



COMMUNITY MOBILIZATION FOR EMPOWERMENT IN UKRAINE

A PRACTITIONER'S GUIDE



UNITED NATIONS
UKRAINE



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Introduction

Community Mobilization for Empowerment (CME) is an effective method for getting members of any community mobilized and actively involved in local decision-making. It involves the mobilization of any interested women or men, and particularly those who are most vulnerable and most frequently excluded from assemblies, councils and committees where decisions about local services, security, and public finance are made.

The CME process assists vulnerable women and men to understand their rights, build-up their personal capacities, strengthen their links with other community members, and to identify priority actions which will contribute to ensuring their rights are fulfilled. The CME methodology¹ has been successfully used and applied in a number of districts in Ukraine since 2016 and has a potential of being scaled up nationwide.

The practice of CME is already bringing about positive change in Ukraine. A woman from a mobilized community in Donetsk told researchers: *“Since we organized into self-help groups, created a community profile and started to actively work with the local authorities by discussing our needs with them there have been a lot of changes in the community. We now have got local buses. New playgrounds have been built in residential areas with single-family homes. An outdoor cinema has been opened. Young women from the rural areas in our district are now negotiating with the local authorities to build playgrounds, install streetlights and provide sports equipment. These things just started coming up. I do not know whether it is happening particularly due to our group’s effort or not. But all these things are certainly happening thanks to the mobilization process...”*

The foundations for CME are based on human rights and gender equality, and accordingly the process helps to address discrimination and to demonstrate the benefits of embracing diversity. In this way CME provides a step-by-step guide to ensuring all citizens, women and men, can be mobilized and their voices heard, and that local authorities base their decision-making on the principles of human rights and gender equality.

This Guide was created before COVID-19 spread globally, including in Ukraine. Challenges that vulnerable women and men face have been amplified and exacerbated amidst the COVID-19 pandemic. Therefore, the CME efforts aimed to address them have gained even more relevance in this complex situation.

The purpose of this CME Practitioner’s Guide is to explain, in more detail, what CME is, what are its benefits, and how it can be implemented. The Guide is mostly aimed to assist those directly using the CME methodology. This includes Mobilizers in the communities, staff and volunteers of support organisations, such as CSOs, and members of Self Help Groups². Other institutions and organisations important to local governance and development, such as the hromada authorities, security officials, and local businesses, can also use this Guide to identify practical ways in which they can support the CME process.

Chapter 1 of the Guide provides a concise explanation of the concepts and terms underlying the CME methodology and explains who is involved in making CME successful. Chapter 2 briefly reviews the challenges and opportunities for applying CME in Ukraine, and Chapter 3 contains a Step-by-Step guide as to how to use the CME methodology, with clear references and links to practical tools, templates, and other resources useful to the CME process. There are also specific sections which provide practical advice about applying the CME methodology in the ‘gray zone’³ in Eastern Ukraine.

Much of the guidance is based on the testimonies and requests made by women civil activists and mobilizers in the communities of Donetsk, Luhansk and Zaporizhzhia. In particular, the Guide sets out how mobilizers can demonstrate that knowledge of human rights and gender equality can directly lead to the improvement of the quality of life of vulnerable women and men in communities in Ukraine.

¹The Community Mobilization for Empowerment Methodology (2012) was originally developed and piloted by UN Women in Moldova as a part of the UNDP-UN Women Joint Integrated Local Development Programme, funded by the Government of Sweden. Available at <http://eca.unwomen.org/en/digital-library/publications/2012/03/guide-community-mobilization-for-empowerment-of-vulnerable-women-and-men>

² ‘Mobilizer’ refers to an activist from the Community who receives external support to help mobilize community members and to provide them with guidance, information, and motivation. Those women and men mobilized in the community are encouraged to form ‘Self Help Groups’ composed of 5-15 members. Both terms are explained further in pages 8-9 of this Guide

³ Concept “grey zone” is often used in military and diplomatic literature. In Ukraine it appeared in 2014 after Minsk agreements were signed. The expression “grey zone” is used to call the neutral territory on both sides of the front line. In some places its width is a few kilometres, in others – only 200-300 meters.

Chapter 1: Understanding Community Mobilization for Empowerment

What Is Community Mobilization for Empowerment?

Community Mobilization is a process which brings together the members of a community who collectively identify critical issues and problems faced by the community and propose solutions to address those issues. Participation in the decision-making of the local authorities, that are crucial to local development initiatives and the provision of public services, is a fundamental part of Community Mobilization. Likewise, the process of Community Mobilization also involves establishing systems and practices that will help to sustain the improvements that were achieved.

Adding “empowerment” to community mobilization provides more opportunities for the most vulnerable, socially excluded and discriminated against individuals or groups to gain power and control over their own lives.

Importantly, Community Mobilization for Empowerment process assists all members of the community to transcend their differences and to meet on equal terms in order to facilitate a participatory decision-making process. In other words, CME is a process which initiates dialogue among members of the community, providing an avenue for everyone to participate in decisions that affect their lives, in particular, to determine what issues are to be addressed, how it is going to be done and who is going to do it. As such, the process of community mobilization can be seen as a powerful tool in the empowerment of women and vulnerable groups, who may otherwise be excluded from the decision-making mechanisms.

At the core of the CME process is the principle that all members of the community have the same human rights, and that the community has the responsibility to ensure that every member is viewed individually rather than viewing the community as a collective face-less mass. This principle is fundamental to CME and explains why the process is essential for securing better lives for the most vulnerable women and men.

What Are The Guiding Principles of Community Mobilization for Empowerment?

Communities and their governments need to face up to the challenge of combating the root causes of violations

of human rights which lead to discrimination, marginalization, social exclusion, and the unjust access to, and distribution of, the benefits of public goods and services. This is where CME and its human rights-based approach becomes relevant.

The **Human Rights-Based Approach (HRBA)**⁴ is a framework that aims to integrate human rights into each and every development programme, project and service provision. As a concept, HRBA ensures the meaningful and systematic inclusion and empowerment of the most vulnerable.

Due to the ever-growing acceptance and application of this principle, and the proven empowerment that it brings, it is important that civil society, local government, state bodies and the business sector become familiar with the fundamentals of applying HRBA. The systematic integration of this approach in everyday work of civil groups and local administrations will improve the respect and protection of the human rights in Ukraine.

A Summary of Human Rights

Human rights, essential for survival and dignified living include:

- The rights to life and liberty;
- The right to a standard of living adequate for the health and well-being of the individual and his/her family;
- The right to social protection in times of need;
- The right to the highest attainable standard of physical and mental health;
- The right to work and to just and favourable conditions of work;
- The rights to food and housing;
- The rights to private and family life.

Human rights also cover those rights and freedoms necessary for human dignity, creativity and intellectual and spiritual development, for example:

- The right to education and access to information;
- Freedoms of religion, opinion, speech and expression;

⁴ The Human Rights Based Approach was described in the publication of 2003 “Human Rights Based Approach To Development Cooperation – Towards a Common Understanding among UN Agencies” and explored for civic activists in, for example, “Applying a Rights Based Approach – an inspirational guide for CSOs”, Danish Institute for Human Rights, 2007.

- Freedom of association;
- The right to participate in the political process;
- The right to participate in cultural life.

They also include the rights vital for liberty and physical security, for example:

- Freedom from slavery or servitude, prohibition of forced labour;
 - The right to security of person (physical integrity);
 - The right to be free from arbitrary arrest or imprisonment;
 - Freedom from torture and from cruel, inhuman or degrading treatment or punishment.
- Cross-cutting are the twin principles of the equal rights of women and men, and the prohibition of discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Source: Hausermann 1998:56

HRBA benefits all citizens, but particularly the most marginalized and excluded in society as their human rights are most widely denied or left unfulfilled – whether in the social, economic, political, civil or cultural spheres, or, as is often the case, a combination of these. HRBA implies a change in the focus and motives for implementing local development projects and the delivery of public services. Hence, the focus is shifted from satisfaction of needs to realization of rights. HRBA recognizes people not as passive beneficiaries of services, but as **rights-holders** entitled to require realization and protection of their rights from the **-duty-bearers** who are obliged to ensure this.

An explicit aspect to applying HRBA is that all public authorities, at both central and local level, are required to develop and implement policies that integrate the rights of all community members, including the most vulnerable. Paramount to achieving this is the application of the principle of **gender equality**⁵. Equality between women and men refers to the equal rights, responsibilities and oppor-

tunities of women and men and girls and boys. Equality does not mean that women and men will become the same, but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. It also means that women and men have equal conditions, treatment, and opportunities for realizing their full potential, human rights and dignity and for contributing to (and benefiting from) economic, social, cultural and political development.

Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men.

Gender equality is not a women's issue but should concern and fully engage men as well as women. Gender equality is based on women and men being full partners at home, community and society. Equality between women and men is seen both as a human rights issue and as a precondition for, and an indicator of, sustainable people-centred development⁶.

Gender mainstreaming is a globally accepted strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres. It is advocated that consequently women and men benefit equally, and inequality is not perpetuated. Accordingly, gender mainstreaming is supported by the CME process.

The CME process ensures that mobilized women and men advocate for more gender-responsive policy planning and resource allocation as well as service access and delivery. Key to this is the use of **gender analysis**⁷.

Different communities and groups of men and women in Ukraine have diverse needs (based on their different roles and responsibilities in society) and unequal access to opportunities and resources, including capacities and means by which they can support various local services financially. Gender analysis helps to examine differences in women's and men's lives, including those which lead to social and economic inequalities for women, to apply this understanding to national, sectoral and local policy development and service delivery; and to achieve positive change for women subject to discrimination based on gender, income, ethnic or religious identity, disability or other

⁵ Gender Equality Glossary, available at: <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=> (last accessed 18 November 2019); Gender Equality and Human Rights, Sandra Fredman and Beth Goldblatt, UN Women, 2015, available at <https://www.unwomen.org/en/digital-library/publications/2015/7/dps-gender-equality-and-human-rights> (last accessed 18 November 2019); Gender Equality, Normative framework, Guiding Documents, www.unwomen.org/en/about-us/guiding-documents

⁶ Concepts and Definitions, UN Women, <https://www.unwomen.org/en/digital-library/genderterm>

⁷ Concepts and Definitions, UN Women, <https://www.unwomen.org/en/digital-library/genderterm>

- Be sensitive to gender considerations;
- Acknowledge rights and speak out when rights are being oppressed;
- Ensure all voices are heard and avoid discussions being dominated by one or two individuals.

Since the community mobilizer will help organize community groups and form executive committees, they also need some organizational skills in terms of basic management competency, ability to use basic computer programmes and research on the Internet, draft simple project designs, and be able to maintain accurate records, including basic financial reports.

Self Help Groups (SHG) of Women & Men

One of the key underlying principles of CME is that solidarity among and between individual vulnerable women and men is paramount to effective advocacy for their rights. Similarly, if individual vulnerable women and men will have all kinds of different skills, knowledge and experiences which may not be particularly effective when used in isolation to others, but, become very powerful when used

collectively. For these two main reasons, the CME methodology is centred on mobilizing individual vulnerable women and men and assisting those with common interests to form groups which are referred to as Self Help Groups (SHG). Such SHGs may have between 5-15 members who pool their collective talents and build sufficient capacity to take actions to improve quality of their lives.

SHGs are usually unregistered, informal organisations, but may become more formal if registration is needed to support their sustainability and further mobilization of resources. Once formalised, such groups may also be referred to as CSO (Civil Society Organisation) or NGO (Non-Governmental Organisation). At any rate, the defining characteristic of a SHG is that it is a civil, not-for-profit grouping outside of the business sector and institutions of government.

The benefits of SHGs is that they enable vulnerable women and men to combine their effort, skills, knowledge and experience in identifying the key issues and problems that they face in their community and then possible ways of solving those issues. SHGs are also a much more pow-



THE BENEFITS OF BEING A SHG MEMBER IN NOVOMYKOLAIVKA

Aliona joined a SHG in Novomykolaivka in 2017. She explained that being an active member of the group has resulted in multiple benefits:

'I have learnt so much from being in the SHG. I have learnt how to do basic social analysis (community profile), how to access local officials in Mykolaivka and influence their decision-making, and how to design and implement projects. All these new skills and knowledge have given me great confidence. So much so, that last year I stood as a candidate for our local council and was successfully elected.'

Aliona Vdovenko, a mobilizer from Novomykolaivka, Donetsk region, September 2017. Photo by Serhiy Maloletka.

erful tool for advocacy, than just an individual citizen. Members of SHGs also acknowledge that they personally feel more secure and confident about themselves, than before they joined the group. In turn, this renewed sense of confidence, along with an increase in capacity, helps the group members to seek out and engage in new activities.

SHGs are formed in communities when clusters of individual vulnerable women and vulnerable men identify common issues and interests. Such situation usually only takes place once there have been a series of open public meetings to explain the concept of SHG and to facilitate discussion of key problems in the community. In some communities the process of forming SHGs can be quite easy. This is usually the case in the communities with some active civil society organisations or programmes of international organisations already in place, and where the women and men in the community have fairly homogenous characteristics. The encouragement for SHGs can also come from proactive local authorities who support the independent growth of grassroots civil society. However, in non-homogenous communities with diverse social-ethnic demographics, or particular instability, such as post-conflict communities, the formation of SHGs may take much longer.

The Support Organisation

Although community mobilization is a 'bottom up' process, it does not happen spontaneously and does require some kind of external stimulus, involving resources and capacity development. The main agent of this stimulus is most likely to be a Civil Society Organisation (but may also be a public institution), but at a regional and/or national level, it will require a programme supporter, such as UN Women, or a national programme providing guidance, funds, and coordination. The community level stakeholders will interact with this programme supporter/national mechanism through the Mobilizers.

Within the communities themselves, Self Help Groups will be supported in their organizational development and advocacy work by the Support Organisation, and/or other programme partners that are mandated to engage in community and local development and which are driven by the values and principles of gender equality and human rights based approach. These organizations will provide the representatives of communities with access to training, mentoring, networking, and various resources needed to reach their empowerment goals. The main interface between the communities and the partner CSOs, and/or other programme partners, will be through the Mobilizers and Coordinators appointed by the Support Organisation. The Support Organisation, and/or other programme partners, will be organisations that work at regional, national, and even international levels, and thus able to assist the community groups to network with other such.

Local Authorities & Other Stakeholders

Key stakeholders in local decision-making processes and targets for the SHGs' advocacy and partnership are the *Hromada* administrations, many of which are representing amalgamated communities, and the regional governmental institutions. These are described further in Chapter 2, along with the specialised local committees covering security issues, and other Working Groups, and the various institutions providing healthcare, education and other social services.

Local enterprises and other local employers, such as large land-owners, as well as units of national or international businesses operating in or nearby the community, may influence and/or support the CME process, as well as existing civil society organisations, churches and other faith-based organisations. The CME process may also be supported by international organisations, such as UN Women and UNDP.

THE UKRAINIAN WOMEN'S FUND – A SUPPORT ORGANISATION FOR COMMUNITY MOBILIZATION FOR EMPOWERMENT



The Ukrainian Women's Fund is a nationally active civil society organisation which, as part of its mission, has been supporting the CME process in Ukraine since 2016. Its support role includes providing management and coordination for 35+ mobilizers active in communities in Donetsk, Luhansk and Zaporizhzhia, as well as the rolling-out of training programmes for mobilizers and SHGs, and the organisation of events and forums to promote the CME benefits and good practices.

Chapter 2: Community Mobilization for Empowerment in Ukraine

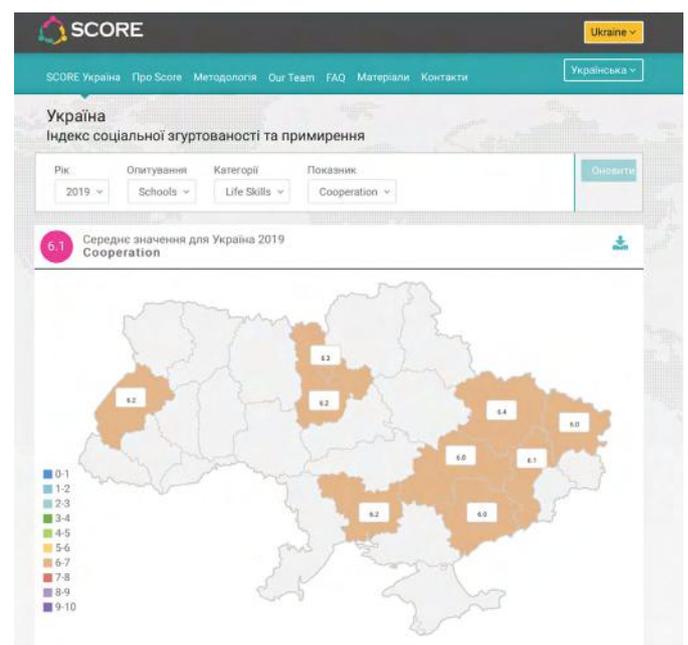
There are numerous individuals and groups of individuals in communities in Ukraine who are vulnerable and, for various reasons, unable to fulfil all their basic rights. The circumstances of these vulnerable women, men, and children, have been greatly affected by the recent years of economic and political transition, and by the recent conflict in the East. Both the national and local governments have struggled to carry out their duties, and other stakeholders in the communities, such as businesses and non-profit organisations, have not always recognised and responded to their own social responsibilities towards vulnerable women and men in the communities. Additionally, there are some individuals and organisations who have a vested interest in maintaining the status quo in the communities and therefore resist and block attempts to bring about change. For example, business owners may pressurize a local government to invest in infrastructure that supports their businesses rather than spend money to improve street lighting in residential districts. Also, criminal groups may sabotage plans to improve residential areas as their criminal activities prosper in dark streets rather than well-lit neighbourhoods.

Despite negative forces, due to the processes of reform,⁸ there are increasing opportunities in communities in Ukraine to promote and support the mobilization of the most vulnerable women and men. For the CME process to be effective, practitioners need to be aware of the important contextual aspects of these opportunities. The contextual issues are introduced briefly in the following paragraphs.

Vulnerability is not a commonly accepted concept. Vulnerability is linked to characteristics that formally divide society by certain criteria and inter-related factors such as language, social status and social behaviour, income, age, gender, ethnicity, health conditions, religious beliefs, and others. These characteristics may induce vulnerability of some groups, depending on their particular situation.

Vulnerability can be seen as a way to describe a range of characteristics that leads to women and men being socially excluded from decision-making

and more likely to be discriminated against. These characteristics may be complex and take on different forms, which is why the CME methodology urges practitioners to carefully consider who are the vulnerable groups and individuals in their community. These may be large groups such as the elderly and the unemployed, or smaller groups such as victims of domestic violence and those with a disability, or groups with multiple vulnerabilities such as single mothers with many children, or individuals with specific identities such as those in the LGBTI community. Throughout Ukraine there are women and men who are vulnerable, and in certain locations there are specific vulnerabilities that need to be focused on, such as religious or ethnic minorities, like Roma, and those women and men who have been displaced by conflict, or other types of migrants.



⁸ Following the Maidan Revolution, the signing of the EU-Ukraine Association Agreement (EUAA) and the IMF Memorandum on Reform in 2014, the Government developed a Reform agenda covering 18 areas with the aim to promote an inclusive economy, accountable government, human rights safeguards and democratic pluralism, <https://www.kmu.gov.ua/en/yevropejska-integraciya/ugoda-pro-asociacyu>



VULNERABILITY IN UKRAINE IS AVAILABLE TO CME PRACTITIONERS

The 2017 report on the Sustainable Development Goals for Ukraine describes the status of gender and other social inequalities and provides clear targets for reducing these inequalities.

www.ua.undp.org

Various research into vulnerabilities in Ukraine is available to assist CME practitioners to better understand the communities they are working with. Such vulnerability analysis can be used to guide similar analysis at local level (see Step 3 ‘Creating a Community Profile’ under Chapter 3 in this Guide). For example, the UN SCORE index looks at a specific vulnerability related to social cohesion and reconciliation (www.scoreforpeace.org), and Analysis of Vulnerabilities of Women and Men in the context of decentralization in the conflict-affected areas of Ukraine⁹; “The Rights of Roma

Women in Ukraine”,¹⁰ Roma Women Fund “Chircli”, UN Women, 2018; “Human Rights of Women living with HIV in Ukraine”¹¹, NGO Positive Women, UN Women, 2017; “Human Rights of LGBTIQ Women in Ukraine”,¹² Insait, UN Women, 2019.

Ukraine is undergoing a process of decentralization (which is further described below). This means that women should have greater opportunities to voice their priorities in local planning, however such opportunities are not opening up to all. For example, the reforms to-date do not provide for any formal participation of women’s groups. Women facing multiple forms of discrimination, such as Roma, women with disabilities, displaced women and others, are almost entirely excluded from the decision-making. The issue of vulnerability is important in the process of decentralization because it recognizes that not all people can exercise their rights, and thus are unable to benefit fully from existing policy and legislative frameworks. Women in general are more vulnerable than men, as they face more gender-based direct and indirect discrimination due to deeply rooted stereotypes, patriarchal views on the role of women and men in the society, the prevalence of widespread violence against women, and discriminatory laws and/or practices, traditions, customs, perceptions, and cultural norms.

UN Women analysed vulnerabilities of men and women in Ukraine in the context of decentralization as well as in conflict-affected areas. Links to the full analysis are in the footnotes¹³, and below is a summary of the significant vulnerable groups and the specific challenges they face, which was revealed in the process of research.

⁹ <https://eca.unwomen.org/en/digital-library/publications/2017/12/analysis-of-vulnerabilities-of-women-and-men-decentralization-in-the-conflict-affected-areas-ukraine>

¹⁰ <https://eca.unwomen.org/en/digital-library/publications/2018/10/publication-the-rights-of-roma-women-in-ukraine>

¹¹ <https://eca.unwomen.org/en/digital-library/publications/2017/12/human-rights-of-women-living-with-hiv-in-ukraine>

¹² <https://eca.unwomen.org/en/digital-library/publications/2019/04/ukraine-lgbtiq-women>

¹³ “The analysis of vulnerabilities of women and men in the context of decentralization in the conflict affected areas of Ukraine” was conducted with participation of Advisory Team between October 2016 and April 2017 in the framework of the joint UNDP and UN Women Programme “Restoration of Governance and Reconciliation in crisis-affected communities of Ukraine” with financial support of the EU. <https://eca.unwomen.org/en/digital-library/publications/2017/12/analysis-of-vulnerabilities-of-women-and-men-decentralization-in-the-conflict-affected-areas-ukraine>

INTERNALLY DISPLACED PERSONS (IDPS)

According to the UN Guiding Principles on Internal Displacement, IDPs are persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border.¹⁴ As a group, IDPs include many sub-groups, such as the older, persons with disabilities, single-headed households, people living with HIV/AIDS and others. Women and children comprise the majority of IDPs. Social support services have collapsed or significantly decreased, leaving women to single-handedly care for children, the elderly, persons with disabilities or otherwise vulnerable family members. Women constitute the majority of the unemployed IDPs. Challenges which women IDPs face in access to employment include: gender stereotypes, unwillingness of employers to hire people from non-Government controlled areas, profile that does not match the necessary skill set, lack of work records from previous employers. Many IDPs interviewed during the field study said they felt like “second-class citizens”. They also believe that because their presence is considered “temporary” the authorities have no incentive to consult with them or represent their needs.

