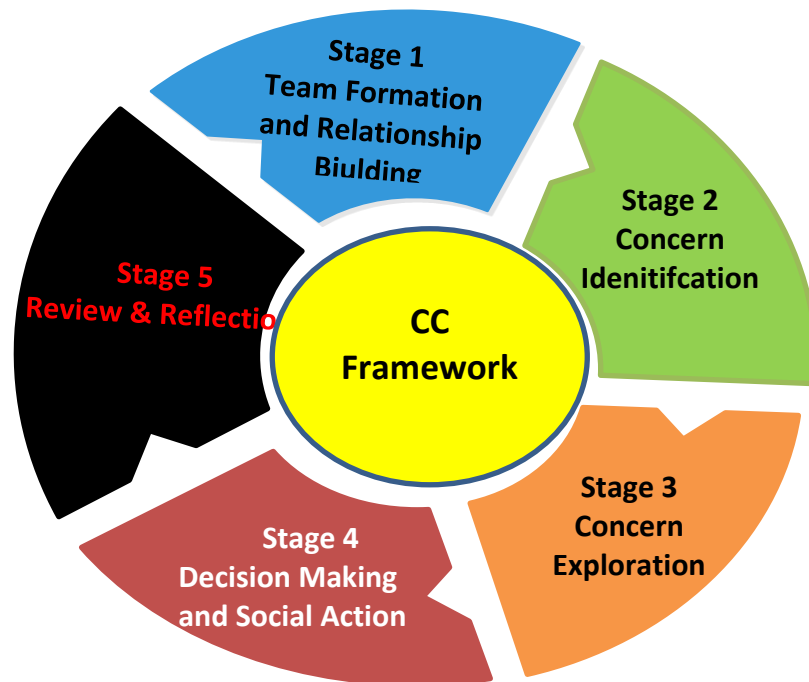
- Presenting a detailed explanation of the context, emotions, social and power relations, which enable people to work collectively
- Invoking personal feelings and emotions
- Locating an experience within an appropriate historical context
- Demonstrates the importance of an experience or the evolution of events for persons concerned

Documentations should be carried out every day using tape/video recorders when needed, everyday detailed minutes and/or regular reports (Please see annex A for reporting template). Facilitators should never forget to document everything they observe and hear.

3. Community Conversation Methodological Framework Facilitation Guide

A. INTRODUCTION

The community conversation process has five basic stages, but before the five stages initiated preliminary preparation is very vital. During the preliminary preparation time, mutual agreement shall be reached with partners and coaching facilitators and selecting change team members is going to be performed. The five basic change process stages are as follows.



B. PRE- COMMUNITY CONVERSATION AND PREPARATION

After you received the facilitator's training on community conversation, you will need to actively participate in early preparation works that take place before the main community conversation is launched. You will need to support organization managing this process identification and mobilization of development partners, government stakeholders and community members in your area to participate and to provide support. Your active participation is also required to organize and undertake CC launching stakeholder meeting/workshop. This platform is an opportunity for you to get recognition in your community as CC facilitator. This makes the processes ahead of you much easier.

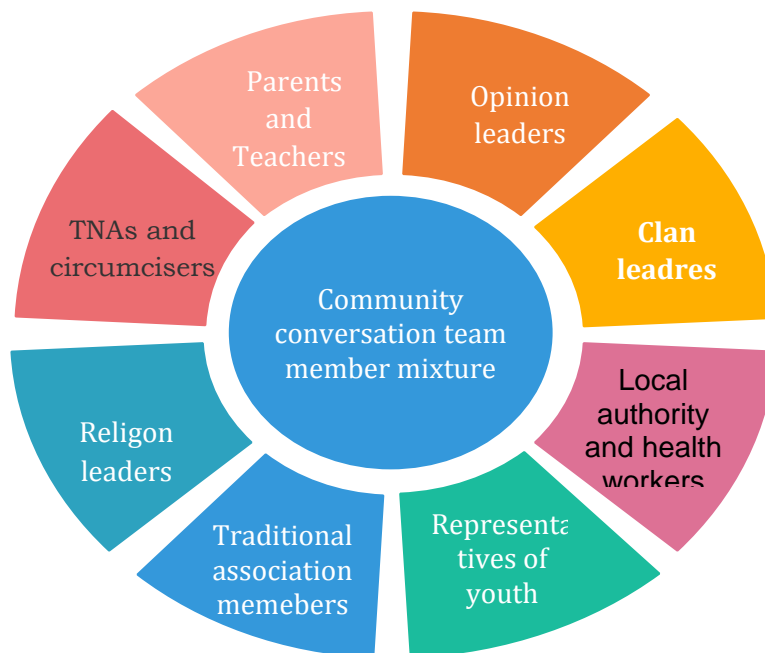
This CC launching workshop is also a platform for participants to understand the overall purpose of CC, and understanding on expected outcomes and roles the different stakeholders are expected to play in the process from selection of CC participants to the supporting the change processes at later stage.

At this platform you will also build relationship with village leadership for you to get support when you go back to your communities, select and mobilize CC participants and commence CC sessions.

C. SELECTION AND REGISTRATION OF COMMUNITY CONVERSATION TEAM MEMBERS

The facilitators will do the following :

- Explain about the formation of community conversation team to the stakeholders and community representative at village level and request them to take part actively
- Accept their comment and identify institution, groups, or social segments who can be supporter for abandoning female genital mutilation
- Identify individual (male or female) who represent the institution, group or social segment to be a participant in the community conversation and play significant role for accelerating the change process (maximum 70 minimum 50). In areas where the community is scattered, if there is a situation in which it is not possible to attain this number of participants, discuss with the programmer coordinator and reduce the number, but they shall not be less than 30.
- Record the information of the nominated individuals as per the guide line and inform them about the first day for the CC.



Picture 1: Recruiting and selection of community conversation team member

Facilitator note:

Community refers to a group of individuals /households who live in the same geographic areas sharing certain characteristics such as culture and language. Individuals within one community have unique personality, belief, responsibility and different perspectives. CC team should represent different segments of the community to take part actively in the conversation to ensure the sustainability of the change. Sex and age composition should be considered carefully and has to be balanced. To this end, it is strongly recommended that CC participants are represented from community categories indicated in the figure 2 above. The number of CC participants may vary for various reasons but the reasonable number between 50-70 with 50% being women.

3.1. COMMUNITY CONVERSATION TEAM FORMATION AND RELATIONSHIP BUILDING

This is the first social change process and takes place starting from the first day of the conversation. The purpose of this session is to start building team and relationship between the facilitators and the team members and among the CC participants themselves, to set common agreement and goals. This step is beyond the participants and all others actors self introduction during the community conversation sessions, meetings and trainings. Good relationships should be built between facilitators and communities, among facilitators and among communities you mobilize. Before community conversation sessions start, facilitators need to work with every participant where possible to familiarize the purpose of the whole process.

Objectives

- To improve participation, listening, open discussion and confidence to reflect one's own views among the participants and facilitators;
- To understand the objectives of the CC
- To ensure the spirit of mutual learning, team work, trust and respect
- To develop agreed upon rules and regulations as a CC team
- To encourage open discussions and get better self confidence to talk to each other
- To increase self-esteem of participants to say "I have and I can"

Change Indicators

The following are some key change indicators that facilitators will need to check and document with examples before passing to the next session of CC.

- Participants calling each other by names and/or nicknames
- Participants refer to different communities in their villages
- Women, girls and lower status individuals freely speak out their views
- Participants start to notice local resources and capacities they didn't notice before
- Sitting arrangements change showing equality between old, youth, women, men etc
- Listening capacity and tolerance among the participants improved

Necessary resources

- Flash cards with different picture (equal with the number of the participant), pen, paper, notebook, marker and flip charts

Early preparation for the session

- Prepare flash cards equivalent to the number of CC participant
- At the opening ceremony invite the local administrator, coordinator, representatives from various government ministries such as Ministry of Women

Development and Family Affairs (MoWDFAFA), Ministry of Justice and Religion and Rehabilitation (MoJRRAR) and any other key stakeholder

The Daily Major Activity

- Introduce the objective of the program to the community conversation team
- Introduce the community conversation team members
- Introduce the principles of community conversation process
- Set common rules for community conversation
- Set common vision or goal

ACTIVITY 1 : INTRODUCE PROGRAMME OBJECTIVE

Duration:  30 minutes

The facilitators will do:

- Welcome the participants
- Elaborate about the program objectives and detail activities
- Explain about the meaning of community
- Explain about the meaning of community conversation including duties and responsibilities of participants

ACTIVITY 2 : PARTICIPANT INTRODUCTION

Duration:  1:00 hours

The facilitator

- Give the card to each of the CC participants
- Pair the participant who have similar picture in the flash cards
- Give 15 minutes to the participant to meet, greet and introduce themselves to one another
- Let the participant take their seats and invite the each pair to introduce one another.

Facilitator note

Participant introduction

Though the participant are living in the same area ,this introduction helps to get closer and to speak in front of others and develop the skills of explaining one self so it shall be performed appropriately. Points to be raised during pair introduction

- Name, their village
- Job or means of living
- Unique Behavior that shall be known by other
- The reason to be the member of the CC

ACTIVITY 3 : KNOW THE PRINCIPLES OF CC

Duration:  30 minutes

The facilitator will introduce the community conversation principles and objectives. Invite participants to ask questions and elaborate in as much as possible.

