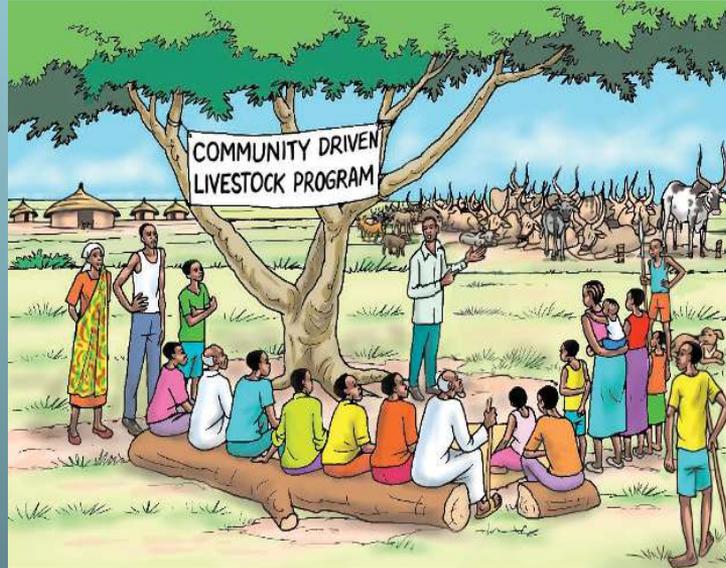
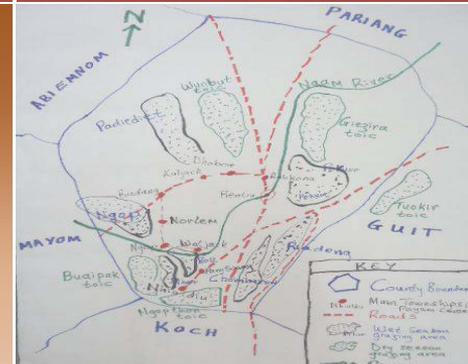


COMMUNITY DIALOGUE GUIDELINES HANDBOOK

A PRACTICAL GUIDE FOR ANIMAL HEALTH WORKERS IN SOUTH SUDAN



2017



COMMUNITY DIALOGUE GUIDELINES HANDBOOK

A Practical Guide for Animal Health Workers in South Sudan

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Preface

This Handbook was developed as part of the outcome of Phase two of the Livestock Emergency Response Project in the Greater Upper Nile (LERP-II). The project was funded by USAID/OFDA and implemented by VSF Germany as the Consortium Lead and VSF Suisse as Sub Grantee partner between 1st of August 2016 and 31st of July 2017. The goal of the project was to contribute to improved food and nutrition security of vulnerable conflict-affected, displaced, and returnee populations in South Sudan. The objective of the project was to improve access to animal source foods and income for vulnerable conflict-affected, displaced and returnee populations in South Sudan. The development of this Handbook derives from wealth of experiences acquired over many years of field work with agro-pastoral communities in emergency context. During its development, interviews and consultations were held with beneficiary communities, community leaders, animal health workers, cattle camp dwellers and humanitarian development workers at the field. Relevant secondary information was obtained through review of past project reports and records of work of other researchers and development workers, both in South Sudan and similar settings elsewhere.

The Handbook illustrates set of guidelines and principles that define the basic skills, approaches, techniques and requirements necessary to plan and execute an effective community dialogue that ensures adequate protection of the rights and dignity of beneficiary communities and accountability to affected populations. It is designed mainly for use by frontline community mobilizers, extension workers, e.g. Community Animal Health Workers (CAHWs), field project staff (Project Officers/ Field Assistants) and other community development practitioners in order to enhance their knowledge and skills in effective communication and engagement with communities in humanitarian response actions.

Conducting effective community dialogues to achieve useful outcomes is a challenging experience in an emergency context characterized by persistent conflict and displacement of populations. This is exacerbated by harsh socio-economic conditions and cultural and political sensitivities that define the specific context of South Sudan. Effective engagement with communities therefore requires innovative and creative techniques to achieve desired outcomes on information exchange and effective community participation in project management.

Community dialogues are facilitated mainly by the frontline community mobilizers and extension workers under the guidance of field project staff and external expertise where applicable. They are conducted as informal meetings lasting 1 - 4 hours with targeted audience in settings that may include open spaces in the villages (under trees), cattle camps, auction yards, market places, water points etc., and or formal workshops / seminars lasting 1 - 3 days in organized settings or institutions such as schools, churches, health facilities, social halls and or hotels. The success or failure of humanitarian interventions among communities rely heavily on effective community dialogues to ensure that projects meet identified needs, address prevalent vulnerabilities and build on pre-existing knowledge, skills, capacities and local resources.

The purpose of this Handbook is therefore to act as a guide in enabling community dialogue facilitators to plan and execute effective dialogue sessions to achieve desired outcomes that meet project needs and enhance learning and accountability at the community level.

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Abbreviation and Acronyms

AIDs	Acquired Immune Deficiency Syndrome
CAHWs	Community Animal Health Workers
CAP	Community Action Plans
CPA	Comprehensive Peace Agreement
FAO	Food and Agriculture Organization
FGD	Focus Group Discussions
IEC	Information, Education and Communication
OFDA	Office of Foreign Disaster Assistance
PDS	Participatory Disease Search
PLA	Participatory Learning and Action
PLWHA	People Living With HIV/AIDs
POCs	Protection of Civilians Sites
PRA	Participatory Rapid Appraisal
RAP	Rapid Assessment Procedures
REA	Rapid Ethnographic Assessments
RRA	Rural Rapid Appraisal
RRC	Relief and Rehabilitation Commission
USAID	United States International Agency for Development
VSF	Vétérinaires sans Frontières
WHO	World Health Organization

Introduction

Community dialogues can be considered to constitute various kinds of engagement with communities to convey or obtain information or to negotiate and find agreement with communities on issues that impact on their lives. It is an important mode of interaction with communities that recognizes their established socio-cultural structures, norms and values, utilizes their existing indigenous knowledge and capitalizes on local resource capacities. However, the extent to which community dialogues are beneficial to the engaged communities largely depend on the interests, attitudes, experiences and skills of the facilitators, besides the techniques used in executing the dialogue sessions.

Conventional wisdom, backed by research has shown that communities can and should be enabled to analyze their own situations and determine options for solutions that best address their needs. It is therefore important that humanitarian actions are informed by community participatory needs assessments to inform the design of projects. Monitoring and evaluation of humanitarian actions also need to embrace techniques that enhance community participation. The approach is crucial for achieving effective ownership, empowerment, sustainability and success of projects among communities. It is anchored on three pillars; rural communities are creative and capable of analyzing and planning; outsiders have roles as conveners, catalysts and facilitators and, the weak and marginalized can and should be empowered.

Active involvement and participation of communities in interventions require the use of a range of appropriate techniques that enhance their awareness and confidence to communicate their ideas openly and freely. Researchers who have analyzed agro-ecosystems have shown the relevance and significance of the use of local resource maps, focus group discussions; transect walks, seasonal calendars, Venn diagrams and other emerging participatory techniques to analyze productivity, stability, sustainability and equitability of ecosystems. Successful application of these techniques requires community dialogue facilitators to posse certain skills, attitudes, behavior and rapport qualities that resonate well with the socio-economic, cultural and political diversities and sensitivities in a community.

The use of community dialogues as an intervention approach in humanitarian actions has disapproved biases resulting from brief presence of researchers and or aid workers in rural communities, attention to roadside residents, sampling of road accessible communities, use of predetermined questionnaires which do not accommodate new unplanned indigenous information, one sided interviews with influential community gate keepers while neglecting the weak, women, youth, children, the elderly, the disabled and those engaged at farming fields and cattle camps. Community dialogue approach emphasizes the need for strategies to reach and involve various members of community to tap on

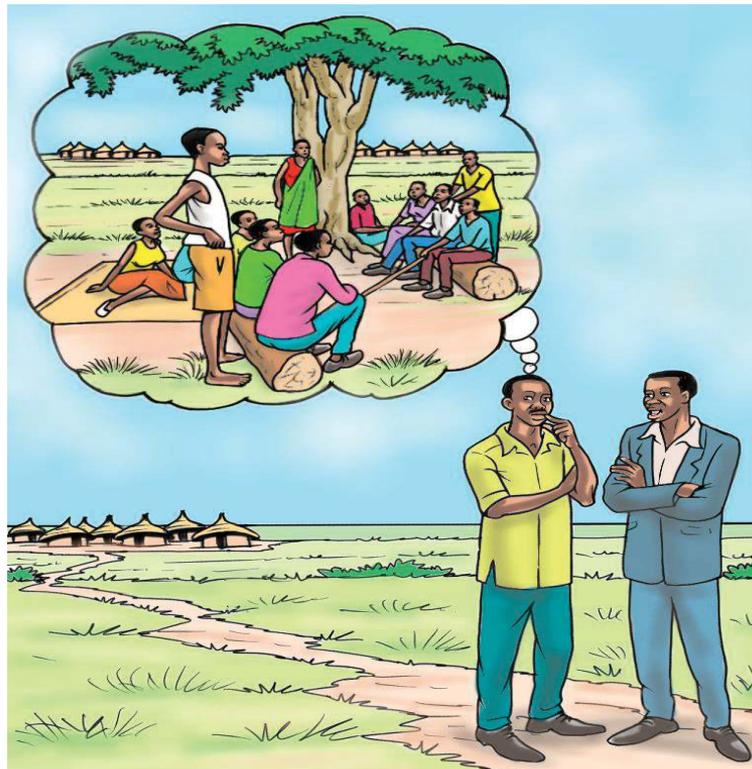
their indigenous knowledge that may be apparently backward, untidy, unsystematic and unconventional and yet harbor beneficial rationalities, diversity and complexities.

In community based animal healthcare programs, participatory community dialogues are important for planning mass vaccination and treatment campaigns, selection of beneficiaries (for example new CAHWs for training, small ruminant distribution, animal treatment vouchers), for planning livestock destocking, for obtaining baseline data for upcoming new projects, for conducting Participatory Disease Search, Disease Surveillance, Needs Assessment for designing new projects, distribution of veterinary supplies, sensitization and awareness on veterinary public health, development of Community Action Plans (CAPs), and in monitoring and evaluation of humanitarian interventions. Relevant skills for organizing and conducting community dialogues are key in enhancing effectiveness of projects by promoting the key principles of accountability, transparency, participation, and inclusion.

This Handbook is therefore intended to be a quick reference material that equips facilitators of community dialogues with a set of guidelines and principles in the conceptualization, planning, execution and reporting on community dialogue sessions with communities. The application of the guidelines and principles outlined in the Handbook are not necessarily limited to community based animal healthcare programmes. They can be adapted and applied in a wide range of community engagement sessions at the field level as may be appropriate. The Handbook may also be used as a reference material to induct and train new program staff on community dialogue as an approach in humanitarian actions.

PART ONE

Why Community Dialogue?



Significance of community dialogues

Community dialogues are various kinds of engagement with communities to exchange information or negotiate and find agreement with communities on issues that impact their lives. Since 1970s it has become increasingly clear that to improve wellbeing of communities, they must be part of all processes towards bringing

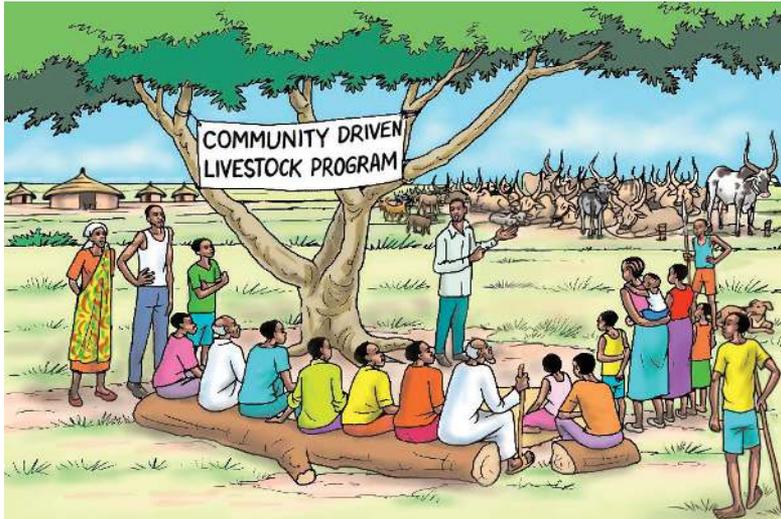


Figure 1: Conceptual illustration of community dialogue purpose, theme and technique in a rural agro-pastoral setting.

such change. Community dialogue enhances quality of interactions and hence transformation of communities by imparting specific values on target community. They enable communities to participate in activities concerned with causing positive change in their lives. They participate in enumerating data and information about their

lives, simplifying the data and information into formats that are easier to understand and even in using such data and information to make decisions on actions to be instituted.

Involvement of communities enhances the quality of data and information, validity, understanding as well as utilization of data and information. Community dialogues incorporate methodologies, approaches and tools that enable communities that do not have conventional research and project planning skills to contribute to actions for transformation of their lives. It is not just outsiders who come to them to bring and share ideas. Communities too are knowledge about their situations and have ideas on how to bring about changes even if they may be poor and lacking the requisite resources.

Core values in community dialogues

The effectiveness of community dialogues focuses in supporting five core values as illustrated in figure 2 below.

1. Enhance awareness of community

Actions on communities are aimed at increasing their exposure on ideas related to their situations and the necessary changes required to improve their wellbeing in the community. Projects with external support usually include new ideas and best practices that lead to positive transformation of communities. Effective community dialogue introduces such best practices and equips communities with skills and knowledge to apply these ideas and bring about positive changes.

2. Ownership of processes

Communities should be able to identify with processes and results. They should feel that the project is for their own benefit and they have the rights to decide how it runs. They should feel that they have the right to determine its success. Ownership enables communities to monitor and control use of project resources. Commonly there is tendency by project staff to feel that project funds and other resources are theirs, yet they are just custodians, handlers and facilitators. The funds and assets such as vehicles and equipment are from donors to communities through implementing agencies. Donors release their funds for the benefit of members of the community. Communities are the ultimate beneficiaries of project funds and all other program supplies and assets intended for improvement of their wellbeing. Ownership of projects minimizes misuse of funds and other resources.

3. Build confidence among communities

Actions on communities should make the people more assured of their ability to control their future. Building confidence among target communities enables them to take actions in controlling use of project resources. They may understand that the resources belong to them, but it requires confidence to be able to take actions. Confidence should also allow communities to take actions for improving the success of projects and to continue maintaining results of the project even after withdrawal of external support. Effective community dialogue should lead to confidence building among communities.

4. Empowerment of communities

Activities that aim at improving wellbeing of communities should deliberately empower the community. Empowered communities



Figure 2: Core values in community dialogue processes

should no longer feel vulnerable following and after such activities. Empowerment should be broad in form of positive social and economic change. When communities are empowered on skills, financial and other resources they are able to maintain initiated projects and even start fresh ones on their own.

5. Sustainable interventions

Results of actions to improve wellbeing of communities should be sustainable even after withdrawal of external support. This happens

when the community can monitor the processes of projects and take part in determining their course.

Effective community dialogue involves seeking out the unheard voices in the community and creating safe spaces that allow them to be heard. Most often the vulnerable, the disadvantaged, hence the more deserving, constitute the unheard. Pressure of scarcity, poverty, lack and other resultant stresses have often relegated their representation.

The use of participatory approaches enables community based development workers to reverse learning and embrace flow of knowledge from community hence enhancing further sharing, enrichment in knowledge and in-depth analysis.