PERSONS WITH DISABILITIES

Women with disabilities continue to face significant constraints in full enjoyment of their rights compared to men or other women. The burden that women undertake in caring for children and other family members with disabilities has received little attention, and there are very limited professional psychological counselling centres either for women with disabilities raising children or for mothers of children with disabilities. The majority of the interviewed persons with disabilities stressed that their social isolation and exclusion can be attributed to the lack of accessible infrastructure, which results in the lack of contact with the outside world. A person in the wheelchair has difficulty of being employed not because of his or her condition or abilities, but because the lack of accessibility of public buses, buildings, stores, etc. Persons with disabilities also face difficulties in claiming social benefits due to movement restrictions and limited mobility. IDPs with disabilities may not have the required documents to prove they have a disability, and are likely to face even more difficulties in accessing services. Women with disabilities face multiple forms of discrimination in several areas. This includes discriminatory treatment in accessing reproductive health and family planning services, gender-based violence (and, specifically, the absence of information about women with disabilities among data about survivors, as well as underdeveloped services and outreach to this group), limited access to justice, and absence of representation in legislative and executive authorities and decision-making positions. Women with disabilities who try to start a family are often afraid to ask for financial support, since social services may consider their disability as an inability to raise a child, and deny them custody. Apart from voting, participation in public and political life remains very low among people with disabilities. This is due to lack of appropriate infrastructure to access public spaces, as well as due to their fear of being further marginalized. Some respondents said they were not willing to “expose” themselves and go public against certain policies or approaches at local and regional levels because of fear of “losing even that little that we have”. For girls with disabilities parents see no development opportunities and do not encourage them to study or to seek a job. All of those interviewed felt that there was “no accountability or transparency” from local governments on public programmes and spending. Many interviewed shared the feeling that the authorities do not see this group requiring any further care beyond granting social payments or benefits. The respondents reported that there is no effort or political will to include them in wider consultations, public hearings or any other forms of transparent decision-making.

PEOPLE LIVING WITH HIV / AIDS

The armed conflict and deteriorating economic climate have significantly affected people living with HIV. Marginalized women experience increasing levels of poverty and gender-based violence, which further hinder their access to medical and social services. Stigmatization of people living with HIV / AIDS by medical workers is a major barrier for them to access information and services. Medical personnel are often unprepared to treat patients with HIV / AIDS and refuse to do it. Furthermore, when the status of a person living with HIV / AIDS is revealed, the chances to find a job are almost reduced to zero. Social stereotypes and stigmatization increase the pressure on women living with HIV / AIDS, especially in rural areas, where they face challenges in accessing quality medical, psychological, legal and social services, including the required testing and medication. The conflict has resulted in the destruction of medical buildings and shut-down of many government assistance programmes for people living with HIV / AIDS. Women living with HIV in rural areas close to the contact line are especially vulnerable. The conflict further exacerbates the risks of HIV transmission amongst IDPs, due to the lack of awareness and access to services as well as increase in unsafe practices. Women are often unable to negotiate safe sex due to factors such as their economic dependence, fear of violence and low self-esteem.

¹⁴ UN Guiding Principles regarding internal displacement: <https://www.ohchr.org/Documents/Issues/IDPersons/GPUkrainian.pdf> (last accessed in September 2020).

OLDER PEOPLE

Older people are among the most vulnerable due to lack of mobility, very limited income and lack of adequate care. In eastern Ukraine older women account for more than 70% of the conflict-affected older people. In conflict-affected areas they suffer particularly from limited access to information, healthcare, and social payments. The most common manifestation of discrimination against older people is that they are left out of community and public life. While the majority of older people rely on pensions, with 99% reporting it as their main source of income, women's pensions/incomes are, on average, likely to be lower in value than that of older men, thus increasing their already extreme vulnerability. Pensioners are in the most difficult situation among IDPs, partly due to requirement to re-register in the offices operating in the GCAs, while having to receive benefits somewhere else. Public life participation levels are low among older population in the east as they are mostly concerned with meeting their basic needs in terms of food, health and housing. Many older persons were unable to flee with other family members due to a disability or limited mobility. IDPs whose older relatives did not move with them often travel back to visit them thus taking additional risks.

FEMALE-HEADED HOUSEHOLDS

The conflict has transformed many families into single-headed – mainly female-headed – households, affecting female IDPs and women from host communities alike. While many women lost their husbands due to hostilities, others had to leave their homes with their children while their husbands stayed at home to look after relatives or the house. Many of them lack social network, income, access to housing, and opportunities for employment and professional development. Women that are heads of households are more likely to be caring for older family members, and those with chronic illnesses. Given that they are more likely to be unemployed and typically have lower incomes, the additional expenses of caring for children and older parents or grandparents even further exacerbate the economic and social vulnerability of women that are heads of households, particularly those in rural areas. Single mothers are more likely to experience discrimination at all levels and in almost all areas. Respondents provided numerous examples of discrimination they face in everyday life. For example, landlords are reluctant to rent out apartments to them, as they do not believe they can afford it; employers consider them as “unreliable”, as having children in a single-parent household implies frequent family medical care leaves. Single mothers have low rates of participation in public and political life. Securing employment, finding kindergartens and schools for children, while at the same time working or searching for employment and providing housing and food is particularly difficult for single mothers, leaving them very little time for anything else. It was noted that limited access to kindergartens and affordable childcare is one of the main problems for women.

The Government of Ukraine has adopted a number of laws and policies to reduce vulnerabilities, by promoting human rights and gender equality and eradicating discrimination, including its intersecting forms. Alongside the Constitution of Ukraine, specific Laws, such as the Law ‘On the Principles of Prevention and Combating Discrimination in Ukraine’¹⁵ and the Law “On Equal Rights and Opportunities for Women and Men”¹⁶ were adopted in 2012 and 2005. Both Laws were followed by the adoption of the National Human Rights Strategy, the State Programme on Equal Rights and Opportunities of Women and Men in Ukraine, the National Action Plan on the implementation of the Concluding Observations of the UN Committee on the Elimination of Discrimination against Women to the eighth periodic report of Ukraine for the period up to 2021,¹⁷ which outlined the main strategic objectives and priorities for enabling equal rights and

opportunities for women and men and eliminating multiple forms of discrimination. As the conflict in Eastern Ukraine erupted, the Government also adopted the National Action Plan for Implementation of UN Security Council Resolution 1325 on Women, Peace and Security to enable participation of women in peacebuilding and recovery and increase prevention and protection from gender-based violence (No. 113-p of 24.02.2016). During 2017-2019, the national legislation regulating all forms of gender-based violence, including domestic violence as well as conflict related sexual violence, was strengthened with the promulgation of the new Law, the amendment of the Criminal Code, as well as the adoptions of State Social Programme on Preventing and Combating Domestic Violence and Gender-Based Violence till 2023¹⁸ and the Strategy for Prevention of and Response to Conflict Related Sexual Violence in Ukraine.

¹⁵ Law of Ukraine “On the Principles of Prevention and Combating Discrimination in Ukraine” (No. 5207-VI of September 6, 2012);

¹⁶ Law “On Equal Rights and Opportunities for Women and Men” (No. 2866 - IV of September 8, 2005);

¹⁷ National Action Plan on the implementation of the Concluding Observations of the UN Committee on the Elimination of Discrimination against Women to the eighth periodic report of Ukraine for the period up to 2021 (No. 634-p of September 5, 2018);

¹⁸ Decree of the Cabinet of Ministers of Ukraine of October 10, 2018, No. 728 -p “On the adoption of the Concept of State Social Programme for Prevention and Combating Domestic Violence and Gender Based Violence till 2023.

Since 2014 the Government of Ukraine has been carrying out the **Decentralization reform**, with the aim of devolving more and more decision-making on policies and service delivery to local level authorities. This process involves four specific areas of reform: Reform of the territorial organisation of power; Reform of local self-government; Reform of regional policy and Reform of financial decentralization (new model of funding of local councils). Such reform processes are creating increasing opportunities for women and men to engage in and influence decision-making throughout Ukraine, not only because the mechanisms of decision-making are now nearer to them (rather than being based in the capital), but also as local authorities seek out possibilities to forge local partnerships outside of government institutions in order to bolster their own limited capacities.

Currently, villages, townships and city councils have jurisdiction in the following areas, which include, but are not limited to:

- approval of programmes of socio-economic and cultural development of the respective administrative-territorial units, targeted programmes on other issues of local self-government;
- reviewing the local budget forecast, approving the local budget, amending it; approving a report on the implementation of the relevant budget;
- creation of trust funds, approval of provisions on these funds;
- establishment of local taxes and fees in accordance with the Tax Code of Ukraine;
- making decisions on local borrowing;
- making decisions on granting privileges on local taxes and fees, as well as land tax in accordance with the current legislation;
- making decisions on alienation of communal property in accordance with the law; approval of local privatization programmes, as well as the list of objects of non-privatizable municipal property; determination of expediency, procedure and terms and conditions of privatizing objects of communal property; resolving issues on the acquisition of the privatized property in the manner prescribed by law;
- resolving issues on the inclusion of the property alienated in the process of privatization in the objects of communal property in cases when a contract of sale was duly terminated or declared invalid, making decisions on the implementation of public-private partnerships regarding the objects of communal property,

including the conditions of concession, on creation, liquidation, reorganization and re-profiling of enterprises, institutions and organizations of communal property of the respective territorial community;

- decisions on the regulation of land relations in accordance with the law;
- issuing permits for a special use of natural resources of local importance, as well as revoking such permits, in accordance with the law;
- matters of the administrative and territorial structure within the limits and the order determined by law;
- making a decision to hold a local referendum;¹⁹
- resolving other issues of local importance ascribed to their jurisdiction.

The powers of executive bodies of villages, townships, city councils include own (self-governing) and delegated²⁰ ones, which cover the following areas:

- **Socio-economic and cultural development, planning and accounting**, which includes preparation of programmes for socio-economic and cultural development of villages, settlements, cities, targeted programmes on other issues of self-government, submitting them for council approval, organizing their implementation; submission of progress reports and results of these programmes to the council; organizational support for the provision of administrative services by executive authorities through administrative service centres, and other related activities;
- **Budget, finance and pricing authority**, which includes drafting, approving and submitting to the respective council the forecast of the local budget, drafting the local budget, submitting it for approval by the relevant council, ensuring the implementation of the budget; implementation in accordance with the law of control over compliance with obligations on payments to the local budget by enterprises and organizations regardless of type of ownership, as well as other related activities;
- **Communal Property Management Powers**, which includes management, within the limits defined by the council, of the communal property of the respective territorial communities; approval, according to the established procedure, of candidates for positions of heads of state-owned enterprises, institutions and organizations in the respective territory, and other related activities;

¹⁹ Law of Ukraine "On Local Self-Government of Ukraine" of July 21, 1997, No. 280/97, Articles 25, 26.

²⁰ Delegated powers – the powers of executive bodies, granted to local self-government bodies by law, as well as the powers of local self-government bodies, which are delegated to the relevant local state administrations by decision of district and regional councils.

• **Powers in the field of housing and communal services, consumer and retail services, food service and catering, transport and communication**, which includes management of objects of housing and communal services, consumer and retail services, transport and communication, which are part of communal property of the respective territorial communities, ensuring their proper maintenance and efficient operation, required standard and quality of services to the population, implementation of measures for expansion and improvement of housing and communal services network, as well as retail, catering and consumer services, transport and communication development, and other related activities;

• **Powers in the field of construction**, which includes organizing (using their own funds or on a cost-shared basis) construction, renovation and repair of municipal services, facilities and socio-cultural amenities, residential buildings, roads of local importance, as well as capital and on-going repairs of streets and local roads and other roads that are part of highways of national importance (as co-financing on a contractual basis), control over the security and safety of buildings and structures, regardless of type of ownership in areas affected by dangerous natural and human-made phenomena and processes, and other related activities;

• **Powers in the fields of education, health care, culture, physical education and sports**, which includes management of educational, health, cultural, physical education and sports institutions, health care institutions belonging to or transferred to territorial communities, local youth and adolescent services, organization of their logistical and financial support, ensuring, within the limits of the powers granted, availability of free education and medical care in the relevant territory, and other related activities;

• **Powers in the field of regulation of land relations and environmental protection**, which includes preparation and submission of local environmental programmes for approval to the council, participation in development of national and regional environmental programmes, control over observance of land and nature protection legislation, use and protection of land, natural resources of national and local importance, forest reproduction, and other related activities;

• **Powers in the field of social protection of the population**, which includes resolving, in accordance with the law, the issues of providing assistance to persons with disabilities, veterans of war and labour, the families of killed (dead or missing) servicepeople and other categories of recipients of social assistance, preparation and

submission for approval of targeted local programmes for improvement of safety, working conditions and working environment, territorial employment programmes and steps towards social protection of different population groups against unemployment, organizing implementation of such programmes, and other related activities;

• **Powers in the field of foreign economic activity**, which includes concluding and ensuring the implementation of contracts with foreign partners in accordance with the procedure established by law for the purchase and sale of products, performance of work and provision of services, organization and control of border and coastal trade, and other related activities;

• **Powers in the field of defence**, which includes organizing and participating in the implementation of activities related to mobilization training and civil protection in the respective territory, and other related activities;

• **Powers to resolve issues of administrative and territorial structure**, which includes preparation and submitting for consideration of the Council of proposals on the issues of administrative and territorial structure in the manner and within the limits of the powers defined by the law, and other related activities;

• **Powers to ensure law, order, protection of rights, freedoms and legitimate interests of citizens**, which includes preparation and submission to the council of proposals for the establishment of the police service in accordance with the law, funded by the local self-government, determining the number of employees of such police, the cost of financial and logistical support of such service, the implementation of logistical support for their activities, providing the required housing and living conditions; ensuring observance of legal requirements regarding consideration of citizens' appeals, exercising control over the status of this work at enterprises, institutions and organizations regardless of type of ownership, and other delegated activities;

• **Other powers of the executive bodies of villages, townships and city councils assigned by the law.**²¹

For all of the above areas of jurisdiction local governments will have dedicated departments or officers to administer them, following the directives given by the elected mayor and elected councillors. The internal structure of local governments may vary, depending on the size and resources of the community, and therefore, citizens interested to engage in work on certain issues will need to seek out the

²¹ Law of Ukraine "On Local Self-Government of Ukraine" of July 21, 1997, No. 280/97, Articles 27-40.

relevant departments or officers. Regional and local authorities have their own obligations to ensure that human rights and gender equality are integral part of their decentralized power. The key strategic documents pertaining to human rights and gender equality outline specific responsibilities of regional and local authorities, which are further reinforced with the adoption of the Strategy on Gender Equality of the Ministry for Communities and Territories Development of Ukraine²² as well as the Methodological recommendations on implementing and applying a gender-based approach to the budget process²³.

Understanding the local public policy cycle and budget making process for individual *hromadas* is crucial for CME practitioners. Guidance on these matters is provided in Chapter 3 under Step 6 ‘Lobbying and Working with Local Authorities.’

The CME process is increasingly supported in Ukraine through a **maturing civil society** and the business sector that is becoming more aware of how to be more socially responsive. After the ‘Revolution of Dignity’,²⁴ organized civil society in Ukraine has received new opportunities to realize initiatives and greater levels of recognition. Indeed, in January 2014, during the Euromaidan, civil activists, experts and journalists joined together to accelerate the country’s reform and initiated a coalition known as the Reanimation Package of Reforms (RPR). RPR participants developed the Road Map of Reforms for the Parliament and have since worked in close partnership with the Government. Civil Society has become identifiable by the public, state officials and politicians as a full-fledged player that influences state development at all levels, and itself has developed a National Strategy for Promoting Civil Society Development in Ukraine for 2016-2020. There are various emerging platforms and networks that support grassroots organizations engaged in CME.²⁵

As with many countries in Europe, the business sector in Ukraine is increasingly acknowledging the importance of social cohesion and stability for productive and profitable commercial activities. Not only do businesses, large and small, require skilled, healthy workforce, but they also want healthy and wealthy customers to buy their goods and services. Thus, it is recognised by many enterprises that **business operations and management need to be socially responsive**. However, most enterprises, particu-

larly smaller ones, operating at local level, do not have the capacity or know-how to interact with communities and therefore welcome the insights and partnership opportunities offered by civil society organisations, including local SHGs.

Lastly, it should be noted that the CME methodology has a proven track record in assisting the crisis-affected communities in eastern Ukraine which have suffered significant social, economic, and psychological damage. The recovery of these communities requires, among other things, rebuilding social cohesion, trust, and community confidence. Such rebuilding is assisted through the localization of the ‘Women, Peace and Security’²⁶ agenda that the CME process encapsulates. The most vulnerable women and men in those communities are included in the CME process, and thus it is their rights and interests which are paramount in local development rather than the interests of external groups.

²² The Strategy for Gender Equality of the Ministry for Communities and Territories Development of Ukraine for 2019-2021 (approved on August 22, 2019).

²³ Order of the Ministry of Finance of Ukraine No. 1 of 2 January 2019. Available at <https://zakon.rada.gov.ua/rada/show/v0001201-19?fbclid=IwAR2sK8xBg-WqyO2-p6IA-b5qelitDrkqYexX8wNF-ZFOornFGbLBkT-owzE>

²⁴ The Ukrainian revolution of February 2014 is often referred to as the ‘Euromaidan Revolution’ or ‘Revolution of Dignity’. (Ukrainian: Революція гідності, Revoliutsiia hidnosti).

²⁵ For example, the Network of Civil Society Organisations – Hubs unites 15 leading regional CSOs in Ukraine – <http://www.ua.undp.org/content/ukraine/uk/home/presscenter/articles/2018/02/01/sco-hubs.html>

²⁶ See, for example, UN Women’s briefing note on Peace and Security - <https://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2013/12/un%20women%20briefthematicpsuswebrev3%20pdf.pdf?la=en>

Chapter 3: 10 Steps to Implementing Community Mobilization for Empowerment

Community Mobilization for Empowerment as a process aims to improve the development of communities by empowering their citizens, especially the most vulnerable and marginalised women and men. As such, the process has been designed in a series of ten logical progressive steps. These 10 steps can be implemented over a period of 12-24 months, depending on the particular context of each community, and can be repeated, each time building on earlier successes, errors, and lessons learned.

For each of the 10 Steps this Practitioner's Guide explains the following:

- What is the purpose of each step and what minimum results are needed before moving on to the next step;
- What tools and methodologies can be used for achieving the expected outputs from each step;
- Some examples of the tools and methods in practice;
- Top tips and a checklist for success at each step.

THE TEN STEPS OF CME



STEP 1: ARRIVING IN THE COMMUNITY

The Support Organisation selects and recruits individuals to act as Mobilizers in the targeted communities, and provides the mobilizers with basic training so that they have a common understanding of the concepts of CME and sufficient skills to conduct the 10 steps of the methodology. Once the initial training is complete, Mobilizers can begin the CME process.

In the first step the Mobilizer will need to undertake the following work, with close support of the Coordinator from the Support Organisation:

- **Map the stakeholders**²⁷ in and around the target communities by conducting some 'desk research' to draw up a list of institutions and organisations, and during the forthcoming field visit be prepared to use a 'snow-balling' technique to identify any stakeholders missing from the list. ('Snow-balling' means that if at a meeting with one particular stakeholder you hear about another important stakeholder, you then add that stakeholder to your list and go and meet them.)

- **Prepare basic awareness-raising materials** on the programme, including a clear message on Gender Equality and HRBA, and a description of the expected change process outlining the cost-benefits of empowerment. These materials might be in printed format (a simple leaflet or 'flyer'), or a hard-copy presentation, or a simple PowerPoint presentation. It is important that the key messages of the programme can be simply conveyed in a meeting environment within 10-15 minutes.

- **Prepare a simple list of questions** (not more than 5) to explore the scope and interests of the stakeholders. These questions can be based on a *SWOT type analysis* of the stakeholders, and may include examples such as:

- ✓ *To what extent is the stakeholder aware of specific vulnerable individuals in the community, and the extent of their responsibilities towards such individuals?*

- ✓ *What does the stakeholder think are the biggest constraints for local development in the community?*

- ✓ *What capacities/resources does the stakeholder have which may be available to support the work of SHGs?*

- ✓ *What other organisations or institutions does the stakeholder recommend to involve in the CME process?*

A TALE OF TWO MAYORS

In two very similar communities in central Moldova, the process of mobilisation during 2012 had quite different effects. In one village the result was an empowered group of vulnerable citizens, running their own organisation, but in the other village, there was actually no change. One of the key differences, from the very beginning of the process, was the attitude of the mayors. In the successful village the mayor did not try to control the CME process, but rather he supported its independence and only provided advice when asked. Thus, the mayor and the community group saw themselves as equal partners in the process of developing the village. However, in the unsuccessful village, although the mayor was very enthusiastic about the CME process, he disrupted its progress by always dominating meetings, by participating in the training activities of the group, and by assuming project management responsibilities. Thus, rather than 'empower' others, the mayor took over the work of the group and, in doing so, over-burdened himself and failed to achieve what the group had originally set out to do!

- Undertake a series of **meetings with different stakeholders**. It is important to arrange meetings with those stakeholders, which would allow to identify gender patterns, inequalities or particular needs of women and men in the community. These meetings should not be too long (perhaps 30-45 minutes). Apart from presenting the programme, it is useful to quickly ascertain what might be the Strengths and Weaknesses of the stakeholder in terms of supporting Community Mobilization for Empowerment, and what Opportunities and Threats the stakeholder might pose to the process. Notes of discussions and conclusions from the meetings should be made.

- Where necessary, ensure that meetings with any authorities that may restrict or otherwise hinder the mobilization work have taken place (e. g., security forces).