Facilitator note

- Please refer to the section one to help you explain objectives and principles of CC

ACTIVITY 4 : SET AND APPROVE COMMON RULES

Facilitators will do the following

- Let the participant form a small group (7-10) participant
- Explain the concept of rules and why those will be important in CC process
- Make a discussion on rules that make the change process successful
- Ask group to present the rules and regulations they propose
- Facilitate until all participants agree on the rules and regulations

Facilitator note

The ultimate goal of community conversation process is to bring social change to abandon female genital mutilation and other HTPs that have been practiced for long period of time, so the participants shall participate actively and shoulder their responsibility. For the CC to be carried out by the participant, ground rules shall be set. The ground rule shall not be static but can be changed and adjusted with the development process of the CC stages and change processes. For example at stage six and seven participant are expected to make decisions and implement their plans; so, they need to set additional rules

Objectives of ground rules

1. To remind the participants of the expected character and code of conduct they need to respect and implement during CC session
2. To set ground rules that has to be respected at the time of the CC
3. To make the participant to discharge their responsibility and to enable them to agree on rules that brings accountability

Question for discussion

- When, where, at what time, for how long, at what interval shall be the meeting?
- Rules that we shall respect at the time of the CC (punctuality, not drinking alcohol, no side talking, etc.)
- What shall be done to on absentees and late comers?
- Members who are elected to serve as eye and ear of the community

ACTIVITY 5: REFLECTION AND INTROSPECTION

Reflection is a tool/activity to help participants internalize on issues they have discussed from own point of view and make critical analyses of oneself against issues of discussion and share that to participants. Reflection is not the same as recapping, sharing experiences or describing an event. It is a process of looking within ourselves and critically questioning and listening for answers from within (introspection). The process helps individuals to get in touch with one's own inner feelings and values. Thus, facilitators should start every session of community conversation/meetings with reflection.

 **Duration:** 20 minutes

Facilitators will do the following

- ✚ Ensure that the sitting arrangement is non-threatening, calm and comfortable.
- ✚ The facilitator sets the tone for the process and encourages individuals to be alone.
- ✚ The facilitator asks people to silently reflect on points of discussion for the day
- ✚ After five to ten minutes of silence, ask individuals who feel safe to share their thoughts and feelings.
- ✚ The sharing is optional and even silence is respected as a form of sharing. Clearly distinguish this practice from simply recapping events

Facilitator note

Reflection and introspection is practiced all the time at the beginning of each CC session to enable participants take time to reflect on their behaviors and attitudes related to the discussions in the previous sessions and voluntarily share.

ACTIVITY 6: POWER RELATIONSHIP

Relationship building between participants ought to be based on mutual trust, mutual concern, common benefit and development. There are imbalanced power relations among community members. All members of the community do not have equal opportunity to participate in community matters, to speak out their views, to be listened to and to share benefits among others. The few remains to have better status due to age, sex, economic or political status remains to be the superior and the remaining become recipients and subordinates. Women, girls and other marginalized communities are people who have the least power. Often meetings end up with views of few individuals such as elders or community leaders. This often results in miscommunication, biases, mistrust and lack of mutual learning and respect. This exercise therefore is prepared to help facilitators and communities to break this in CC exercise with communities. Give time to the activity exercise than description of power relationship.

 **Duration** 1 hour: 30 minutes

Facilitators will do the following

- ✚ Pair male and female or or people with imalanced power within the community
- ✚ Ask the pairs to choose a topic they want to discuss
- ✚ Ask the pairs to choose one of them as a boss and the other as a subordinate
- ✚ Ask the dominated person to sit on the chair and the dominator to sit on the floor and continue to talk and give order to the dominated
- ✚ Then ask them to change the seat and the dominant continues to talk to the subbordiante
- ✚ Then ask the pairs to continue with the role but they both sit on the chair and talk in the same way
- ✚ At the end of the exercise, let all the participants share their feeling by brainstorming and plenary discussion The facilitator communicates the objectives of the session

Questions for Plenary Discussion

- ✚ How did you feel when you were doing the first activity?
- ✚ What was your feeling like when you (as a dominator but sitting on the floor) were ordering your partner to do things?
- ✚ What was your feeling like when you exchanged roles?
- ✚ What have you learnt from the activities?
- ✚ How did you see the influence of power relations on the quality of relationships between people?

Facilitator note

This tool is fundamental to improve power relationship among all participants. The active participation and listening, mutual trust and respect among all participants and facilitators can easily be seen when this exercise is conducted well. Please give time and be conscious to prepare yourself ahead of the exercise with communities. Because this exercise may offend those who already own power in communities, facilitators need to take a great care while facilitating the exercise.

ACTIVITY 7: TEAM BUILDING

Communities are teams in action. Facilitation is mainly the coordination of a team process. It is often said that two heads are better than one good head. However, if the two heads do not work as a team, they may cause more harm than good. The following exercise is also designed to help communities understand the importance of team work.

Duration  1 hour: 30 munities

The facilitator will do the following

- ✚ Make groups comprising 7-10 individuals
- ✚ Avail only one marker and one flip chart to the formulated group
- ✚ Put the flip chart on the floor or table
- ✚ The assignment is that each group will draw an animal but without speaking to each other about what animal they are going to draw
- ✚ Ask each group of participants to draw an animal on a flipchart. One person at a time draws a part of the animal using a marker. Once done, the person passes the marker to the next person to draw another part. The marker is passed on again. All this is done without participants talking to each other. In case of non literates you may use grasses and trees to help them draw animal, house etc with the same process.
- ✚ Ask participant to name the animal and paste it on the wall.
- ✚ At plenary, participants/groups share their animals with each other.
- ✚ Ask participants the following two questions:
 1. How did it feel for you?
 2. What did you learn?

Then facilitators can explain the importance of teamwork at the end of the presentations.

ACTIVITY 8: HISTORICAL TIME LINE/TURNING POINTS

Effective community conversation begins with recognizing communities' capacities and achievements. To facilitate this, appreciative inquiry is a well recognized tool as a process that promotes positive change in communities by focusing on peak experiences and successes in the past. It relies on interviews and storytelling that draw out these positive memories, and on a collective analysis of success. This analysis becomes the reference point for designing further community action.



Duration 1:30 Hours

The facilitator will do the following

- ✚ Explain the purpose of discussing the exercise motivation
- ✚ Write the questions for group activity on the flip chart
- ✚ Organize participants in groups
- ✚ Groups nominate a leader and a reporter responsible for presenting their works in plenary.
- ✚ Encourage participants to self reflect before sharing their views to others in the group
- ✚ Ask suggestions from others on the questions set for discussion
- ✚ Exchange personal views with other members of the group

- ✚ Report the work in plenary and discuss as a whole.

i. Group work Question

1. What are the significant events that have impacted the community, with approximate dates or years they occurred?
2. Why were these events/circumstances important to this community?
3. What impact did these events have in the life of the community?
4. What changes happened in the community because of a specific event?

Facilitator note

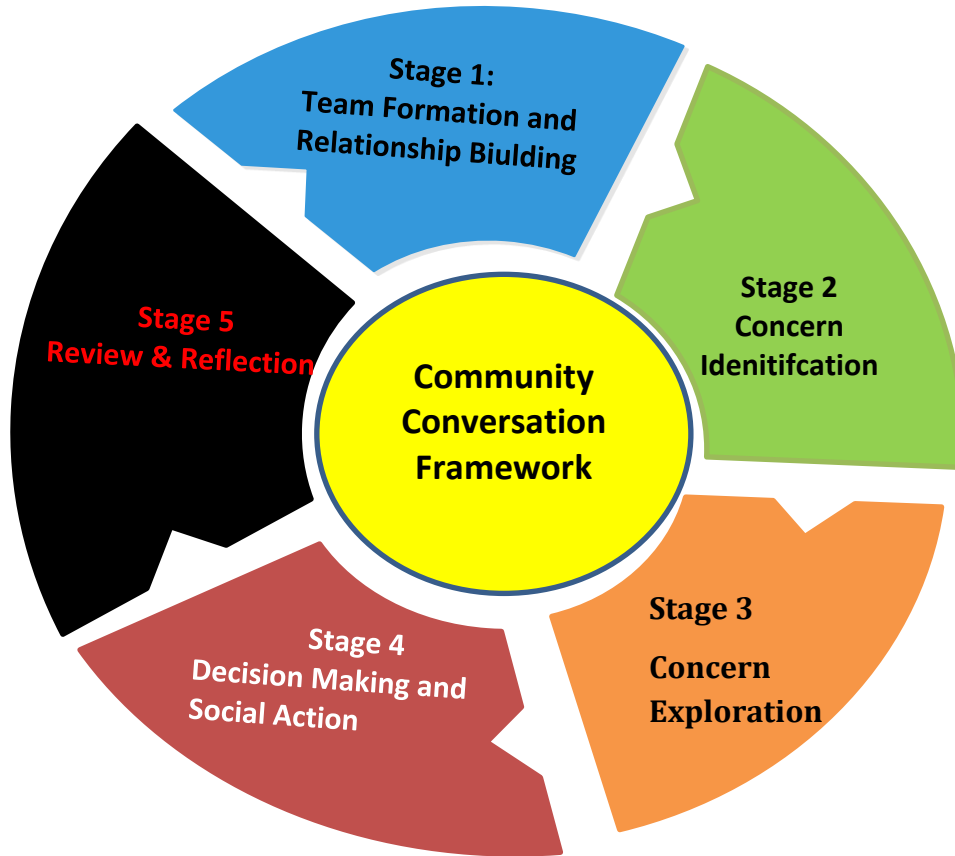
Try to take stock of key events/circumstances (such as war, drought, disease, etc) that the community have passed through and get what were strengths the community had to pass through difficult times. Make sure that you are very well prepared doing the following.