Community dialogues are applicable in various processes of interventions for community transformations: -

- ✓ Use of community dialogue in research such as in Participatory Disease Search (PDS).
- ✓ Use of community dialogue in assessments such as in rapid needs assessments, food security assessments and disease outbreak investigations,
- ✓ Use of community dialogue in project planning and other planning such as spatial mapping to identify cattle camps for mass vaccinations, planning of community managed disaster risk reduction strategies.
- ✓ Use of community dialogue for extension such as awareness and sensitization on milk and meat hygiene, safe disposal of wastes, awareness on prevention and control of zoonoses e.g. rabies.

- ✓ Baseline data survey
- ✓ Various field surveys
- ✓ Selection of beneficiaries e.g new CAHWs for training.
- ✓ Planning for distribution of program supplies such as fishing kits, seeds, tools, and veterinary drugs.
- ✓ Identification of sites for project construction works

In all these processes, learning is involved. In research, professionals are getting to learn patterns, trends, relationships and other information about a community.

In information dissemination, extension, sensitization and awareness, community is learning about an idea. Needs assessments, baseline data surveys constitute specific research related to identifying gaps, needs and vulnerabilities.

Although some critics have considered the use of participatory approaches in research, surveys and assessments to be inadequate and non-scientific, these approaches highly integrate pooling of information into reliable statistical conclusions.

In whereas conventional research may only comprise questionnaires, spreadsheet entries and laboratory analyses, participatory approaches applied during community dialogues incorporate diverse use of tools, flexibility, diverse respondents and empowerment of target communities.

Table 1 below presents comparison of participatory approaches and conventional research.

Table 1: Comparison of participatory approaches and conventional research

Conventional research	Participatory approaches
Highly rely on numbers and quantities	Information include human perceptions
Questionnaires are extractive	Data is discussed
Predetermined formats used for obtaining information	Flexible and accommodative to incorporate other information that emerge in the course of the survey
Investigation is mono-track – a tool or methodology stands alone. Information is not run through various collection and analysis tools.	Various sources of information are compared (triangulation), thereby enhancing reliability, validity and accuracy of the information gathered.
Trends only become visible when data and information are on the desk	Reflection is integrated from begging through decision making to transformation of the community.
Only researcher can counter-check reliability during data entry and collection and analysis	Reflection is shared with the community
Response is limited to tasks from questionnaire	Accommodates deeper exploration and probing
Methodologies and tools are specific	Methodologies and tools are comprehensive and flexible. Indeed, participatory approaches do not restrict use of conventional scientific tools, such as laboratory analysis. The fundamental principle is interactive involvement of target community and flexibility. For instance, according to principles of participatory approaches, if tissue samples are to be obtained for laboratory analysis, it is more effective to plan together with the target communities, about decisions on which villages to sample, type of livestock, dates and time, and such other details. They should also understand the purpose, how it benefits them, and actions to be instituted from the results of the sampling. Investigator(s) should not only sit in the office and plan according to their knowledge but engage more robustly with communities.

In order to conduct an effective community dialogue, careful, proper arrangements and actions should be undertaken at the inception/conceptualization, planning, during the event and after the event. Specific series of activities determine the success and effectiveness of community dialogue. These are conception, planning, actual event, and the outcome. Figure 3 presents summary of activity clusters involved in conducting community dialogues.

The ultimate desired impact of the community dialogue will only be realized if these are properly taken care of.

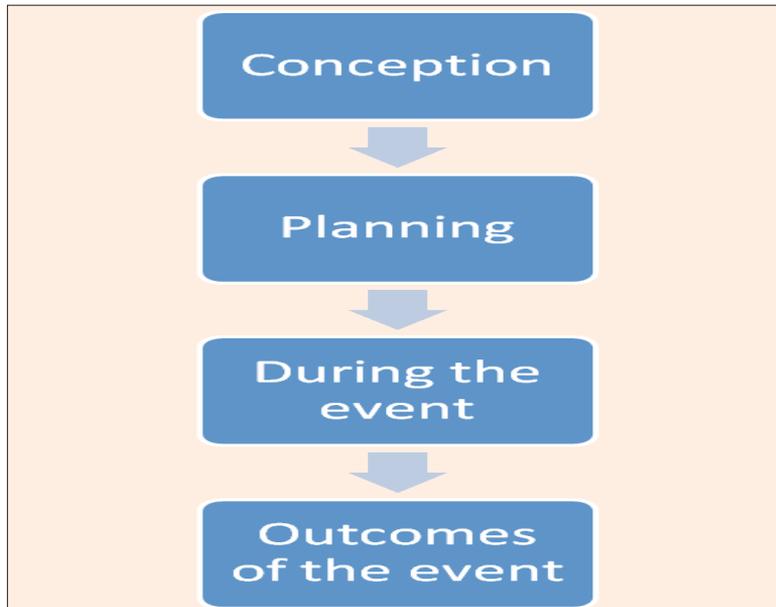


Figure 3: Steps of activity clusters for conducting community dialogue

Likely consequences of poorly planned community dialogue

- ✓ Data and information exchanged with communities may not be useful or relevant if the purpose of the community dialogue was not well defined and clearly clarified.
- ✓ If community dialogues are poorly planned, there may occur confusion leading to possibilities of cancellation of meetings, failure by the participants to turn up or very poor attendance.
- ✓ Community dialogue schedules may be delayed, and quality of data and information collected may be very poor due to time constraints.
- ✓ In some cases, data and information gathered may not be relayed on time for the intended purposes and even feedback to communities may not be achieved. This may be due to failure to record data, poor recording or poor reporting standards.
- ✓ Poorly planned community dialogues may also result in misunderstandings and mistrust between communities and the project staff. Information exchanged may cause confusion and conflicts in the community due to poor presentation and or articulation.

Conceptualizing a community dialogue

Planning begins when the idea to conduct a community dialogue is envisioned. In this phase, critical issues to be addressed are:

1. Purpose of the community dialogue

The purpose of the community dialogue should be defined and clarified to all parties at the stage of conception of the idea. For instance, the purpose can be to select candidates for new CAHW training, to assess the trend of livestock disease occurrence (seasonal calendar) and or livestock disease mortalities during a time period, to assess gender roles in livestock production systems or create awareness on the prevention and control of zoonotic diseases or milk and meat hygiene.

The purpose of community dialogues may also focus on planning for interventions to be addressed in the community as identified through participatory needs assessment. These may include livestock health, access to water / grazing points, or migratory corridors, alternative livelihoods to livestock keepers, disaster risk reduction, early warning systems and or community action plans to mitigate disasters.

Overall, a clear understanding of the purpose is important for planning in order to conduct successful community dialogue sessions.

2. The targeted community

At conception, the targeted community should be identified in terms of where they are located and their basic demographic profiles and status. For instance, they may be internally displaced persons (IDPs) comprising mainly women and children in temporary, informal and transient camping sites such as in schools, churches, or riverine islands,

displaced communities camping at organized camps such as the UN Protection of Civilian Sites (POCs), static host communities in usual settlements, migrant livestock herders from across the country's borders with large herds of livestock that may be diseased or urban residents. This is important for planning logistics, determining the most appropriate techniques of engagement and data collection tools.

Effective community dialogues and accuracy of outcomes may also require that sessions on specific thematic issues are conducted with distinct groups or segments of the community knowledgeable in the thematic area in order to obtain more accurate and informed information. These may include livestock keepers, cattle camp members, livestock traders, livestock products vendors, CAHWs, agricultural extension workers (AEW), fisher folks and hunters etc.

3. Initiating community dialogues

The need to organize a community dialogue may arise from a particular challenge facing a community and for which a solution is required e.g sudden outbreak of human or livestock diseases, an investigation to understand better certain dynamics, trends, patterns, features, characteristics or profiles within a community or as an approach by the project staff to engage the community in project management cycle.

Depending on the purpose and nature of the issues at hand, community dialogues may be initiated by community leaders on behalf of and in the interest of their communities or staff of aid agencies as part of the routine project activities implementation.

PART TWO

How to Plan for Community Dialogues



Planning for community dialogues comprises several measures and steps to be put in place in order for the sessions to be conducted successfully. Good planning is as good as the work itself. A good community dialogue session plan defines the purpose, the objectives, the approach and the expected outcomes. The planning should involve all staff whose functional mandates are in line with the specific project activities to be undertaken that require a community dialogue. These may include the project team leader, coordinator or field manager or, designated field project officers, field officers, field assistants, community mobilizers, logistics and or finance staff as appropriate.

Key considerations when planning for community dialogues

1. Transport arrangements

Type of transport required: Transport may be required if the venue of the community dialogue is far from the field base of office. The type of transport required depends on the location of the target community, distance to be covered, condition of roads, the season (wet or dry), number of persons and the type and volume of supplies or materials to be transported for the purpose of the community dialogue.

Specific means of transport required may be a 4-Wheel drive vehicle, lorry, pick up, tractor, motorcycles, bicycles, motorized boat or canoe. In locations where no other means of transport is available, human porters and or donkeys may also be used to carry

supplies / materials while participants and facilitators walk on foot to the venue. More than one means of transport may be required, such as in cases where rivers will be crossed or supplies, and staff need to move separately.

Sourcing for transport and due diligence: The chosen mode of transport may have to be hired / leased / borrowed from partners or an asset owned by the organization. It is important to book or request and confirm early enough the availability of the means of transport to be used. If the means is a vehicle, ensure that it is in good running condition, roadworthy and has all the necessary accessories (first aid kit, basic tool kit, winch, spare wheel, and lift jack), up to date licenses and insurances to avoid interceptions by local authorities during travel.

Motorbikes must in addition have helmets for rider and passenger, puncture repair kits and reflector jackets while boats for river transport must have floating jackets. Insurance is very important to mitigate risks associated with road accidents that may result in claims for compensation. Hiring any means of transport must be done according to the organization's internal procurement regulations and procedures.

Time planning: Timing and planning for assembly, departures and pickups along the way if necessary and estimated arrival to venue should be done meticulously to avoid confusion and inconveniences. Plan to travel early to avoid night travels and possibly being

stranded along the way. Where feasible, plan to travel in humanitarian convoys.

2. Security considerations

Safety and security of staff, counterparts and beneficiaries in field operations is paramount. Ensure to contact and verify the security situation along the planned route of travel and at the venue of the community dialogue with relevant local authorities and local contacts and obtain the necessary clearance and assurances before departure.

Notify the country office through the line manager or security manager of the travel plans in line with the security procedures and prepare and test all the communication equipment / gadgets e.g. mobile phones and kits prior to departure. In critical situations, establish whether there is need for armed escort, UN force protection and or mandatory travel in convoys. If these are necessary, contact relevant agencies that coordinate the armed escorts, force protection and convoy movement plans and adhere to the established standard operation procedures.

3. Venue for community dialogues

The most suitable venue is chosen depending on location of target community, accessibility, duration of event and affordability. Depending on the target audience, duration and other factors, suitable venues may include under trees in villages or in cattle camps, hired social halls, local hotels, schools, churches, market centers or the local county, payam or boma administration headquarters offices.



Figure 4: It is important to consult with relevant authorities if public gatherings are allowed and about the security situation in the area and get

If hired hall is to be used, book and confirm availability in line with internal procedures and agree on key responsibilities on the use of the facilities and services to be provided by the vendor in support of the event. Evaluate whether there will be need for hired chairs, flip chart stand, marker pens, projector, or other facilities and make the necessary arrangements to have them in place. Consider whether there is need for approvals and clearance by the local authority if a meeting is to be conducted within the area and obtain the clearance.

Due to security situation or some political dynamics, local authorities may restrict public gatherings unless they are expressly approved by their mandates. Such requirements may be for a specified period only, and so it is important to regularly confirm if any restrictions are in force. It is important to pay courtesy calls and brief local authorities on the purpose of the planned community dialogues. It may also be helpful to invite them or send their representatives to open the sessions as a show of good faith or acknowledgment of their authority.

4. Accommodation arrangements

Community dialogues that last more than one day may require arrangements for accommodation of some participants, team

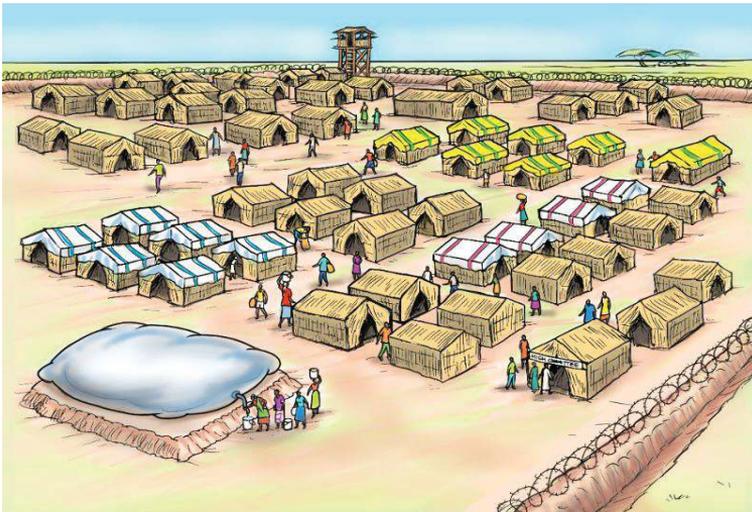


Figure 5: The “High Committees” are community leadership structures that should be consulted when engaging POCs communities

members or counterparts and staff facilitating the event. If accommodation is needed, evaluate most appropriate options available and book or request and confirm in advance in line with internal procedures. In cases where organized accommodation facilities are unavailable, consider the option of tented camping facilities and arrange for the same. Where organized accommodation is available, explore the option of mass bookings or provision of standard accommodation allowances for the participants in line with internal regulations for participants to arrangements own accommodation.

5. Essential personal effects and kits

Essential personal effects and kits are necessary to be carried by field staff going out for community dialogues to deal with any eventualities such as injuries, sudden onset illnesses and adverse weather and difficult terrain. These may include first aid kit, survival kit (quick run bags) and protective wear - gumboots, raincoats, umbrellas and caps.

6. Visibility materials

Prominent display of visibility materials is necessary to enhance awareness about the identity of the staff, the organization, the project and the donor supporting the interventions in the community. Common visibility materials to consider are t-shirts, caps, burners, posters, fliers and flags with organizational and donor logos / emblems.

Burners may be mounted on walls, on trees, inside halls, on fence of compounds or even on the vehicle. Posters can be used on walls, on

vehicle, at door of halls or inside the hall. It is important to include visibilities of various agencies providing support to the interventions or involved in the implementation of the activities. Where appropriate and in line with donor visibility or branding scheme/ guidelines, host government may also be acknowledged through use of their emblem in the viability materials. Field staff facilitating community dialogues is encouraged to wear name tags for identification and accountability.

7. Tools and materials for data collection

Depending on the method for conducting the community dialogue, various equipment, tools and materials would be required to capture relevant data and information for reporting on the outcomes of the community dialogue. These may include flip charts, marker pens, masking tapes, news prints, notebooks, pens, cameras, voice recorders, and counters (small stones or seeds) for proportional piling.

In instances where voice recording and pictures are to be taken, participants must be informed and consent obtained beforehand and necessary assurances given on preserving their dignity, privacy, protection, confidentiality and responsible use of the information captured in a manner that does not compromise their safety / security.

8. Refreshments and meals

Depending on the duration of the community dialogue meetings or workshops, field teams should plan for and create a provision for refreshments, and where necessary light meals to take care of the

needs of the facilitators and the participants attending the meetings.

Refreshments may include safe drinking water sourced from local boreholes, taps, or mineral water in local shops, tea and or sodas. Light meals may be sourced from local restaurants or prepared on the site if convenient. In urban and peri-urban settings where access to market for refreshments and light meals is convenient, a standard provision for an allowance to cater for the refreshments may be a viable option.

These arrangements are not however mandatory for the participants when conducting short duration community dialogues such as in cattle camps or village settings that may last for no more than 1-2 hours only.