Practical Tips and Tools

- New Mobilizers may find it difficult to fully explain the CME process and the institutional arrangements needed to undertake mobilization and implement community projects. Thus, it is **essential to have printed materials** that can be given to stakeholders, and to use support materials (such as, for example, showing [short video clips about CME](#) produced by UN Women). It is also often a good idea to

²⁷ Stakeholder Analysis Tool can be found in the Annexes to this Guide.

have repeat meetings with the same stakeholders so that you can give more information and answer questions.

- It is essential to **enlist support for CME from local leaders**. This may be formal support (such as getting the a school principal to give permission to use school facilities for meetings/trainings; or support from the Mayor to cooperate on Community Profiling (see Step 3), or informal support (such as asking local media to publish/broadcast stories about the CME process).

Links to resources

- Stakeholder Analysis Matrix – see Annexes
- SWOT Analysis tool – see Annexes
- Ukrainian Women’s Fund preparatory notes for mobilizers – <http://ukr.wf/cmeguide>

Mobilizer’s Checklist

- ✓ Stakeholder analysis complete
- ✓ CME leaflet and programme leaflet printed
- ✓ Local supporters enlisted, and challengers noted and understood.

STEP 2: ESTABLISHING AND CAPACITATING SELF-HELP GROUPS

Once trained and having completed an initial stakeholder and situation analysis, mobilizers can begin the process of unifying the community.

Depending on the situation, this can be achieved through either a series of **small neighbourhood meetings** with community members of a specific vulnerability characteristic, or larger **‘town hall’ type public meetings** with a larger number of participants. While organizing a larger public meeting, prior invitations for people from vulnerable groups should be taken care of well in advance. Previous experience of work in communities has revealed that that people from vulnerable groups avoid discussing their problems in public or avoid attending public meetings altogether. Therefore, Mobilizers should seek special approaches to such people. For instance, they may find out who informal leaders are in certain vulnerable groups and arrange their participation in the event in advance; find out whether members of vulnerable groups can join the meeting at a set time and place; ask what help they might require to attend the meeting (for example, child care). After the meeting it would be advisable to ask the participants to convey relevant information to the people from the same group, who, for one reason or another, could not attend. Besides, if there already CSOs in the community working with certain vulnerable groups of women and men, Mobilizers can approach them and propose to hold a presentation of the project and invite them to join a self-help group. The methods used will depend on the Mobilizers judgement about the degree of unity or otherwise within the community. If there is already a sense of common purpose and unified interests, a larger meeting (30-40 people) would be suitable, but where there is more diversity and clear distinctions in interests and capacities, smaller group meetings (3-12 people) would be better. These meetings can be held in various public places, such as libraries, schools, community centres, or for smaller groups in private houses, and in good weather can be held in outside locations. At all times, the Mobilizer must ensure that:

- meetings are sensitive to gender considerations (include adequate representation of women and men) and include the women and men representing the most marginalised groups;
- as Mobilizer, she or he remains neutral;
- while conflicts must be avoided, differences need to be articulated and accepted.

The **Mobilizer will need to prepare for these meetings** so that she/he can make a brief presentation about Community Mobilization and the benefits of empowerment, and provide examples and tell stories to illustrate the concept and purpose. The illustrations need to be context-specific, so the Mobilizers should be familiar with the recent stories of CME in Ukraine (for example, from the short UN Women videos on CME in Donetsk and Luhansk, or other **examples of initiating CME** in Ukraine (such as the text box below). Mobilizers need to have several 'stories' of their own. It is also important that the Mobilizers do not lecture at these meetings, but they do need to act as firm facilitators, encouraging community members to speak and not allowing discussions to become too focussed on one individual's issues. The goal is by the end of the meeting to have agreement from all or most of the participants that community mobilisation should go ahead in their community, and that there is a common understanding of what mobilisation will involve. The meetings do not need to be long, but long enough for affirmations to be given. (30-60 minutes)

Once there is a sense of unity amongst community members, or at least amongst certain sections of the community (for example, amongst the women, amongst the elderly etc.), the Mobilizer can organise one or two '**Group Formation Workshops**'. These workshops can be run as large events (with 30 or 40 people split into a few different subgroups during the workshop) or as smaller events aimed at specific participants (e.g., a group of 5 or 6 single mothers). The workshops will need to be held at a suitable venue within the community (see comments above about Resources) and will require 1.5 to 2 hours, so the timing must also suit the participants' schedules.

The Group Formation Workshops will:

- Assist participants to reconfirm their desire for mobilization and demonstrate how women and men in the community, who have common interests and issues, can form Self Help Groups (SHGs) with ideally 5-8 members, but can operate with up to as many as 15 members;
- Explain the need for 'ground rules' to govern the meetings of SHGs. These are likely to include: Listen to and respect the opinion of others; allow every group member the opportunity to speak; be patient; do not make promises you cannot keep; agree to show solidarity with every group member.
- Explore the requirements of teamwork and identify what kinds of skills and knowledge might be required to run a successful SHG;
- Find agreement on the basic terms for the SHG to operate: the time and place for meetings (with rec-

ommendation that the SHG meet frequently in the first few months, for instance, at least every week), and roles of different group members (for instance, who will organise the meetings, who will keep notes);

- Involve a brainstorming exercise to give a name to the group.

Mobilization Success in Ukraine

Womens' Groups in Popasna

The women in Popasna (Luhansk oblast) did not have any understanding of how 'Rights' and 'Gender Equality' would help to positively change the quality of their lives. They simply wanted the authorities to deal with issues and to be able to 'survive'. Therefore, they expected the mobilization process to be focussed on the authorities. Thus, we had to show women that if they got organised and received a bit of training, they would be able to claim their rights and lobby the local authorities on the issues most important to them, and if not, the authorities would do very little. After several meetings the women understood that it's them who should be the focus of the mobilization, not the local authorities. As a result, they formed 2 SHGs in Popasna and, after being trained, the SHGs were able to persuade the local authorities to jointly implement a number of actions which have since greatly benefitted women. One of the women's significant successes was the opening of the Women's Support Centre, funded by the local authorities.

- After the initial Group Formation Meeting/Workshop, the mobilizer must be closely involved in **assisting the SHGs to develop and become organised**. This will include:
 - Checking on the full participation of group members. If a member stops attending group meetings the Mobilizer should attempt to find out why and, if possible, mitigate any problems or constraints that the group member may have;
 - Ensure that all SHG members can equally contribute to discussions in meetings and that the discussions are not dominated by one person. The Mobilizer should act as a moderator and avoid the participants involving in long dialogues or rants with complaints about hard life. This is not easy in circumstances where vulnerable women with low self-esteem tend to remain silent and just follow group leaders. In such cases, Mobilizers need to encourage and ask the more quiet group members specific questions to help them contribute to discussions;
 - Assisting the SHG to stabilize its membership (which means that one or two members may drop out, but also that new members may want to join), and to set agendas for their first few meetings. The objectives

and agendas for the first few meetings of the SHG are explained in the points below. The Mobilizer can expect to join three or four of the first SHG meetings

and help members to set agendas. These meetings are likely to be about 60-90 minutes long.



SNIZHANA, THE MOBILIZER

I started to work as a Mobilizer in Cherkaske in 2017. I quickly understood that there were several key aspects to being an effective mobilizer and that these were not 'rocket science' but simple 'home truths':

- *Change usually happens in small steps, so it's important to recognise those small changes when they happen and celebrate them with your group members and neighbours*
- *It's important that members of the community, and particularly the women of the SHG, realize that they can be part of the change process and they can 'own it'!*
- *When you notice change in your own behaviour and reassess your own values, it really gives you energy (like the ant in my photo!)*

Snizhana Matkovs'ka, Popasna Hromada Mobilizer, Luhansk region, July 2019. Photo by Anna Korbut.

SHGs need to establish a structure and procedures. This is often referred to as the **Charter or Articles of Association**. They do not need to be complex, and at early stages of the SHG existence they can be informal and only intended for the SHG members. At a later stage, if the members agree, the SHG can seek to become formally registered, but this is NOT necessary at the early stages. The initial Charter of the SHG should include:

- A statement about the purpose of the group, its name, and the target area where it intends to operate;
- A description about who can be a member of the group, and how new members can join and how mem-

bers can leave. The description of who can be a member may include any restrictions that the initial group members think appropriate (for example, not to include anyone who holds an elected position in local government, or not to include close relatives.)

- Arrangements for how the SHG will be managed and governed. This should include a description of management roles, such as Chair/Leader, Secretary, Treasurer, Communication Coordinator, and the way in which the SHG will report to its members and to the community it is working with. Arrangements should be clear on how the group makes decisions, and how the management

positions may be changed or rotated, and if there is a need for any work the SHG intends to do by committee.

- The Charter may also include arrangements for collecting membership fees (if needed) and for the management of any financial resources that may be sought or given to the group.

The Mobilizer needs to ensure that group members understand the reasons for having a Charter – to reduce the likelihood of future conflicts between members, to have

transparency among members, to improve collective responsibility, and to assist in having clear messages for those outside the group.

Ready-made templates for Charters should not be used, although existing Charters of other organisations can be useful for getting ideas. The Charter is best developed in a participatory manner by all the group members and allowed to evolve so that it can be further developed as the group grows and becomes more experienced.

EXAMPLES OF SOME QUESTIONS THAT MOBILIZERS MAY USE IN ORDER TO GUIDE SHG MEMBERS IN THEIR DISCUSSIONS TO FORM A CHARTER

ITEMS OF THE CHARTER	QUESTIONS FOR DISCUSSION
The purpose of the SHG	Why did people gather in a group? What is the ultimate goal of the group? what can they achieve in the short term? What can be achieved in the long term?
Membership	Who are the specific persons that are to join the group? What are their strengths and what responsibilities can they perform as members? What, if any, are the restrictions to membership?
Management and Governance	What are the leadership and management roles in the group? How to decide who should fill those roles and for how long? How can all group members get the opportunity to be involved in managements (for example, through a system of rotating the roles)? How should the group report to its members and to others? Who does it need to report to? How can the group amend its Charter?
Decision-Making	Time, place, periodicity of meetings? The number of group members required to make a decision? Type of voting (closed, open, unanimous, majority vote)? Can a group member who is absent from meetings vote by proxy? How are discussions of meetings and decisions recorded?
Regulations and Sanctions	How should the group respond to different situations, for example, someone does not attend meetings or training? How should members present or talk about the group outside the group?
Communication	How should the group communicate about itself to the wider public? What should be the guiding rules about how the group is presented in social media?

There is no set timeframe for SHGs to develop and establish their Charters, procedures, and assignment of group members to different roles within the SHG. In some situations where the SHG members know each other well and have a clear, common understanding of their purpose, and where the members already have some experience of committees or some kind of self-organisation, the establishment of the SHG will be achieved within a short period (perhaps, less than a month). In other situations, where the membership is less homogeneous and members less familiar with each other, the group will take longer to get established. This is OK and Mobilizers need to have patience, but should also keep up a sense of urgency and encourage the group to meet as often as possible to sort out arrangements.

Building Capacity of the SHG – Once a group is formed and has a clear membership, the Mobilizer should arrange for the group to receive training and coaching

on priority topics. The training will be provided by the Support Organisation and its partners, but the Mobilizer should also be prepared to provide coaching to the SHG on the training topics, and therefore needs to be familiar with the subjects and the ‘real life’ experience of implementing various tasks.

Training of the SHG members needs to be organised by the Mobilizer, who will coordinate closely with the Support Organisation over the dates, times, and locations where the training will be given. In general, given that SHG members often have many other commitments, the trainings are best delivered in short sessions (up to a maximum of half-a-day) at locations that are easy for the members to reach. The Mobilizer should join the group members in all the trainings and thereafter guide them to implement the necessary tasks.

At this stage in the CME cycle, SHG members need to **prioritize the following training topics:**

- Understanding Human Rights Based Approach, Gender Equality, and the concept of Empowerment;
- How to create a Community Profile;
- Conducting Focus Groups and Stakeholder Meetings.

<https://www.uwf.org.ua/publications>
<http://dhrp.org.ua/uk/publications>
<https://eca.unwomen.org/en/digital-library/publications/2017/06/un-women-in-ukraine>

Later, in Steps 4 and 5, the SHG members should receive further training (on Problem Analysis, Action Planning & Budgeting, Project Development, Resource Mobilization, and Advocacy).

Practical Tips and Tools

- Having ‘champions’ or role models who can persuade and motivate potential SHG members is a very effective way to encourage SHGs to get established. In Ukraine, there are plenty of examples of ‘**champions of mobilization**’ who have implemented the CME 10 Steps and who can testify that they make lives better. Therefore, new Mobilizers should make themselves familiar with the story of at least one ‘champion’ of mobilization and be ready to tell that story to the vulnerable women and men in their community. UN Women and the Ukrainian Women’s Fund can provide lots of information about such ‘champions’²⁸.

- The Mobilizer should not make potential SHG members rush into establishing a group if the members are not yet ready and agreed on a common vision. If individuals are ‘pushed’ into joining a group and agreeing to its Charter, they may later become disappointed and frustrated and leave the group. Thus, the Mobilizer has to find a balance between showing a sense of urgency in the mobilization and giving potential members enough time to discuss options and ideas. **If potential group members are hesitant, the Mobilizer should ask if they need more information and encourage the group to have further meetings.**

Links to resources

- Ukrainian Women’s Fund example of a Memorandum of Understanding for a SHG – *see Annex*
- Example of SHG management roles and duties – *see Annex*
- Training materials on Human Rights Based Approach, Gender Equality, and Empowerment can be found at:

Mobilizer’s Checklist

- ✓ Vulnerable women and men in the targeted community/neighbourhoods are all aware of the mobilization process and have an opportunity to join SHGs.
- ✓ SHGs, with 5-15 members, have been established and have adopted Charters and a clear management structure.
- ✓ The Support Organization is made aware of the priority capacity development needs of the SHGs and the most suitable times/places to provide training.
- ✓ SHG members have been trained on the priority topics (especially on how to develop the Community Profiles – Step 3)

²⁸ The Ukraine Womens’ Fund (www.uwf.org.ua) maintains a database of Mobilizers active since 2017. Information about and contacts for these Mobilizers can be obtained from UWF on the basis of previously agreed terms for sharing such data.

STEP 3: CREATING A COMMUNITY PROFILE

What is a Community Profile?

The community profiling is an exercise which helps the collection of various types of data about the community and the women and men who live in the community. It is not a definitive study of the community, but a 'snapshot' of how the community is at any one time. The analysis from the profiling exercise allows to identify potential equality gaps, power patterns, gender disparities and human rights concerns in the community. The exercise is also an opportunity to raise awareness amongst the community of what 'mobilization' is and the benefits that can come from it. Indeed, the process of creating a **Community Profile is very empowering for SHG members** as they strengthen their skills for researching local social issues and learn about the data that *hromada* authorities have and how such data are used for important decision-making.

It should be stressed that the Community Profiling is a process which is complementary to the formal planning processes of the local government, but which is not inter-changeable with those processes. That is to say, in line with its annual budgetary formulation, the local government may produce a Local Development Strategy document, based on data derived from the authority's and Rayon Administration's official statistics. Such data and resulting document are important to the Community Profiling, however, the Profiling **must also include analysis derived from a participatory process, involving the community members themselves**, and thus should contain qualitative data as well as quantitative data. This aspect of the Profiling is essential for three reasons:

- The Community Profiling must be conducted in such a way that there is a sense of ownership of the Profile by the SHG members and others in the community members (and that it is not just another piece of bureaucracy);
- The Community Profiling process requires strong and effective team-work among the SHG members and thus contributes significantly to building solidarity among the members;
- The SHG members need to recognise the importance of basing decisions on evidence of real needs as expressed by the community, and of having a baseline against which progress can be measured.

INCLUSIVE AND GENDER-RESPONSIVE LOCAL DEVELOPMENT STRATEGIES IN UKRAINE

Once a *hromada* completes the amalgamation process under the decentralisation reforms, the new authority is required by law to develop a strategy for local socio-economic development. Formulation of such a strategy should be based not only on up-to-date information about the communities, but also on the information which is inclusive of all women and men, especially the most vulnerable. Very often the *hromada* does not have accurate data, and very often the data are not disaggregated by gender, nor revealing of certain vulnerabilities. Thus, the Community Profiling by SHGs is a crucial way for the authorities to be better informed and to ensure local development planning is inclusive of all community members.



CREATING A COMMUNITY PROFILE IN MYKOLAIVKA HROMADA

“Development of the community profile turned out to be an interesting task for our group. Overall, the group members were enthusiastic about working on community profile. The very process was interesting – to find information about the community and to learn what people are thinking. But the process was also quite difficult. At the beginning many of the group members didn’t really understand what the Profile was and found it very difficult to collect all the information. But eventually we understood that if we did the best we could, at least we could use the collected data in some parts of the Profile, and if there was any information missing we could try to find it later. The important thing was to obtain as much information as we could, determine pressing issues and create a Community Profile document that we could use in discussions with the local council and in discussions within our group about what projects we wanted to do. One of the issues was conditions for people with disabilities to get around. To our surprise, there were 500 of them (official sex-disaggregated statistics are absent). The majority of them don’t leave homes at all because of inaccessibility of the environment. Our town doesn’t have sidewalks fit for use of wheelchairs. By the decision of local authorities, ramps had been built in some 5-storey apartment buildings, but they were impossible to access through flights of stairs, even for people living on the first floor. Only through work on Community Profile were we able to identify needs of such a large vulnerable group”.

Mobilizers of Donetsk, Luhansk and Zaporizhzhia regions at the training on CME Methodology, April 2018. Photo by Olexandr Mysbko.

In specific terms, the Community Profiling exercise is designed to assist all the stakeholders in finding answers to the following questions:

- What are the **basic demographics of the community**: total population, its structure (gender, age, etc.), ethnic composition, men & women in migration, types of households (many children, single mothers/fathers, elderly headed families etc.);
- What are the **vulnerable groups** in the community and what are human rights concerns for them?

What is the number of people in the vulnerable group and how are they distributed across the locality? What are the living conditions of men and women representing vulnerable groups? If there are IDPs in the community, do they have access to pre-school and other educational institutions? If not, how does it affect their employment opportunities?

- What are the **gender disparities and concerns** in the community in general and among the vulnerable groups in particular?

- What is the **social profile of the community**?
- What are the underlying **reasons and root causes for the identified human rights concerns** and vulnerability issues? Also, to be considered here are the sources of power in the community, power structures, social norms & institutions embedded in the community impeding women and men representing vulnerable groups to participate in development, decision making, addressing their needs and concerns.
- What is the profile of **community duty-bearers** with regard to addressing identified human right concerns and vulnerability issues?
- What is the **economic and infrastructural profile** of the community?
- What is the **environmental profile** of the community?
- Do vulnerable people in the community feel **safe**? What is the situation with street lighting in downtown, in the outskirts, along roads, motorways, etc.? What are the risks women and men face, particularly in the zone of the armed conflict?
- If the community is located **on the contact line** or in 'grey zone', what other conflict-related risks and challenges women and men face?

How to Make a Community Profile?

The process of creating the Community Profile requires that the Mobilizer and Support Organisation coordinators provide strong support to the SHG members. Firstly, the Mobilizer must be trained on how to complete the Community Profile templates (in Annexes), and then explain and coach the SHG members on how to collect the data. It is paramount that the SHG members are fully engaged in the Community Profile process:

The Mobilizer should meet with the SHG members to review the Community Profile templates and explain what it is for and how the information can be collected. It is essential that the Mobilizer demonstrates to the SHG that they can complete the Profile, even if the task looks difficult. They do not need to complete every aspect of the Profile, but need to ensure that they can produce a document that is useful and believable. Therefore, active women and men should be motivated to think of alternative ways of collecting or figuring out lacking information, if their

hromadas do not have statistical data on certain points. The discussions with the SHG to explain the Community Profile will take several meetings: firstly, to share the templates and explain them (1-2 hours), and secondly, to make a plan for collecting data and deciding who will be responsible for what (2-3 hours). An indicative table of data collection activities is given below, including a series of meetings and application of research tools such as:

- Meeting with local government and any government agencies (e.g. Social Security Services, health centres, schools) serving the community that can provide the required data;
- Searching online to see if there is any relevant data available about the community, or tips/guidance on how to collect such data;
- Meeting with any CSOs or international agencies working with the community, particularly those focused on women (e.g. women's CSOs, associations of single mothers, etc.);
- Focus group discussions with community members, or community interviews. In some of the communities, you may need to arrange additional separate women's and men's groups to better understand gender discrepancies;
- Neighbourhood meetings and door-to-door visits to both collect specific household information and to verify data from other sources. These must include short, informal interviews with individuals from the most vulnerable groups, especially women. These can be undertaken as part of a 'community walk' or as proposed by other informants.

The Mobilizer assists the SHG members to implement their data collection plan for the Community Profile. For example, the Mobilizer can join the group members in some of their meetings (particularly with the local government), help them to understand the documents provided to them, and assist in conducting focus group discussions. The data collection process is likely to take at least 6 weeks (and may be even longer).

Once the SHG members have collected the majority of information to complete the Community Profile templates, the Mobilizer should meet with them to discuss the findings and assist them to draft the Community Profile documents. During this drafting process the Mobilizer can advise the group if anything seems to be 'wrong' with the data or if there are any large gaps

in the data, and make a follow-up plan as to how to complete the Profile. It is not expected that every community will complete every part of the Community

Profile templates, but once the SHG is happy with their documents, these can be shared for feedback from the Support Organisation.

COMMUNITY PROFILES IN UKRAINE

The process of developing Community Profiles was first piloted in 20 communities in eastern Ukraine between 2016 and 2018. These first profiles were highly effective in getting local administrations to be more understanding and responsive to the rights of the most vulnerable in their communities, and in many cases provided the first opportunities for SHG members to directly engage with the administrations in decision-making on local planning and budgeting. Below are illustrations of the lobbying process for Bilokurakine hromadas and extract from the Bilovodsk hromada profile.

«When we learnt to monitor community needs, we could see that needs may change, and those needs that were less important at the beginning of the project may get to the top of the priority list later in the Project.»
Halyna Orydoroha,
«Krasnorichenske Initiative SHG, Krasnorichenske Hromada, Luhansk Oblast.



Nadiya Zayets', deputy head of Komyshevaha hromada at the community meeting, Zaporizhzhia region, May 2019. Photo by Serhiy Ryzbenko.