5. What were the feelings of community members around certain events?
6. How did the community withstood with the circumstance/event?

REFLECTION AND INTROSPECTION

- Ask participants to take moment of silence for few minutes and think about what they have learned in the past and how that is affecting them
- Ask them to share their reflection if they want to and move to the next section
- Give the chance to the eyes and ears of the individual who are selected by the participants to forward their ideas about what they have heard and saw
- Ask participants if they want to change anything in the process facilitation and take feedback positively
- Facilitators, based on the conversations so far, gives feedback and summary on the issues raised and the discussions made.

3.2. COMMUNITY CONVERSATION STAGE TWO-CONCERN IDENTIFICATION



INTRODUCTION

As you remember the previous section focuses on building relationship, building team spirit among participants, balancing power relationship among the community conversation group members and recognizing capacities of communities. In this section participants get involved in systematically assessing concerns that contribute to the expansion of FGM and other forms of GBV. The first step is for communities to understand FGM; it is also important that the community identify their concerns as distinct from needs. Looking at concerns generates many possibilities for action since the concerns usually reflect how a concern is experienced from within. This also helps to identify underlying causes that may lie in norms, values and attitudes and not only in the visible needs. Encouraged by strategic questioning and active listening, communities are able to identify their own concerns and needs. The facilitator should not define concerns on behalf of the community or impose his or her own views. What are preconceived as the community's concerns may not turn out to be so, and thus pre-designed solutions may not work. Building a good relationship with the community creates trust and confidence and encourages people to share their real concerns.

The discussions and activities in this section are intended to get participants identify these concerns and develop awareness.

The objective of this session

- To identify harmful traditional practices and understand the harm they causes
- To become aware of the prevalence of harmful traditional practice in the area
- Assess the awareness on harmful traditional practice and start to understand the connections between traditional values and beliefs and the practices

Change indicators

The following are some key indicators facilitators should check and document the following with examples before passing to the next exercise to check if the participants are on the right track of change progress.

- The of the participants are able to articulate forms of HTPs and GBV such as FGM, early marriage, and more
- Participants explain the major factors that facilitate the spread of GBV and HTPS as it links to traditional beliefs and norms within their community
- Participants agree on list of FGM and early marriage related health, social and psychological challenges
- Participants clearly identify who are most affected by FGM and Early marriage

Necessary resources

- Flip charts and marker or black board and chalk and registration forms to list down harmful traditional practice

Tools/Topics Included Under this Section

- Socio-cultural Dynamics
- Basic facts on the subject matter
- Reflection and introspection

Early preparation for the session

The early preparation that the facilitators shall make:

- Read and understand the facilitators note about female genital mutilation
- Facilitators shall divide their role
- Prepare pen and paper to list down harmful traditional practice

Major activities

- Identify harmful traditional practices, consider current situation
- Identify most vulnerable group of the society due to harmful traditional practice
- Create Awareness about female genital mutilation is harmful traditional practice

Role of Facilitator

- Explain about the goal and objectives of the CC session
- Make the participant to discuss the topic
- Make the participant to report the topic they discussed
- Summarize the topic they discussed and make agreement to be reached

ACTIVITY 1: BASIC FACTS ON SUBJECT MATTER – UNDERSTANDING HTPS-FGM AND EARLY MARRIAGE

Duration:  40 munites

The facilitator

- Ask participants to take moment of silence for few minutes and think about what they have learned in the past and how that is affecting them?
- Ask them to share their reflection if they want to and move to the next section.
- Invite an external person (subject matter expert/specialists) such as health professional, or gender person
- Inform the person/s ahead of time to prepare well to share their expertise (scientific) in a simple language to the participants on:
- Introduce the subject matter specialist to the participants and the purpose of the activity
 - Content the speaker needs to address
 - Definition of culture
 - Definition of tradition/norms
 - Definition of harmful and useful traditional practices
 - Provide examples of some of the useful traditional practices and elaborate how those are useful (this can be explained from health, right or any other perspective)

- Provide examples of some of the harmful traditional practices and elaborate how those are harmful (this can be explained from health, right or any other perspective and harmful)
- They may come as real cases/stories, study results etc that can help the communities understand the subject better
- Subject matter specialists do not provide their personal opinion, they only provide facts or make any analyses

ACTIVITY 2: BASIC FACTS, IDENTIFYING TRADITIONAL PRACTICES IN YOUR COMMUNITY

Please note that the the speaker stays with the participants through out the conversaion today.

Duration:  60 munites

- Once the speaker finishes, form groups as always
- And ask participatns to discuss on the following discussion questions below
- Ask the groups to present their findings
- Allow the participatns to ask any question to the speaker and allow the speaker to respond
- Complete the CC session with this.

Question for Discussion

The facilitator shall identify the question for discussion and explain to the participants and let them discuss in groups. The participant shall discuss on the following questions in groups and present their views to the whole group. Comment forwarded by the participant shall be summarized in the following table

- What are some of the cultural and traditional practices in your area?
- Do you agree with the the guest speakers ideas on division of traditional practices into useful and harmful? Why?
- Which of those practices are common in your community?
- Which of these practices do you think are harmful traditions?

Table 1 summary of harmful traditional practice in the area

No	Harmful traditional practice	The most vulnerable segment of the society (men/women/baby girl/baby boy)
1		
2		
3		
4		
5		

Region : _____

District : _____

Village : _____

Community conversation team or name of the area : _____

Facilitator name: _____

Date _____

Signature : _____

ACTIVITY 3: SOCIO-CULTURAL DYNAMICS- IDENTIFY HTPS AND USEFUL CULTURE

Duration:  40 minutes

The facilitator will do:

- Ask participants to take moment of silence for few minutes and think about what they have learned in the past and how that is affecting them?
- Ask them to share their reflection if they want to and move to the next section.
- Let the participants form small groups and list down good or useful cultural practices in their area
- Make the participant compare and contrast the useful cultural practices that they have mentioned now with the HTPs they listed in the previous activity
- Ask participants to present their lists for both HTPs and useful Cultural practices they listed during the last two activities
- If the participants mention a HTPs as a useful one, challenge them with strategic questions that can create discussion and debate among participants
- For the participants it may seem some traditional practices are useful and symbol of identity as they have been practiced for a long period of time.

Facilitator note

What is the difference between culture and harmful traditional practice?

Meaning of culture

Culture is very wide and complicated, knowledge, belief, art, ethics, rules and regulation that human being acquire, learn or adopt by way of life. Culture passes from one generation to another, inherited and it includes language, custom, ethical values that communities use to lead life. Culture is integral part of a society and cannot exist by itself without the society.

Meaning of harmful traditional practice

Many people consider harmful traditional practice and cultures are the same without realising the basic difference the terms have. Harmful traditional practices are useless traditions that descended from generation to generation and cause damage to physical, psychological, sexual and reproductive health, human right, and developmental growth of human beings. These get confused with useful cultures because they have been practiced for long and there are misconceptions about those practices.

Harmful traditional practices or useful culture

Some say traditional practices that descended from our fore-parents should be respected. However, studies show that communities will need to identify the good and the harmful practices so that they develop the good practice for the next generation and abandon the harmful practice.

ACTIVITY 4: SOCIOCULTURAL DYNAMICS- WHOS IS MOST AFFECTED BY FGM AND EARLY CHILD MARRIAGE

Duration:  30 minutes

The facilitator will do the following

- Ask the participants to go back to their previous groups?
- Write down the list of HTPs they identified in the past group discussion.
- Ask them the following questions
 - Discuss and decide who is most affected by each of the HTPs they identified? (men? women? boys? girls?)
 - How are they affected by each of those practices?

Ask them to present their group work and initiate discussion if there is no consensus on the list and who is most affected.

REVISION AND SUMMARY

- Facilitators based on the daily conversation give feedback and summary on the issues raised and the discussion made. This shall be done by listing down the HTPs identified and read them out to participants as closure. Give the chance to the eyes and ears of the individual who are selected by the participants
- Recall the place, time and day of the next CC session.