9. Staffing needs, roles and responsibilities

Conducting effective community dialogues require a minimum of two field staff working together as a team. Field teams must identify and agree beforehand on the specific roles they will play during the community dialogue meetings or workshops to avoid confusions during the event. Roles may be interchanged or swapped as appropriate and may include the following:

Translation: This may be necessary where participants and facilitator(s) do not clearly understand the language of each other. Translator may be from within the agency staff, a counterpart or may be temporarily hired specifically for the event. Process of hiring translator should be initiated early and the identified translator

taken through an orientation and briefing process by the facilitators before the event. This is to ensure that s/he grasps well the key messages, concepts, terminologies, phrases and narratives to be articulated and finds the most accurate and appropriate translation in local dialect. Briefings should also include the purpose of the community meeting, target community, methodologies to be used, location, venue and schedule of the event and the expected outcomes.

During the briefing or orientation, the translator should be reminded to avoid interpretation of his or her own understanding of the issues under discussion but merely translate the exact statements and words without summarizing.

Documentation: This may entail registration of participants attending the meeting or workshop, ensuring list of attendants is well completed, distribution of supplies and ensuring beneficiary lists is well completed, making payments for allowances where applicable and ensuring pay sheets are duly signed, taking notes during the discussions, taking pictures, recording the proceedings and making illustrations on flip charts or on ground as may be appropriate during the proceedings.

Facilitation: This entails the lead role in conducting the proceedings and requires adequate preparation and schedule outlined in a session plan and or checklist of issues to be discussed at the community dialogue meeting. It entails organizing; controlling and managing participants in a mutually respectful way ensure the workshop or meeting objectives are achieved.

Table 2 below gives framework for planning of logistics and indicative sample plans. The framework may be laid out on flip chart or on note book during planning meetings for all team members know their roles.

Table 2: Framework for planning community dialogue and indicative sample plans

Planning parameter	Type	What needs to be done	Who is responsible, involved	By when?	Other remarks
Transport	Agency vehicle	Booking of agency vehicle- confirm license, insurance, tool kits, spare wheel, fuel etc.	Project officer, Base logistician and to indicate on diary	specify date	ok
Security	Local	Confirm local security situation and stats of route and at venue	Base logistician, Security focal point	15 th Nov	Confirm prior to departure
Venue	Community church hall	Confirm availability and terms of use	Base logistician	5 th Nov	-
Accommodation	Local hotel	Booking for 5 participants	Base logistician/ operations officer	15 th Nov	-
Staff / facilitators	Agency staff/ counterparts	Notify plans, agree roles and prepare, recruitment if necessary	Team Leader/ Officer in charge	15 th Nov	-
Protective wear	Rain coat Gumboots	Each staff to carry	Each staff	15 th Nov	-
First Aid / Survival kits	Contingency	According to requirements of each staff	Each staff to carry according to requirements	15 th Nov	-
Visibilities	Burners and T-shirts	All should be clean	Base logistician for burner, each staff to wear T-shirt	15 th Nov	-
Equipment tools and materials for data capturing	Camera	Confirm availability in stores or procure	Base logistician / operations officer.	15 th Nov	-
	Flip charts Felt pens		Base logistician / operations officer	15 th Nov	-
Refreshments	Water/ sodas	Procure / each staff to carry	Each staff		-
Quick run bag	standard	Each staff to carry	Each staff		Each to confirm contents
Translator	Organization field staff	Briefing and training	Project officer, livestock	10 th Nov	-
Facilitation materials	Relevant to meeting	Prepare, assemble and test	Facilitators	15 th Nov	-

Planning for community dialogue methodology

Decision on what methods will be used to conduct the dialogue on the event days should be made at the planning phase. Use of participatory approaches and other adult facilitation techniques empowers the people, enhances sustainability and awareness of the initiatives and builds confidence. Participatory approaches include open discussions, focus group discussions, spatial mapping, simple listing, simple ranking on list, proportional piling, transect walk, pairwise matrix comparisons, trend lines, historical timelines, seasonal calendars, livelihood resource profiles, gender daily activity calendars, Venn diagrams, brainstorming, role plays, story-telling, buzzing, problem tree analysis, radar spreads and others.

Specific methods to be used are selected depending on time available for conducting the dialogue, awareness of the target community, type of information and data to be obtained or conveyed. However, while deciding on the methodology, the principle of flexibility should be remembered. The methodologies selected for use are only the most suitable, but can be changed during the event should some other issues arise that require change of methodology to allow for better capture of data and information.

All methodologies that are selected should be listed and then used to prepare program/timetable and session plans. The program/timetable and session plans are two aids that are highly helpful for planning the methodology. Laying down the program/timetable and session plan on paper minimizes confusions during the event. For short duration community dialogues, a checklist of key issues to be discussed suffices.

The program or time table

The program or timetable gives an outline of activities that will be undertaken during the event and what time they will be undertaken. Without this tool there is likely to be confusion on when to start, what to start with, what should follow what and who will facilitate which activity. Without the program some activities may be forgotten. The program should be prepared early and should be according to all the appropriate conducts and ethics for interacting with communities. Figure 6 is sample program/timetable for a community dialogue. It should be flexible and accommodative for adjustments as necessary.

PROGRAM/TIME TABLE		
Nguethiep Community Dialogue, Guit County 21st November 2017		
Time	Activity	Facilitator
9.45 am – 10.00 am	Reporting and registration.	Pater Deng
10.00 am – 10.15 am	Introductions / climate setting	Mary Loyce
10.15 am – 10.30 am	Official opening	Mary Loyce
10.30 am – 11.30 am	Spatial mapping of locations of available CAHWs/cattle camps.	Luke Mabor
11.30 am – 11.45 am	Tea Break.	-
11.45 am – 12.30 am	Trends of livestock diseases - Focus group discussions	Peter Deng
12.30 pm	Conclusions and closure.	Mary Loyce

Figure 6: Sample program / time table for community dialogue.

Session plan

The session plan gives an outline of purpose of the community dialogue, target community and number, schedule of the community dialogue and steps during the community dialogue. Steps will also describe specific tools to be used. Figure 7 is a sample session plan for a community dialogue.

SESSION PLAN	
Name of event:	Guit County needs assessment
Dates:	21st November 2017
Venue:	Nguethiep Cattle camp, Wathnyioni Payam
Purpose of event:	Guit needs assessment to develop interventions in response to scarcity of supplies
Session 1:	Seasonal calendar
Method:	Focus group discussion
Duration:	1 hr 30 minutes.
Objectives:	To prepare livelihood activities seasonal calendar.
<u>Session procedure</u>	
<u>Step 1:</u>	Introduce and explain tool
<u>Step 2:</u>	Group formation, 4 groups, mixed, to discuss types of engagements that bring income and food to the community, and indicate seasons when they are engaged on these activities.
<u>Step 3:</u>	Representatives of each group to report in plenary, their outcome.
<u>Step 4:</u>	Preparation of tabulated seasonal calendar. Allow comments to refine the table further.
<u>Step 5:</u>	Conclude by explaining the significance of the seasonal calendar, thank participants for their work.
Figure 7: Sample session plan for community dialogue at Nguethiep cattle camp	

Mobilization of participants for community dialogue

In mobilization, target community is informed to attend the planned event. Use of field workers or community contacts who well known to them such as CAHWs contact easy because they are trusted by the community. The chief and Payam administrator are also useful in conveying invitation messages. Since the chief and PA are not directly within core livestock activities, it would be more appropriate to give a paper about the details of invitation. Invitation should explain to the participants how they will get to the venue, if and how subsistence will be catered for.

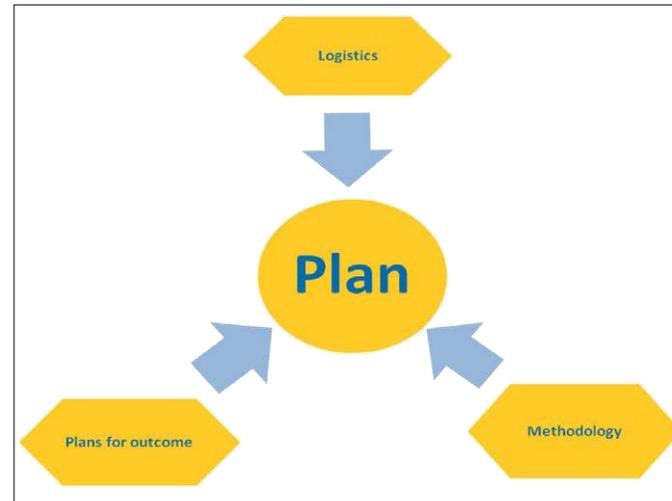


Figure 8: Mobilization can be through the chief and Payam

In some cases, mass media may be used, but these are more relevant where large number of community are invited such as sensitization on public health awareness, sensitization on planting of mangoes, and environment awareness campaigns. In displaced camps, mobilization should involve the high committees. The framework for community dialogue is presented below.



Figure 9: Mass media, including use of megaphone may be used for mobilization for community dialogue



PART THREE

Conducting Community Dialogues on the Event Day(s)



Managing proceedings during community dialogue sessions

Community dialogues may last for a few hours, half a day, one or more days. Travel to venue can be on the same day of the event or earlier. On the day of the event, the first step is to verify that all logistical arrangements are in place. The other key steps are as follows: -

Registration of participants

Facilitators should record names of participants in a tabulated list while also indicating gender and other necessary personal profile, depending on specific purpose of this event. Personal profile includes where they came from (village, boma, payam, county etc.), in what role they came

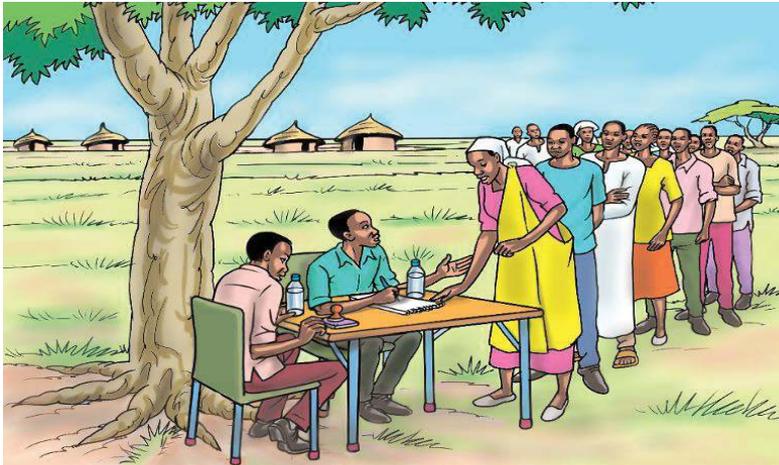


Figure 10: Participants should be registered by names, gender, function and other relevant details e.g. payam, county etc.

(designation or function), and status if appropriate (displaced or resident). These will be important for monitoring and evaluation of number and profile of persons covered by the event. Figure 10 is a sketch representing participants during registration. Participants may sign by signature or by finger prints. The more literate participants may write personal signatures while the less literate will make thumb prints. Be sensitive not to show sympathetic or other intimidating attitudes to those using thumb prints. Participants who feel intimidated will insist on making signatures, so that they are not seen to be illiterate and ignorant even if they may not be unable to repeat it.

Opening prayer (spiritual devotion)

This is not mandatory but may be important to consider when beginning community dialogue sessions among communities that embrace Christianity. It should be done in line with the predominant religious faith in the targeted community and should be led by a volunteer from among the participants.

Official opening of sessions

Community leadership structures guide on what is beneficial, and control societal norms and values. Presence of community leaders or administration officials to open community dialogue events enhances confidence of the community with the event. The leader should be well briefed early in advance about the purpose of the event and type of participants. It is more appropriate if it is possible to find time for face-to-face briefing. Without proper briefing, there could be a risk of the leader misrepresenting the purpose of the events and cause confusion.

The event should not be used to promote polarized political agenda. Official opening should be scheduled early in the program. Sometimes the official may come after the event has commenced. S/he should be introduced, declare the event opened then the program continues. The official will depart at her/his own pleasure, escorted by a facilitator.

Establish rapport with participants

Facilitator should engage attention of the audience within the first few minutes as the session commences. This can be achieved through some short humor. Establishing rapport early enough is also achievable by appropriate introductions at the beginning of the event. Participants should know the facilitators beyond just the name. The lead facilitator may share relevant personal interests-own experience with livestock.

Ice breaking

When strangers meet for the first time, they are not likely to immediately open up to each other. Icebreakers in participatory approaches are activities and interactions to open up participants. Relevant method of introductions, humor, songs, short stories, and energizers (see part three of this handbook) exercises may be applied in icebreaking.

Clarification of expectations of participants

The community needs to be conscious of what they are doing and why they are doing it. The facilitator should orientate them so that they are aware of what is happening around them. Make them understand what they perceive to be reasons for them attending the event, and what they expect to benefit and the actual purpose of the meeting.



Figure 11: Participants, like passengers in a van with curtains, may feel anxious if they are unaware of what is going on in their surrounding

The facilitator(s) should also clarify to the participants on how they will be catered for in terms of subsistence (refreshments / light meals if any), accommodation, transport and other needs for their convenience. Clarify if there will be any entitlements such as allowances, T-shirts and or certificates of attendance at the end of the workshop. The facilitator needs to tread carefully to ensure that the expectations of the community and participants in particular are not unnecessarily raised. If these clarifications are not done well the rapport between the agency and the community may be damaged and they are likely to develop apathy towards activities of the agency.

There is tendency of participants to give responses that will influence the outcome of community dialogues, especially when the outcome determines whether or not particular intervention will be undertaken. Care must be taken to explain clearly the objectives of the community dialogue. For instance, the overall objective may be presented as “to understand livestock disease outbreaks trends in the last five years”.

Administering the session plan

Facilitation of community dialogues should ensure that relevant contributions from participants are shared and discussed in detail. Factors that hinder contributions and sharing of ideas should be identified and addressed to ensure all participants make contributions. Approaches applied for engaging a target community should ensure that contributions by all relevant segments of the community are integrated into programs that are intended to transform them. Several factors contribute to poor participation by participants during sessions.

Factors affecting effective participation in CDs

1. Poor selection of participants

Selection of participants may exclude some segment of community that are often the most deserving groups such as disabled, the aged, children, widows and those who do not own livestock and or land. Needs of most deserving groups will not be captured, for example in a village experiencing general food scarcity due to poor livelihoods, when an assessment team does not take into consideration the fact that the poorest members of the village may only own chicken. The eventual response may only target cattle and ignore the needs of those

with poultry and small stock, hence not bringing change to the most vulnerable and most deserving segments of the community.

2. Biased engagement with communities

Sub-conscious bias may affect effective community participation and engagement during sessions. This may arise from the following:

- ✓ Agency staff or facilitators may limit their outreach to accessible villages along the road and ignore the hard to reach areas where more vulnerable community members may be located. This approach may marginalize some groups.
- ✓ Agency staff or facilitators may only communicate with or consult village agents or self-styled community gate keepers. Such agents become spokesmen who may advance an agenda that only serves their own selfish interest at the expense of the vulnerable community members. Care should be taken to ensure that they do not impose their opinions and views on the wider community during community dialogue sessions.
- ✓ Agency staff or facilitators may comprise urban dwellers without a good background on the situation, problems and challenges of rural communities. This may limit their capacity to correctly interpret the issues raised by communities during dialogue sessions.
- ✓ Researcher or methodological bias. Facilitators may design methodologies or approaches that may not enable a wider segment of the participants to make contributions. For instance, use of voice recorder may be avoided by the respondents for fear of reprisals from authorities.

How to eliminate biases in community engagements

Biases can be eliminated through the use of effective facilitation techniques that take into account role of facilitator and other important facilitation principles.

Role of the facilitator

- ✓ To stimulate thought
- ✓ To enlighten
- ✓ To inspire
- ✓ To guide
- ✓ To steer the group on a common path
- ✓ To entertain
- ✓ To set the agenda
- ✓ To encourage sharing and analysis of ideas and information.