Practical Tips and Tools:

- The Mobilizer needs to re-assure the SHG members that they can complete the Community Profile and that if there are parts of the Profile that are too difficult they can ask the Support Organisation to assist. Undertaking the profiling work is truly empowering for SHG members and is a great way for them to demonstrate to the community that they are active. Mobilizers can show examples of previous Community Profiles (see text box above) that have been completed by SHG members in Ukraine and explain how they were used to lobby the local authorities to make changes to their plans and budgets.

- The SHG members need to carefully decide who will collect what data for each of the two parts of the Community Profile templates (the templates are given in the Annexes, along with an example of a data collection plan). The Mobilizer should guide the SHG members in this planning process as it is the first opportunity for the group to work collectively.

- The third part of the Community Profile templates is a set of brief instructions about how to conduct inter-

views and focus group discussions. SHG members should review these and can do 'practice interviews or focus groups' with their friends or family members.

- For interviews or focus groups, the SHG members should always work in pairs, so that there is always one person asking questions and moderating discussions, and another person taking notes.

Links to resources

- Community Profile General Data Questionnaire & Instructions – *see Annexes*

- Community Profile HRBA/GE Data Questionnaire & Instructions – *see Annexes*

- Guidance Note on conducting interviews and focus group discussion – *see Annexes*

- Example of a Community Profile – *see Annexes*

Mobilizer's Checklist

- ✓ SHG members understand the purpose of the Community Profile and agree on where/who they can collect data from;
- ✓ SHG members are coached on how to collect data in interviews and focus groups;
- ✓ Data collection plan for the Community Profile process is agreed by all SHG members and assistance requested from the Support Organisation if needed;
- ✓ At least 80% of data for Community Profile is collected and SHG members draft Profile;
- ✓ Draft Community Profile shared with Support Organisation.

STEP 4: IDENTIFYING COMMUNITY PRIORITIES & GROUP CONSOLIDATION

Step 4 involves the SHG members discussing the findings from the Community Profile both amongst themselves and with other members of the community. Through these discussions the group members will be able to decide what are the priority actions for the community, but it needs to be done in a structured way. Accordingly, Step 4 is also very focused on the personal development of the individual group members and on addressing the organisational needs of the SHGs. For this reason, given that group members will have varying existing capacities and experiences, it is important that Mobilizers carefully monitor the pace of the various learning activities. There is a risk that the pace can be too fast for some group members and that they feel 'left behind', confused, and demotivated. To avoid this, Mobilizers need to have checking mechanisms during and after the learning events. These might include simple observation of the levels of participation and the body language of group members, discussing directly with individuals during exercises to check their understanding, and ensuring that the practical tasks of the Group are shared out amongst the members (rather than Group leaders assuming the majority of responsibilities).

The tasks and activities under Step 4 will include:

1. Half-day Training Workshop for SHG on Problem Analysis & Needs Prioritisation

Objectives: Group agrees on situation assessment; Group uses a *Problem Tree* (or other tool) to identify and agree on key issues; Group agrees on priority issues to be addressed.

Method: Mobilizer and/or Trainer (from Support Organisation) presents Community Profile and facilitates Group to discuss and make their own assessment of key issues facing the community; Mobilizer/Trainer introduces *Problem Analysis Tools* and Group uses this tool; Mobilizer facilitates discussion to help Group prioritise issues.

Materials: copies of Community Profile; flipchart & pens

2. Half-day Training Workshop for SHG on Action Planning.

Objectives: Group uses a *Solution Tree* (or other tool) to guide selection of change objectives they want to meet; Group agrees on possible activities that will help them achieve their objectives.

Method: Mobilizer/Trainer introduces Solution Tree tool (or similar) and Group uses the tool; Mobiliz-



Mobilisers of Donetsk, Luhansk and Zaporizhzhia regions at the training on CME Methodology, April 2018. Photo by Olexandr Myshko

er facilitates discussion to help Group clearly define change objectives; Mobilizer facilitates discussion to help Group identify activities to achieve objectives and to sequence activities and estimate what kind of inputs will be needed; Group drafts an Action Plan which includes both project activities and activities related to the Group's operational development (e.g., need to open a bank account, need for any specialised training, etc.).

Materials: Problem Tree chart; flip paper & pens; (Mobilizer will need to refer to different examples of community empowerment projects).

3. Half-day Training Workshop for SHG on Basic Financial Management & Record Keeping

Objectives: Group members able to do basic cost analysis and budgeting, to report on expenditures, keep minutes of meetings and record decision-making; Group members understand benefits and practice of 'peer-learning'.

Method: Mobilizer/Trainer presents overview of the need for these skill sets and basic principles of financial management and record-keeping, and elicits experiences from the Group; Mobilizer facilitates a series of exercises

whereby group members practice cost analysis, drafting a simple budget, and updating an expenditure spreadsheet; Mobilizer presents a checklist for record-keeping; throughout the exercises and review of the checklist, the Mobilizer should ask more experienced group members to assist and work with the less experienced.

Materials: flip chart paper/pens; copies of exercise and checklist.

4. Group meetings (as many as is necessary) for Groups to work on their Action Plans and any operational issues.

The Mobilizer will need to support the SHG to become very well organised during this period after the Community Profile is complete. The SHG members will need to plan to have many meetings among themselves and to participate in various training sessions. All these should, as much as possible, be held in local venues and at times most convenient for the group members. Additionally, the Mobilizer will need to coordinate closely with the Support Organisation in order to seek assistance with delivering training and providing training materials. It is also a good idea for the Mobilizer to ask the Support Organisation to provide **Certificates of Participation for SHG members who**

complete all the trainings. Awarding these certificates is motivational for SHG members and good for their personal development.

After the SHG has been trained on *problem analysis and action planning* the group should be in the position to decide on one or two priority actions that they, as a group, would like to implement. But the decision on this

priority action should not be taken by the SHG members alone, they should have regular consultations with other members of their community to assess feedback on their priority ideas. Once the SHG is agreed and confident in what actions it wants to take, and has a basic Action Plan document that it can share with other stakeholders, it is ready to promote its plan within the community (Step 5) and with the local authorities (Step 6).



Iryna Korlyakova, a Mobilizer for Mykolaiv region bromadas, July 2019. Photo by Anna Korbut.

SHG MEMBERS IN COMMUNITIES IN LUHANSK & DONETSK OBLASTS HIGHLIGHT IMPORTANCE OF TEAMWORK

Group members interviewed for the evaluation of CME actions in Eastern Ukraine in 2018 noted that the way in which the groups organised themselves – for example, in maintaining a ‘horizontal’ structure and sharing out tasks among the members – was also an important factor in terms of their effectiveness and sustainability. They noted that the members of the group must work as a ‘team’. Those SHGs that work as teams are the most successful. It was also noted that good leadership and a highly motivated core of members are also important attributes to an effective team.

Practical Tips and Tools

- The Mobilizer will need to ensure that the SHG members understand that they need to develop specific capacities for developing project ideas before they can start discussing any such ideas with people outside of the group (such as the local authorities). Therefore, it is imperative that all the SHG members participate in the training activities – awarding certificates for this participation is a good motivation.
- During the process of SHG consolidation, the membership of the group may undergo some changes – members leaving or new members wanting to join, or members wanting to take on different roles within the group -- and the Mobilizer needs to be available to facilitate and guide the group through any such changes. In fact, if the group is not performing well, the Mobilizer may suggest ways in which changes to the membership may strengthen it. Any such membership changes are important to be managed before the SHG begins advocacy with local authorities or mobilizing resources from other stakeholders.

Links to resources

- Creating safer communities for women and girls
<https://youtu.be/PFRXGPgCr7A>
- Empowering women and girls with disabilities to take part in local development
<https://youtu.be/ah7zngofCw>
- Women-leaders of SHGs guide local development in Eastern Ukraine
https://youtu.be/XiUm_but3QU
- Partnerships for promoting gender equality and women rights at local level
<https://youtu.be/P1UIM26Yr2k>
- Women IDPs becoming agent of change in their communities
<https://youtu.be/neT3vubgLYU>
- UN Women’s Toolkit for CME (Russian version available at <https://eca.unwomen.org/en/digital-library>) - this toolkit contains basic materials on problem analysis and action planning

Mobilizer's Checklist

- ✓ Community Profile shared and discussed within SHG, and key rights issues identified for their community;
- ✓ SHG members trained on how to analyse problems, design solutions, and to create basic action plans;
- ✓ SHG members trained on basic financial management, record-keeping and reporting;
- ✓ SHG members receive Certificates of Participation in trainings;
- ✓ SHG has an action plan that is 'internally' agreed by the group and which is feasible to implement.

STEP 5: COMING OUT!

The Mobilizer will help to facilitate SHG meetings where the group discusses strategy and ideas on how to present their Action Plan to other stakeholders in the community. These meetings should include the SHG members making decisions about who they want to inform and lobby, and how, where, and when they will do this. Thereafter the Mobilizer, with help from the Support Organisation, can assist the Group with preparing any required presentation materials, booking appointments with specific stakeholders, arranging venues for meetings, setting up meetings with any other similar SHGs in the region, etc. However, during any 'external activities' of the Group (such as meetings, 'Town Hall' events, networking visits) the Mobilizer must not take any active role other than that of facilitator.

The **first 'external activities' of the SHG** are likely to include some or all of the following:

- Presentation and discussion with the local authorities (which is covered in more detail in Step 6);
- A Public Meeting ('Town Hall' style);
- Bi-lateral meetings with specific stakeholders, such as heads of public institutions (like school, health Centre), security officials, local business owners, CSOs, international agencies operating in the area;
- Exchange visits with other similar SHGs (to share experiences and ideas, and to begin SHG networks).

The final formal training that the SHG members need before they can successfully engage with the local authorities (Step 6) is on **Advocacy & Local Administration in Ukraine**. This training may be provided by the Support Organisation or by an external trainer mobilised by the Support Organisation. It is essential that all SHG members benefit from this training (either 1-day or over two half days), and that the training is focussed on the practical aspects of conducting advocacy with local administrations in Ukraine.

WHAT CAN YOUR COMMUNITY CONTRIBUTE?

A Community Empowerment Programme in Central Asia provided an initial list of ideas for sources of support for community actions as provided below. How might such a list differ for a community in Ukraine?

DONATIONS: cash, land, buildings, supplies and equipment, donated by individuals who want to support their community (Acknowledged and thanked in public meetings);

COMMERCIAL: gifts from firms and businesses that want to advertise their goods will and support of the community (Acknowledged and thanked in public meetings);

COMMUNAL LABOUR: time and labour donated by community members, some unskilled (clearing grass, laying bricks), some skilled (carpentry, masonry), meetings, planning, supervision;

AGRICULTURAL: farmers may donate food for the project:

- to communal workers who are working on the project, or
- to the Group to sell and raise cash for the project;

FOOD: people who prepare food and refreshments to the community members on communal working days;

CONTRIBUTIONS AND FEES: for credit club and similar financial projects, contributions from all members; service fees, such as for obtaining water;

GOVERNMENTAL: partial funding from central, district or local governmental sources;

NON-GOVERNMENTAL ORGANIZATIONS (NGOS): local community-based organizations, Churches working locally, outside NGOs; and

ANONYMOUS DONORS: benefactors who remain unknown.

Practical Tips and Tools

• By its very nature the process of CME is challenging to existing power structures, thus at this Step (as also with other Steps to a lesser degree) there is a high probability that certain interest groups within the wider community will try to influence or 'co-opt' the Groups' Action Plans. This risk can be best mitigated by prior analysis of the stakeholders (as discussed above in Steps 1 and 2) facilitated by the Mobilizers, and for Groups to be prepared for any challenges. This might take the form of arranging a number of additional bi-lateral meetings and through building alliances with similar Groups. At all times Mobilizers must motivate the Group members to remain assertive of their Action Plans.

• Mobilizers can assist the SHGs to make simple visual presentations of their priority action plans to use in discussions with community members – these might be in the form of a PowerPoint slide or flip-chart size poster, or similar. Such visuals should clearly show

what the SHG wants to change in the community, why, and what will be the benefits to the vulnerable women and men in the community.

Links to resources

<https://euprostitir.org.ua/resources?s=133136>

ВІЩЕ

Онлайн-курс
Дзвенислави
Новаківської

ЕФЕКТИВНІ
ПРЕЗЕНТАЦІЇ



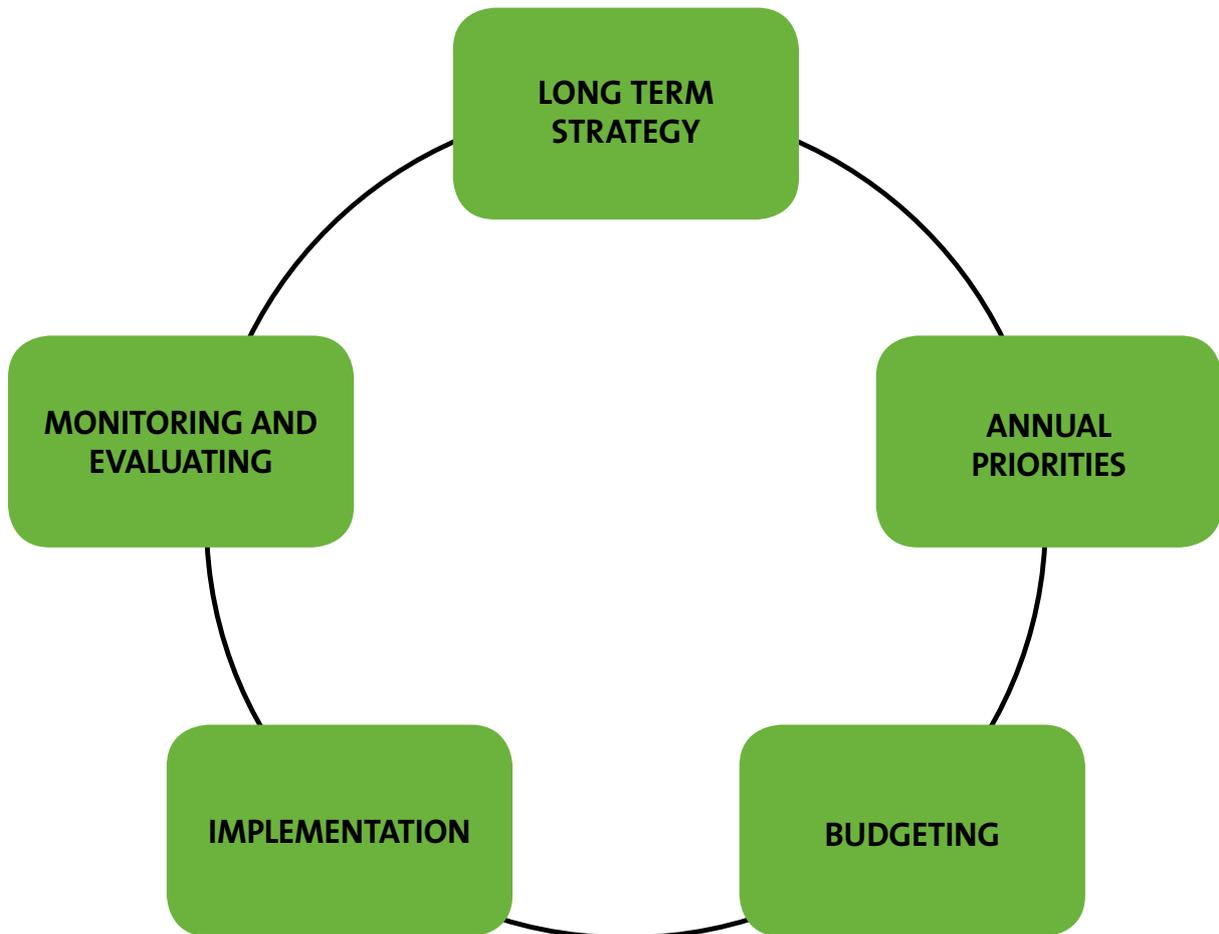
Mobilizer's Checklist

- SHG has an action plan for empowerment in the community in a simple format to share with women and men in the community and other stakeholders;
- SHG members trained in basic advocacy techniques and have an understanding of how local decision-making and

STEP 6: LOBBYING AND WORKING WITH LOCAL AUTHORITIES

The CME methodology is framed around the Human Rights Based Approach to local development and as such the local authorities, who are key 'duty bearers', are rightly targeted as an important stakeholder in the CME process. Thus, it is paramount that Mobilizers can assist SHG members to understand the responsibilities that the local authorities have, how they work, and how they can be lobbied and capacitated to meet their responsibilities. For this reason Step 6 is devoted to helping SHGs to get ready for challenging and collaborating with local authorities.

Under Step 5 the SHG members should have received training on Advocacy and Local Administration, and therefore the Mobilizer can coach the members on any aspects of the lobbying process that it is pertinent to implementing their action plans, depending on the specific moment in the local policy cycle (see graphic). If there are particular challenges that the SHG faces in terms of its advocacy, the Mobilizer will need to analyse the needs of the group and ask the Support Organisation for assistance. This may involve providing additional training or mentoring on specific parts of the cycle (for example, training on gender-responsive budgeting, or the design of a framework to monitor performance of the local authorities).



LOCAL PLANNING & BUDGETING CALENDAR IN UKRAINE

There are key moments when the planning and budgeting processes in the *hromada* can be most effectively influenced. If these moments are missed, activists may have to wait another 12 months until they can lobby for changes:

MAY-JUNE-JULY

Hromada authorities review ongoing services, projects and finances, and analyse the latest data on the communities. This is the time when priorities are set for the next year, and when changes to services provision and new project ideas are best presented.

SEPTEMBER-OCTOBER-NOVEMBER

Hromada authorities prepare the public finance requirements for the next year, based on the reviews and priorities set in May/June/July.

- Both women and men SHG members commonly point out that the representatives of the local authorities more often invite them to discussions about 'problems', but less often invite them at the decision-making stage. Thus, Mobilizers need to guide SHG members to not only find the right moment to engage with public officials, but also to find the right institutions or officials. Although ultimately it is mostly the elected Mayor who is the key decision-maker, there are various other parts of the local administration that the SHG members can target at different times during the policy cycle.
- Given that the SHGs are likely to be able to develop part of their action plans into project proposals for consideration for grant-funding from an external donor (see Step 7), Mobilizers can assist SHGs to explain to local authorities that support to the SHGs will help to bring new resources to the community. In this way, the SHG members need to be able to explain to the local authorities the concept of 'co-financing' and making 'in-kind contributions', such as providing buildings to operate as volunteer centres, women's shelters, office space for CSOs, etc.
- As part of the formal capacity building activities within the local administrations being provided in line with the decentralisation reforms, a training module on CME needs to be designed and delivered to both elected and appointed officials. This training should include sessions to: explain the CME concept and key Steps; demonstrate the Community Profiling exercise, including the matrix for reflecting upon human rights concerns amongst the most vulnerable; review the process of SHG formation and the cooperation that might be required from the side of local government (e.g., registration needs, etc.); and basic training on Participatory Monitoring & Evaluation and how comments from community members can be effectively incorporated into formal local government reporting. Although not directly responsible to provide such training, the Mobilizers should discuss this training need with the SHG and the local authorities and identify how the training will be provided. In some cases, if the SHG is well-capacitated, the members may be able to provide a basic version of such training.
- Training (either through a formal workshop or through 'on-the-job' coaching) of local administrators' officials on how to organize and facilitate 'town hall' style meetings so that community groups can meet and interact with administrators on finalizing local development plans.

WORKING WITH THE LOCAL AUTHORITIES ALONG THE 'CONTACT LINE'

Abstract from UWF Report April 2019: Particularities of the implementation of Community Mobilization for Empowerment Methodology in communities on the contact line

'This Step is one of the biggest challenges in the communities on the contact line. These communities are not amalgamated, although they have far-reaching plans. In most of them, the CIMA is an interim authority with a temporary subsidized budget. The experience of community cooperation with the authorities is low, and successful experience is not identified

as such by the community. There is almost no practice of planning for interaction with the authorities or conducting targeted professional communication. In most cases, the authorities say that the community only criticizes and demands without giving meaningful help, while the community says that «the authorities do not listen to them or cooperate» and «the authorities believe their role should be the same as a “beater”²⁹ in the hunt game, ‘driving’ otherwise passive and inert community to assume responsibility instead of expecting to be told what to do and how to do it.»

According to the respondents’ answers, however, A JOINT ACTION will now help unite people who are not only amidst real hostilities and their consequences, but also amidst active information warfare.’

Practical Tips and Tools

- Cooperation between SHGs and the local authorities is a two-way process. Thus, Mobilizers need to remind SHG members that in addition to lobbying the local authorities, they also need to think about how they can assist local authorities in solving problems. Local authorities are generally not well-capacitated, and thus need all the help they can get in terms of training their staff and implementing more inclusive services. If SHGs can demonstrate a concrete benefit to local authorities (for example, in designing and mobilizing resources for projects), the authorities will begin to see them as a valuable partner.

A mobilizer in Ukraine noted in a workshop in 2018:

“...interaction between the authorities and active members of the SHG has been established. They are regularly invited to discussions and resolving of burning issues of the village, they have reliable working relations with the representatives of the rayon authorities, in particular through sharing information about opportunities for the village, engaging in rayon programmes and participation in the events. Earlier they were trying to resolve all issues by themselves, and now they engage the authorities, just as the authorities engage them in their events.”

- In order to become effective advocates to the local authorities, the SHGs will need to be able to **build up alliances with other local organisations or national-level CSOs** operating in their district. To assist the SHG members to find such potential allies Mobilizers should discuss and research with their Support Organisation to **create a simple data base (contact list)** of organisations that the SHGs can contact. These data bases need to be specific to the locality of the community.
- In line with the two tips above, the Mobilizer can also provide the SHG with examples or a template

for the SHG to formalise **Partnership Agreements**. These are simple protocols that formalise an agreement between the SHG and another organisation.

Example of Multi-Sector Cooperation in Novoaidar

“To implement our project “Creating a community sports and rehabilitation centre” we were planning to rent small basement premises and equip it, but after we held a presentation of our project in the community, some people were willing to help us with implementing our idea. It gave us more inspiration to keep looking for additional support to expand our centre. We made an agreement with the village council and with Novoaidar Employment Centre. We started to engage businessmen, farmers, teachers – people who care. We were reporting on the use of funding for the people to see that the money was used for getting things done, not stolen. We raised 75,000 hryvnias of funds – one third from the total project cost. Here, in the village, people know each other – they started to help, mothers and fathers started to come – they responded...”