ACTIVITY 5: SOCIO CULTURAL DYNAMICS- UNDERSTAND FGM AND EARLY CHILD MARRIAGE HTP

Duration:  45 minutes

The facilitators shall appreciate and acknowledge participant activities and request to participate actively for the next activity and will perform the following

- Divide the participants in to small group(5-6 members)
- Make them to discuss on the questions below
- Allow each group to present the group work to the participant

Question for discussion

The facilitator divide the participant in to groups and let them to discuss the following question and to present their ideas together

- What is female genital mutilation and what is your experience about FGM?
- Is early child marriage common in this community?
- Why do you or your neighbors or the community at large practice FGM?
- Do you think that female genital mutilation needs to be abandoned? Why?
- After each group reflects, the facilitator appreciate the participant and summarize this activity

ACTIVITY 6: SOCIO CULTURAL DYNAMICS - ASSESS REASONS FOR FGM PRACTICES

Duration:  45 minutes

The facilitator will do the following

The facilitators shall appreciate and acknowledge participants activities and request to actively participate secondly the next activity. With this session, participants will have an opportunity to reflect their religious and legal understanding and perspectives on FGM.

The facilitators will do the following:

- Divide the participants in to small group (5-6 members).
- Ask them discuss on the questions below. Ask them to present the results of their discussion to the larger group.

- Open up for questions and answers and discussions.
- Appreciate the participants and close the meeting.

Question for discussion

- What are the reasons for FGM practices in your community that are most acceptable?
- Do you think that there is any religious obligation to practice FGM?
- The groups present their work to the participants; allow for questions and answer
- List down the reasons listed by the participants and read them out.
- Give the chance to the individuals selected by the participants as eyes and ears to share their ideas about what they heard and saw
- Remind the participants the time, day and place for the next discussion

Facilitator note

Female Genital Mutilation

Female genital mutilation is defined as, partial or total removal of the external female genitalia. Currently over 100 million women aged between 4-12 are estimated to have undergone the procedure world wide. There are no known benefits of FGM; to the contrary, the practice causes many health and psychological complications. Further, female genital mutilation has no religious support.

Types of Female Genital Mutilation:

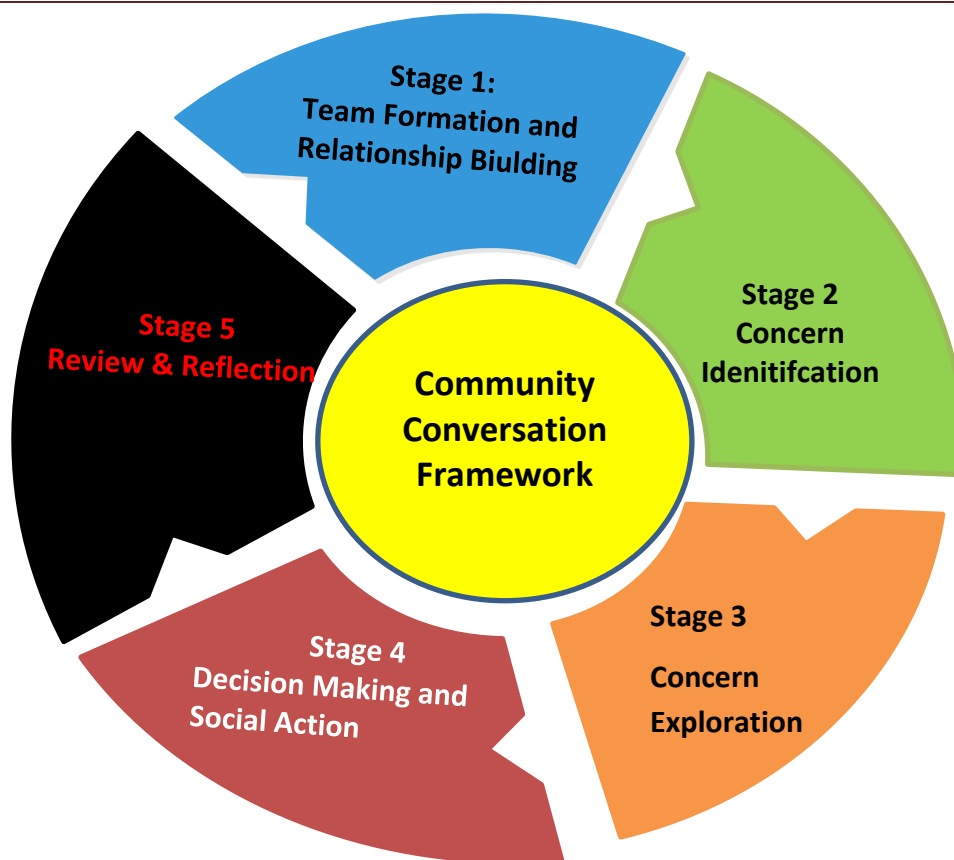
There are four types of female genital mutilation. In our country the three types of genital mutilation practiced

- Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
- Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are “the lips” that surround the vagina).
- Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.

Negative Effects of Female Genital Mutilation

It harms girls and women in many ways. For example, cervical evaluation during labour may be impeded and labour prolonged or obstructed, sexual intercourse problems (pain during intercourse, decreased satisfaction, bleeding, and infection that at times lead to fistulae).

3.3. COMMUNITY CONVERSATION STAGE THREE – CONCERN EXPLORATION



INTRODUCTION

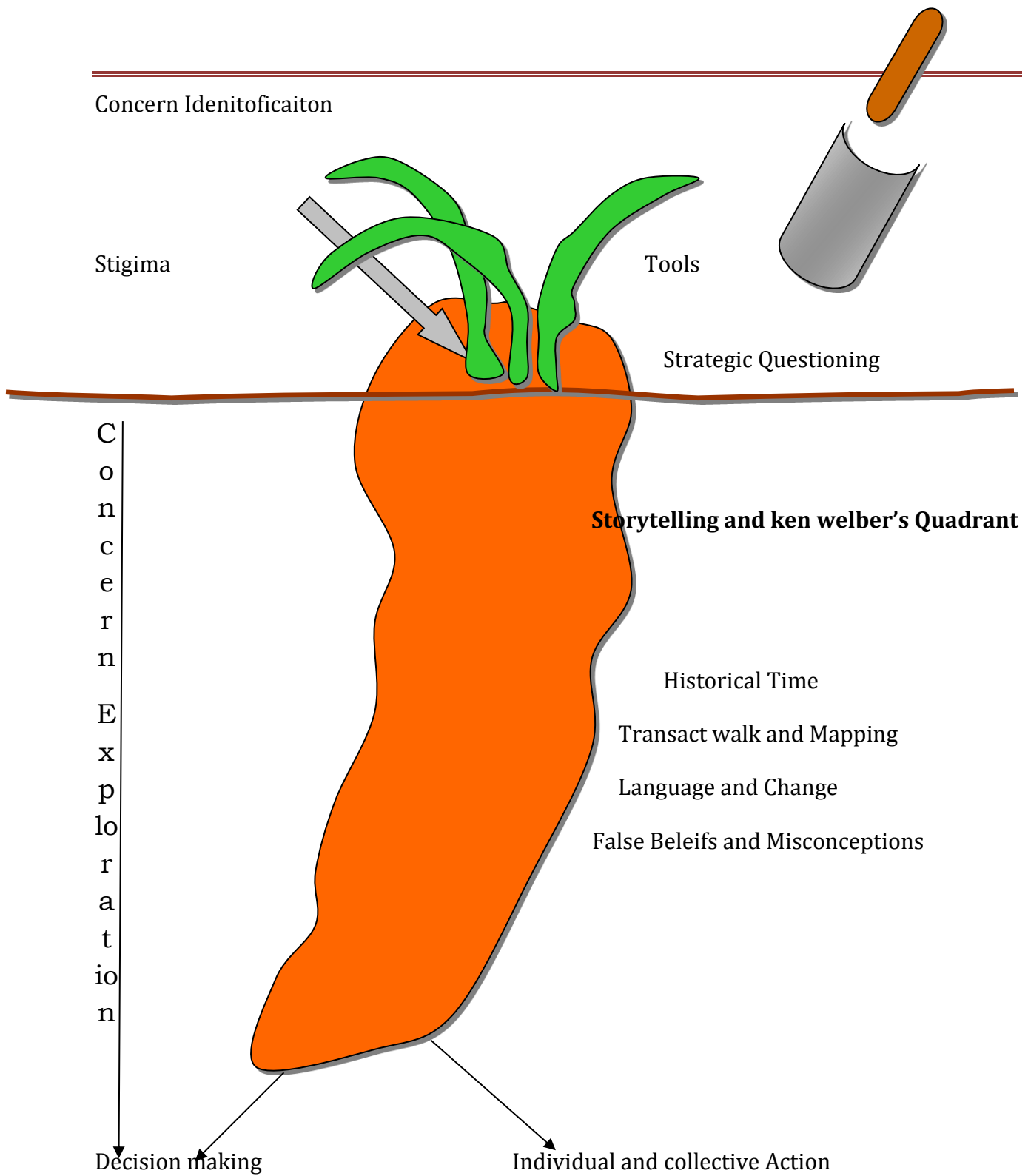
Community concerns like HTPs/FGM are highly interwoven in the ways of lives of the community. Socio-cultural and customary practices, values we have acquired; gender bias, power relationship and misconceptions about those attitude and practices significantly affect the concerns. Thus, it is very important to carefully explore these linkages and critic their actions as communities, individuals and institutions before going into any form of decision making to abandon FGM and early child marriage. This process guarantees consideration of all views and perspectives prior to the stage of decision making. Facilitators should take few minutes in explaining why it is important to explore concerns with some analogies that are familiar to the community. Such as potato degging or ghree making or even exploring grazing lands to explain what concern exploration means. The activities in this section are aimed to help participants further diagnose causes and consequences of concerns they have identified in the past to make decisona that can result in long lasting solutions.