Other important principles to be observed by the facilitator

- ✓ Always work with session the plan
- ✓ Run through initial introductions and then consider using an ice breaker to get the group engaged, as well as an energizer when energy levels get low. Another useful tip is to regularly change the activity, or change participant roles.
- ✓ Participant's communication styles may vary, along with their quantity of verbal contributions. Draw out the quieter participants through small group work. Try asking a 'safe' question or establishing their opinion, once the topic has been initially debated.

In addition, consider allocating different roles to the high frequency or noisy contributors such as minute taker, time keeper, or writing on the flipchart. Ensure group work has a balance of participants with different communication styles.

- ✓ Also consider moving participants around their spaces in small exercises. In addition, focus their discussion with questions, statements, summaries and reflections of what you have heard or observed from the group, whilst remaining neutral.
- ✓ The facilitation style needs to meet the needs of the group at different development stages. For example, a directive style of facilitation works well at the beginning of a meeting. This is because participants typically prefer someone to initially take charge and take them in the right direction – particularly in new group meetings. However, after time when the group has settled down working effectively together, a more suggestive or consultative facilitation style would be more appropriate.
- ✓ Provide a variety of group working methods (refer to part three of this handbook). This helps to maintain the levels of engagement within the group, and to support different learning and communication styles. It also assists the group achieve the best results from the meeting.
- ✓ Keep yourself out of the discussion.
- ✓ Keep the group at ease.
- ✓ Exercise cultural sensitivities, political sensitivities and protection to special groups such as children, women, the disabled and people living with HIV/AIDS (PLWH).

- ✓ Exercise sensitivity to environmental issues for example, distribution event may yield packaging materials that may have to be taken care of through appropriate waste disposal e.g. burning.
- ✓ The facilitator should be a guide who stimulates thought, inspires discussions, steers, enlightens and encourages the people.

Table 3 presents differences between the teacher and the facilitator.

Table 3: Differences between the teacher and the facilitator

Teacher	Facilitator
Is bank of knowledge to be transferred to audience	Organizes and pools knowledge that is already among participants and himself
Is an instructor of audience	Presents alternatives for participants to decide
Directs what needs to be done	Actions are joint resolutions through consultations and suggestions
Focuses audience towards answer outcomes	Answer depends on prevailing / circumstances, reflections
Ranks audience according to level of knowledge	Knowledge from all have potential benefit
Uses standard set of knowledge	Knowledge is molded and synthesized further

3. Attitudes displayed by facilitators

Attitudes displayed by the agency staff and facilitators can have negative impact on the outcome of the community dialogue meetings. Some tips in addressing attitudinal problems are explained below:

- ✓ Avoid sitting arrangements which categorize participants into some kind of ranking or hierarchy. Design neutral sitting arrangements that enhance eye contact and mutual respect.
- ✓ Avoid high table attitudes. High table attitudes intimidate disadvantaged groups and limit their interaction with the rest. High table attitudes are discriminatory and when disadvantaged groups feel discriminated, they lose sense of belonging and do not open up.
- ✓ During meal times, if included, ensure you limit discriminatory sets of menu, eating places, grouping of people while eating. Let people interact freely by being an example. Facilitators should avoid isolating themselves to eat under specific tree or room or be served special type of meal.
- ✓ Usually when a community leader is involved in official opening of the event, protocols should be observed but these should be, with all due respects, removed after official opening.
- ✓ In case high table setups of the seats and tables cannot be changed, the facilitator should endeavor to keep moving his seat to various locations among the participants.
- ✓ Avoid high table attitudes between/among the facilitating team.

4. Poor communication skills

Inability to communicate clearly and effectively by the facilitators can contribute to ineffective community dialogue sessions and outcomes. The facilitators should use simple and plain English, especially where a translator is involved or where appropriate the local dialect. Poor communication skills create communication barrier and renders participation in community dialogues less effective with inconclusive outcomes.

Instructions and or questions need to be short and clear and clarifications should be made repeatedly to make sure everybody is following the proceedings. If verbal communication is reinforced by gestures, the gestures need to be relevant, sensitive and respectful.

Tips on effective communication skills

- ✓ Passive listening – The facilitator remains silent in some moments and let the participant talk and reflect on the issues under discussions. The silence should however not be too long as to create apprehension among participants.
 - ✓ Acknowledgement of responses as a participant conveys points – gestures such as “*aha*”, “*mmm*”, “*I see*” makes the participant to feel that the facilitator is listening and concerned with the contributions he or she is making.
 - ✓ Use expressions that induce the participant to expand more and to continue expanding their thoughts and feelings – “*why was this?*”, “*tell us about it*”.
- ✓ Use encouraging body language and tone of voice, as well as words. Lean forward when people are talking, for example, keep your body position open and approachable, smile when appropriate, and attend carefully to everyone, not just to those who are most articulate and who have commanding influence in the meeting. Avoid gestures of anger, frustrations, disappointments and such other feelings that may create anxiety among the participants.
 - ✓ It is advisable to occupy your hands. Get busy with some handy task e.g. summary notes on the flip chart or sketches to reinforce plenary contributions.
 - ✓ Moderate hand gestures are good for emphasizing points, but do not over-gesture as this may intimidate some participants during community meetings, especially children.

Table 4: Other specific communication barriers

Communication barrier	Effect on participants	How to remove barrier
Facilitator appear as <i>solution bank</i> , or a <i>master of advices</i>	Participants will tend to feel ignorant and empty of any useful knowledge and ideas. Participant perception of facilitator's message is " <i>do it my (facilitator's) way, your (participants) views and opinions are not important</i> ".	The facilitators and all participants should interact on level playing ground where everyone is treated equally. Participants have years of experience and indigenous local knowledge that is very beneficial as much as the facilitators also have their relevant experience and professional skills. A poor old woman's single point contribution is as important as a rich man's 6 points contribution and can help bring change.
Giving orders or directives	Orders or directives imply that alternative options are not welcome; it must be as the ordered or as directed	Always convey messages that indicate you accommodate other options – "I suggest we now take a break" and not! "everybody, go for break now".
Threats	These are such as " <i>or else the NGO will never come to this village again</i> ". Like orders, threats make participant to close up because they feel their options or ideas are not tolerated.	Describe real consequences (even if it takes time), for instance "if the solar panel is stolen, there will be no water for the vegetable at the demo unit, and your people will not be able to see the improved husbandry methods".
Moralizing or lecturing	When the facilitator assigns moral values to issues or ideas – that some are right, some are wrong.	Communities have justifications for applying specific practices. These need to be analyzed rather than being condemned.
Criticism, ridicules	These may intimidate and demoralize participants	Refrain from criticizing and ridiculing opinions, views and responses.
Praise, sympathy	Praise, sympathy are emotional expressions which tend to cover up or substitute feelings of the people.	Focus on the real issue, analyze it together with all.
To challenge the other's opinion or views	When the community feel proud of their bulls and you challenge by for example asking <i>why the bulls should not be sold for money</i> . When feelings are denied, participants do not open up.	Give room for feelings. Allow feelings to run alongside possibilities of <i>using bulls as direct commercial income</i> .

During facilitation the conduct, attitudes and activities of the facilitator should be able to establish rapport, to sit down, listen and learn, to be patient, to respect, to facilitate, to be nice to people, to learn not to interrogate, to know when not to speak and when not to be present.

5. Dressing code

The style and manner of dressing by field teams and or facilitators need to be modest, dignifying and sensitive to the socio-cultural norms of the community. Participants may be distracted or easily put off if facilitators are shabbily dressed as illustrated in figure 12 below.

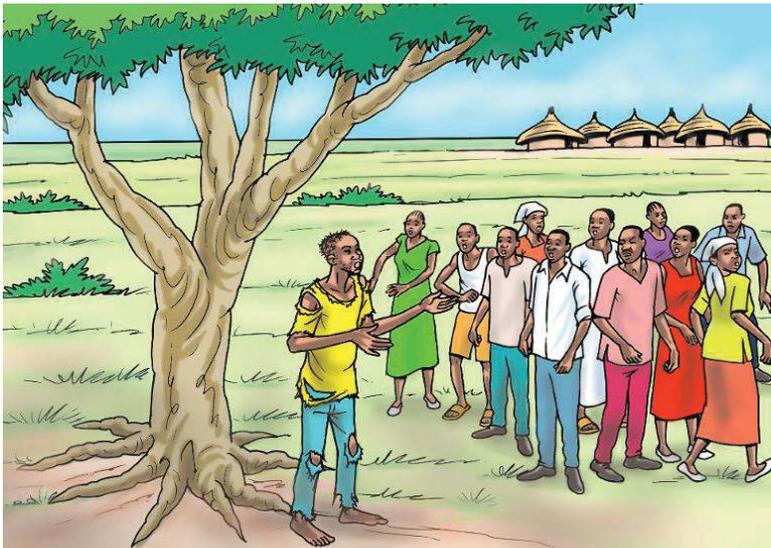


Figure 12: Participants resisting a shabbily dressed facilitator

Managing conflict, socio-cultural and political sensitivities

a) Conflict and political sensitivities

Within a community, members might have undergone various inter and intra-communal conflicts, with different communities and or clans being aligned to either side. This may not be obvious to the facilitators and care should be taken to avoid making sweeping and biased political statements that may be offensive to sections of participants, depending on their alignments to the various conflicting groups / clans in the area.

While considering potential participants for community dialogue meetings or workshops, facilitators should pay attention to concerns of clustering differing groups, clans or communities together if this may lead to tensions during sessions. If these concerns are ignored, participants who feel uncomfortable may withdraw from participating actively even if they attend the meetings or workshops. In some situations, aggrieved communities may boycott the sessions altogether.

b) Sensitivity to communities in displaced camps

Communities in displaced camps tend to be more varied by origin, by political affiliations and by experiences they have faced due to crisis or conflict that triggered the displacement than communities in their normal residences. They are varied by origin; some originated from urban settlement while others from rural. Majority have undergone mental trauma, after watching their homes destroyed, members of family killed, property destroyed or looted. The needs for food and water are usually high in rank and will likely arise in various discussions.

There are difficult to reach groups such as unaccompanied children, separated children, widows and orphans who may need to be catered for in the discussions by asking issues about them, checking how their interests are represented during community dialogue sessions.

Communities in displaced camps are usually organized into community leadership structures. For instance, Bentiu Protection of Civilian sites (POCs) comprise of High Committee, Sector leaders and block leaders. Be sensitive about making polarizing statements, actions or decisions. Be skillful to control participants who may digress into sensitive or raw nerve issues. Avoid processes that may direct interventions to only one side of the political divide unless it is well justified and mutually agreed.

c) Gender sensitivities

Children and child protection concerns

Children of mothers attending community dialogue sessions may experience some challenges e.g. temporary abandonment, hunger and exposure to abuses or neglect by assigned temporary caregivers. Mothers with children aged less than two years should be allowed to attend meetings with their children. Organizers should create convenient spaces for better care giving to the children by their mothers. Careful consideration should be given to the number of days for meetings, length of sessions for one-day events, what time to start and what time to end and breaks in between to allow for child care. Organizers of community dialogues involving participation of women should ensure that they are conversant with the times for feeding the children and make arrangements and provisions that take care of these.

Distance between venue of event and community should be considered particularly when mothers with small children are expected to attend. The walking distance should not burden mothers and stress children.

Children should also not be used to perform laborious tasks that may constitute child labor during community dialogue events. Children should also not be interviewed without the consent or presence of their parents or guardians.

Figure 13 below shows a child being interviewed in the presence of a woman guardian/parent by the facilitators.

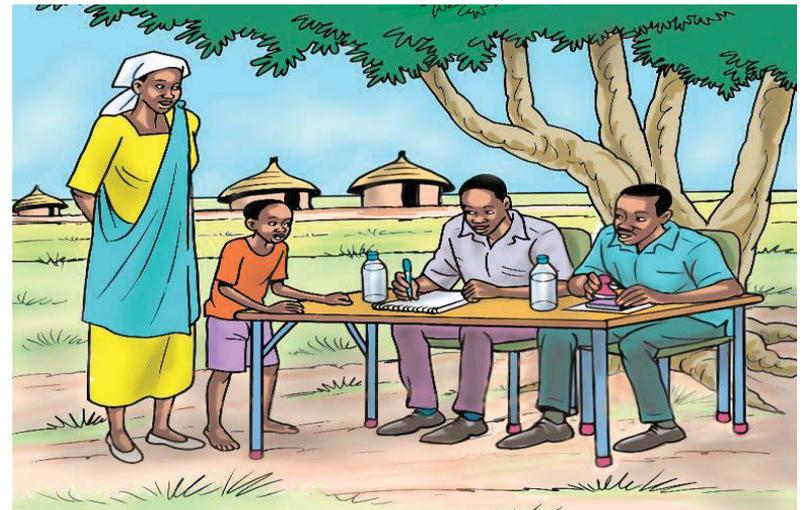


Figure 13: Facilitators interviewing a child in the presence of the mother

Disabled persons, sick people and the aged

Disabled and aged persons are likely to be left out in community dialogue meetings and in plans for interventions because they are disadvantaged from participating due to their conditions and or status. The disabled, the sick and aged persons are vulnerable and special interest groups that are impacted the most by the disasters and other humanitarian emergencies hence require the most support. Facilitators should ensure that they are well represented and their interests, voices and views heard when planning for community dialogue meetings. Issues to address for disabled and the aged while conducting community dialogues include:

- ✓ Affirmative action on selection of genuine representatives disabled persons to attend community dialogue events.
- ✓ Affirmative action to facilitate for their means of transport to and from the venues
- ✓ Affirmative action to ensure appropriate and conducive seating arrangements at the meeting venue convenient to their status.
- ✓ Conducive accommodation facilities suitable for their status
- ✓ Use of facilitation tools and methods that do not hinder their participation while conducting exercises and or energizers,
- ✓ Events can be held near their homes to simplify their participation.

For the sick, the facilitator should remember not to ignore them in planning for the interventions. Efforts should be made to inquire and enlist as beneficiaries, households hosting people with debilitating or chronic illnesses such as HIV/AIDS or TB in a way that preserves their dignity and confidentiality.

Facilitators should always exercise caution and avoid actions or comments that tend to humiliate, intimidate or ridicule the disabled, the sick and or elderly persons. Also be sensitive to the types of energizers because some women participants may be in mid to third quarter pregnancy and may be affected by the more physical activities such as jumping, bending or too vigorous exercises.

Women and their interests

Women are most often disadvantaged and marginalized on development and other socio-economic needs. Women tend to be more engaged in activities that are highly time demanding. Women are responsible for home processing of food to be eaten by the household. Women however have less control on main incomes of households and household capital resources. They have less time available for community activities such as to attend community dialogues meetings.

In community discussions, they tend to be ignored and their contributions are considered less valuable. However, women's reproductive and productive roles at the household and community level require that they participate in community dialogue meetings and make contribution to decisions that will impact on their lives. Their participation should be enhanced through:

- ✓ Affirmative actions to ensure that there are specific slots for women during selection of participants in meetings.
- ✓ Gender mainstreaming to ensure that there special empowerment activities for women and special intervention projects for women.

- ✓ Participatory tools and facilitation methodologies that enhance involvement, contributions and interaction of women. Women may drift away from active participation due to domestic concerns and tools used as illustrated in Figure 14 below.
- ✓ Program should be flexible on engagement of women in household chores.
- ✓ Residential events may limit participation by women because they need to take care of preparation of meals back at home.