Links to resources

- Link to UWF training on advocacy and local administrations: <http://ukr.wf/cmeadv>
- Gender Responsive Budgeting for the Development of the Hromadas (in Ukrainian) available at https://edx.prometheus.org.ua/courses/course-v1:AMU+GOB101+2018_T3/about (last accessed 21 November 2019)
- ULEAD is a programme building capacities for decentralised government in Ukraine. The programme has a range of learning materials to assist citizens in engaging with hromadas: <https://tsnap.ulead.org.ua/library/>

²⁹ The female respondent spoke about the need to “spur” and, like a “beater”, to “drive” the “passive” community, that is, tell them who does and what, tell them the terms, etc. The Wikipedia explains “beater” as “a person used to flush out or drive the game for the hunters.”

Mobilizer's Checklist

- ✓ SHGs have a clear plan for their 'entry point' and timing of interaction with local authorities;
- ✓ SHGs are clear on what they want from the local authorities;
- ✓ SHGs have access to a database of local organisations that they can cooperate with.

STEP 7: DESIGNING & FUNDING COMMUNITY PROJECTS

In order to stimulate empowerment actions in the communities targeted for CME, the Support Organisation works with other programme partners in order to identify funding sources and mechanisms that can support SHG priority actions. The details of such funding opportunities will be provided to the Mobilizers, and the generic actions below will need to be tailored according to the procedures and eligibilities of the funding schemes.

The Mobilizer supports the SHG members in developing particular parts of their priority action plans into a **specific Project Proposal**. The design of the project will be guided so that it is in line with the eligibility requirements (defining the types of actions and the total value of the grant available) of the potential donor, and in line with any agreements made between the SHG and the local authorities and any other local stakeholder. The SHG will need to complete the grant application form (which is the format for the project proposal) provided by the funding institution (See Annexes for templates and examples).

For the majority of proposed community projects, the SHG members will need to explore with the relevant *hromada* authorities **what public finances and other resources are available to support the project** and what will be available to sustain the project outputs (for example, if the project relates to a community property/infrastructure, what public funding is needed to cover future utility or maintenance costs?). Most external funding institutions of community projects will only commit funds if the *hromada* is also committing resources to the project.

The SHG members will need to **estimate the costs for implementing their project proposal**. To do this they should consult with the potential service providers and retailers to estimate the costs of materials and of expert inputs, so that their estimates are based on a **credible market survey**. They should also consider what aspects of the project requirements might be met by in-kind, voluntary contributions of the community members, and what costs will be needed to sustain the project outputs in the long term. The process of formulating a budget for the project should be developed collectively by the SHG members over several meetings. The more the members review and discuss the estimates, the more likely they will be realistic.

"Thanks to the project we have created a studio on the town council premises, where children can create awareness-raising videos regarding human rights protection or pressing social issues. The work is under way, new people are learning new things, they are engaging in community work. People residing in villages of our hromada have a chance to engage as well."

ANALYSING COSTS & UNDERSTANDING BUDGETS

Even the most experienced Finance Managers in the Public Administration often make mistakes when it comes to estimating costs of community development projects. So, for members of SHGs and other community-based organisations unaccustomed to estimating costs and drawing up a budget, managing funds – particularly funds donated by the community members and/or an external organisation – is very challenging. Furthermore, the credibility of a SHG can be severely tested by its ability to manage and report on finances. However, when a SHG does a good job in drafting a budget and managing funds it can be highly empowering. Thus, at this Step it is essential that the Mobilizer and Support Organisation provide as much support as possible to build capacity for financial management.

The Mobilizer should advise the SHG to be prepared to submit their project proposal to different possible funding sources. Thus, if the first application is not successful, they will have a chance to submit another application. However, to do this the Mobilizer will need to be familiar with funding opportunities for their region and to have access to different application formats and timeframes (see Practical Tips below).

Once the SHG has formally made an application for funds and has some form of an agreement with the

local authorities to go ahead with the project, it is highly likely that successful applications will need to be fine-tuned before the funding is actually awarded. Thus, Mobilizers need to be ready to assist the SHG to adjust their projects and, in particular, to re-negotiate project budgets. This process can take some time (2-3 months or even more than 6 months for some funding institutions), and therefore the Mobilizer needs to encourage the SHG members to remain active and to focus on other opportunities in their action plans.



COMMUNITY EMPOWERMENT PROJECTS IN VUHLEDAR

One of the SHGs in Vuhledar community in Donetsk region identified women affected by domestic violence as a prime case of rights abuse, and set about working with the women to design a project which would empower them. Thus, the SHG designed the project and secured funding which resulted in launching a Crisis Social Centre for women survivors of violence. The Centre works on prevention and response to gender-based and domestic violence and has made initial steps to put in place a local referral mechanism that involves the Self-Help Group, police and regional social services centre. The cooperation is still in the initial phase, and has yet to be further strengthened. A local police unit holds regular information meetings with the SHG, and efforts are made to implement a joint case management practice.

Furthermore, -following the successful launch of the Crisis Social Centre, the SHG has been working on further projects and collaborations. The group is closely cooperating with the youth organization «Leader» and with the Development Agency of Vuhledar, and together they plan to implement a project funded from the oblast budget – by Donetsk oblast state administration.

A member of the SHG commented that now ‘we are known, we keep receiving phone calls outside of Vuhledar offering cooperation’.

Nataliya Slavinska, a Mobilizer from Zaporizhzhia region at the Forum on CME Methodology, Zaporizhzhia, December 2019. Photo by Serhiy Ryzhenko

Practical Tips and Tools

- One of the biggest causes of rejections of project proposals is that they are presented in different formats or with insufficient or irrelevant information in the application process. It is essential that the SHG completes the grant application form exactly as requested by the donor, with no additions or deviations. The **Mobilizer can assist the SHG to produce quality applications by staging a kind of ‘mock application’** whereby the Mobilizer and a colleague/friend makes an evaluation of the SHG’s draft application, and then gives feedback to the SHG on how they can improve their proposal.

- Ensure that any application for project funding has **clear justification for the project based on the facts and analysis presented in the Community Profile**. It is essential that real evidence be used to support grant applications, and not just opinions of the SHG.

Links to resources

- Example of a CME Project application form – see *Annexes*
- Links to funding sources in Ukraine for grassroots CSOs and gender -related actions:
www.uwf.org.ua
- Portal “Hromadskiy prostir” (“Civil space”), web-platform for civil society development
<https://www.prostir.ua/>
- Resource Centre “GURT” <https://gurt.org.ua/>

Mobilizer’s Checklist

- ✓ SHG’s project proposal is in line with findings from the Community Profile;
- ✓ SHG’s proposal is presented in correct format (text and budget) for the funding provider;
- ✓ SHG’s project proposal is feasible given available financial and human resources.

STEP 8: IMPLEMENTING COMMUNITY PROJECTS

Prior to beginning, and during the implementation of their empowerment projects, **SHG members will need to benefit from Training Workshops on various aspects of Project Management**. These will vary from community to community depending on the nature of the groups and the types of projects they are implementing. As a minimum, Mobilizers will need to assist SHG members to have access to the following workshops:

- Half-day Training Workshop on Basic Project Management

Objectives: Group members have the knowledge and basic skill sets for managing implementation of a project.

Method: Mobilizer/Trainer assists the SHG members to undertake a critical analysis of each stage in their Project Proposal and identify what key management skills are needed at each stage. (e.g., need to manage procurement of supplies, need to make logistical arrangements for a public event, need for financial reporting on the project, etc.). The group then reviews its own capacities at each point and the Mobilizer explains how ‘gaps’ can be filled.

- Half-day Training Workshop on project Monitoring (see Step 9)

The obvious risk during implementation is that the activities themselves fail, either due to under-resourcing, bad planning, or technical weaknesses. However, these are not major risks. During implementation there are sure to be some failures, and it is the Mobilizer’s role to work with Groups at these times to understand and learn from mistakes, and take steps to avoid repetition of the failure. Thus, **the philosophy of ‘learning by doing’ should be encouraged**.

Practical Tips and Tools

- There are numerous materials available to provide advice and guidance on implementing local community projects, including projects which are specifically gender-responsive. The Mobilizers are advised to review and consult with as many of these materials as possible in order to widen their knowledge and experience of project management. Examples of such on-line materials (videos and manuals) can be found in the links below.

COMMUNITY-DRIVEN PROJECTS EMPOWER & INSPIRE

Recent community mobilization for empowerment in two specific Moldovan villages demonstrated that by the time community groups actually began to implement some activities, two important changes had taken place:

1. In the village of Cahul, the members of the community group divided tasks amongst themselves so that two people were responsible for the cost estimates and budgeting, two people – for the process of mobilising resources, two people - for writing the project proposal, and two others - for managing implementation of the project work. In this way the capacity building was spread across the group, which strengthened its solidarity and made it more sustainable.

2. In Birnova village, the community agreed that it was a priority for the kindergarten to have a new playground, however, given that there were external resources available to fund work, the community members were not initially motivated to provide any of their own resources. But once the basic construction work was complete, the community members changed their attitude towards contributing and provided both labour and materials to ensure that the playground could be completed. Another demonstration of how mobilization can succeed in sharing responsibilities.

• One of the common challenges in implementing projects is that there is often a time ‘gap’ between designing a project and receiving funding to implement it. Sometimes during that ‘gap’ group members change and/or other contexts change which can make project implementation more difficult. Thus, the Mobilizer needs to keep the SHG members active and ready for implementation, and responsive to any change in the membership or context.

Mobilizer’s Checklist

- ✓ SHG members capacitated in basic project management and have clear project management roles distributed among the members;
- ✓ Mobilizer and Support Organisation ready and alert to any project implementation issues that need to be addressed.

Links to resources

■ Network of CSO Hubs which can provide advice and consultancy to grassroots organisations, including on project management: <https://www.hubs.org.ua/>

■ Course on Prometheus “Designing and implementing community development projects”

https://courses.prometheus.org.ua/courses/course-v1:AUC+CDP101+2017_T1/about

■ Project design and development manual

<https://enefcities.org.ua/upload/files/Dodatky.pdf>

■ Manual “Developing and managing projects in the public sector: Ukraine’s European dimension”

http://despro.org.ua/media/articles/10_book_chemeric__17_12_do_druku.pdf

STEP 9: USING MONITORING FOR LEARNING AND ACCOUNTABILITY

The objective of this step is for SHGs to have capacity to collect and analyse monitoring information and use it to inform decision-making and self-management. The analysis of their progress towards initial empowerment objectives must also inform SHGs on how they will sustain the results of their actions and sustain the development of the SHGs themselves. Furthermore, it is important for SHGs to not only understand the **significance of being 'accountable'** for their actions, but also to have enough capacity to report on their work to various stakeholders. Thus, Mobilizers will assist SHGs with the following tasks:

Over the period of implementation of the community projects/actions, activities must also run in parallel in order to achieve the objectives of Step 9. Such activities will include:

- The Mobilizer and/or trainer from the Support Organisation facilitating a SHG working session (2 hours) on reporting on **Participatory Monitoring**;
- Mobilizers assist SHG members to review monitoring data collected since the training on Monitoring and to assess its relevance and usefulness as well as how the information might be analysed and shared within the wider community. This may include information about physical infrastructural changes (e.g., number of new street lights), but more importantly should include data measuring the effect on the lives of vulnerable women and men (e.g., increase in number of women accessing services).
- Ideally, in addition to learning how to implement monitoring and to use monitoring data, the SHG members should benefit from a half-day day Training Workshop on 'Evaluating Empowerment'. This will build on the Monitoring training and assist SHG members to understand how taking a Rights Based Approach does have a long-term positive impact on the quality of the lives of vulnerable women and men.

Another important area of performance of the SHGs to which Mobilizers and the Support Organisation can offer support, is that of **Communication**. During Steps 2-4 the group members will have received some training on communication skills, but during implementation the Mobilizers will need to remind SHGs of the importance of sharing information within the commu-

nity and with other stakeholders. This will contribute to transparency and empowerment of the groups. The **types of communication may include printing and distribution of community posters or simple newsletters, or postings on social media**, and events like Public Meetings. It is equally important for the SHGs to publicly celebrate success and achievements.

During this Step the organizational development of the SHGs will benefit from undertaking exchange visits and site visits to other similar groups, as well as the opportunity to network with CSOs engaged in their field of interest. Mobilizers and the Support Organisation should place particular emphasis on supporting peer learning and information sharing with women's organisations.

Using Score Cards

Identity (person/household)				
..... (Age/gender/.....)				
Location				
Date				
1	2	3	4	5
Very bad	Bad	OK	Good	Very good
				
Indicator 1				
Indicator 2				
Indicator 3				
Indicator 4				
Any other comments:				

Gathering feedback about community projects and services can seem like a difficult task. However, SHGs can easily involve the women and men in the community in the evaluation process by using tools such as Score Cards.

To learn more about this tool – see *Annexes*.

Practical Tips and Tools

- Getting **media coverage of the work of the SHG** is one of the best ways for a SHG to show to the wider community what it has been doing, how resources were used, and why. Thus, the Mobilizer and Support Organisation should assist the SHG members to make contact with their local media (newspaper, radio, TV, online bloggers, etc.). Even simple videos made on

smart phones can be edited and broadcast online (for example, if the SHG sets up a YouTube channel).

- If a SHG is clearly not going to be sustainable as an entity (for whatever reason), Mobilizers should assist the group members in implementing a **‘handover’ strategy** so that a partner, or a new organisation, can take on responsibilities for project outputs, and the existing group members can plan what they want to do next as individuals.

Links to resources

- Link to <https://euprostit.org.ua/> – this web site has dedicated resources (online tutorials and practical case studies) for CSOs on communication.

Mobilizer’s Checklist

- ✓ SHG members have a plan for monitoring their work/projects, and they are able to collect monitoring data and report on them;
- ✓ SHGs capacitated to use communication tools/ channels to promote and explain their work to the wider community;
- ✓ SHGs begin to forge networks with other SHGs and similar CSOs.

STEP 10: EVALUATION & SUSTAINABILITY

Mobilizers and the Support Organization need to be available to provide adequate support for the final two CME steps. These Steps should not be considered as 'optional', but rather are crucial to the long-term sustainability of both the SHGs and the outputs which they may achieve. Thus, work plans for the support to Steps 9 and 10 should include the following:

- Structured coaching for SHGs by mobilizers on what the group members can learn from their project implementation experience;
- A participatory review of the Community Profile in light of any changes brought about by the CME process;
- Structured training/coaching provision on sustainability issues (e.g., Partnership development, communication of results, NGO registration, resource mobilization).

As the SHGs move towards the end of implementing their initial activities, Mobilizers will need to facilitate the groups in a process of **planning the sustainability of the outputs** of the actions. In some cases this may simply involve the SHG members planning follow-up actions, but in many cases (particularly in respect of projects related to access to and delivery of services) the SHGs will need to establish dedicated committees/units or other entities that will take responsibility for managing the outputs and scaling up the benefits, and mobilising the necessary resources to support it.

Mobilizers will facilitate a SHG Meeting for the development of an evaluation plan. This plan will **confirm the indicators to be used to help measure changes**, methods for collecting information and sources of information, who will participate in the process, and the timeframe for undertaking the evaluation. Given that the task of measuring 'change' is a big challenge for everyone, the SHGs may need support from the Support Organisation as well as Mobilizers.

Once the Group has collected its evaluation information, it should hold one (or more) meetings to discuss the findings and decide what to do with them. This may include:

- Producing a simple document to record what has happened as a result of the SHG's actions and what actions were the most or least successful and why;

- Presenting the evaluation findings at a Public Meeting;
- Sharing the evaluation results with specific stakeholders, such as the local authorities, at bi-lateral meetings;
- Working with the Mobilizer to create 'Success Story' material.

Mobilizers will also need to support SHGs in reviewing their organisational development plan, by taking on board any relevant findings from the evaluation process and from comments and feedback from other stakeholders. This may then involve the SHG taking a step towards a more permanent, sustainable status, such as registering to **become a recognised formally-registered CSO** (if it hasn't already done so), or exploring other possible options for **organisational growth, such as forming a Federation of SHGs** with other groups, or becoming a **different kind of entity such as a Cooperative or Social Enterprise**. The Mobilizer and Support Organisation should be available to offer advice on such sustainability and to introduce the SHGs to other stakeholders that could be of assistance to them.

Practical Tips and Tools

- The key to documenting success is not to focus on the question of **'what has been done'**, but rather on the questions of **'what has changed in our lives?'** and **'what have we achieved?'**
- There will be circumstances where SHGs formed through the CME process have achieved their initial objectives and are no longer valid in their existing form. Thus, group members may seek to sustain their achievements by transforming into a different kind of group or merging with another existing organization.

Links to resources

- There are a growing number of organisations who can provide advice and support for grassroots social enterprises, these include:
<https://socialbusiness.in.ua/resources/>
<https://letshelp.com.ua/>
- The Network of CSO Hubs which can provide advice and consultancy to grassroots organisations:
<https://www.hubs.org.ua/>

Mobilizer's Checklist

- ✓ SHGs able to produce a simple evaluation report on their work/project, including clear evidence to demonstrate the changes achieved in the lives of vulnerable women and men in their community;
- ✓ SHGs have agreement among their members on their next steps.

NETWORKING AND COOPERATION BETWEEN GROUPS

In parallel with all the CME Steps, the Mobilizers and, particularly, the Support Organization, need to plan for and provide support to SHGs so that they can build up solidarity and links between them. This may be between SHGs that are of a similar age and experiences, or between new and older SHGs, or between SHGs that share a specific characteristic (such as being 'rural' or 'urban', or in the 'gray zone', or having members with specific vulnerabilities, like SHGs of elderly or SHGs of victims of domestic violence).

Encouragement of cooperation and networking amongst SHGs can be supported through many different kinds of activities:

- **Exchange visits**, wherein SHG members from one community visit a SHG in another community, and vice versa. Such visits should not be only social occasions, but Mobilizers can also assist the SHGs to plan such visits with a structured approach, with specific objectives and an agenda. A debriefing should be facilitated by the Mobilizer after the visits in order to confirm what they may have learned and what actions they intend to take.
- **Regional meetings of SHG members** at 1- or 2-day seminars. This requires significant planning and resources, but it is an excellent way for SHGs to share their experiences, demonstrate success to other stakeholders (who can be invited to the events), and re-energize themselves for new challenges.
- **Use of online digital platforms** (such as Facebook groups) to share ideas and promote events or activities. This is particularly useful if any SHG is involved in campaigning and would like to mobilize supporters for an event or petition. **Forming a SHG Federation** – in many situations individual SHGs may not have the desire or need to become legally registered entities, but would like to continue their work and have access to the ben-

efits of a legal body representing their interests. Thus, several SHGs may come together and form a Federation which can then be registered as a CSO, with management and governance arrangements drawing equally from across the SHGs.

Mobilizers may also greatly benefit from having their own cooperation and networking, and may want to use similar tools (as listed above) as the SHGs. A common phenomenon in the digital world is for professionals and experts to form an online 'Community of Practice'. This may begin simply as a Facebook group or email group, which can later develop into a dedicated 'online community' served by a non-public web portal. The Support Organization may be able to guide and assist Mobilizers to form such a 'Community of Practice', which can be developed so that Mobilizers can share experience and information in a structured way (such as having a section for each CME Step, having a specific section dealing with Funding Opportunities and a database of funders, a section on Decentralization developments, and a section for Trainer of Trainers or similar cascading techniques).

ANNEXES



STAKEHOLDER
ANALYSIS MATRIX

Stakeholder groups	Role in the community issues	Policy impact on stakeholder groups	Stakeholder group impact on the community action		
			Stage preparation	Stage decision	Stage implementation
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Legend:

U = unknown 2 = not very important 4 = very important

1 = not important 3 = relatively important 5 = critically important

Stakeholder Case Study Exercise

Below is a brief example of a community stakeholder analysis exercise from Hungary. The local authorities in the small town of Pitesti, in central Hungary, conducted a stakeholder analysis as follows:

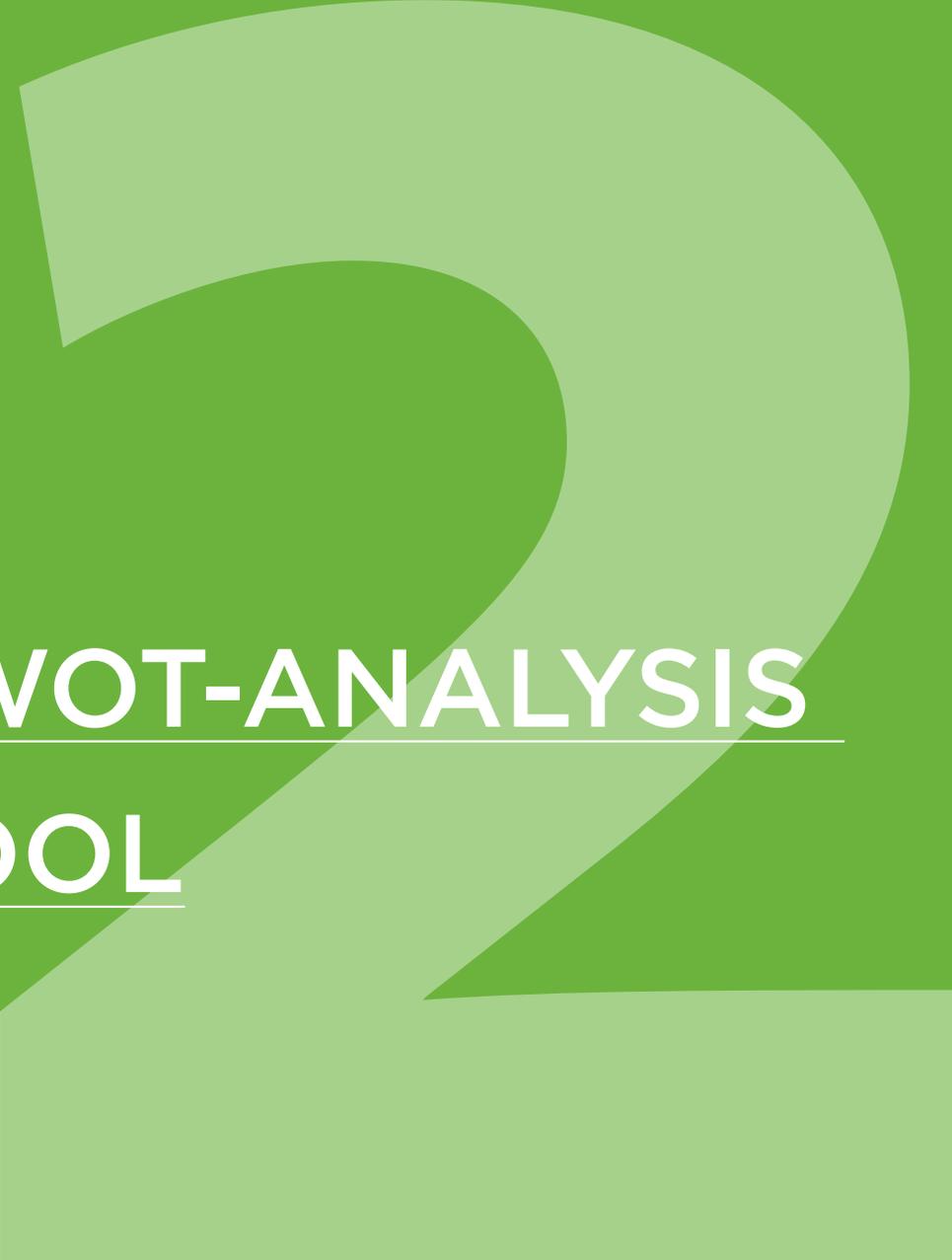
Pitești municipality pursued, throughout 2001, the rehabilitation of a large area in the main park – Strand Park. In their initial attempt to encourage participation of the community members, the Municipality identified those stakeholders who will be the main beneficiaries of the amenities to be provided in the park:

- athletes’ association;
- students of the university adjacent to the park;
- parents of the children who use the playfield in the area;
- students of nearby schools;

- the elderly, especially those in the Citizens’Advisory Group;
- Roma communities adjacent to the park;
- NGOs.