The facilitator does the following.

- Ask participants to explain the process of ghee making (CAANO LULID) in somalie community.
- Ask what cares the person who process should take into account in doing this job
- Ask what happens if the steps are not carefully followed
- Ask participants how a person examines whether the it is ready to harvest butter or not

Ones the participants share their views, now the facilitator can take time to explain about how important it is to carefully dig deeper into the issues of FGM and early marriage and examine carefully and step by step so that the communities understand causes and consequences of the practices, religious, health and legal perspectives of the practices and make decisions based on facts and knowledge.



The objective of Exploration Session

- To enable participants make in-depth analyses of the social, cultural, religious and political factors/causes and consequences of FGM
- To enable participants make in depth analyses on successes and limitations of attempts, strategies and ways to bring about change by individuals CBOs, government, religious institutions and NGOs

To enable all participants understand the way their every day actions, attitudes and behaviors are linked with FGM identified and change their attitudes

Change indicators

The following are key indicators of change the facilitators are required to check and document before passing to the next session. This will help you understand if you are on the right track of desired change.

- Participants argue and agree on the major and root causes of FGM and ECM
- Participants will be able to articulate the power relationship between men and women in making decision about FGM and ECM practices
- Participants will start to articulate that FGM and ECM are not religious obligations
- Participants are able to articulate legal and health consequences of FGM and ECM
- Participants show personal commitment to change the power relation between men and women in their respective households in decision making
- Individuals will start to tell on CC meetings about their individual decisions on FGM and ECM practices

Necessary resources

- Flip charts and marker or black board and chalk

Early preparation for the session

Early preparation that the facilitators shall make:

- Read and understand the story of Fatima below
- Invite religious leader and health professionals in the area who oppose female genital mutilation
- Prepare flipcharts and markers to list down harmful traditional practice

Major activities/Tools

- Socio Cultural dynamics analyses
- Stock taking of current approach Transact walk and mapping
- False beliefs and misconceptions analyses

- Story Telling and Analyses

Reflection and Introspection

Before proceeding to the daily discussion, the facilitator shall let the participant to reflect what they have remembered about previous session through the following question

- Ask participants to take moment of silence for few minutes and think about what they have learned in the past and how that is affecting them?
- Ask them to share their reflection if they want to and move to the next section.
- Have you tried to share the information from the previous session to your family or to others in your area?

ACTIVITY 1 : STORY OF FATUMA

Duration:  **1 hour**

Facilitator tasks

- Make the participants seat in relaxed manner and to listen attentively
- Present the story of Fatuma
- After the end of the story make the participants be seated in groups
- Present questions for discussion
- Present additional explanation from the facilitator note about female genital mutilation if needed

STORY OF FATUMA

My name is Fatuma. I was born in Eyl village. When I was child I was mutilated and stitched as per the culture of the area. With a big scar on my genital, the only place left open was only for passage of urine and menstrual fluid. But the opening was too narrow than usual and I suffered a lot during the time of menstruation and when passing urine. . As a result, my menses became irregular. . Given my lack of awareness, I did not even go to health center to get relief from the pain. Besides, I believed that that was just my fate as a woman. When I was 13, I got married to a man who was much older than me. I was not happy with the idea of the marriage but could not say, “No” as that could cause huge discrimination from my family, religious leaders and the community. A woman whom I have known in the past got married and she told me how painful it is to have sexual intercourse and in fact when I got married, I also faced the same. In order for me to have sex, the stitch had to be torn, during which I would get badly hurt while my legs would shiver from fear and pain. Female genital mutilation had been practiced in my community for a long period of time and it is considered as normal. Women like me suffer silently accepting it as their fate. It is believed that girls can stay virgin if they are mutilated the way I was. No one recognizes the pain that women have to endure. . Actually it is difficult to blame my family as it is accepted practice in the society. I got pregnant before I was 18 years old. Though I gave birth after suffering from prolonged labor, I had complication for a long period of time. Actually I had witnessed loss of life of other women in the hospital I was admitted to due to the health problems related to FGM. As

I grew and got wiser, I understood that there is not any rational ground for the practice in my community and I decided to work with my community to abandon the practice. Fortunately, I have played my role to abandon FGM in our area for many years now.

I have brought up my daughter protecting her from the practice, now she is 13 years old and in grade six. Currently individuals and religious leaders are working together to abandon the practice and if we find any person performing this practice we will bring them to justice. I will continue my effort until this practice is abandoned in our country.

Question for discussion

The facilitator will let the participants discuss following questions;

- Is such a story common in your area? What do you feel about Fatuma?
- Is FGM and early child marriage common practice in your area? Explain about the practices? How is it performed...etc?
- Do you think FGM is useful? Why? Do you think harmful? How?
- Do you think early child marriage is useful? Why? Do you think harmful? How?
- What did Fatuma suffer from?
- Why do you think the complication occurred to Fatuma at the time of delivery?
- Why Fatuma family and the community practiced FGM?
- How can we protect females like Fatuma from such practice
- Ask each group to share their group work with the large group
- Encourage questions and answers and debates

ACTIVITY 2 : STOCK TAKING OF CURRENT APPROACH - IDENTIFY THE AGE OF THE PRACTICE AND THE PRACTITIONER

 **Duration:** 35 minutes

Stock taking of current approach is a tool that helps facilitators and CC teams to take stock or count all current approaches and responses that are designed and implemented by different governmental and non governmental organizations and see what worked well so far and what didn't. Individuals, families, community, governmental and non-governmental organizations play different roles and power in decision making processes. This tool helps facilitators and community conversation teams to reflect on who makes decision about FGM and child marriage, who is most affected by the impact of those practices and examine why this is so and take account of legal and religious perspectives regarding these practices. This gives ideas for CC teams about who to target in their responses and look at ways to coordinate with existing legal and religious responses.

Facilitators will do:

- The facilitators should appreciate and acknowledge participants' activities and request to actively participate for the next activity.
- Divide the participant into small groups (5-6 members). Ask participants to discuss on the following questions in their respective groups.

Questions for Discussion

- In your area at what age? , where? And by whom? is FGM practiced,
- Who make the decision about FGM (mother, FatherOthers)? Why?
- Who makes the decision about girl's marriage? Why?
- Ask the groups to present their work and encourage questions, answers and debates among participatns?

ACTIVITY3: STOCK TAKING OF CURRENT APPRACH - FGM PRACTICE FROM RELIGION AND LEGAL PERSPECTIVE

Duration:  1:30 hours

The facilitators shall appreciate and acknowledge participant activities and request to actively participate in the next activity. The facilitators will do the following,

- Invite a religious leaders (atleast two) guests who oppose FGM and can help in explaining religious perspectives of FGM. This guests can be among the participants if the facilitator faces difficulty to find one.
- Introduce the leader to the participants and explain why they came. They will be at the conversation through out the session.
- Ask participants to take moment of silence for few minutes and think about what they have learned in the past and how that is affecting them?
- Ask them to share their reflection if they want to and move to the next section.
- Divide the participant in to small group (5-6 members)
- Ask the participants to to discuss on the questions below.
- Ask groups to present their group work discussion
- Encourage participants to ask questions and keep the conversation from going to debates. You can keep some difficult questions for the religious leader to respond to.
- Invite the religious leader to talk about wether there is an obligation to practice FGM
- The health consequences of FGM and what role they played and they can play

Questions for discussion

- What is the stand of religious leaders about FGM?
- Is there any religious provision that oblige you to practice FGM?
- What will be the role of religious leader to abandon FGM?
- What efforts were made by religious leader to abandon FGMso far?
- What is the stand of clan leader about FGM?
- What will be the role of clan leader to abandon FGM?
- What efforts were made by clan leader to abandon FGM so far?

ACTIVITY 4: BASIC FACTS - IMPACTS OF FGM AND EARLY CHILD MARRIAGE

Duration:  1:30 hours

- Invite health and legal professional to the community conversation.
- Introduce guests to the participants
- The facilitators shall appreciate and acknowledge participants and request to participate actively in the next activity.
- Ask participants to take moment of silence for few minutes and think about what they have learned in the past and how that is affecting them?
- Ask them to share their reflection if they want to and move to the next section.
- The facilitators will arrange the participant in small groups and ask them to discuss on the questions below
- Let groups present their outputs of their group discussion.
- Encourage questions and answers among participants.
- After the presentation, invite the experts to explain health and legal consequences of practicing FGM. They will take turns to talk about FGM from health, human rights and legal perspectives.
- Encourage participants to ask questions and give opinions.

Question for discussion

- What are the benefits of FGM?
- What are some of the beliefs that reinforce FGM practice?
- What are the negative impacts of FGM and ECM practice? (let the participants compare their list with fatuma story),
- Which of the negative impacts are more severe?
- Have you witnessed any of these impacts in real life in your family or community?
- Does FGM and ECM violate human rights? Is FGM a legal practice?