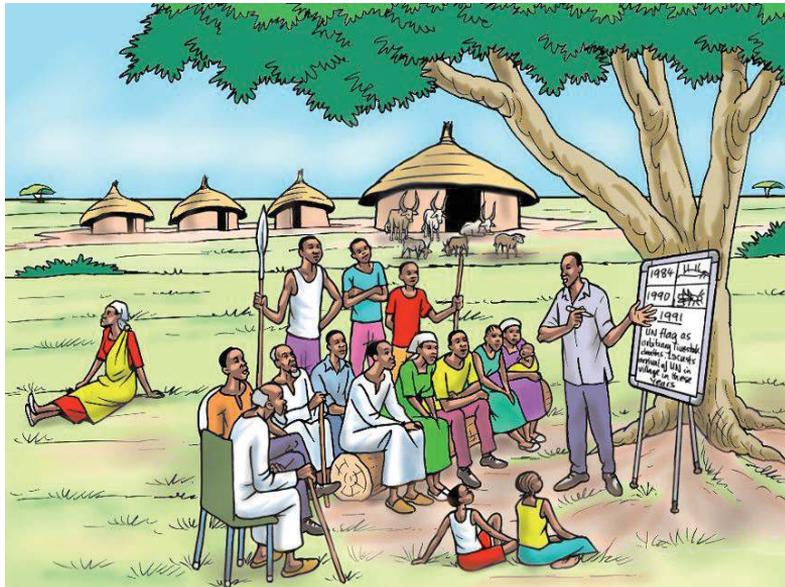


Figure 14: Women drifting away from active participation due to inappropriate tools used.

d) Sensitivity to culture and religion

Some communities hold dearly and adore their cultural and religious beliefs and practices. Therefore, some statements or comments may be considered disrespectful or derogatory to particular communities' cultures and religion. For instance, the term "boy" may be associated with reference to degree of maturity than age group. References to people who do not own livestock, outsiders, youth who have lived in town, people who have returned from foreign countries or to look down upon some cultural practices as backward may be offensive and can invite hostile reaction or reception from sections of the community.

The facilitator should be sensitive while making reference to particular groups. It may intimidate or embarrass those who have such people among their households or the persons themselves if they are present in meetings. Be sensitive against negative comments about types of food. If snails are included during discussion on livelihood resources, do not react negatively. If in your community this is hated, try as much as possible to absorb the shock in your emotions or outward feelings.

Characteristics of adult learners

Most of the community members in control of resources and daily lives are adults. In order to empower the community, an understanding of how adults absorb information and ideas is important. Learning characteristics of the adult are different from those of children and the youth. Children tend to wait for instructions from their teacher, parents or guardians. Adults rely heavily on past life experiences and the needs for survival to make decisions affecting their lives and are selective.

The following have to be considered while engaging adults in community dialogue meetings:

- ✓ Adults are voluntary learners. They perform best when they have decided to attend the event for purposes that benefit them.
- ✓ When they decide to come to the event, they expect to benefit on the purpose of the event. If this is not supported, they will switch off and leave or low their level of participation in the meeting.
- ✓ Adults have important experiences which will be beneficial to others during community dialogue meetings. Methodology of the event should encourage sharing of ideas and information.
- ✓ Adults absorb best under active involvement and interactions. To keep on track on the proceedings, they check back on unsolved questions, they test by the mind until it is accepted by their conscience.
- ✓ Adults absorb best when it is clear to them that the context of the event is close to their daily engagements.
- ✓ Adults have experience of being independent; they weigh out situations and make decisions on what options are best for them. The freedom of independence should be respected. Directives, commands, and other instructions that limit independence should be avoided.

Energizers during community dialogue meetings

During dialogue sessions, the mental concentrations of participants fluctuate and their attention is likely to decrease. This may be due to boredom, irrelevancy of topic, tiredness, hunger, and other factors. Energizers should be applied appropriately to increase the attention,

interactions, contributions and sharing. Songs, physical activities, exercises, physical comedies, challenges, jokes, stories, and other humor can serve as energizers. Facilitators should be armed with a variety of energizing exercises but may also ask participants to volunteer and perform an energizer based on their past experiences. Energizers can be slotted at beginning, during, or at end of sessions. Some signs of tiredness, boredom, lack of concentration, lack of attention are restlessness, yawning, and sleeping. The facilitator should monitor participants for body language and posturing and apply energizers at the right moment to achieve the desired effect.

Ground rules

Facilitators should guide the participants to identify and outline a set of ground rules that will govern or guide the proceedings during community dialogue meetings. Ground rules help steer the discussions in an orderly and respectful manner.

Examples of ground rules include:

- ✓ Everyone should treat everyone else with respect: no name-calling, no emotional outbursts, no accusations, no finger pointing.
- ✓ Don't interrupt others when making their contributions. Listen to the whole of others' thoughts – actually listen, rather than just running over your own response in your head.
- ✓ Consider all comments seriously, and try to evaluate them fairly. Others' ideas and comments may change your mind, or vice versa: it's important to be open to other people's opinions and thoughts.
- ✓ No arguments directed at people – only at ideas and opinions. Disagreement should be respectful – no ridicule.

- ✓ Respect the session time. Try to keep your comments reasonably short and to the point, so that others have a chance to respond.
- ✓ Don't be defensive if someone disagrees with you. Evaluate both positions, and only continue to argue for yours if you continue to believe it's right.
- ✓ Everyone is responsible for following and upholding the ground rules. Introduce some light sanctions e.g. singing when late.
- ✓ Laws and regulations of the land are upheld.

Dealing with anxiety in community dialogue meetings

Anxiety is commonly due to uncertainty of what will happen during the exercises. The fear of failure can cause tension and anxiety on the facilitator and the participants. Anxiety is likely to affect people facilitating for the first time. With more experience in facilitating, anxiety dies off. Anxiety of dealing with the public is referred to as stage fright. Worries that cause anxieties include:

- ✓ Participants will heckle or reject me.
- ✓ At some stage, participants will protest and walk away
- ✓ Participants will be bored and walk away
- ✓ Participants will feel that what I am conveying is useless to them
- ✓ Attendance/turn out will be poor
- ✓ Wrong participants will come and cause disruptions
- ✓ There will be saboteurs or disruptions by local authorities.
- ✓ The exercise will not be understood e.g. due to time constraints.

Measures to clear worries and remove anxieties include: -

- ✓ Proper planning for the sessions– plan thoroughly so that what happens is as close as possible to what was on plan
- ✓ Make sure that you are properly familiar with the tools and methods to be used for the facilitation
- ✓ Cater for other welfare issues adequately
- ✓ Use of effective participatory methodologies

How to handle disruptive characters during community dialogues

Specific people may be unruly and cause disruptions during community dialogue meetings. They may be part of the participants or other members of the community who were not officially invited to the meeting. They may be drunk individuals, participants who feel too knowledgeable or superior to the rest, the village mad man, or people with other scores to sort with the community, the agency or its staff.

Their actions may include attempts to dominate discussions, arrogance, and intentional use of abusive terms, dismissing contributions from others, derogatory terms and not allowing others to contribute. Drunk people and mad men may do parallel side show events to attract attention and distract the facilitators and the participants in the event.

A category of disruptors within participants may disrupt without being aware. These are the gatekeepers who only push for their ideas to be adopted. Approaches to handle disruptors include:

- ✓ For drunk people, request a community leader or other members of the community to keep them off. If they are too insisting, local law enforcement channels should assist in containing or confining them.

- ✓ For mad people, gesture them away kindly. If there are community members they may be familiar with, let these community members urge them to keep away. They should never be handled roughly.
- ✓ For disruptors within the participants, you may consider assigning them extra responsibilities e.g. taking notes to keep them busy.
- ✓ Keep referring such people to the ground rules on respect for all, allowing each to contribute and considering all contributions to be important
- ✓ Appropriate tools and methodologies allow level ground contributions, including seating arrangements, focus groups, buzz groups, and other similar.
- ✓ If the situation turns out to be chaotic and unmanageable, make consultations with the community leaders and postpone the event.

Participatory Rapid Assessment tools in community dialogue

PRA tools are a set of techniques developed from experiences of interacting with communities. Some of the techniques are improvement of traditional practices of various societies. Although they have been commonly referred to as PRA, several other terminologies have been used since they are applicable not only in assessments but also in training, rural extension and consensus building community dialogue meetings. Commonly, these constitute some factor of sharing of data and information, analyzing data and information, and /or using data and information to cause transformation or change in the society as illustrated in figure 15 below.

The ability of participatory approaches to enhance involvement of the grass root communities rely on the integral values of visualization, diagramming, flexibility, sharing, level dialoguing and triangulation.

Visualization and diagramming

The methods of discussion emphasize visualization in which ideas are discussed in the form of images, drawings, graphs, objects, figures or patterns. These transform the more wordy points towards reality that are easily perceived by the group. The language of communication is made more universal.

Triangulation

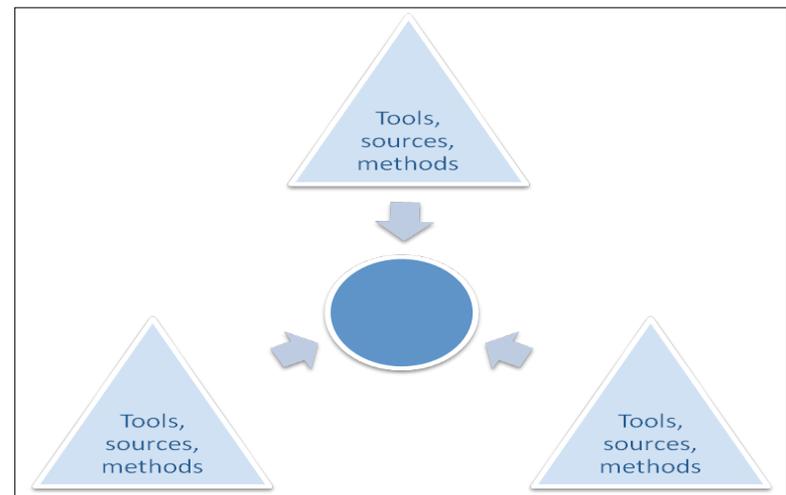


Figure 15: Participatory approaches encompass triangulation of various tools, sources and methods

This is application of various tools, methods and sources (Figure 15) to enhance validity and reliability of data and information. Data and information is obtained from various locations, various age groups, various seasons, various social groups; and using a combination of tools and methods.

Flexibility

Participatory approaches allow for adjustments during administration of exercises and activities. Adjustments can be made to accommodate issues that emerge in the course of conducting the community dialogue. For instance during a dialogue to plan distribution of tree seedlings, it is realized that there are some households that are headed by disabled persons, but they were not included among list of beneficiaries, instead of sticking to original plan of open discussion at Payam headquarters, the team may decide to make a visit to the homesteads to be able to create chance for the disabled to participate.

Sharing

Sharing of ideas allows for deeper analysis and scrutiny of ideas allows for deeper analysis and scrutiny of significance. During sharing, data and information is sieved. Different stakeholders are able to freely share data, information and ideas.

Level dialogue

Everyone attending the event engage on “level playing field”. During discussions, all are free to contribute. No idea is useless, but could be irrelevant. No person is more important than others.

Participatory Rapid Appraisal (PRA) tools in community dialogue

a) Open discussions

These are discussions in which each participant openly contributes her/his views. All are at equal level sharing of ideas. None is considered to have less knowledge or ideas. All ideas are valuable, only some may be relevant. All are free to criticize or to support an idea as long as with specific backing basis.

b) Focused group discussions

Participants discuss in smaller groups of 8 to 12 people on a subject or task assigned by facilitator. Grouping can be according to villages, boma, payam, county state or regions, livelihood engagements, gender, or mixed, depending on the required data and information.

It should be noted that assigned tasks for focus groups can be spatial mapping, transect walk, listing, ranking exercises and other participatory appraisal tools. Being in a group enables clearer understanding of tasks to be responded because the group members begin by discussing what they need to respond about, then members contribute their views more freely. Group composition should be 8 to 12 (Figure 5). When the size is too large, interaction is low.

Table 5: Effects of group sizes

Number of people in the group	Interaction
3 – 6 people	Every one speaks
7 – 10 people	Almost everyone speaks. Quieter people say less. One or two may not speak at all.
11 – 18 people	5 or 6 people speak a lot. 3 or 4 others join in occasionally.
19 – 30 people	3 or 4 people dominate
30 and above	Little participation possible.

Examples of tasks assigned to groups

- ✓ List characteristics which indicates that a household is vulnerable, then list the households with these characteristics.
- ✓ List livestock diseases that your cattle have suffered from between January to June of a particular year.

c) Brainstorming

Questions that stimulate deep thought among participants may be asked both for capturing views and ideas as well as to sensitize participants further. Brainstorming also brings back into attention participants who may have been drifting away from the subject being discussed.

d) Buzzing

Sets of 2 to 5 people discuss a point for 2 to 5 minutes. Buzzing increases interactions, enables participants to better understand the subject issue, and exposes the issue to wider and deeper scrutiny. Participants are asked to turn to their immediate neighbor and discuss over the issue. Each team may then explain their view or whole plenary discusses together.

e) Transect walk

Walk through the community settlement. During the walk, observations are made about characteristics that are relevant such as availability and condition of grass and other pastures, condition of livestock, characteristics of flood, slope of the land and other features.

f) Proportional piling

Proportional piling is useful for various comparisons such as mortalities, kidding, calving, availability of milk, disease incidences, between or over period of months, years, seasons or locations. Piles of objects such as stones, sticks, beads or grains are used to represent relative incidence or levels of production.

Where literacy levels are low, use of familiar representative symbols such as leaves, different types of shrubs, or drawings allows participants to keep track and to be involved. The object categories should have some logical relation to what is being discussed. For instance, a horn may be used to symbolize a cow while maize cob may symbolize crop production when analyzing livelihood activities.

One participant can be asked to place the stones or counters based on his or her own perception while the rest observe, comment and modify the quantities as they discuss the most appropriate representation until they agree. The exercise usually generates a lot of discussions and adjustments even just when you think all participants are in agreement.

g) Simple listing

Useful for identifying diseases that have occurred in an area, locations of facilities, names of community groups, sources of income, uses of income and many others. Lists can be developed by various discussion methods. The facilitator can limit number of list by asking participants to only give specific number of major diseases, associations, sources of income, uses of income and such others.

h) Pairwise matrix scoring

This is useful for ranking of diseases, arranging priority of needs, identifying order of problems, and other similar information. Pairwise matrix scoring commonly is conducted following simple listing so that individual items listed are compared against each other. Figure 16 shows pairwise matrix ranking for four main sources of livelihoods of a community. The directions of arrows represent the more important source of livelihood between that on the row and that on the column. The number of arrows pointing at a given livelihood source in the whole table are then counted and indicated in the row of the livelihood source. Representation of livelihood sources by diagrams clears language barrier and enables participants to keep track of proceedings and enhances their participation. Pairwise matrix ranking may be conducted by plenary or focus group discussions.

	FISHING	CULTIVATION	BREWING	LIVESTOCK	SCORE	RANK
FISHING		↑	←	↑	1	3
CULTIVATION			←	↑	2	2
BREWING				↑	0	4
LIVESTOCK					3	1

Figure 16: Pairwise matrix scoring to rank sources of livelihoods

i) Historical time lines

Historical timelines are information about major and critical historical events. They can be captured through open plenary sessions or by focus group discussions. It should be noted that during the discussion sessions for historical timelines, participants may not present the occurrences in chronological order. Recording may be done in same order as presented by participants but these should be rearranged later to reflect the logical sequence of the occurrence of the events listed.