The stakeholders’ representatives were interviewed and invited to take part in focus groups in order to provide information to the project team.

1. Do you think there are other stakeholders interested in the rehabilitation of the Strand Park in Pitești?
2. Assuming that you represent the interests of (a) Roma community / (b) tenant association / (c) athletes’ association / (d) environmental NGO – what questions would you ask the project manager?



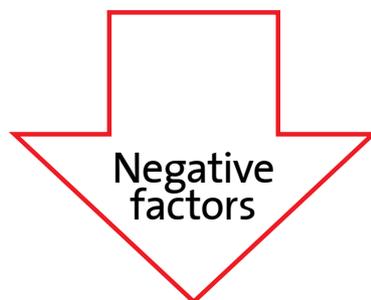
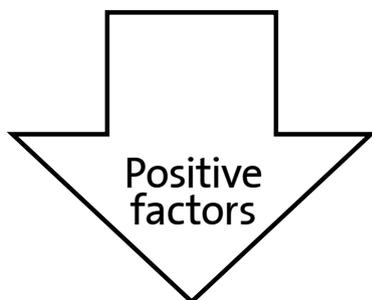
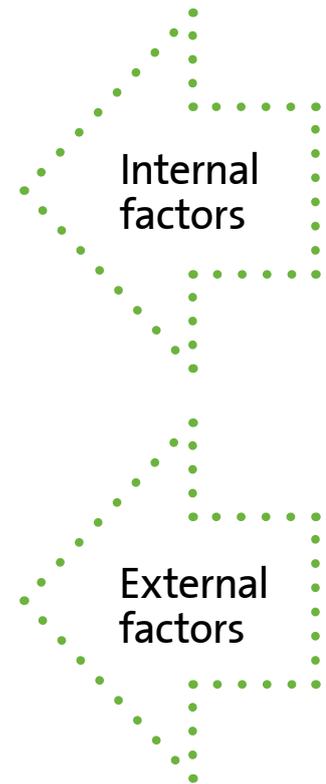
SWOT-ANALYSIS

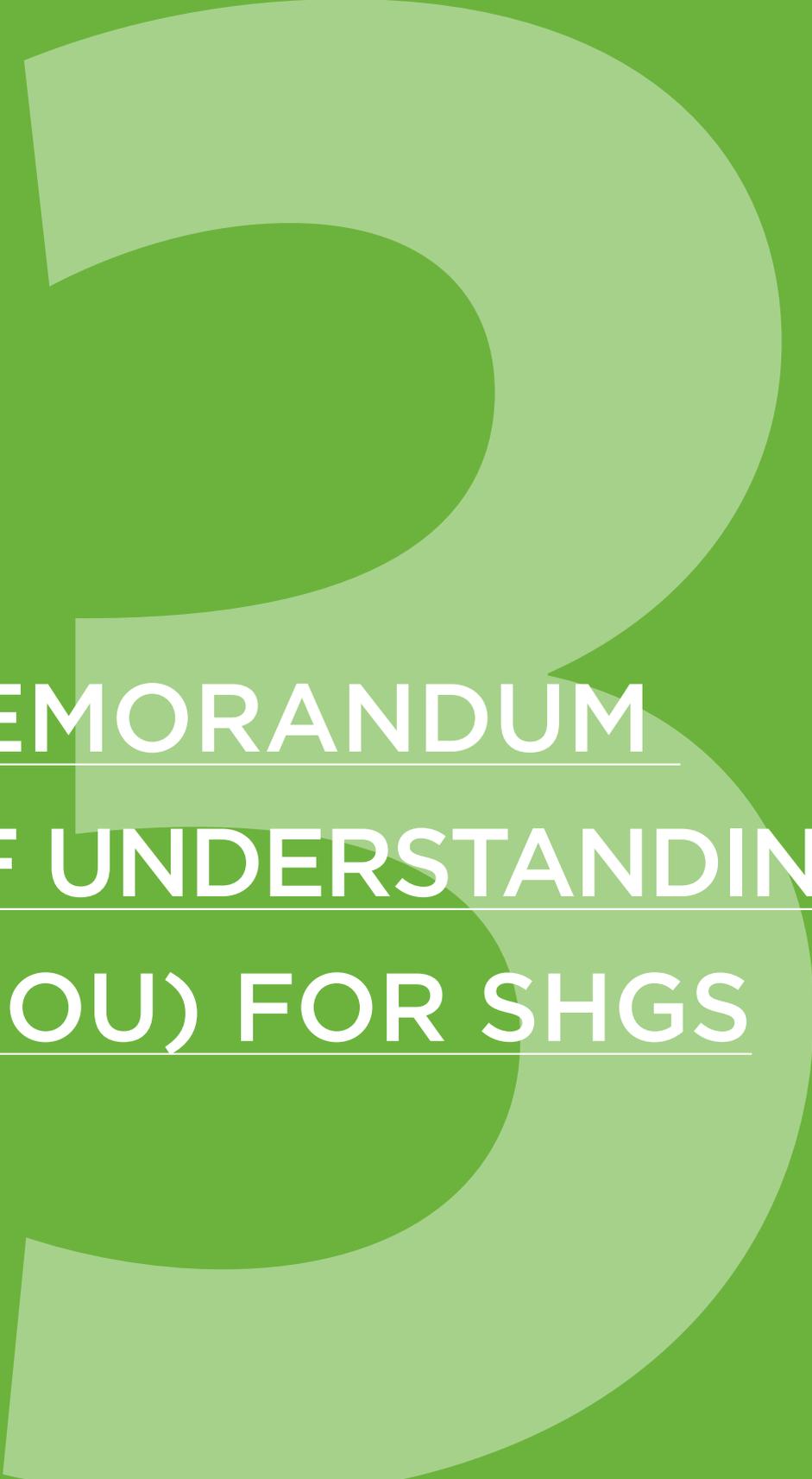
TOOL

Assessing internal and external environment is an important part of the strategic planning process. Internal factors, as a rule, can be included into *Strengths (S)* or *Weaknesses (W)* categories, and internal factors can be included into *Opportunities (O)* or *Threats (T)* categories. Such analysis of strategic environment is called **SWOT-analysis**.

Subject of SWOT-analysis: (define the subject of analysis here – for example, “The Organization’s position on the community groups’ empowerment”)

Strengths	Weaknesses
Opportunities	Threats





MEMORANDUM
OF UNDERSTANDING
(MOU) FOR SHGS

SAMPLE

(name of your group) SELF-HELP GROUP CHARTER

Name

Name of the group _____

2. Goals

Goals and objectives of the group:

- 1. _____
- 2. _____
- 3. _____

3. Authority of the Group

The Group has the following authority aimed exclusively at attaining the set goals:

For example (delete or add provisions that best reflect your group’s situation).

- 1) Authority to raise funds, attract and receive donations on the condition that in the process of fundraising the group members are not involved in any substantial commercial activity and abide by relevant laws;
- 2) Authority to engage and support volunteers, if their assistance is needed to attain the group’s goals;
- 3) Authority to perform any lawful actions required for attaining the group’s goals.

4. Group members

The group should include at least _____ people interested in attaining the group’s goals. Membership criteria are agreed by founding members of the group; these criteria are attached to this MoU and reviewed/amended (if needed) by decision of the group majority.

At the time of creating the group, its managers, leaders and members are the following:

- Group leader _____
- Group treasurer _____
- Group secretary _____
- Group members _____

5. Group meetings

Group meetings are held upon the members’ demand. Meetings are held at least once a month.

6. Control of funds and finances

- 1) Is responsibility of the group treasurer/group member/group leader who keeps record of revenue and expenditures.
- 2) Revenue obtained by the group is deposited in the bank account.
- 3) To withdraw funds from the bank account signatures of at least two group members are required.
- 4) All money obtained by the group and belonging to the group is spent or used in accordance with the goals of the organization.
- 5) Surplus funds transferred to the next year, are used by the organization only as set in Par.6.4 above.

7. Ending the group’s operation

If the group decides to end its operation, any remaining funds are handed over to another group with similar goals or returned to the donor (in relevant cases).

This Charter is adopted at a group meeting held _____

Signed _____ Group Leader _____ Group treasurer/members



SHG MANAGEMENT ROLES AND DUTIES

SHG Principles of work

After a SHG is created and its membership and name are determined, principles of group activity are to be implemented.

Every SHG should have:

- **SHG management (organizational committee: leader, secretary, treasurer)**
With good management SHGs, as a rule, are successful. Therefore, a leader and a committee should be selected very carefully.
- **Charter adopted by a general meeting of SHG members**
Charter is a record of SHG goals and rules that helps members to avoid inner conflicts and clarifies duties of every member.
- **Fees system (optional)**
Regular membership fee as a contribution to common effort is of utmost importance as it helps create a sense of ownership and solidarity.
- **Record of SHG activity**
Keeping meeting minutes helps the group to remember decisions adopted at the meetings which is vital for monitoring and evaluation.

The form of each of the above blocks depends on experience and ideas of group members. The ultimate form the group takes must be determined by its own members and may undergo changes if needed depending on their needs and views.

SHG Management

SHG management consists of a leader, a secretary and a treasurer, elected and recognized by all group members. Elections of a managing committee take place at one of the initial meetings after discussing duties of a leader, treasurer and secretary, as well as requirements needed for implementing SHG's tasks. The Mobilizer should assist in elections of the group management.

In most groups, the most well-spoken and active members are elected to the positions of a leader and a secretary. However, other participants can have some hidden or unrecognized leadership qualities. To strengthen the group, it is necessary to utilize skills and abilities of all its members as much as possible. Constant rotation (change) of management (for example, once a year, once in six months) would be helpful in using group members' capacities to the fullest.

Management based on the principle of common participation means that all group members have equal opportunity to participate in management and that every member can be elected to the managing committee. Therefore, re-elections to the managing committee must take place regularly which will allow every group member to develop their leadership skills. In its turn, it increases the group's efficiency and helps its further development.

Elected management, acting on the principles of common participation, inspire all group members to fully engage in the group's activity, constantly keeping them up-to-date, setting tasks for them and holding open discussions. Good management and coordination help the group work coherently, grow and reach their goals.

Duties of the managing committee

- To prepare a schedule of meetings and agendas;
- Report on work of the committee;
- Make proposals and provide advice to the group;
- To approve decisions adopted by the group;
- Perform actions in accordance with the adopted decisions;
- To ensure compliance with the Charter and discipline of all group members;

- Assign tasks across all members of the group to ensure everyone's involvement;
- Keep in touch with persons, groups and organizations that provide their resources to the group;
- Organize training for all group members/ their families;
- Report on the work completed;
- To be a "face" of the group.

The Mobilizer discusses duties of the managing committee members with the group, and together they determine leadership qualities required to perform their tasks as well as procedure of elections to the managing committee.

SHG leader duties are as follows:

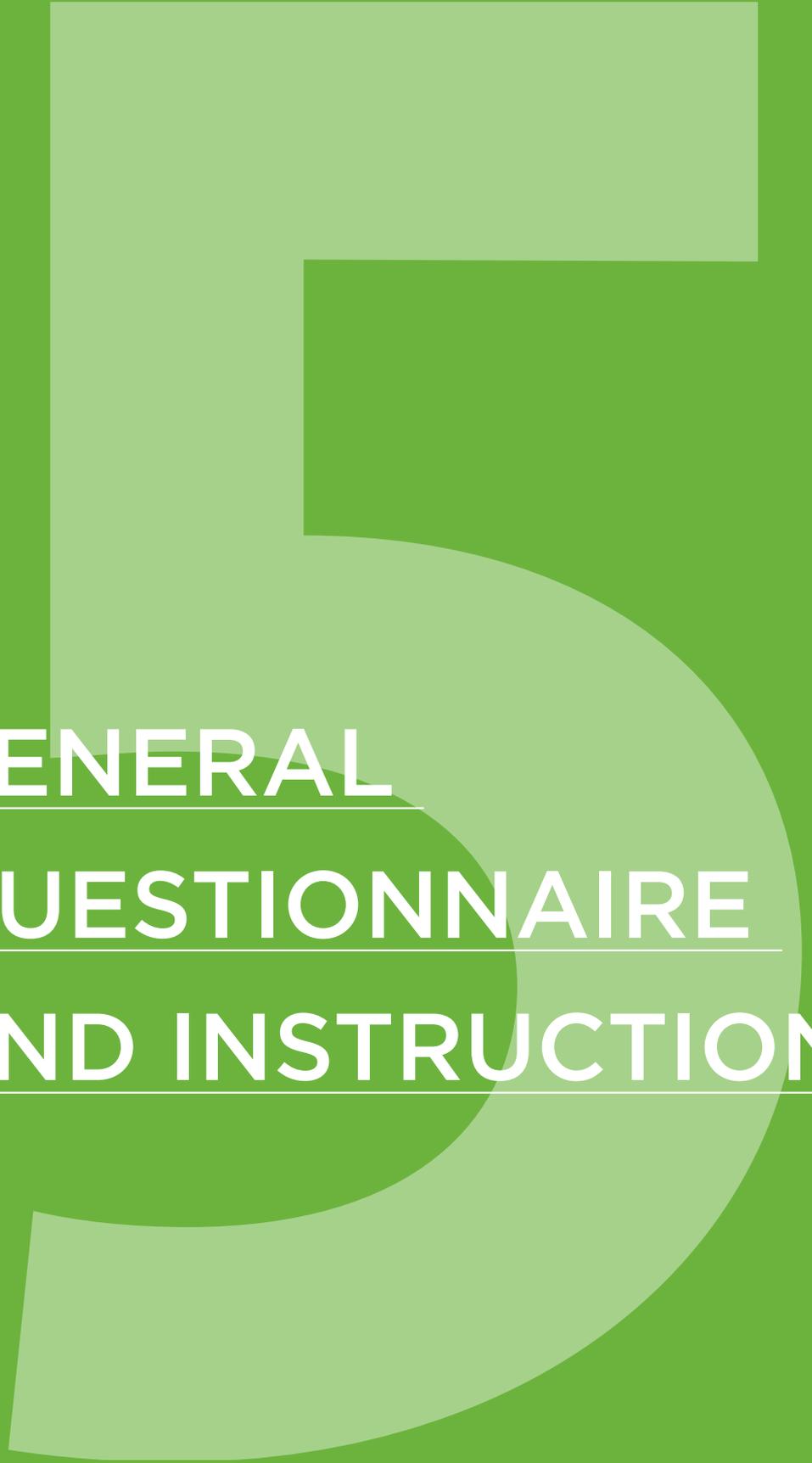
- To monitor work of the group and attainment of the set goals;
- To ensure compliance with the group Charter;
- To encourage everyone's participation in discussions, decision-making and joint work;
- To propose new ideas and encourage other group members to do the same;
- To report on work of individual members and of the group as a whole;
- To represent the group at public events.

SHG secretary duties are as follows:

- To prepare agenda of meetings and take meeting minutes as well as keep attendance;
- To keep all records in the group;
- To read aloud meeting minutes and resolutions;
- To work with the group's correspondence;
- To assist the group leader.

SHG treasurer duties are as follows:

- To keep all financial records of the group;
- To ensure safekeeping of funds and manage finances;
- To report at the general meeting of the group on revenue and expenditures, on flow of funds in savings fund, as well as balance of cash kept in the group (in the bank account);
- To count savings collected by the group in the presence of all members;
- To keep books of all financial operations of the group, keep receipts for purchases and received funds;
- To manage the use of SHG savings fund.



GENERAL
QUESTIONNAIRE
AND INSTRUCTIONS

INSTRUCTIONS FOR FILLING THE COMMUNITY PROFILE ASSESSMENT FORM

“GENERAL QUESTIONNAIRE”

What is the questionnaire about?

By means of this questionnaire we (self-help groups) will receive general information on the community administrative and territorial structure; location in respect to the contact line – for the communities in Luhansk and Donetsk oblasts; population data disaggregated by age, gender and vulnerability; employment/unemployment rates among women and men as well as on the average wages for women and men; infrastructure, housing and communal services; availability of banking, postal, administrative and communication sphere; educational institutions in the community/settlement; medical institutions; cultural and recreational facilities; sports facilities; presence of a fire brigade, a community police officer and a social worker; services provided to victims of domestic violence; condition of street lighting; economic infrastructure; local government; civil society and religious organizations operating in the area; key community policies; community budget; coordination bodies present in the community.

How the obtained information will be used:

This information will allow us to gain general understanding of the situation in all areas of the community or the settlement that we are profiling.

Data received from this profile, as well as from the “Access to Services” profile, will be analyzed and reflected in the General Community (Settlement) Profile. We will use the Community Profile to analyze the needs of women and men living in the community and, based on this, to develop and implement local initiatives, in partnership with local authorities and men and women from the community, in order to expand rights and opportunities of all women, especially those from vulnerable groups, to fully enjoy their human rights. Information received through this Questionnaire will be analyzed and reflected in the Community (Settlement) Profile. This Profile will serve as factual proof of the analysis results and will support all those local initiatives that we will be implementing. Also, based on this Profile, we will develop and make recommendations for local programmes/strategies and budgets to address these issues and needs on the local level and from local budgets. Having the Community Profile, we have evidence of certain issues regarding the access of vulnerable groups of women and men to community services. These issues, therefore, will be constantly raised and discussed in the community during relevant coordination council meetings or other formal and informal events, and we will advocate for their solution.

An important feature of the Profile is that the data are not static, and the Profile therefore should be constantly updated, at least once a year, and even more often when required.

Sources of information for this Questionnaire:

Community websites, city and regional statistics departments, statistical publications, local government bodies: mayor, executive bodies (divisions, sections, departments), communal institutions (schools, kindergartens, hospitals, etc.), communal enterprises, executive committee, council. There may be a need in the official communication (letter) or meetings with some representatives to obtain certain information. In this case, the regional representatives of the UWF and UN Women will assist in every possible way in obtaining the data. There may be instances when the complete information cannot be obtained or certain information will not be available in some communities. In cases where the information could not be obtained, you should leave the space blank and indicate which sources you referred to.

To ensure that the data received are not questioned, please indicate the source of information below each box. If it is a website – then there should be a link, if it is a document – save it in a digital form, if an official reply – save its original and electronic copy, and if it is data from a relevant department/institution representative – include the name of the institution and the employee’s position. Do not forget also to specify the date when the profile was filled in and further when it was updated.

These instructions may be modified and amended at any time by joint or individual efforts.

**COMMUNITY PROFILE ASSESSMENT FORM
I. GENERAL QUESTIONNAIRE**

1.1	Settlement name	
1.2	Settlement type	Village, urban-type settlement, town
1.3	Community name	
1.4	Has the community undergone amalgamation?	Yes <input type="checkbox"/> No <input type="checkbox"/>
1.5	Is the community in the process of amalgamation now?	Yes <input type="checkbox"/> No <input type="checkbox"/> Other : _____
1.6	Date of elections to ATC	Day/month/year
1.7	Name of local self government authority	
1.8	Community Head/Mayor/Other	
1.9	Contact details for the local self government authority: address, website	

For the settlements in Donetsk and Luhansk oblasts

1.10	Distance from the center of the settlement to the contact line	
1.11	Are certain parts of the settlement closer than 3 km to the contact line (Government controlled area)?	
1.12	Is there a checkpoint on the territory of the settlement (between the Government controlled and non-Government controlled areas)?	

Names and contact details of the representatives of departments responsible for gender equality (social protection, statistics, gender equality, domestic violence etc.):

Name	Position	Telephone/e-mail

Community population:

No.	Age group, Age	Women:	Men:	All:
2.1	0-5			
2.2	6-14			
2.3	15-18			
2.4	19-35			
2.5	36-59			
2.6	60+			

Community population:

No.	Total number of employed persons (F/M)	Total number of unemployed persons (F/M)	Economically inactive persons (non-working and not registered at the employment center) (F/M)
3.1			
	Average wages	For men	For women
4.1			
5.1	Labour migration indicators	2017	2018
	Moved out of the settlement		
	Moved into the settlement		

Data by household

No.	Category (according to national statistics)	Number
6.1	Number of households:	
	Those of them with more than three children under the age of 18	
6.2	Families in difficult life circumstances	
	Those of them that have family members with disabilities	
6.3	Other	

Vulnerable groups:

No.	Vulnerable groups	Women:	Men:	All:
7.1	IDPs			
7.2	Persons with disabilities			
7.3	Families that have children with disabilities			
7.4	Ethnic minorities, e.g. Roma or other			
7.5	Persons living with HIV			
7.6	Elderly people			
7.7	Single mothers			
7.8	Single fathers			
7.9	Other			

Infrastructure

No.	Category	Description
8.1	Distance from the settlement to the administrative center (km)	___ km
	Road type and condition (asphalt roads, dirt roads, paths, etc.), including:	
8.2	- between the settlement and the administrative center	Type: _____ condition: good <input type="checkbox"/> ; fair <input type="checkbox"/> ; poor <input type="checkbox"/> ; other, specify: _____
	- between the settlement and the adjacent villages:	Type: _____ condition: good <input type="checkbox"/> ; fair <input type="checkbox"/> ; poor <input type="checkbox"/> ; other, specify: _____
	- on the territory of the settlement:	Type: _____ condition: good <input type="checkbox"/> ; fair <input type="checkbox"/> ; poor <input type="checkbox"/> ; other, specify: _____

No.	Category	Description
	Transport connection:	Frequency per day
8.3	- Public (carrier)	Cost of travel to the district (raion) centre, UAH
8.4	- Public (carrier)	

Housing and Communal Services

8.5	Were any administrative buildings, residential houses or infrastructure facilities destroyed as a result of conflict?	Yes <input type="checkbox"/> ; No <input type="checkbox"/> ; Which namely: N/A <input type="checkbox"/> _____
8.6	What kind of heating system has been in use in the settlement?	
8.7	Is there natural gas supply in the settlement? Specify areas where there is no natural gas supply.	Yes <input type="checkbox"/> ; No <input type="checkbox"/> ; Details: _____
8.8	What happens with the garbage in your settlement? Is it being removed?	Yes <input type="checkbox"/> ; No <input type="checkbox"/> ; Details: _____
8.9	Which areas of the settlement are not connected to the central water supply system?	
8.10	Sources of drinking water (central water supply system, wells, river, bottled water, other)	
8.11	Do bank branches work in the settlement?	
8.12	If there are no banks in the settlement, what is the distance to the nearest bank branch?	
8.13	Are there ATMs functioning in the settlement?	
8.14	If there are no ATMs in the settlement, what is the distance to the nearest ATM outside the settlement?	