REVISION AND FEED BACK

- Facilitators will revise and give feedback on the activities, discussion and issues raised.
- Give chance to the eyes and ears of the individuals who are selected by the participants to forward their ideas about what they heard and saw.
- Remind the participants about the time, date and place for the next discussion.

Law and government policies issued concerning harmful traditional practice

Date of issue	Law and government policies issued concerning harmful traditional practice	Detail issues
2012	The Constitution	Upholds protection of human rights; prohibits harmful practices and terms circumcision of girls as a cruel and degrading customary practice which is tantamount to torture.
2014	Anti-FGM Policy	Outlaws the practice of all forms of FGM
2015	Ratification of the Convention of the Rights of the Child	Somali children hold legally binding rights for the Government to promote and protect their rights
2018	Sexual Offences Law	The law criminalises all sexual offences

REVISION AND FEEDBACK

- Before the end of the session the facilitators will summarise the key points and consensuses built during the CC session.
- Give chance to the eyes and ears of the individuals who are selected by the participants to forward their ideas about what they heard and saw.
- Remind the participants about the time, date and place for the next discussion.

ACTIVITY 5: LANGUAGE AND CHANGE IDENTIFY SAYINGS, WORDS AND PROVERBS RELATED TO FGM

Duration:  1:30 hours

The objective of this session

- To identify and understand customs, words and sayings found in the society that reinforce FGM
- Substitute existing words and sayings with others which helps to abandon FGM

Necessary resources

- flip charts and marker or black board and chalk

Facilitator early preparation for the session

- Facilitators have to read and understand the facilitators note prepared for this session

The facilitator will:

- Appreciate and acknowledge participants and request to participate actively in the next activity.

- Ask participants to take moment of silence for few minutes and think about what they have learned in the past and how that is affecting them?
- Ask them to share their reflection if they want to and move to the next section.
- Ask if there was any effort made by participants to share to the family member or their constituencies or others about your learnings from previous CC sessions
- Use the facilitator note to explain about impact of language and how communities use them.
- Devide the participants to groups of 5 - 7 individuals
- Ask them to undertake discussions based on the questions below.
- Ask groups to make their presentations
- Encourage questions and answers among participants
- Register the lanugages identified and their replacements proposed.

Facilitator note

Please biuld good relationship with religious leaders, health and legal experts who can help you in explaining facts from different perspectives. Don't try to be source of knowledge. Your role is just facilitation and get the knowledge and expertise from those who have them. In fact ,if you have exeprtise in one of those, there is no harm of using that to accelerate the conversation processes.

Question for discussion

- Identify words and saying which have negative influence in the society concerning FGM and ealryu child marraige
- Discuss how these words and saying make negative influence
- Find postive and motivating words to substitute the negative ones
- Use the following words as example

Examples of words and sayings with negative impacts	Examples of Words and sayings with Postive impact
Removal of dirt Uncut girls become promiscious Uncut girls break household utencils	God created human being whole Uncut girl is whole

Facilitators note

In different areas, communities have their own sayings, words and proverbs that can feul orprohibit practices. Helping communities identify those and replace with more motivational words will help to bring sustainable change on attitudes that reinforce practices of FGM.

Communities have negative saying and words related to FGM and those are reflected in daily lifes of the people and motivate FGM practices. Abandoning FGM will need substituting those languages with positive language that can discourage the practice and promote wholness.

REVISION AND FEED BACK

- Facilitators based on the daily conversation give feed back and summary on the issues raises and the discussion made
- Key points of the conversation will be list down in the filp chart or black board and then will be read to the participant
- Give the chance to the eyes and ears of the individual who are selected by the participants to share their ideas about what they have heard and seen.
- Remind the participant the time, date and place for the next community conversation session.

ACTIVITY 6: FGM IN KEN WELBER'S QUADRANT (THE FOUR CHANGE WALLS)

Wilber's four quadrants represent one of the most powerful analytical tools, which allow participants to make detailed analysis of external and internal causes and origins of our behaviors and practices. In addition, it allows exploring the relations between the intentions and values practices both at individual and collective level. The responsibilities can be situated in the quadrant, according to their nature. This is an exercise which is very important to categorize root challenges and make it more visible for action.

Ken Wilber's Quadrants – Aligning Values and Actions

	Inner (Subjective)	Outer (Objective)
I (Individual)	Beliefs, Intention, Attitude: "I value..."	<u>Actions, Behavior</u> : "My actions embody"
We (Group or Community)	Culture, Tradition, beliefs, religious, Norms: "We value"	<u>Structure/Policy/Material/Money/Law Systems</u> : "In our actions we strive towards"

Objectives

- Identify the cause for sustaining the problem at individual, family, community and institution level;
- Understand relationships among individual, family, community and institution level
- To develop skills for assessing the causes of female genital mutilation

Necessary resources

- flip charts and marker or black board and chalk

Facilitator Early preparation for the session

- Facilitators has to read and understand the activities and the facilitators note prepared for this session

Duration:  1:30 hours

The facilitator will:

- Appreciate and acknowledge participants and request to participate actively in the next activity.
 - Ask participants to take a moment of silence for few minutes and think about what they have learned in the past and how that is affecting them?
 - Ask them to share their reflection if they want to and move to the next section.
 - Ask if there was any effort made by participants to share to the family member or their constituencies or others about your learnings from previous CC sessions
- Facilitators' activity
- Tell the objective and explain about the four wall and its use
 - Arrange participants in small groups of 5-7
 - Make each group to fill in the following with the support of people who can write.
 - If literacy is so much a problem, the facilitator may wish to undertake discussion on each of the quadrants in plenary and register them on flipchart
 - Make the groups present their works and encourage questions and answers
 - Register the commonly agreed up on behaviours, attitudes and beliefs that determine action of FGM

Behavior/Beliefs	Action/outcome
Quadrant 1: Individual behaviours, beliefs. Eg. I believe that virginity is important	Quadrant 2: Actions that are result of individual behavior. Eg. I let my girl get mutilated
Quadrant 3: Collective believe that FGM is a good practice that helps for women health	Quadrant 4: Our legal system is loose to punish perpetrators or we do not have any law in place against the practice

- Present group works to the participant and discuss
- Identify and register causes agreed by all

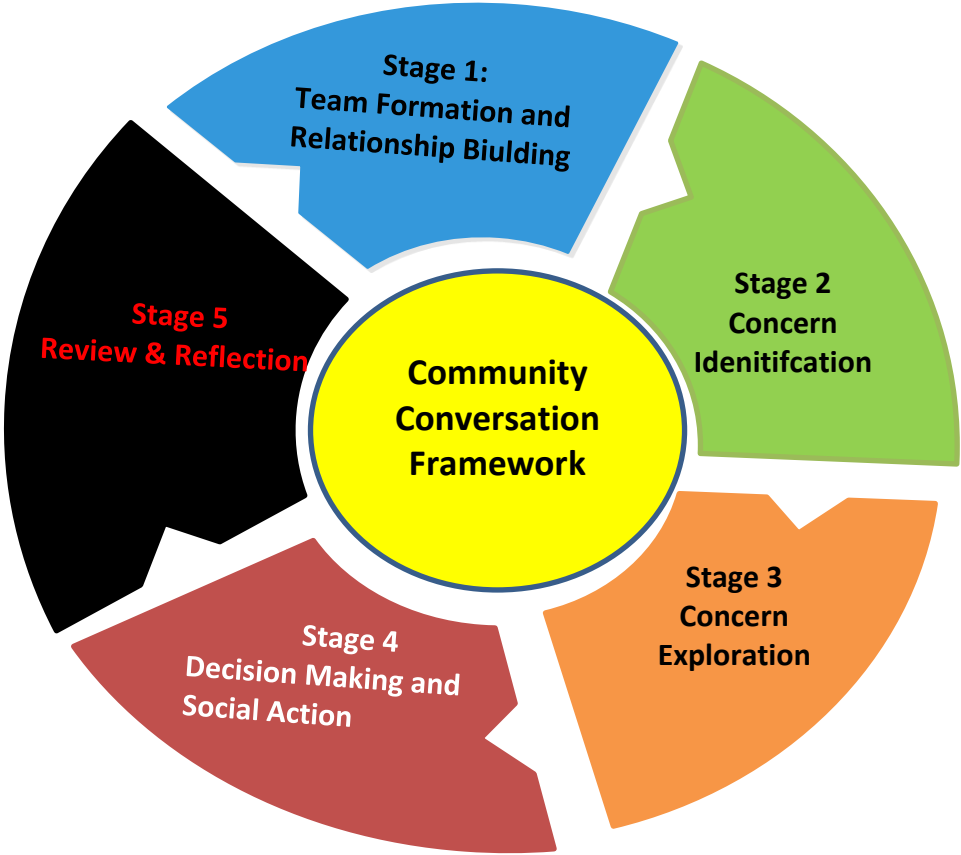
Question for discussion

- Identify individual attitude, knowledge, thought, which FGM practice. See the behaviours and actions separately. (Quadrant 1 & 2)
- Identify family attitude, knowledge, thought, which reinforce individual behaviors to sustain the practice of FGM (Quadrant 3)
- Identify community attitude, knowledge, thought, which reinforce individual behaviours to sustain the practice (Quadrant 3)
- Identify detail government procedure and environmental issues which sustain the practice or favourable condition to resist the action to stop this practice (Quadrant 4). It is possible to consider from legal, policy, structural matter or basic service delivery and from all conducive facts

REVISION AND FEED BACK

- Facilitators based on the daily conversation summarise key points of discussion. To recall the points discussed, it will be registered on the flipchart and minute register and read out to participants.
- Give the chance to the eyes and ears of the individual who are selected by the participants to forward their ideas about what they have heard and saw.
- Remind the participant the time, date and place for the next discussion.