Where literacy levels are low, use of objects or drawings enhance involvement of participants. Although older people may give more comprehensive history of occurrences and events, younger participants

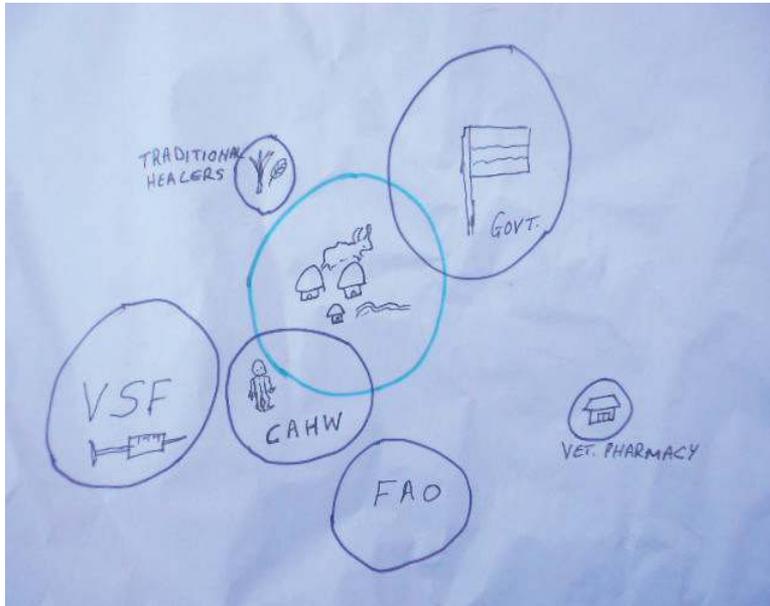
also have information passed to them through stories. Table 6 presents historical timeline in Koch, Unity between 1954 and 2011.

Table 6: Historical timelines for Koch-1954-2011.

Historical profiles on major events, Bentiu POC FGD with displaced livestock keepers of Koch	
Year	Event
1954	Heavy flooding which killed many cattle. Cattle taken to Bahr el Ghazal survived. Hunger, people survive on water lily and fish only. Sorghum unavailable. People moving on canoes only.
1956	<i>Anyanya</i> I. Many people displaced. Soldiers taking bulls for slaughter.
1964	Outbreak of <i>Guol</i> , a skin disease which also made people blind, people died of the disease.
1983	<i>Anyanya</i> II. Many people displaced. Many people killed. All shoats killed, all bulls killed. After war, people restocked by exchanging tobacco for shoats in Bahr el Ghazal.
1983	Closure of oil company called Chevron – were at Dhorcienu Chuol, Unity and Higlig (Barkuor).
1983	Ship from Khartoum through R. Nile then to R. Naam with lots of soldiers was waylaid and ambushed by <i>Anyanya</i> II soldiers at Wichbar. All on board killed. People got a lot of oil, sugar and other foods.
1984	Outbreak of Kalaazar, many people die.
1984	Fighting between northern and southern Sudan, several people displaced and killed by war and diseases.
1984	Fighting in Bentiu. <i>Anyanya</i> II captures Bentiu township, Tiger Battalion.
1988	Big hunger in southern Sudan, people migrate to Khartoum by footing.
1998	Outbreak of cholera – <i>Nyintol</i> .
2000 - 02	A lot of cattle raiding soon after fighting of Yak & Matip. Burning of houses, rapes, abduction of girls.
2003	Fighting in southern Sudan stops after CPA.
2006	Khartoum forces in Koch, Nhialdiu, Adok and Rubkona move to Khartoum.
2008	Heavy flooding. Govt. of Khartoum sends sorghum, blankets, animal drugs, each county given vehicle.
2010	Elections in southern Sudan and Sudan.
2011	Independence in southern Sudan.

j) Venn diagrams

Venn diagrams are useful for indicating availability and extent of involvement of stakeholder institutions such as availability and role of markets, availability and role of services. A central cycle (Venn) represents the community while peripheral cycles represent other institutions. The relative sizes of cycles indicate degree of involvement while distances from the central cycle (village) indicate ease of access (Figure 17).



k) Trend lines

They are useful for indicating change in incidence of diseases over time period, change in availability of milk over time period, change in number of calves, kids, eggs, over time period, change in livestock population over time period.

l) Spatial mapping

These are useful for indicating where resources are located such as: -

- ✓ Livestock watering points
- ✓ Livestock grazing areas
- ✓ Cattle camps
- ✓ Availability of CAHWs
- ✓ Veterinary pharmacies
- ✓ Livestock migration routes
- ✓ Livestock trading routes
- ✓ Disease prevalence locations
- ✓ Mortalities.

While preparing spatial maps, always remember to ask the participants where the sun arises and where it sets so that you position the compass bearing on the sketch map on flip chart or on the ground before mapping commences.

Figure 18 below is sketch map of livestock grazing areas in Rubkona County, Unity State.

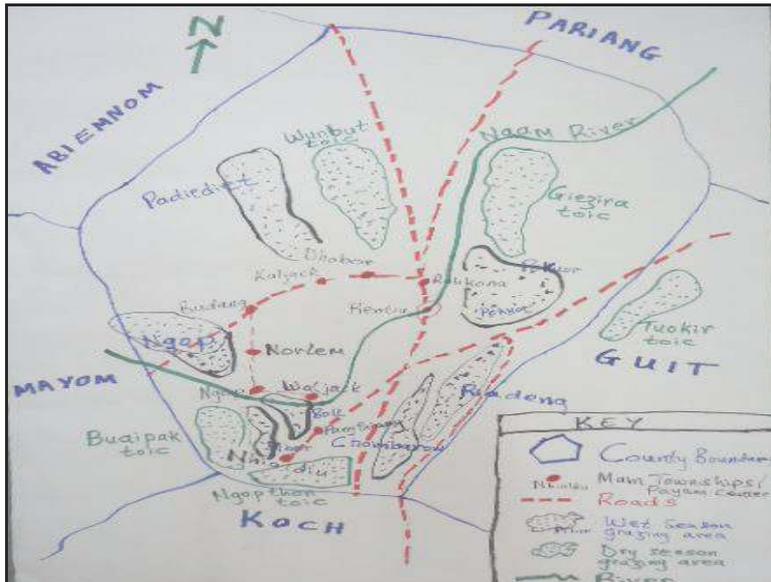


Figure 18: Sketch map of livestock grazing areas in Rubkona County

m) But why probes

“But why” probes are continuous threads of asking “but why” following set of responses from participants. They can be important in assessing causes of a problem in a community such as hunger, causes of loss of livestock or lack of services and other similar information.

n) Story telling

Short stories can be narrated by facilitator as part of open dialogue. The stories may be used to reflect on current events based on history.

o) Role plays

Comprise of short (about 5-10 minutes) plays/drama used to illustrate points. Role plays can be used for example to convey information to the community. Acting crew can be constituted from within the participants during the session of the dialogue or an outside group brought to display a drama. If acting crew is constituted from the participants, a ‘de-role’ should be done immediately after end of role play to avoid permanent branding of the actors with the drama characters. Role plays and dramas are usually suitable for conveying public health messages, promotion of planting of fruit trees e.g. mangoes and other environment awareness campaigns and activities.

p) Case studies

This involves the presentation of a case to participants followed by discussions about the case. Case studies are basically stories of real or imaginary incidences related to topics of issues being discussed in the community dialogue meetings. Facilitator presents the case which is then discussed by any other tool such as focus group discussions, question and answer, plenary, or buzzing.

q) Practical demonstrations

Participants are taken through real life process. In community dialogue, demonstrations should be short and specific. Usually are for purpose of making a point more clear.

r) Livelihood resource analysis

They are useful for identifying source of various commodities – food, clothing, livestock drugs, utensils, farming tools, seeds, mats used at cattle camps, fish. The livelihood resource analysis indicates commodities coming in and those moving out from the community. Some commodities may be from out of the community as well as from within the community. Figure 19 is a livelihood resource analysis of a community.

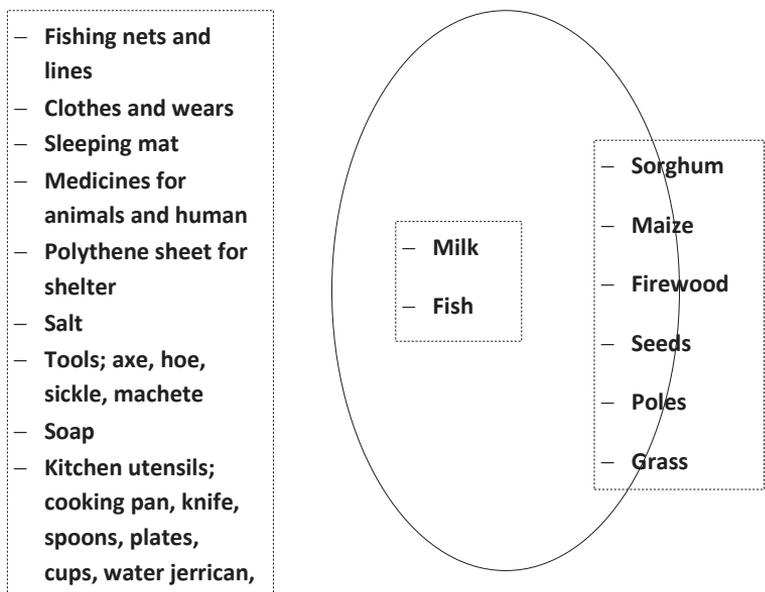


Figure 19: Livelihood resource analysis for a village in Leer

s) Problem posing

Problem posing involves presentation of particular real or arbitrary problem case to participants so that they discuss possible solutions.

t) Problem/Solution tree

These comprise of sets of problems or solutions with associated root causes. Each route cause or solution has further roots, eventually building relationships similar to structure of the tree. The tree may be turned upside down so that the roots actually become branches. In this way, a broad solution can be split into various units/solutions. Problem and solution trees are diagrams and visualization tools for discussing broad goals which are then split further into objectives, and activities. They can be important for analyzing outputs, outcomes, expected results and impacts.

u) Interviewing

Involve questions to individuals and capturing responses on paper. Interviewing is done through structured questionnaires, semi-structured questionnaires or checklists. Structured questionnaires are specific and ensure focus on objective of survey. They are, however, limited in flexibility to accommodate other emerging relevant information that may not have been anticipated during formulation. A balance should be set on the extent between required flexibility and assurance to the course of the objectives. Although questionnaires allow incorporation of enumerators to reach more respondents, the option of bringing respondents together so that other participatory tools are used for the same objectives should be considered.

v) Seasonal calendars

Seasonal calendars are tabulated charts indicating occurrences during various seasons. They are useful for indicating periods of occurrences of diseases, cultivation time, planting time, livestock migration time, rain season, marriage, school holidays, dry period, harvesting time, fishing time, flooding, period of hunger gap, period of shortage of supplies at local markets and many other social and economic characteristics in the community.

While constructing the seasonal calendar with communities, it should refer to known local seasons. Most appropriately use of local names of seasons makes the discussion clearer and brings out a clear calendar.

Seasonal calendar is best constructed through focus group discussions or by plenary discussions. For participants where literacy levels are low, diagrams and symbols such as dry leaves, fresh leaves, stones or other common objects should be used to represent seasons and activities. Newsprints or manila papers may be cut into small squares and representative diagrams are drawn. Preferably the specific symbols should be suggested by participants. A seasonal calendar on occurrence of livestock diseases is presented in part four.

w) Gender daily activity profiles

This tool gives 24-hour daily activities undertaken by men, women, girls, boys and children. Development of gender daily activity profile can be through focus groups of the specific genders or as mixed groups.

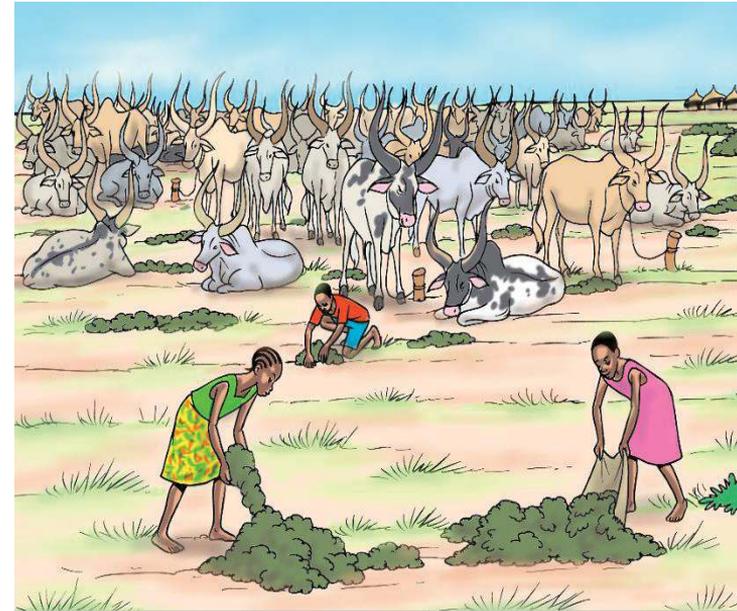


Figure 20: Girls moving cow dung to the periphery of cattle camp early in the morning.

Integrating cross cutting issues in community dialogues

Community dialogues are opportunities for contact with the people. Other than the main purpose of the community dialogue event, during this time, the contact should be used to convey other cross cutting issues that affect the intervention in focus, but which may not be necessarily be the main focus of the project.

1) Gender

Gender in social aspects is used to refer to a person's personality and character mainly as affected by whether the persons is male or female. In society, men and women tend to be associated with specific roles. In traditional setups of rural communities in South Sudan, women tend to be engaged in reproductive roles such as cooking, feeding children, cleaning of cooking utensils, sweeping of the house and compound, and other daily household activities that tend to be repetitive. Men tend to be engaged in defensive responsibilities and roles for planning of future welfare of the family.

Women participate in socio-economic activities that affect the wellbeing of the household as well as the wider community. During interventions for transforming communities, identifying challenges and needs of women are significant in formulating specific strategies. Women can play important role in economic development due to their heavy involvement in producing tradeable goods and services. However, they are often relegated to informal economies because of their lack of access to finance and

male-dominated networks. In South Sudan, main capital assets are owned by men, and the men decide on disposal of such assets.

For instance, cattle are owned by men and even when the man passes away, major decisions on use of livestock resources is made by the brother(s) in-law. The opportunities of interacting with communities during community dialogues should be used to promote positive engendered practices among communities as well as to discourage negative ones. These can be such as encouraging women to engage in vegetable production for income generation, to engage in livestock related businesses such as milk trade, poultry trade, meat eateries, and mobilizing into women groups. Community dialogue events can be used to sensitize men to support their spouses in such activities.

2) Environment

The environment supports mankind and the rest of nature. Cattle, sheep and goats rely on pastures and water which are part of the environment. Poultry feed are also directly from the environment. Poles, grass straws and other material derived from vegetation are used for construction of livestock shelter. Destruction of the environment result into various forms of interference with livestock and mankind including:

- ✓ Scarcity of livestock feeds such as following drought or heavy flooding
- ✓ Livestock diseases and pests

- ✓ Hunger
- ✓ Human diseases e.g cholera outbreaks

Issues of the environment can be integrated through:

- ✓ Sensitizing the community on environmental risks of bush burning and cutting of trees- give advice on alternative approaches
- ✓ Sensitizing the community on better methods of disposal of dead carcasses and medical wastes from veterinary supplies.
- ✓ Sensitizing the community on better methods of disposal of human waste e.g through use of toilets
- ✓ Sensitizing community about protection of river banks
- ✓ Sensitizing the community about improved sanitation as safeguard against zoonotic diseases – such as cyclosporiasis, anthrax, food poisoning.
- ✓ Sensitizing the community against bad disposal of plastic wastes.

On assessments, investigate locations where livestock carcasses are dumped, sites of slaughter, handling of slaughter wastes, seasons of highest use of poles for construction of *luaks*, changes in vegetation cover over time, solid waste pollution and other environmental hazards..

3) Protection

Protection of vulnerable groups such as children, women, the disabled and aged is a key issue to be addressed in community

dialogues as a cross cutting issue. Children for instance are in process of mental, psychological and social development. These are highly affected by the way in which they interact with their surroundings. Although every single human being inherits characteristics from their parents, environmental impacts plays big role in shaping a person's mentality, health and other physical wellbeing. The impact of child's interactions results in highly permanent effects. Nature aims these for the benefit of the child's future, but can leave bad negative effects on the child abilities to cope in the present and future.