8.15	Is there a post office in the settlement?	
8.16	If there is no post office in the settlement, what is the distance to the nearest one?	
8.17	What is the distance to the nearest Centre for provision of administrative services (CPAS)?	
8.18	Is there an operating food market ?	

Communication

9.1	Local newspaper and the ways of its distribution:	
9.2	Is there the Internet in the settlement?	
9.3	If so, is it accessible on the whole territory of the settlement? In which areas there is no coverage?	
9.4	Is there the Internet access in public places (library, community administration, school)? If so, in which ones? Is access to it free?	
9.5	Is there a resource information/ copy center where one can work on a computer, use the Internet, Skype, etc.)	Yes <input type="checkbox"/> ; No <input type="checkbox"/> ; Number: _____
9.6	What are public information sources?	TV_____ Radio_____ Newspaper___ Other_____
9.7	Further information / comments	

Educational institutions

No.	Preschool facilities (kindergartens)	Primary education (4 years)	Basic secondary education (5 years)	Specialized secondary education (3 years)	Technical (trade) schools	Other (specialized for children with disabilities or socially excluded children, etc.)
10.1						
10.2						
10.3						
10.4						
10.5						
10.6						

Health-care facilities

No.	Name	Pre-hospital care (para-medical stations)	Primary health care (outpatient clinic or centre)	Secondary (specialized) health care (multidisciplinary hospital)	Gynecology	Dentistry	Paediatrics	Other
11.1								
11.2								
11.3								
11.4								
11.5								

11.6 Is there an ambulance in the settlement? If no, where is the nearest ambulance?

11.7 Is there a maternity hospital in the settlement? If no, what is the distance to the nearest maternity hospital?

11.8 Are there pharmacies in the settlement?

11.9 If no, what is the distance to the nearest pharmacy?

Culture and recreation

No.	Category	Library	Cinema	Youth club	Communi-ty Club	Club for elderly people	Other (specify)
12.1	Accessibility	Yes <input type="checkbox"/> No <input type="checkbox"/> Number: _____	Yes <input type="checkbox"/> No <input type="checkbox"/> Num-ber: _____	Yes <input type="checkbox"/> No <input type="checkbox"/> Num-ber: _____	Yes <input type="checkbox"/> No <input type="checkbox"/> Num-ber: _____	Yes <input type="checkbox"/> No <input type="checkbox"/> Number: _____	

Sports centers/grounds:

No.	Category	Public park	Fitness centre	Football field	Gyms/ sports centers, swimming pools
12.2	Accessibility	Yes <input type="checkbox"/> No <input type="checkbox"/> Number: _____	Yes <input type="checkbox"/> No <input type="checkbox"/> Num-ber: _____	Yes <input type="checkbox"/> No <input type="checkbox"/> Num-ber: _____	Yes <input type="checkbox"/> No <input type="checkbox"/> Number: _____
12.3	Are there public outdoor sports grounds?		Yes <input type="checkbox"/> No <input type="checkbox"/> Details: _____		

Safety and security

13.1	Is there a police office in the settlement?	
13.2	Is there a community police officer in the settlement? (Specify, whether there is a functioning anti-domestic violence police unit "POLINA") If no, then how often does he/she ("POLINA" officer) visit from another settlement?	
13.3	What services are provided to victims of domestic violence, including gender-based violence (mobile teams for social and psychological assistance, legal support)?	
13.4	Is there a social worker?	
13.5	Is there a fire brigade in the settlement? If no, what is the distance to the nearest one?	
13.6	Are there military units in the settlement?	
13.7	Are there areas in the settlement with no (or poor) street lighting?	

Economic infrastructure

	Type	Number of facilities	Type of Ownership	Number of employees
14.1	Farm			
14.2	Enterprise			
14.3	Retail facilities			

Local self government authorities

Number of local government members

No.	Total	Women	Men
15.1			
15.2			

Number of Executive Committee members

No.		Total	Women	Men
15.3	Member			
15.4	Deputy			

Starosta (Head of a rural community) (if applicable)

No.	Full name	Position	Sex
15.5			Female <input type="checkbox"/> Male <input type="checkbox"/>

Executive authorities (sections, divisions, departments) and/or community institutions and enterprises?

No.	Institution	Total number of employees	Total number of men	Total number of women	Men on managerial positions	Women on managerial positions	Persons with disabilities (F/M)
15.6							
15.7							
15.8							
15.9							
15.10							
15.11							
15.12							
15.13							

Civil society organizations

	Name	Activity
16.1		
16.2		

Religious organizations

	Name
17.1	
17.2	

Budget of the settlement/community:

No		2018	2019
18.1	Overall expenditure		
18.2	Social sphere expenses (health care, social protection)		
18.3	Expenses for implementation of the Development Agenda		
18.4	Overall income		
18.5	Transfers from regional (oblast) budget to town/ATC		
18.6	Subventions of social nature		
18.7	Own incomes of the settlement / ATC		

Key policies (including those related to gender equality):

Name	Duration

Existence of formal/non-formal coordination bodies:

No	Name	Existent/ non-existent	Formal/ Non-formal	Members
19.1	For example: Local Gender Coordination Council		formal	Civil society, executive committee, women and men from the community
19.2	For example: Community Security Working Group		non-formal	Civil society, Executive Committee, women and men from the community

THANK YOU!

COMMUNITY
PROFILE - DETAILED
QUESTIONNAIRE:
GENDER EQUALITY
AND HUMAN RIGHTS
CONCERNS AND
INSTRUCTIONS

INSTRUCTIONS FOR FILLING IN THE COMMUNITY PROFILE ASSESSMENT FORM

“Detailed questionnaire – gender equality and human rights concerns”

What is this questionnaire about?

By means of this questionnaire we are collecting information on the problems that exist in the community/settlement regarding human rights and gender equality, in particular access of vulnerable groups of women and men to education, social protection, social services, sports and culture, participation in public life, housing and public safety. This questionnaire allows to get information not only about systematic human rights violations in the community in respect of vulnerable groups of women and men, but also about the reasons for these violations, which will enable reasonable solutions to these problems through local programmes, budgets, local initiatives, in cooperation with local authorities and community members.

Who are these “vulnerable groups” of women and men?

In accordance with the central principle of the Sustainable Development Goals «No one must be left behind» vulnerability is understood as the limited ability and capacity of women and men, girls and boys to fully enjoy their rights. Vulnerability is not a generally accepted concept. This notion is coupled with discrimination, social exclusion (isolation) and marginalization resulting from a number of problems, the root causes to them being discriminatory attitudes, social and cultural values, weak rule of law and legal remedies, discriminatory laws or inappropriate implementation of laws, etc. A vulnerable group means a group of women and men who systematically suffer from violations of their rights, in particular comparing to other groups, and who meet certain criteria of vulnerability.

These criteria, depending on a particular situation, may include: IDP status, disability, HIV/AIDS, older age, belonging to ethnic minority, etc.

How the obtained information will be used:

Data received from this Profile and from “General Questionnaire” Profile, will be analyzed and reflected in the General Community (Settlement) Profile. The Community Profile will be used by self-help groups to analyze problems related to access to human rights and gender equality of vulnerable groups of women and men, and

to determine priorities and needs of women and men living in the community. Based on this analysis, self-help groups will develop and implement local initiatives, in partnership with local authorities and men and women from the community, in order to expand rights and opportunities of all women, especially those from vulnerable groups, to fully enjoy their human rights. The Community Profile will serve as factual proof of the analysis results and will support all those local initiatives that will be implemented by self-help groups. In addition, based on this Profile, self-help groups will develop and make recommendations for local programmes/strategies and budgets to address these issues and needs on the local level and from local budgets. Having the Community Profile, we obtain evidence of certain issues regarding the access of vulnerable groups of women and men to community services. These issues, therefore, will be constantly raised and discussed in the community during relevant coordination council meetings or other formal and informal events, and we will advocate for their solution.

An important feature of the Profile is that the data are not static, and the Profile therefore should be constantly updated, at least once a year, and even more often when required.

Sources of information for this Questionnaire:

A data collection tool for this questionnaire is, basically, individual interviews with resource persons who are in charge of or knowledgeable in particular issues. These will be local self government authorities: mayor, executive bodies (divisions, sections, departments), communal institutions (schools, kindergartens, hospitals, etc.), communal enterprises, executive committee, council. There may be a need in the official communication (letter) to obtain certain information. In this case, the regional representatives of the UWF and UN Women will assist in every possible way in obtaining the data. There may be instances when the complete information cannot be obtained and certain information will not be available in some communities. In cases when the information could not be obtained, you should leave the space blank and indicate the sources you have referred to.

This Questionnaire is name-blind, however, to ensure that the data received are not questioned, please indicate the source of information below each box. If it is a website – then there should be a link, if it is a document – save it in a digital form, if it’s an official reply – save its original and electronic copy, and if it is data from the relevant department/institution representative – include

the name of the institution and its employee's position. Do not forget also to specify the date when the profile was filled in and further when it was updated.

These instructions may be modified and amended at any time by joint or individual efforts.

Separately for each box:

1 and 2 Access to education/school and preschool education

To receive this information, please, contact the official institutions: *department/unit for education, statistics department.*

3. Access to social protection

To receive this information, please, contact the official institutions: *local department/unit of labour and social protection of the population, local office of the State Employment Service.*

4. Access to social services

To receive this information, please, contact officials: *local department/unit of Labour and Social Security.*

5. Access to participation in public life

To receive information, if possible, please contact official representatives of *local self government authorities, local statistics service, local civil society organizations.*

6. Access to appropriate housing and communal services

To receive information, if possible, please contact *local council (housing and communal services department), local government bodies, local statistics service, local civil society organizations.*

7. Access to cultural/sports activities

To receive information, if possible, please contact local council (department for culture/sports), local self government authorities, local statistics service, local civil society organizations.

8. Access to security services

To receive information, if possible, please contact the *police unit, local civil society organizations.*

II. Detailed questionnaire – gender and human rights concerns

1. Access to education/preschool education

1.1. How many children of preschool age live in the community (including children that are not registered in the community) Total number _____, including _____ girls and _____ boys

1.2. How many of them do not attend kindergarten? Total number _____, including _____ girls and _____ boys

1.3. How many of those, who do not attend kindergarten, have disabilities? Total number _____, including _____ girls and _____ boys

1.4. How many of those, who do not attend kindergarten, live in the following families:

- a) In family with low income _____ children (girls _____ boys _____)
- b) Under the care of a single father (including when the wife is working abroad) _____ children (girls _____ boys _____)
- c) Under the care of a single mother (including when the husband is working abroad) _____ children (girls _____ boys _____)
- d) Under the care of elderly persons _____ children (girls _____ boys _____)
- e) In the family with three or more children under the age of 18 _____ children (girls _____ boys _____)
- f) In the family that belongs to an ethnic minority (such as Roma) _____ children (girls _____ boys _____)
- g) In the family of internally displaced persons _____ children (girls _____ boys _____)
- h) In a family in difficult life circumstances _____ children (girls _____ boys _____)

1.5. Is/are kindergarten(s) accessible for children with disabilities? Yes No

Explain (if possible): _____

1.6. Is there a functioning inclusive education programme in the kindergarten(s) (for children with sight problems, children with autism, etc.)? Yes No

2. Access to education/school education

2.1. How many children of school age (6-18) live in the community? (officially registered and non-registered) _____ children (girls _____ boys _____)

2.2. How many of them do not attend school? _____ children (girls _____ boys _____)

2.3. How many of those, who do not attend school, are children with disabilities? _____ children (girls _____ boys _____)

2.4. How many of those, who do not attend school, live in the following families? (disaggregated by sex)

- a) In a family with low income _____ children (girls _____ boys _____)
- b) Under the care of a single father (including when the wife is working abroad) _____ children (girls _____ boys _____)
- c) Under the care of a single mother (including when the husband is working abroad) _____ children (girls _____ boys _____)
- d) Under the care of elderly persons _____ children (girls _____ boys _____)
- e) In the family with three or more children under the age of 18 _____ children (girls _____ boys _____)
- f) In the family that belongs to an ethnic minority (such as Roma) _____ children (girls _____ boys _____)
- g) In the family of internally displaced persons _____ children (girls _____ boys _____)
- h) In a family in difficult life circumstances _____ children (girls _____ boys _____)

2.5. Do the following vulnerable categories have access to various activities in the community?

№	Groups	Cultural activities		Sport activities		Other public activities	
		Yes	No	Yes	No	Tak	Hi
1	Children from families with low income						
2	Children under the care of a single father (including when the wife is working abroad)						
3	Children under the care of a single mother (including when the husband is working abroad)						
4	Children under the care of elderly persons						
5	Children from the family with three or more children under the age of 18						
6	Children from the family of internally displaced persons						
7	Children from the family that belongs to an ethnic minority (such as Roma)						
8	Children from other vulnerable groups (family members are drug or alcohol abusers, domestic violence happens in the family, HIV, etc.)						

3. Access to social protection

3.1. Number of persons that receive social benefits under the specified categories:

Social assistance:	Number	
	Men	Women
(1) Unemployment benefits		
(2) Health/disability benefits		
(3) Family/child benefits		
Single mother/father benefits		
(4) Other		

4. Access to social services

4.1. What social service providers are there in the community?

Social service providers	Public/communal institution	Civil society organization (CSO)

4.2. What social services are available in the community? Please, fill in the table.

Social services:	Available	
	Yes	No
(1) Home case management		
(2) Free meal distribution point		
(3) Psychological support		
(4) Temporary shelter		
(6) Information and legal services		
(7) Other services provided in the community, specify: ____		

4.3. Do the listed vulnerable categories have access to the specified services in the community? Fill in the table.

Social services:	Do not have opportunities					
	IDPs	Roma	Persons with disabilities	Elderly people	Persons living with HIV	Other
(1) Home case management provided by a social worker						
(2) Free meal distribution point						
(3) Psychological support						
(4) Temporary shelter						

(6) Information and legal services						
(7) Other services provided in the community, specify: _____						

Additional questions to official institutions:

- Why do certain vulnerable groups not receive social services if they are available in the community?
- Is there data on the quality of services provided?
- For which of the above-mentioned vulnerable categories are data not available?
- What are the problems related to social service provision?
- How are you going to resolve these problems?
- Do people with disabilities have access to social protection institutions?

5. Access to participation in public life

5.1. What was the representation of women and men among candidates in the last local elections?

Representation	Candidate(s) running for mayor/'starosta' / a head of community	
Men		
Women		
All		

5.2. Are consultations with community members held on key policies adoption?

Yes No

5.3. Are women's organizations involved in such discussions?

Yes No

5.4. What are the ways to inform citizens on such consultations?

Clarify (if possible): _____

5.5. Are there criteria for mandatory inclusion of different groups?

Yes No Clarify (if possible): _____

5.6. Please, fill in the table:

Public discussions were held:	Yes	No	List of consultative board members
- On the issues of budget adoption			
- On the issues of amendments to budget			
- On the issues of social and economic programme/policy development			
- On other important decisions during the last 12 months			
Total			

5.7. Please, elaborate on the process of consultations:

5.8. What are the main barriers preventing public discussions and community members participation in them? Do women from vulnerable groups face more problems than men from the same groups, and why?

5.9. What civil society organizations are active in the community? Please, fill in the table:

Civil society organization/ self-help group (name)	Description (purpose, key inter- ventions)	Main beneficiaries	Name of the contact person (not more than 2 persons from 1 organization/ group)	Contact details

6. Access to appropriate housing and communal services

6.1. What is the access level of community members to the following services?

No	Services/ infrastructure	Number of households	Share of total	Comments
1	Drinking water			
2	Central water supply			
3	Sewerage			
4	Natural Gas pipeline			
5	Garbage removal			
6	Means of communication (telephone, mobile connection, the Internet)			
7	Households in unsafe living conditions			
8	Households in areas of impassable roads			

7. Access to culture/sports and other services

7.1. What categories of citizens have access to/benefit from culture and leisure facilities (please, specify in the table):

		Persons with disabilities	Ethnic minorities (Roma)	Elderly people	IDPs	Persons living with HIV	Other
	Library						
	Cinema						
	Youth club						
	Community club						
	Club for elderly people						
	Other (specify)						

7.2. What categories of citizens have access to/benefit from sports facilities and outdoor grounds (please, specify in the table):

		Persons with disabilities	Ethnic minorities (Roma)	Elderly people	IDPs	Persons living with HIV	Other
	Public park						
	Fitness centre						
	Football field						
	Gyms/sports centres, swimming pools						

7.3. Do community members benefit from the following services on the territory of the community?

	Persons with disabilities	Ethnic minorities (Roma)	Elderly people	IDPs	Other	Comments (where possible)
Bank services	Yes <input type="checkbox"/> No <input type="checkbox"/>					
ATMs	Yes <input type="checkbox"/> No <input type="checkbox"/>					
Postal services	Yes <input type="checkbox"/> No <input type="checkbox"/>					
Supermarkets	Yes <input type="checkbox"/> No <input type="checkbox"/>					

7.4. Is there a demand for these services among the community members? What services are lacking? Which services are more accessible to men than to women and vice versa? Why?

8. Access to security services

No.	Category	Meaning
8.1	What services for victims of violence are available on the territory of the community or within reach?	Shelters <input type="checkbox"/> mobile teams <input type="checkbox"/> social worker <input type="checkbox"/> healthcare, psychological assistance, legal aid <input type="checkbox"/> police <input type="checkbox"/>
8.2	Is there a community police officer in the settlement?	Yes <input type="checkbox"/> No <input type="checkbox"/>
8.3	Is there a place in the community to meet with the district police officer?	Yes <input type="checkbox"/> No <input type="checkbox"/>
8.4	Do the police work with the population on violence prevention?	Yes <input type="checkbox"/> No <input type="checkbox"/>
8.5	Are issues of women's security and violence prevention discussed on the level of local authorities (such as Local Gender Coordination Council, Community Security Working Group, etc.)?	Yes <input type="checkbox"/> No <input type="checkbox"/>

8.6. Are there conflict-related security issues in the community (shelling, etc.)?

8.7. For communities with checkpoints in their territory: are there particular risks for women, related to passing through checkpoints? Are there particular risks for men, related to passing through checkpoints?

THANK YOU!

COMMUNITY

PROFILE - DETAILED

QUESTIONNAIRE

FOR FOCUS

GROUPS -

HUMAN RIGHTS

AND GENDER

EQUALITY ISSUES

COMMUNITY PROFILE ASSESSMENT FORM

III. Detailed questionnaire for focus groups – human rights and gender equality issues

Through focus groups, we will receive the information directly from women and men belonging to vulnerable groups on the reasons why they cannot fully benefit from all services and rights, like other groups. The list of questions is not exhaustive, other questions can be added, which will help to deeper understand problems in each area. The Questionnaire is name-blind, however, please keep record of female and male focus group participants, with the obligatory indication of vulnerable groups.

1. Access to education/preschool education

1.1. What are possible reasons for children not to attend kindergarten?

1.2. Is the fact that children do not attend kindergarten influenced by the following circumstances: facility under renovation, sanitary conditions, heating system, meals, public transport? Please, describe in detail:

1.3. Who mostly takes care of children that do not attend kindergarten?

1.4. What impact does it have on lives of these women or men (having to leave their job, limited participation in public life, involvement in social activities, etc.)? Do women bear a disproportionate burden of care for children?

2. Access to education/ school education

2.1. What are possible reasons for children not to attend school?

2.2. Is the fact that children do not attend school influenced by the following circumstances: facility under renovation, sanitary conditions, heating system, meals, public transport? Please, describe in detail:

2.3. Who mostly takes care of the children that do not attend school?

2.4. What impact does it have on lives of these women or men (having to leave their job, limited participation in public life, involvement in social activities, etc.)? Do women bear a disproportionate burden of care for children?

3. Access to social protection

3.1. What are possible reasons that some people do not have access to social protection institutions?

3.2. What impact does it have on the lives of these people or their families (having to leave their job, public life, involvement in social activities, moving to another settlement, etc.)? Do women bear a disproportionate burden of care for family members?

3.3. Are institutions, that provide social protection, accessible to persons with disabilities?

4. Access to social services

4.1. Why certain vulnerable groups do not receive social services if these are available in the community?

4.2. What are the problems related to access to social services?

4.3. What solutions to these problems do you see?

4.4. Do people with disabilities have access to social protection institutions?

5. Access to participation in public life

5.1. What, in your opinion, is most likely to prevent women and men belonging to vulnerable groups from taking part in elections and performing a representative function, acting as a candidate in elections? Is the situation for women and men from different vulnerable groups different?

5.2. Discuss relevance of the participation of vulnerable groups in decision-making processes.

5.3. How is the information about participation in decision-making processes disseminated?

5.4. Discuss whether women are aware of and able to participate in decision-making processes, and whether they use these opportunities. What prevents them from doing this (need to care for children and other family members, lack of information, inaccessibility of the infrastructure, feeling unsafe, uncertainty, etc.)?