3.4. COMMUNITY CONVERSATION STAGE FOUR: DECISION MAKING AND SOCIAL ACTION



Introduction

Now participants have built strong relationship among themselves and with the general community; identified their concerns; explored root causes and consequences of FGM and early child marriage. This stage is all about making decision for collective social action on concerns. Facilitators need to remind participants on major issues of decision based on review and reflections documented for each session. At this CC stage, CC participants will make decision for social action.

Objective of the session

- To pass social decision to abandon female genital mutilation and other HPs like Early Child Marriage
- To identify and align resources that are required to implement social actions

Change Indicators

Check and document the following indicators with examples and case stories of change before passing on to the next session.

- Participants put together clear decisions to abandon FGM and ECM practices in their communities
- Participants put together byelaws that articulate sanctions to discourage FGM and ECM practices at household and community level
- Participants appreciate their skills and capacities in linkage with the concerns identified
- CBOs start to discuss on FGM and ECM
- People start to take their individual actions on behaviors and practices that aggravate FGM and ECM

Necessary resources

- Flip charts and marker or blackboard and chalk

Facilitator Early preparation for the session

- Facilitators have to read and understand the facilitators note prepared for this session

ACTIVITY 1 : TO REACH ON COMMON AGREEMENT AND PASS DECISION TO ABANDON FEMALE GENITAL MUTILIATION

Participants need to develop bylaws or social contracts that govern decisions they make and for communal interactions. If participants reach consensus on each proposed rule, in spite of minor breaches, there will be a greater possibility of enforcing them appropriately in the course of their daily lives. Laws must be applicable and should not be unconstitutional. This also depends on the long standing community tradition of governing each other in their CBOs on use of resources such as rivers, grazing lands, forests etc. Disobedience results in isolation from these social self help associations and from recognitions as community member which

no one affords to lose. This is also a practice of reaching consensus and makes bylaws that govern behaviors, practices in their communities.

Duration:  1:30 hours

Facilitator will:

- Read the special message for the facilitators appreciate the progress and change achieved so far, acknowledge the participant motivate and initiate for next activity
- Appreciate and acknowledge participants and request to participate actively in the next activity.
- Ask participants to take moment of silence for few minutes and think about what they have learned in the past and how that is affecting them?
- Ask them to share their reflection if they want to and move to the next section.
- Ask if there was any effort made by participants to share to the family member or their constituencies or others about your learnings from previous CC sessions
- Participants divided into groups with the number 5-7 members
- The facilitator discusses with the participants the importance of having agreement and forming bylaws against root causes of FGM practice
- Let them discuss on the questions below
- Share their group work discussions to the larger group
- Encourage questions and answers
- Then give an assignment to representatives of different institutions so that they can share with their members

Question for discussion

The facilitator will divide the participants into smaller groups

- Write and present the cause for FGM and ECM identified in the previous sections
- How can you stop them individually and as community
- Make decision to stop the practice
- Make bylaws to punish violators and confirmists

REVISION AND FEEDBACK

- Facilitators will share key points of discussion and key decisions made.
- Give the chance to the eyes and ears of the individual who are selected by the participants to forward their ideas about what they heard and saw.
- Remind the participant the time, day and place for the next conversation.

Objective of the activity

- The participants assess local community capacity
- The member of the group identify and understand their ability, skill and strength as an individual and group

- Understand how they can use, individual, group and social capacity and resource to abandon FGM
- Ensure Participation of all sectors of the community to create sense of ownership and abandon FGM
- Explain how and when the agreements, decision and action plans will be implemented
- Design a system to support and follow up activities to ensure they are performed as per the time table

Necessary resources

- flip charts and marker or blackboard and chalk and form for social plan

Facilitator Early preparation for the session

- Facilitators has to read and understand the facilitators note and activities prepared for this session

Facilitator will:

- Appreciate the progress and change achieved so far, acknowledge the participants, motivate and initiate next activity
- Appreciate and acknowledge participants and request them to participate actively in the next activity.
- Ask participants to take moment of silence for few minutes and think about what they have learned in the past and how that is affecting them?
- Ask them to share their reflection if they want to and move to the next section.

Ask if there was any effort made by participants to share to the family member or their constituencies or others about your learnings from previous CC sessions

ACTIVITY 2: TRANSACT WALK FOR RESOURCE MAPPING

Transact walk is one of the methods participants employ to explore resources including individual, institutional, communal resources that can be used to abandon FGM in their community. It helps people to survey, observe and understand the environment in which they live. As a process, it involves a personal review and group exploration and analysis of physical and social resources that might have been overlooked in discussions and help participants to visually recognize those resources to align with their action plans to abandon FGM.

Objectives

- Enable participants better understand the community and the locality in which they live as linked to harmful practices such as FGM
- To help participants distinguish the community strengths and resources that can be used to abandon FGM.

Duration:  1:00 hours

Resources required: Flip charts, markers and abrotape;

The facilitator will:

- Explaining the objectives of the exercise
- Determine a specific community area for the walk
- Organize participants in teams/groups walk through the community in various patterns without specifically questioning people, but looking and observing the community environment.

Questions for Group work

From your observation during your transect walk

- What strengths and community resources you observed that can be used to abandon FGM and ECM
- What are some of individual and social resources you observed that can help to abandon FGM and ECM
- What are some institutions you observed that can help to abandon FGM and ECM?
- Are there physical resources you observed that can help you abandon FGM and ECM?

ACTIVITY 3: RESOURCE MAPPING FOR FGM ABANDONING FGM

This activity comes next to the completion of the transect walk. Mapping helps participants to visualize the things we explored such as community assets and resources in the process of transect walk. Mapping enables people to have a clear picture of everything that happens and exists within the community as linked to FGM practice and efforts to abandon it. This will be used as a gauge to explain the process of change in the community.

Duration  45 minutes

Facilitators will:

- Ask participants to go back to their transect walk group
- Using a flip chart, or even the floor participants make a visual representation of the events and their particular locations identified during the transect walk and indicate them with keys.
- Assign group members to an area which they decided for the mapping exercise
- Maps can be presented and explained. Once the groups completed their mapping, this can be done in the next session if time does not allow.
- Maps can be done using markers and flip charts for literates or may use small stones, lives and sticks to draw maps. In cases where participants have to do maps on floor facilitators and other volunteers may help in drawing the map on flipchart.

Materials Needed:

- Flip Chart, marker, plaster; at the community level it can be done on the ground, stick, wood, ash, green and dry grass, stone and other local materials

Questions/instruction for Group Work

- Draw a map of what we have based on your observation during our transect walk and label them using different techniques.
- Explain how those resources can be used in your effort to abandon FGM.

REVISION AND FEED BACK

- Facilitators will share key points of discussion and key decisions made.
- Give the chance to the eyes and ears of the individual who are selected by the participants to forward their ideas about what they heard and saw.
- Remind the participant the time, day and place for the next conversation.

ACTIVITY 4 : PREPARE SOCIAL ACTION PLAN TO ABANDON FGM

Facilitators will:

- Read the special message for the facilitators appreciate the progress and change achieved so far, acknowledge the participant motivate and initiate for next activity
- Appreciate and acknowledge participants and request to participate actively in the next activity.
- Ask participants to take moment of silence for few minutes and think about what they have learned in the past and how that is affecting them?
- Ask them to share their reflection if they want to and move to the next section.
- Ask if there was any effort made by participants to share to the family member or their constituencies or others about your learnings from previous CC sessions
- Form a team to prepare the social action plan
- Explain about the importance of planning and what it means
- Discuss with the participant what to plan, how to plan.
- Gather useful information to prepare the plan based on the decisions made
- Prepare the plan using the table below for social plan
- The facilitator uses the template below to put together Community Action plan and presents the plan on the next session

Question for Discussion

- What kind of change we need to abandon FGM ?
- What actions can we take to abandon FGM in our community ?
- Who is in charge of each of the activities ?
- What kind of capacity or resource required and where do we get the resource ?
- What is the time line for implementation of the activities ?
- How do we follow up the progress ?

Burning issue for the society – female genital mutilation and Early Child Marriage

Vision: to abandon FGM

Necessary information

- Lists of decisions made by the community
- Identified social and local capacity

Table 2: Template for community cAction plan to abandon FGM and ECM

Region		Village		facilitators name		approval date of the plan
District		name of the team /code				
No	Activites	Time	Place	Required resources	Implemented by	The expected change and mesurement
Major goal to abandon female genital mutilation and ECM						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Facilitator note

Several organizations have developed a process for helping communities undertake action planning by linking and mobilizing of assets towards a common vision. Action Planning can range from a simple exercise to plan a one day event (“What do we need to do share our decisions with our constituencies?”) to a more detailed activity (“What do we have to do to eliminate Harmful traditional practices such as FGM, ECM and other forms of, GBV? In both cases, decisions have to be made about **what, who, how, where, with what resources, and when** the actions will take place.