Exposures that interfere with child development

- ✓ Child labor
- ✓ Traumatic mental experiences such as observing quarrels, fights,
- ✓ Sickneses and or malnutrition
- ✓ Adverse weather
- ✓ Physical overload such as walking long distances
- ✓ Inactivity, boredom due to lack of play.
- ✓ Degrading languages such as abuses, threats
- ✓ Isolation/abandonment.

Integrating child protection into community dialogues can be achieved through: -

- ✓ Mainstreaming – all aspects of humanitarian actions should ensure protection, comfort and recovery of children are considered.
- ✓ Integrated programming – involves interventions between two or more sectors to work together towards a common program objective and addresses the special interests of children.
- ✓ During community dialogues to assess livestock issues, it is important to also check what socio-economic changes have occurred on children such as availability of milk to children, effects of hunger (due to outbreak of livestock diseases) on school attendance, do spatial mapping of availability of schools as compared to locations of cattle camps and proportions of children in cattle camps as compared to those at homesteads and at school
- ✓ While conducting open interviews with the cattle camps elders about cattle raiding, try to find out what happens to children during the violence. Investigate what happens to cattle camp children during conflicts and how they are taken care of for their welfare and safety.
- ✓ Sensitize community on need for child education including for children at cattle camps and against too much engagement on livestock herding, construction of livestock shelters.

4) HIV/AIDS

HIV/AIDS is a pandemic that has affected diverse kinds of communities in the world. Within the universal human rights



Figure 21: Child residing at the cattle camps

charter, the WHO emphasizes the protection of dignity of people affected by HIV/AIDS. Governments and institutions have exerted concerted efforts to control and prevent the spread of HIV. The condition result into adverse economic and social effects. HIV/AIDS weaken affected people and individuals thereby reducing human resource available to support communities. When the household bread winner is infected, family members go without food, leave in poor shelters and education of children are interfered with.

Public interaction during community dialogues should be used to create further awareness and sensitization on the impact of the condition, prevention and control measures. These include: -

- ✓ Sensitization and awareness creation among youth and other members of the community on safe sex
- ✓ Sensitization and awareness creation among the wider community against stigmatization of affected individuals and families
- ✓ Sensitization and awareness creation on risk factors
- ✓ Sensitization and awareness creation on need for counseling testing
- ✓ Messages on positive leaving; including need to seek medical attention early, association of HIV and opportunistic infections, and role of anti-retroviral medications in alleviating effects
- ✓ Sensitization and awareness creation on the impact of HIV/AIDS on households, community and the country.

These messages should be organized into short topics within the main event through topics such as: -

- ✓ “Risk factors for infection with HIV/AIDS”
- ✓ “Stigmatization of PLWHIV and repercussions”
- ✓ “Role of parents and guardians in protecting youth from HIV/AIDS”
- ✓ “Positive leaving”
- ✓ “Effects of HIV/AIDS on community”.

In order to protect HIV/AIDS people against opportunistic veterinary public health infections, community dialogues should be used to disseminate public health sensitizations and awareness information such as risks of unhygienic/unpasteurized milk in spreading TB.

Sessions on assessments should be used to investigate issues related to HIV/AIDS such as cattle camp risk factors for the condition, degree of involvement of various members of the community in sensitization and awareness creation, access to prevention and control facilities, and institutions involved. Traditional activities at cattle camp that reduce risks should be promoted, use of livestock to compensate against intimate relations out of wedlock and other socio-cultural roles of livestock in relation to protection against infection needs to be explored.

Capturing data / information during community dialogues

Data and other information are important for understanding what cannot be openly seen in a community. Good data gives close picture of the real situation. Data and information capturing should be efficient and adequate during community dialogue meetings.

Options for capturing data and information

- ✓ News prints
- ✓ By cameras (including phone cameras)
- ✓ On note books such as disease ranking list, table of ranking and scores
- ✓ By questionnaires.
- ✓ By tape recording if permission is granted

Recording of proceedings of community dialogue depends on type of information and method of discussion. Sketch maps, piling exercises and trend lines are by themselves records. If they are done directly on ground, a picture can be taken. When newsprints are used, they can be used directly as records, or pictures of the newsprints can be taken. Alternatively, the ground and newsprint information may be directly transferred into notebooks. It should be noted that transfer into notebooks takes time and may require special recorder.

Recording through pictures or by electronic cameras has become highly timesaving and convenient. Pictures taken by electronic cameras may be directly presented in reports or may be used for analysis and reported in other formats.

Sketch maps can be directly used in reports or the facilitators can sit later and re-do finer copies, but ensuring all details and information contained are retained. Be careful not to alter information or lose vital details during transfer.

Remember that qualitative data from ranking, proportional piling, matrices are recordable in tables from where the scores will be used to prepare various types of graphs and check for significance of differences. They can be transferred into spreadsheets and analyzed through various software packages

As much as possible, data and other information should be disaggregated by gender. These include number of women, girls, or men, who participated, among youth involved in livestock herding, what proportion are girls?, of the households indicated in the spatial map, which ones are female headed? Among goats arriving at the livestock auction, what proportion is brought by women? These should be integrated in almost all data capturing processes. Disaggregated by gender should be included while planning the exercises.

For focus group discussions, record the number of men, women, girls and boys who participated in the discussion. Lists of participants should have a column to indicate M (male) and F (female) against the names.

Care should be taken not to obtain too much data and information that are not useful for the objectives. Irrelevant data leads to time wasting and confusion (Figure 22).



Figure 22: Irrelevant data leads to too much material that wastes time and cause confusion

Data records can be in the form of tables on note books or flip charts, figures on flip chart, pictures, bullet notes on note books, paragraph texts on note books (such as from open interviews), or questionnaire forms.

Examples of data records



Figure 23: Picture of ground matrix scoring

1) Picture

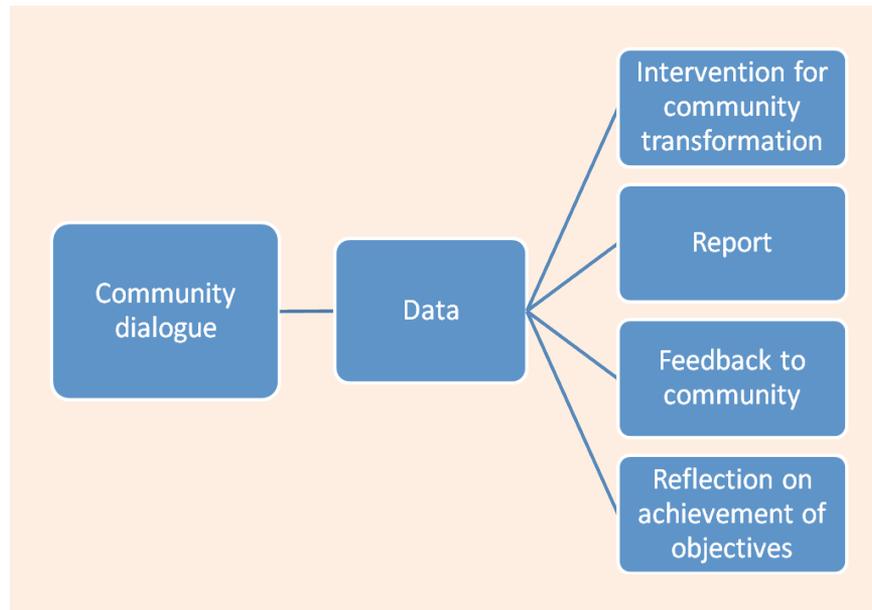
Picture of ground matrix scoring (Figure 25), of sketch map, radar graphs, trend lines and other graphical exercises may be used directly as data records.

2) Table for proportional ranking exercise

	2014	2015	2016	2017	n
Number of sticks for PPR	17	22	43	18	$6m + 2f$

PART FOUR

Outcomes of Community Dialogues



Uses of data and information collected in CDs

If the community dialogue was for conveying message to community, data obtained will be relevant for monitoring and evaluating the impact of the message passed. They will be important for example to check percentage of households with no milk at all during some specific period in time. If the event was for assessment, survey, evaluation or other form of research, the data will be useful for decisions for interventions. Quantitative data are processed into information products that are more conveniently visually compared

such as bar graphs, pie charts, radar graphs, line graphs, and others. Relationships, behaviors and trends within the community can then be understood. It should be noted that some data and information are both quantitative and qualitative. Data processing and deriving of messages of data constitute analysis. Other qualitative information is directly used to describe occurrences in the community such as historical events, gender roles, institutions involved, seasonal calendars and others. Reports are made from the results of analysis. Figures 24 and 25 are examples of charts.

Examples of charts

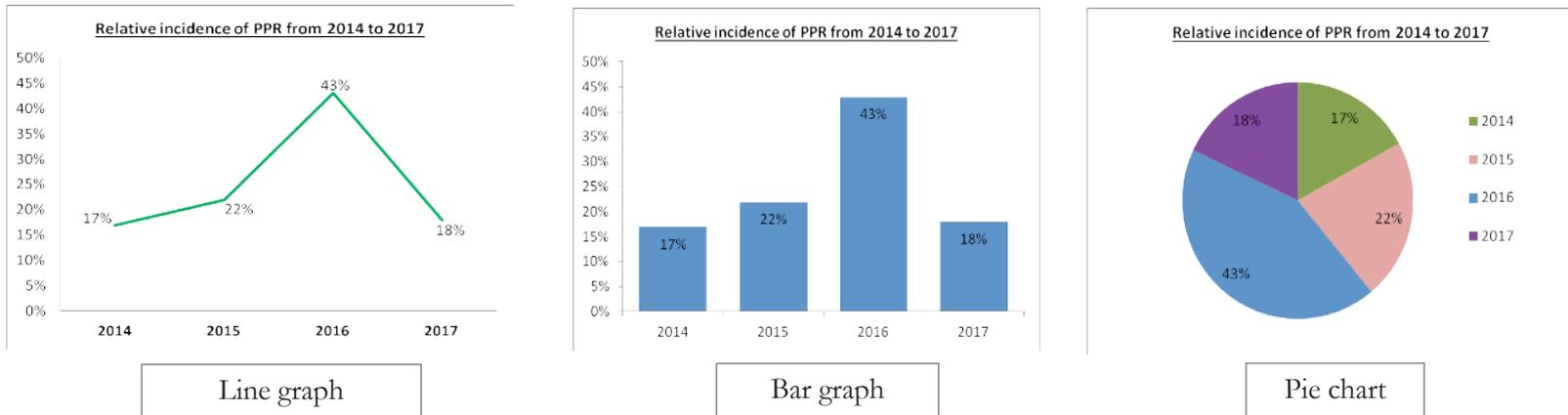


Figure 24: Various types of graphs that can be prepared from data and information collected from community dialogues.

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Season												
Rain												
Diseases of cattle												
HS												
CBPP												
Mange												
Brucellosis												
Flukes												
Diseases of sheep & goats												
Pox												
PPR												
CCPP												
Mange												
Lice												

Figure 25: Livestock diseases seasonal calendar of occurrence in a community

Verifying achievement of community dialogues

Achievement or success of a community dialogue will be possible only if what was intended is clear. The intention of the planned community dialogue has to be well stated by the purpose, goal, or objectives. It must be possible to verify the degree to which the intention was achieved. The stated purpose, goal, or objectives must, therefore, be

specific, measurable, achievable, realistic and time bound. Achievement should be in terms of immediate as well as impact on the community. These principles are commonly abbreviated as SMART. Consider the following statements and effects at the time of verification:

Table 6: Historical timelines for Koch

Objective statement	Major gaps	Effect
To select vulnerable beneficiaries	Number to be selected Date to accomplish	Field workers may select only small % of beneficiaries and assume they have finished their work.
To sensitize communities on the control and prevention of Brucellosis	Sensitize who? Sensitize how many? Date to accomplish	After the event, verification may not be able to identify if the targeted members of the community members were sensitized.
To map livestock grazing sites To map availability of CAHWs	After mapping then what?	After the event, it will not be possible to verify if the event is associated with any impact on the community.

From the statement of objectives, goal, or purpose, the extent to which particular indicators have changed can be checked. These are for instance: -

- ✓ Did the event take place?
- ✓ When did it happen and where?

- ✓ How many events were conducted?
- ✓ What was the number of participants?
- ✓ How many of the participants were women, men, boys and or girls?
- ✓ How many were milking cows?

- ✓ Were the criteria on selection of vulnerable beneficiaries developed and followed during the selection process?
- ✓ Were vulnerable beneficiary selected?
- ✓ How many were selected?
- ✓ Was the beneficiary list certified or authenticated by local authorities?

Always indicate what was planned but was not achieved, and reasons for this. Measure the result of the event against what it was intended to achieve. Preparation of monitoring report aids in verifying achievement of the community dialogue.

Verification should also be on achievement on impact. This usually comes later after the impact has taken place. Verification therefore is done through the routine monitoring and evaluation activities of the wider project. These include assessments and surveys.

Preparation and presentation of community dialogue reports

Preparation and presentation of community dialogue reports is determined by various factors which will determine the format, content and schedule of circulation. The following factors should be considered: -

Purpose of the report

These depend on the objectives of the community dialogue, such as needs assessments, beneficiary selection, planning of mass vaccination exercise and sensitization and awareness campaigns. A community dialogue can be a session on identification of cattle camps, grazing areas and location of animal health workers for the purpose of conducting mass vaccination. In such case, the report could be a sketch map to be used for further planning of the vaccination. Needs assessment reports should answer objectives of needs assessment. If final analyses are not done at the field level, the report may just comprise of “raw data” of exercises conducted, especially in situations where skills at the field level may not undertake detailed analysis.

Recipients for whom report is intended

Recipients include program managers, program coordinators, government ministries, the target community, donors, country directors, sector clusters, working groups, policy institutions and the media. The recipient will be interested on specific message or information about the dialogue event. The recipient may have a specific format requirement. Some recipient may prepare a tabulated

form indicating fields to be completed, or prepare a template indicating titles and sub-titles. In whereas the report should have as much detail as possible, some recipients may not have the time to read big reports.

Media and policy reports in most cases are prepared to stimulate the interest of donors and government to take action on needs, or for sensitization of community for purposes of positive cooperation.

Format of the report

This depends on purpose and intended recipients as discussed above. It may be necessary to submit some copies in electronic while others in hard copies.

Timeline of the report

The timeline mainly depend on the purpose of the report. Delay in preparation and submission of the report can lead to serious loss of benefits that were expected out of the report. For instance, it may have been intended for sensitizing specific donors to support needs of a community and if it is late, the support will have passed such as when financial year for assessing the funds is elapsed. Release of funds by donors is dictated by many milestones including funds available within specific period and timeline for submission of project proposals.

Community dialogue report may be needed for preparation of subsequent reports such as monthly progress reports, quarterly progress reports, mid-term reports, end of project final reports, monitoring and evaluation reports, financial reports and audit reports.

Who will compile the report?

It should be clear to staff involved in the community dialogue who will compile the report. Staff and facilitators should not conduct an event without knowing who is supposed to prepare the community dialogue report with summary of outcomes. This should be clear at the planning stage. There are cases where facilitators are engaged to conduct events while report preparations are expected to be done by project staff. This should be made very clear at the planning stages.

Standard format for the report

Generally, the standard format describes whole of what was done, why, who, where, how and the outcome. The report should be based on objectives of the report and of the event. Irrelevant information should not be included in the report. Standard reports should follow the format below: -

- ✓ Title
- ✓ Acknowledgement
- ✓ Table of contents
- ✓ Executive summary
- ✓ Introduction
- ✓ Methodology
- ✓ Key findings
- ✓ Conclusions

- ✓ Challenges
- ✓ Lessons learnt and best practices
- ✓ Recommendations

Other parts that may be included depending on depth of report are: -

- ✓ Cover page
- ✓ Abbreviations and acronyms
- ✓ List of figures
- ✓ List of tables
- ✓ Annexes
- ✓ References.