In asset-based community development, *simple* action planning may be catalyzed by the outcomes of recourse mapping. Often this renews a community’s confidence that it can make positive changes without any external assistance and a simple community activity is planned that can build on this momentum. The communities will also identify when and what kind of support they require from external bodies like NGOs, government, private companies etc they already mapped

REVISION AND FEEDBACK

- Facilitators will revise and give feed back on the activites, discussion and issues raised. Topics discused on the session will be written on filip chart or black board and then will be read
- Give the chance to the eyes and ears of the individual who are selected by the participants to forward their ideas about what they heard and saw.
- Remind the participant the time, day and place for the next discussion.

ACTIVITY 5: CONFIRMATION OF COMMUNITY SOCIAL ACTION PLAN

Duration:  1:00 hours

The facilitator will:

- Make sure that she/he consults with team supervisor and prepare/compile the action plan into one based on the community action plan developed during the last CC session
- Invite stakeholders from different sources (offices of government, community and religious leaders, and representatives of CBOs, NGOs if any) to attend this session.
- Appreciate and acknowledge participants and request to participate actively in the next activity.
- Introduce new faces and explain the purpose of the day
- Ask participants to take moment of silence for few minutes and think about what they have learned in the past and how that is affecting them?
- Ask them to share their reflection if they want to and move to the next section.
- Ask if there was any effort made by participants to share to the family member or their constituencies or others about your learnings from previous CC sessions
- Present the action plan in reading and using flipchart to the CC participants
- Encourage questions and answers and debates and make necessary corrections

REVISION AND FEEDBACK

- Facilitators will revise and give feedback on the activities, discussion and issues raised. Topics discussed on the session will be written on flip chart or black board and then will be read
- Give the chance to the eyes and ears of the individuals who are selected by the participants to share their ideas about what they heard and saw.
- Remind the participant the time, day and place for the next discussion.

ACTIVITY 6: SOCIAL ACTION -IMPLEMENTING THE PLAN TO ABONDEN FGM AND ECM

Duration:  1:00 hours

Facilitator will

- Introduce the daily community conversation, activity and objectives
- Facilitate formation of a task force from among the participants
- Inform the reason and responsibility of the task force
- Make the task force prepare its own time table
- Make the task force present their report periodically
- Keep encouraging participants to question and answer
- Start to engage committee/task force members in facilitation

Facilitators note

After the social plan is approved establish task force to launch the implementation. Partners, governmental institution, all parts of the society shall participate in the implementation process. Activities to be included are: developing the knowledge and skills of other community members, making bylaws at larger community level, mobilizing government authorities to accept and support in reinforcement, etc. Once committee (task force) is selected request for training on facilitation and leadership skills so that they can takeover the role of facilitation.

ACTIVITY 7: TO LAUNCH CAMPAIGN TO STOP FGM AND ECM

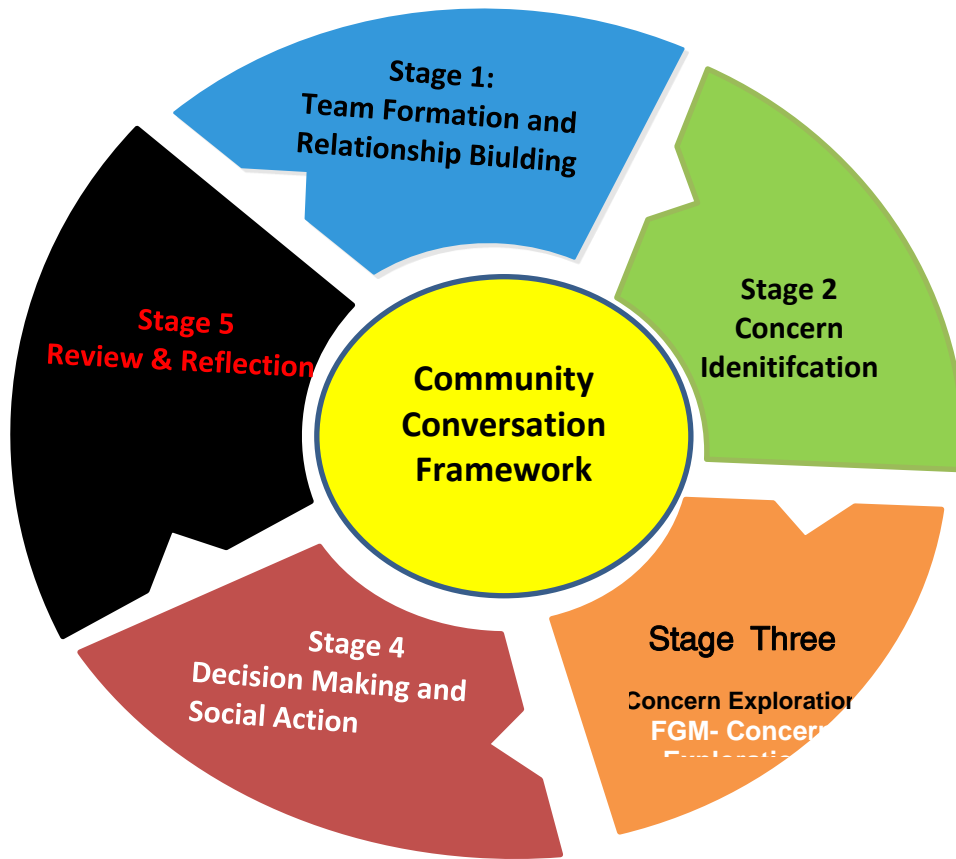
Question for discussion

- Make sure that team members agreed on messages prepared and ensure the members are fully happy and ready to proceed
- Give the chance to the participant to identify the conducive situation to share the message to the larger community members (religious forums, meeting, public events, campaigns, etc)
- Form a group that can share the CC teams message to the larger community members
- Make additional preparation using the skills in the community

REVISION AND FEEDBACK

- Facilitators will revise and give feedback on the activities, discussion and issues raised. Topics discussed on the session will be written on flip chart or blackboard and then will be read.
- Give chance to ears and eyes of individuals so that they tell the participants about what they saw and heard

3.5. COMMUNITY CONVERSATION STAGE FIVE: REVIEW AND REFLECTION



Follow up, Evaluate and Appreciate Changes

Introduction

This is an important session where you review all processes of the community engagement and put mechanisms forward for the community itself to manage the process ahead. Therefore facilitators need to allow participants to review the whole process in plenary discussion.

Objective of the session

- Reflect on the community conversation and change process
- Make the community conversation team and the society develop capacity in planning and implementing the action plan
- Launching a campaign aiming to abandon FGM
- To develop community conversation members' capacity in leading discussion and transmitting message to the larger society

Change Indicators

This is a critical stage in CC process and facilitators will need to make sure that the following are documented with examples and cases before closing down the CC program.

- Individual and community level behavioral and practice changes observed
- Volunteers coming out to run with the decisions
- Individuals telling their commitments to stop practices
- CBOs and government bodies taking initiatives to stop practices of FGM and ECM
- Perpetrators of the practice start to receive punishments for their act
- Community sanctions start to be implemented

Necessary resources

- Flip charts and marker or blackboard and chalk and form for social plan

Facilitator Early preparation for the session

- Facilitators has to read and understand the facilitators note prepared for this session

Material: Flip Chart, marker, plaster

Activities

- Appreciate and acknowledge participants and request to participate actively in the next activity.
- Introduce new faces and explain the purpose of the day
- Ask participants to take moment of silence for few minutes and think about what they have learned in the past and how that is affecting them?
- Ask them to share their reflection if they want to and move to the next section.
- Ask if there was any effort made by participants to share to the family member or their constituencies or others about your learnings from previous CC sessions
- Organizing participants into smaller groups facilitating discussions based on questions set for discussion and ideas produced by facilitators and presenting the outcome of the discussion in plenary.

Questions for Discussion

1. What did you learn in the process?
2. What were core issues discussed?
3. What was the consensus reached?
4. How do you assess the individual and community commitment to undertake the actions?
5. How do you enforce the bylaws in the future?
6. What challenges are you facing in implementing the plan?

This review and reflection session continues to be so until communities make sure that FGM is abandoned

- Facilitators will revise and give feedback on the activities, discussion and issues raised. Through this discussion recall the activities done so far, changes attained and action to be done for future.
- In the closing program relevant institutions and individuals shall be appreciated. specially, accredited and applause the facilitators and the forefront change agen

Annex A: Tool for Documentation Format for CC Facilitators

PART ONE

- Name of community: _____
- Date of meeting: _____
- Duration of meeting: _____
- Names of facilitators: _____
- Community members (number, composition – men/women/youth/leaders, etc.):

- Areas where community members come from: _____

PART TWO

- Step in the Community Capacity Enhancement process:

- Tool(s) used: _____

- Difficulties/challenges encountered: _____

- Factors that contributed to the success of the meeting:

- Burning issues: _____

- Misconceptions: _____

- Issue being discussed: _____

- Outcomes/changes seen or named by the community: _____

- Agreements reached: Quotations (community voice/words): _____