Presentation of report

In specific circumstances, there may be need to present the report to audiences. Presentation should be relevant to information that needs to be passed to the specific audience. The objective of the presentation depends on actions the audience is expected to undertake on the information to be shared. Audience for presentation includes program managers, program coordinators, government ministries, the target community, donors, country directors, sector clusters, working groups, policy institutions and the media as in report submission.

For presentation, the report should be summarized into notes that can be followed during the meeting. Notes may be in form of simple bullets such as during presentations at cluster meetings in locations

with limited facilities. However, when facilities allow, screens and projectors should be used. These may require use of power point summaries.

Presentation skills

- ✓ Include only key points that are relevant to the audience
- ✓ Summarize the message into notes that you can follow during the presentation – as topics, sub-topics and bullets
- ✓ Include graphic illustrations, pictures, tables and examples
- ✓ Bullet points should be precise and brief
- ✓ When using power point, never crowd notes into one page. It is advisable to have only up to 8 bullets per page
- ✓ Rehearse the presentation beforehand and monitor timing in accordance with allocated duration
- ✓ Avoid talking too fast or too slow
- ✓ Use the notes on power point as guidance and explain rather than reading word by word
- ✓ Maintain contact with your audience – do not deviate and concentrate on the power point
- ✓ Allow the audience to comment and ask questions at the end of the presentation and finally thank them for listening, for their time and for participating.

Feedback to community on outcome of community dialogues

The community constitutes key stakeholders in relief, rehabilitation and development interventions. They are basically the owners of intervention projects. The other actors are agents, regulators, service providers and source of financial support. The community should therefore be aware of plans and other processes that affect their welfare. Organizers of the community dialogue should feedback community on result of the event. Feedback should comprise of summary of relevant information.

Other benefits of feedback are:

- ✓ Encourages cooperation of beneficiaries and community at large
- ✓ Enhances transparency and accountability
- ✓ Leads to trust building among stakeholders
- ✓ Enhances participation
- ✓ Creates environment for sharing of challenges and ideas for solutions.

Recipient of feedback information

- ✓ Main beneficiaries
- ✓ Sampled community
- ✓ Community leaders / Local administration
- ✓ General community.

How to channel feedback to the community

- ✓ Through community leaders such as chief or payam administrator
- ✓ Through field workers or project staff
- ✓ Through community mobilizers
- ✓ Mass media such as local FM radio
- ✓ During other community dialogue events.

Information to feedback

- ✓ Whether an intervention will be initiated or not
- ✓ Type of intervention
- ✓ Details of plans of implementation of particular activities
- ✓ State of community, for further development into action plans
- ✓ Achievement of the event, including turnout, how the event is expected to impact on the community based on how it was conducted.

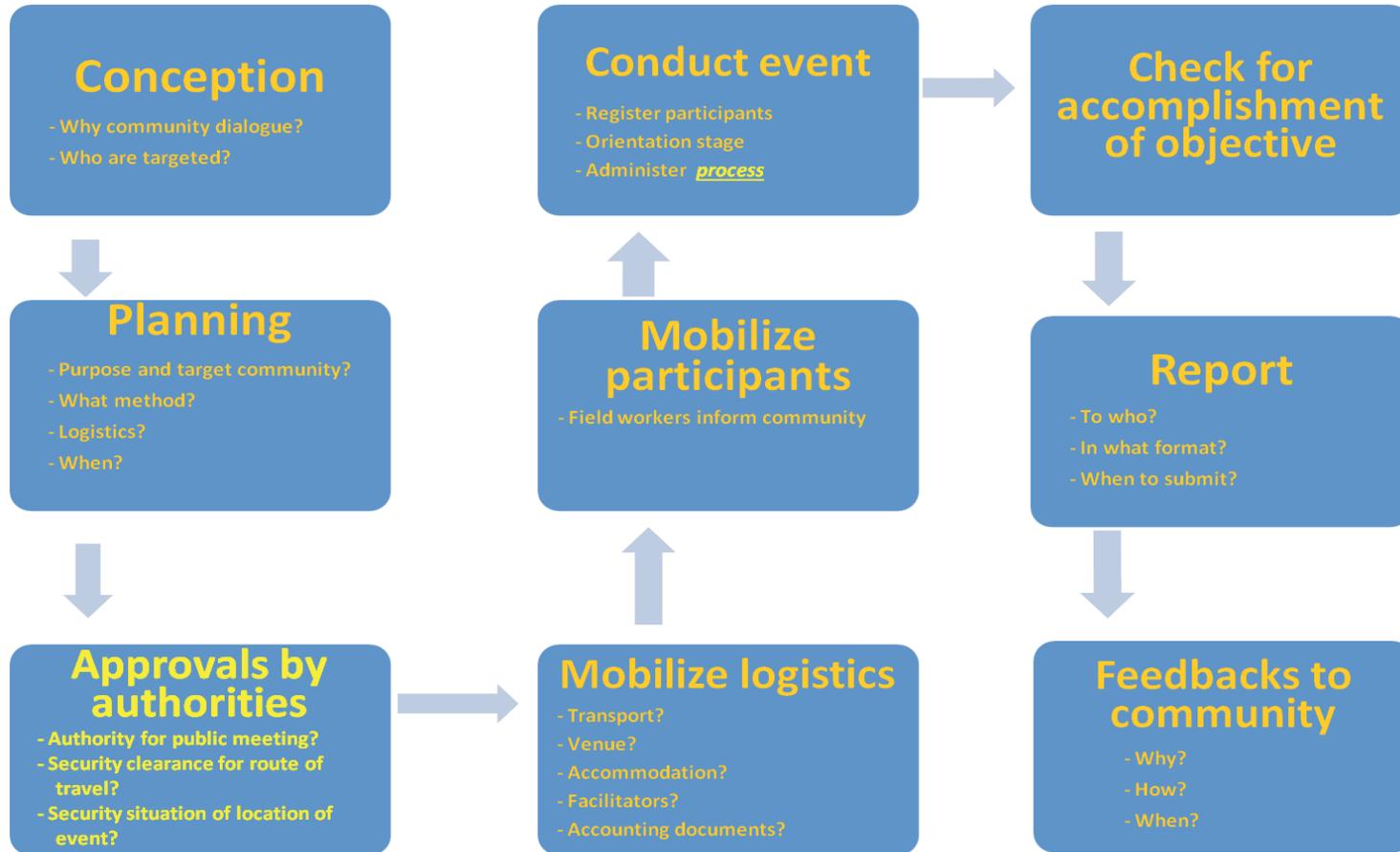
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ANNEXES

Annex I: Summary Guide on Steps for organizing an Effective Community Dialogue



Annex II: Essential contents of the quick run bag / back pack

Essential content

1. Spot light/flash light/torch
2. Spare batteries and spare bulbs
3. Way compass /GPS (Global positioning system)
4. Rope
5. Water bottle with clean drinking water
6. Water purification tablets and water filter
7. Pain killer tablets
8. Fire lighter, water proof matches
9. Personal medications
10. First aid kit – with small gauze bandage, adhesive bandage, scalpel blade and sterilizer alcohol (such as methylated spirit/alcohol gel).
7. Mosquito net
8. Satellite phone, 2-way radio and chargers
9. Whistle
10. Energy biscuits
11. Passport size photos of yourself
12. Personal identification documents- ID and or Passport
13. Sling/'Davids sling'
14. Animal trapping wire
15. Small fishing hook and rope
16. Signal mirror.
17. Reflector jackets / blanket

Other important items

1. Beverage especially coffee or tea
2. Pocket knife
3. Pen, pencil and paper
4. Area map
5. Emergency contact details
6. Money in small denominations

Annex III: Sample of the questionnaire

Assessment on productivity of small Ruminants in Guit County

Name of Area Monitor: _____ Date: _____

Payam: _____ Village: _____ County: _____

State: _____

Name of Beneficiary: _____ Assigned serial

Number (year/number): _____

A) Flock Size per household (Give the flock size of the household)

Goats (female)

Female which has given birth	Female over 8 months	Female (5-7 months)	Female (0-4 months)
Total No:	Total No:	Total No:	Total No:

Goats (male)

Male breeding buck	Castrates over 8 months	Male (5-7 months)	Male (0-4 months)
Total No:	Total No:	Total No:	Total No:

Sheep (female)

Female which has given birth	Female over 8 months	Female (5-7 months)	Female (0-4 months)
Total No:	Total No:	Total No:	Total No:

Sheep (male)

Male breeding buck	Castrate (over 8 months)	Male (5-7 months)	Male (0-4 months)
Total No:	Total No:	Total No:	Total No:

B) Off-take and Mortalities (Fill the total number of animals sold, slaughtered or dead during the month; if dead give reasons)

Species and age group	Off-take				Mortalities	
	Sold	Consumed by family	Exchanged	Lost (give reason)	Dead (give reason)	Reason
female goat which has given birth						
female goat over 8 months						
female goat 5 - 7 months						
female goat 0 - 4 months						
male goat buck in reproductive age						
Male castrated goat buck over 8 months						
Male goat 5 - 7 months						
Male goat 0 - 4 months						
Female sheep which has given birth						
Female sheep over 8 months						
Female sheep 5 - 7 months						
female sheep 0 - 4 months						
Male breeding buck						
Castrated male sheep over 8 months						
Male sheep 5 - 7 months						
Male sheep 0 - 4 months						

C) Improved Management Practices (Please write what is done)

Species	Housing (luak, tukul)	Supplementary Feeding (Crop residues, brewers waste, minerals, leucaena, crop residues)	Watering (Pond, Swamp, River, Pump)	Use of Manure
Goats				
Sheep				

Annex IV: Sample of a checklist

Check list, assessment on livestock livelihoods

1. Types of livestock kept

- ✓ Listing and ranking on main types of livestock kept.

2. Herd and flock sizes

- ✓ Criteria for wealth ranking
- ✓ Wealth categories
- ✓ Wealth ranking in terms of herd and flock sizes
- ✓ Size of largest and smallest herd and flock.

3. Uses of livestock

- ✓ Listing of uses of livestock
- ✓ Open plenary discussion on uses.

4. Livestock prices

- ✓ Prices during four years
- ✓ Reasons for changes in prices.

5. Livestock productivity

- ✓ Trend of calving rates during four years
- ✓ Trend of milk yield during four years.

6. Disease conditions

- ✓ Main diseases in every year
- ✓ Main disease challenges this year.

7. Livestock disease outbreaks and coping strategies

- ✓ Historical time lines, deeper discussion on disease outbreaks.

8. Distribution of gender roles in livestock

- ✓ Provision of routine daily labor
- ✓ Ownership of livestock
- ✓ Who handles sales of various products?
- ✓ Who makes decision on use of income from the livestock products?
- ✓ Who makes decision on role of livestock on regulations and policies?

9. Comparison of livestock and other sources of income

- ✓ Ranking of sources of income.

Annex V: Report of a community dialogue

Community Dialogue Report: Assessment of livestock livelihoods in Piliiny and Bathjop, Leer County: Compiled by Elijah Gatlah

Date of reporting: 18th May 2017

Dates conducted: 15th -16th May 2017

Location: Piliiny and Bathjop, Leer County

Objectives of the community dialogue:

By the end of the community dialogue:

- To define and establish the proportion of wealth groups in the community
- To estimate livestock morbidity and mortality in the community
- To establish gender roles in livestock keeping
- To establish main causes of food insecurity in the community

Methodology, tools, exercises and results:

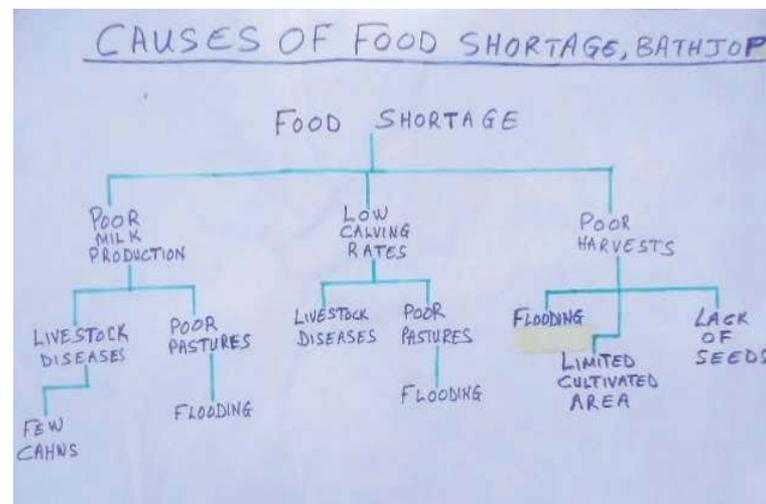
1. Livestock kept in the community- proportional piling

	Cattle	Shoats	Chicken	Total	Number of participants
Group 1	63	25	12	100	4 men, 2 women
Group 2	58	28	14	100	4 men, 3 women
Group 3	66	24	10	100	5 men, 1 woman

2. Livestock morbidity and mortality- proportional piling

Cattle	Healthy		65
	Sick	Alive	21
		Dying	14
	Total		100
Shoats	Healthy		72
	Sick	Alive	19
		Dying	9
	Total		100
Chicken	Healthy		53
	Sick	Alive	12
		Dying	35
	Total		100

3. Causes of food insecurity in the community- problem tree



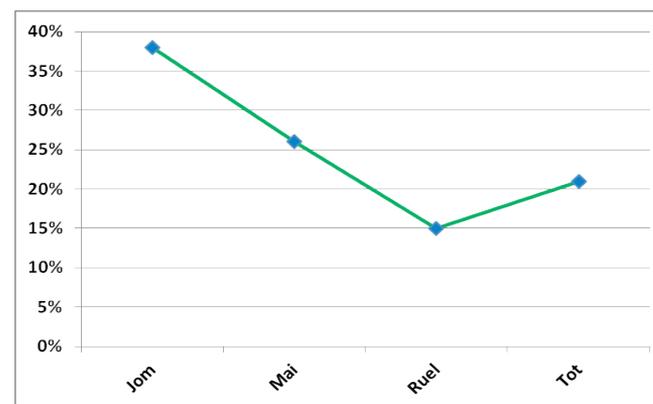
4. Wealth categories and wealth ranking – proportional piling

	Descriptions	Proportion of wealth category in village		
		Group 1	Group 2	Group 3
Very poor	0 cattle 0 shoats 0 chicken Small bad tukul	7	4	8
Poor	1 - 5 cattle 1 - 8 shoats 1 -5 chicken 2 tukuls	61	65	57
Medium	6 - 15 cattle 9 - 15 shoats 6 - 10 chicken Over 2 tukuls, medium luak	24	26	27
Rich	15 – 60 cattle 15 – 60 shoats 6 - 10 chicken Over 2 – tukuls, 1 big luak	6	4	8
Very rich	60 – 200 cattle 15 – 60 shoats 6 - 10 chicken Over 2 – tukuls, 2 – 3 big luaks	2	1	3
Total		100	100	100
Number of participants		7 men, 1 woman	6 men	4 men, 2 women

5. Gender daily activity profile- daily activity calendar



6. Trend line of milk yields during the seasons- graph



Challenges and lessons learnt

- ✓ Road access to the villages was difficult due to flooded paths
- ✓ Event was conducted during rainy season- rains disrupted some sessions
- ✓ Security in the area was tense- some participants failed to turn up for the community dialogue.

Recommendations

- ✓ Community dialogue events should not be scheduled during the planting season when community members are engaged with cultivation
- ✓ Security authorities should be engaged through out to advice on use of routes and venues of events and assure security
- ✓ Further community dialogue events should be conducted related to environment and gender mainstreaming.

Annexes:

Annex I: List of participants

	Name	M/F	Designation
1.	Guar Jamin Puok	M	Cattle camp member
2.	Khan Gatluak	M	Traditional healer
3.	Angeline Ring	F	Cattle camp youth
4.	Doar Chanong	M	Cattle camp leader

Annex II: Picture gallery



Luak of medium wealth group at ZZZ village



Proportional ranking exercise with men of YYY cattle camp

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