5.5. Discuss whether vulnerable groups feel that their voices are heard in the community.

5.6. Find out whether there are any tools to further involve them in discussion processes if these are to happen during working hours.

5.7. What suggestions can the group members offer to increase the level of the citizens' inclusion in the development processes?

6. Access to appropriate housing and communal services

Please, discuss possible reasons why certain households do not have certain infrastructural/housing amenities. Fill in the table:

Infrastructural amenities that are not available in certain households	Reasons:
6.1 Safe drinking water (running water)	
6.2 Sewage	
6.3 Natural Gas pipeline	
6.4 Garbage removal	
6.5 Means of communication (telephone line, mobile connection, the Internet)	
6.6. Improving unsafe living conditions	
6.7 Road repair	

6.8. What impact do the above problems have on women and men? Do they affect them differently and why?

in terms of access to personal bank accounts? Do you see any difference between men and women from vulnerable groups in terms of access to personal bank accounts? Are women and men in need of different services?

7. Access to cultural/sports activities and other services

7.1. Do men/women have the same opportunities/time to participate in cultural/leisure activities? Do you see any difference between men and women from vulnerable groups in terms of opportunities/time to participate in cultural/leisure activities?

7.4. Please, discuss in the group: which categories of population have access to/use cultural/sports infrastructure facilities and places of recreation? Fill in the table:

7.2. Do men/women have the same opportunities/time to participate in sports activities? Do you see any difference between men and women from vulnerable groups in terms of opportunities/time to participate in sports activities?

7.3. Do men and women have different opportunities

		Persons with disabilities	Ethnic minorities (Roma)	Elderly people	IDPs	Other	
	Library						
	Cinema						
	Youth club						
	Community Club						
	Club for elderly people						
	Other (specify)						

7.5. Please, discuss in the group: which categories of population have access to/use outdoor sports facilities/places of recreation? Fill in the table:

		Persons with disabilities	Ethnic minorities (Roma)	Elderly people	IDPs	Other	
	Public park						
	Fitness center						
	Football field						
	Gyms/ sports centers, swimming pools						

7.6. Do community members benefit from the following services on the territory of the community? Please, fill in the table:

	Persons with disabilities	Ethnic minorities (Roma)	Elderly people	IDPs	Other	
Bank services						
ATMs						
Postal services						
Supermarkets						

7.7. Do the community members need these services? What services are lacking?

8. Access to safety and security services:

Please, discuss questions in the table and specify answers received:

No.	Category	Meaning
8.1	What is the community awareness level on gender equality and prevention of domestic violence?	high <input type="checkbox"/> medium <input type="checkbox"/> low <input type="checkbox"/>
8.2	What is the community awareness level about the work of social services that provide assistance to victims of gender-based and domestic violence?	high <input type="checkbox"/> medium <input type="checkbox"/> low <input type="checkbox"/>
8.3	What services for victims of domestic violence are available on the territory of the community or nearby?	Shelters <input type="checkbox"/> mobile teams, <input type="checkbox"/> social worker <input type="checkbox"/> , healthcare, psychological, legal aid <input type="checkbox"/> , police <input type="checkbox"/>
8.4	Is it safe for women and girls to be outside in the dark?	Yes <input type="checkbox"/> No <input type="checkbox"/> If not, what are the risks for them? _____ In which areas of the settlement? _____
8.5	Is there a community police officer in the settlement?	Yes <input type="checkbox"/> No <input type="checkbox"/> Details: _____
8.6	Is there a place in the community to meet with the district police officer?	Yes <input type="checkbox"/> No <input type="checkbox"/>
8.7	Do the police conduct work with the population on violence prevention?	Yes <input type="checkbox"/> No <input type="checkbox"/>
8.8	Where do victims of violence usually seek help from?	Police <input type="checkbox"/> The public <input type="checkbox"/> Local authorities <input type="checkbox"/> Church <input type="checkbox"/> Civic activists <input type="checkbox"/> , relatives, friends
8.9	Are community members afraid to report violence to the police?	_____ _____

8.10	Are issues of women's security and prevention of violence discussed on the level of local authorities (e.g. Local Gender Coordination Council, Security Working Group, etc.)?	Yes <input type="checkbox"/> No <input type="checkbox"/>
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8.11. Please, find out in the group whether there are conflict-related security issues in the community (shelling, etc.)?

8.12. For communities with checkpoints on their territory: find out, whether there are particular risks for women, related to passing through checkpoints. Are there particular risks for men when passing through checkpoints?

9. Health care

9.1. Are there medical services that are not available to women and men from vulnerable groups in the community (for example, women with disabilities cannot visit the gynecologist due to unavailability of a special gynecological chair, etc.)?

9.2. Are health-care facilities accessible for persons with disabilities?

9.3. What is the impact of the absence of access to health-care services on women and men? Is it different (for example, mostly women care for children, ill or elderly family members)?

10. Access to employment

10.1. Which vulnerable groups have more difficulties with employment? What are the reasons for this situation?

10.2. Do working women, in your opinion, get lower wages than men?

10.3. Is there a difference between the number of working women and men in your settlement?

10.4. Do young women in your community face discrimination in the labour market because of their reproductive age?

10.5. Who are the largest official and unofficial employers in your community? Fill in the table:

Unofficial employers	Description	Estimated number of employees

10.6. What employment services operate in the community?

Please, fill in the table:

Employment services	Description of the service	Target beneficiaries

THANK YOU!



EVALUATION

CARD

Identity (person/household)
(Age/gender/....).....
Location
Date

1
Very bad



2
Bad



3
OK



4
Good



5
Very good



Indicator 1

.....
.....

Indicator 2

.....
.....

Indicator 3

.....
.....

Indicator 4

.....
.....

Any other comments:



MONITORING
THE TEN STEPS
OF CME

Monitoring The Ten Steps of CME – what needs to be achieved at each step?

Name & Location of Community:		Monitoring completed by:		Date of Monitoring:
Step	Target	Achieved √	Under-achieved x	Comments
1. Arriving to the Community	<ul style="list-style-type: none"> ■ Information on all key stakeholders and their interests analysed ■ Key stakeholders have basic understanding of CME ■ Ensure vulnerable groups are identified ■ Ensure free movement for all partners within the target community ■ Identify potential mobilisers and SHG leaders ■ Mitigation strategy developed for any constraints 			
2. Establishing & Capacitating SHGs	<ul style="list-style-type: none"> ■ Mobilisers trained on HRBA/GE and CME ■ Community members informed about the programme ■ Most vulnerable groups in the community organized into one or more SHG(s) ■ SHG members have understanding of HRBA and CME process, and basic skills to undertake Community Profile ■ SHG members have agreed on structure and operational guidelines, and meet regularly ■ Mobilisers have informed Support Organisation of SHG capacity building needs 			

3. Community Profile	<ul style="list-style-type: none"> ■ SHG members understand how to use Profile template and have capacity for data collection ■ At least 80% data for Profile collected ■ Data are gender disaggregated ■ Draft Profile shared with Support Organisation for feedback ■ Draft Profile shared with local authorities (at least, by Step 6) 			
4. Identifying Priorities & SHG Consolidation	<ul style="list-style-type: none"> ■ SHG members trained on how to analyse problems and develop solutions with HRBA, as well as to create main action plans ■ SHG members have capacity for basic financial management and record-keeping ■ SHG members confirm their mission and governance (with formal registration if desired, or internal MoU at least) ■ SHG has agreed Action Plan with at least 1 proposed priority development project and issues for which the SHG will lobby authorities 			
5. Coming Out	<ul style="list-style-type: none"> ■ SHG members trained in basic advocacy techniques and have an understanding of how local decision-making and budgeting works ■ SHG has presented its Action Plan to the wider community ■ SHG members aware of difference between 'cooperation' with and 'co-opting' by other stakeholders 			
6. Lobbying & Working with Local Authorities	<ul style="list-style-type: none"> ■ SHG have confirmed feasibility and estimated costs of priority project ■ SHG have secured support from local authorities ■ SHGs have access to mechanisms to voice issues raised from the Profiling ■ SHG has identified other potential supporters 			

7. Designing & Funding Community Projects	<ul style="list-style-type: none"> ■ SHG has designed and budgeted priority project in line with funders' application format ■ SHG has identified inputs needed to implement the project (including assigned project management and potential suppliers) 			
8. Implementing Community Projects	<ul style="list-style-type: none"> ■ SHG members capacitated in basic project management and have clear project management roles distributed among the members ■ All inputs needed to implement the project have been secured 			
9. Using Monitoring for Learning & Accountability	<ul style="list-style-type: none"> ■ SHG is reporting to the community about project implementation (on social media or by other means) ■ SHG members regularly collect and document data on project progress ■ SHG meets regularly to discuss project progress ■ SHGs conduct meetings/exchange experiences with other SHGs or CSOs, and form networks 			
10. Evaluation & Sustainability	<ul style="list-style-type: none"> ■ SHG has agreements in place for sustaining/maintaining project outputs ■ SHG has agreed plan for 'next steps' ■ SHG members have evaluated impact of their project on vulnerable groups in line with Community Profile, and reported to other stakeholders 			

Monitor's concluding comments and recommendations:

GENDER PROFILE
OF KOMYSH-ZORIA
AMALGAMATED
TERRITORIAL
COMMUNITY
IN ZAPORIZHZHIA
REGION

GENDER PROFILE

**UTS.KOMYSH -ZORIA, V.BILOTSEKIVKA,
V.BLAHOVISHCHENKA**

**AMALGAMATED TERRITORIAL
COMMUNITY OF UTS.KOMYSH-ZORIA
ZAPORIZHZHIA REGION**

PREPARED BY SELF-HELP GROUPS

AUGUST 2019

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1. Introduction

This gender profile was created by a self-help group in uts. Komysh-Zoria, a group in v. Bilotserkivka and another group in v. Blahovishchenka, all three groups formed by 23 activists within the framework of the project 'Advancing human rights and gender equality through community mobilization for empowerment' in March 2019.

The project 'Advancing human rights and gender equality through community mobilization for empowerment' is implemented by the UN Women in collaboration with the Ukrainian Women's Fund in 36 communities in 3 regions – Donetsk, Luhansk (in the territories controlled by Ukraine) and Zaporizhzhia. The project is intended to empower women and men, including representatives of the most vulnerable groups of the population, through the community mobilization methodology (CME) to actively participate in promoting changes in their communities and support the community amalgamation process. After studying different issues they identify existing needs and offer: a) short-term solutions, which can be implemented through the local development initiatives and participatory planning and budgeting at the local level; b) medium- and long-term solutions through the integration of identified needs and priorities into socio-economic development programs and/or strategies.

The community mobilization approach to empowerment is based on respect for human rights, gender equality, diversity and non-discrimination. The project is based on the mobilization of all citizens, men and women, including members of vulnerable groups, and the opportunity to voice their needs. The result of the implementation of such approach is the adoption of policies based on the principles of the rule of human rights and gender equality. The process of community mobilization consists of 10 steps, one of which is the creation of a community profile / gender profile.

The gender profile is a tool for collecting and analysing data on different areas of economic, political and social life of women and men in a particular community, existing problems in the sphere of human rights and gender equality, and propose ways to address them through changes in local policies and budgets. This tool helps to identify how men and women in a given community or locality can exercise their right to education, social protection, health, housing, sports and cultural leisure activities, public safety and security, as well as determine whether there are systemic

violations of human rights and the causes of these violations. Vulnerable groups of women and men, who are being neglected and whose needs are often not taken into account in the planning and budgeting process at the local level, are in the focus of the gender profile. The analysis of the collected data enables to identify the needs and priorities of vulnerable groups of women and men, to assess them from the point of view of gender equality and take into account their experience.

2. Methodology

The data for this gender profile were collected by members of the self-help group using qualitative and quantitative research methods. The information is obtained through the study of official statistics, interviews with local experts and discussions in focus groups with women and men, including members of vulnerable groups of the local population. The main sources of statistical data were state bodies and institutions: Education Department / Division, Statistics Division, local Labour and Social Protection Department, local branch of the Public Employment Service. Most information was obtained through interviews with representatives of schools, kindergartens, hospitals, social protection departments, and through focus groups with community members, including the most vulnerable groups.

The members of the self-help group were not able to obtain all the necessary information due to the lack of certain statistics on the community, including vulnerable groups, intersectionality and gender-disaggregated data. Due to these limitations, members of the self-help group could not identify, during the data collection process whether certain categories of the population face multiple forms of vulnerability, e.g., whether an elderly man / woman has a disability, belongs to a national minority or is an internally displaced person (IDP). Cross-analysis of a person of the same sex, age, ethnicity, sexual orientation, person with a disability or special residence status prevents many forms of discrimination faced by different individuals. The collection of data on people living with HIV or LGBTI persons has been hampered by their high levels of stigmatization by the community and their consequent reluctance to provide information about themselves.

3. Overview

Community name: Amalgamated Territorial Community of uts.Komysh-Zoria

Community status: amalgamated

Population: Uts.Komysh-Zoria – 2,173 people, v.Bilotserkivka – 1,137 people, v. Blahovishchenka – 1,491 people

The date of last elections: 25 October, 2015

Community leader: Hnatush Ihor Vikrotovych.

3.1 Demographics (by a settlement)

		uts.Komysh-Zoria		uts.Bilotserkivka		uts.Blahovishchenka	
		women	men	women	men	women	men
1	Population	1185	988	589	548	770	721
	Pre-school age children	54	67	24	29	34	37
	Children not attending kindergarten	19	22	9	11	14	16
	School age children	106	91	Data n/a		95	76
	Children not attending school	0	2	0	1	0	1
2	Vulnerable groups:						
	Internally displaced persons	141	104	5	6	18	15
	Ethnic minorities	Data n/a					
	Elderly people	330	189	195	118	262	194
	People living with HIV	Data n/a		0	0	Data n/a	
	Single mothers/fathers	46	5	2	0	19	-
	Families with many children	19		11		13	
	Persons with disabilities	19	26	18	27	Data n/a	
	Others (ATO participants)	4	26	Data n/a		Data n/a	

3.2 VULNERABLE GROUPS

The elderly make up almost a quarter of the population of uts. Komysh-Zoria (24%), with the number of women being significantly higher (330 women as opposed to 189 men). IDPs make up 11% of the total population, about 2% are parents who raise children alone (46 women and 5 men). People with disabilities represent 2% of all residents, with significantly more men among them (26 men and 19 women). About 1% are other vulnerable groups (ATO participants in particular), including far more men (26 men compared to 4 women, respectively).

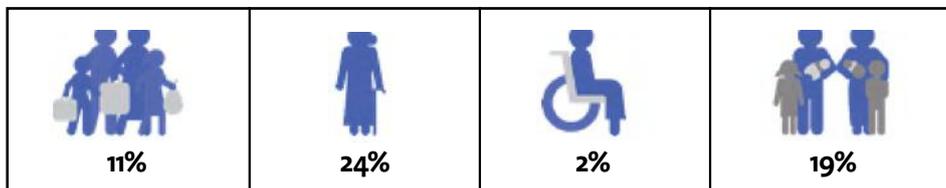


Figure 1. Komysh-Zoria

The elderly constitute 28% in v. Bilotserkivka with share of women 1.6 times higher than men (195 women and 118 men, respectively). Other vulnerable groups include people with disabilities (4%) and IDPs (1%).

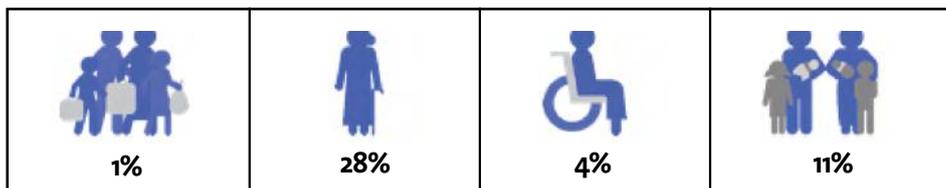


Figure 2. Bilotserkivka

The elderly make up almost one third of the population (31%) in v. Blahovishchenka, with much more women among them. About 2% of all residents are IDPs.

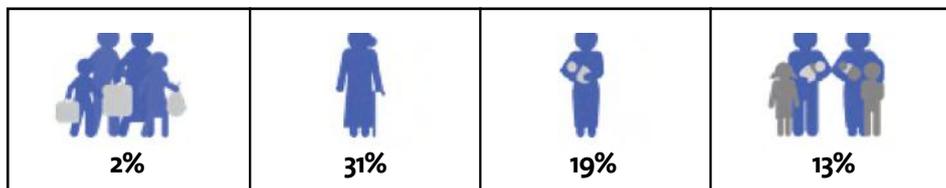


Figure 3. Blahovishchenka

4. Human Rights and Gender Equality Issues

4.1 Availability of and access to education, employment and healthcare.

There is a kindergarten and a school in each of the settlements in question. There is no anchor institution.

Kindergartens are fully staffed; there is an inclusive group in v. Blahovishchenka, there are educators who work with children with disabilities in uts. Komysh-Zoria, but the community is experiencing difficulties in finding appropriate specialists. Transporting children is one of the problems of access to kindergartens. In Bilotserkivka the kindergarten is located at a considerable distance, which makes it difficult to get to it in bad weather. Because of the lack of public transport in the villages, children are driven or walked to the kindergarten by their parents. The school bus could solve this problem by taking children to the kindergartens, but there is a regulation that prohibits transportation of children of preschool age, a separate permit is required. The cost of attending kindergarten is 18 UAH per day, so low-income families do not always have financial opportunity to take their children to kindergarten, preferring to leave them at home with their mother or grandmother. Also, the level of experience and professionalism of teachers is often a factor in their decision to let their children attend kindergarten.

Schools are fully staffed, repaired (in v. Bilotserkivka -- partially), extended-day groups work (in uts. Komysh-Zoria the group works till 5:30 pm, and in . Blahovishchenka and Bilotserkivka -till 3:30 pm), there is a school bus. Work hours of the extended-day groups are until 3:30 pm in v. Blahovishchenka and v. Bilotserkivka which limit the opportunity for women to find full time jobs. According to the surveyed women, it is desirable that extended-day groups work until 6:00 pm. Schools have inclusive classes in all villages.

In uts. Komysh-Zoria there is an outpatient clinic of general practice and family medicine, there is a dental office, a family doctor, a pediatrician, an equipped gynecologist's office, but there is no gynecologist. The technical condition is good, the facility has been renovated, but the ramps have not been installed. In v. Blahovishchenka and v. Bilotserkivka hospitals are in a poor condition (the bathroom is outside, there is no heating, they have to use electric heaters, in v. Blahovishchenka there is no water), the equipment is obsolete.

There is no maternity hospital in the community, the nearest one is located in the district center of uts. Bilmak (7 km from Komysh-Zoria, 15-20 km from Blahovishchenka

and Bilotserkivka). Currently it is not operating, so women have to go to maternity hospitals in Berdiansk and Polohy, 60-70 km away.

In Blahovishchenka the pharmacy has been closed since 01.05.2019 due to its unprofitability (according to the pharmacy service provider). The issue of relocating the pharmacy to the local outpatient clinic is currently being discussed. However, this is not what the residents need: the pharmacy used to be in the center of the village in a convenient spot, and the hospital is about 2 km away with no bus service in place. Consequently, members of the vulnerable groups hardly have a chance to get there .

Community clubs, libraries and children's clubs operate in all settlements. There is a youth hub in uts. Komysh-Zoria, but it is only open until 5:00 pm, which makes it impossible to hold events and youth meetings in the evenings and does not solve the problem of organizing leisure time. Clubs and classes are held mainly in choreography, dance and applied arts. Technical or technological clubs, hobby classes in electronics robotics are not functioning due to the lack of qualified staff.

There is a public park and a soccer field. In v. Blahovishchenka the outdoor sports equipment has been installed and can be used by residents at any time of the year. Gyms for children are available in schools, fitness rooms and gyms with exercise equipment are available in community centres. Due to the lack of ramps in all villages, access to clubs for persons with disabilities is limited.

The condition of the roads in the community is poor, there is no public transport. The district hospital is served by an inter-city shuttle bus (ticket can cost from 7 to 18 UAH, depending on the locality), and most residents either walk there or use personal transportation. Pothole repairs of public roads are done annually, but it is not sustainable because of the high load of heavy-duty vehicles transit. The heavy-duty transport was diverted through the villages due to the unsatisfactory condition of the bypass road T-0819 Zaporizhzhia – Berdiansk. This makes it difficult for the residents of the community to reach larger cities.

Heating used in the community is either wood stove, steam heat or electric heaters. There is no natural gas supply in all settlements.

There is no central municipal water supply; the sources of drinking water are wells, boreholes that people drill them-

selves; there are public wells in v. Blahovishchenka, which are also used by residents of other villages and, in addition, people buy bottled water.

There is an Automatic Teller Machine (ATM) only in uts. Komysh-Zoria, in other settlements there are no ATMs. To withdraw cash, the residents have to go to the district centre or ask for help from relatives or acquaintances. There is no ramp in uts. Komysh-Zoria at the ATM, which makes it difficult for the elderly and people with disabilities to access it.

Garbage removal is only partially organized. Currently, the employees of municipal enterprise 'Mriia' of uts. Komysh-Zoria are working with the population to make agreements on garbage removal. The community also participates in the project, which, among other goals, is aimed at collecting, sorting and recycling garbage.

The major employers of the community are either industrial: Shop 2 of poultry processing plant 'Kubyshevska Ptakhofabryka' LTD, Railway station Komysh-Zoria, privately-owned company 'Bizon – Tekh 2006', Komysh-Zoria Grain and Feed Elevator; or agricultural – feed mill 'Kuibyshevskiyi Kombikormoviyi Zavod' LTD, farming cooperative 'Zirka', 'Ahro Druzhba' LTD, 'Prydonetske' LTD, commercial farm 'Victor'. Eco-tourism homestead 'Sadyba Saienko', which is included in the tourist route of Zaporizhzhia region. Agricultural enterprises mostly provide seasonal employment, and in wintertime people usually register in the employment center. Women work mainly in social services and public sector, retail, service provision. Considerable shortage of job opportunities is observed.

In Blahovishchenka village the main source of employment is agricultural production – a poultry (chicken) meat and an egg farm. Conditions of work are harmful (polluted air, soil, wastewater). Wages are minimal, as vulnerable groups have no other choice than to work there. In order to get high-paid jobs they usually either lack sufficient education or time.

4.2 Public safety and security services

The residents do not feel safe due to issues with the street lighting (particularly in uts. Komysh-Zoria). The street lights have been installed in v. Blahovishchenka, but not enough of them to completely solve the problem. Poor condition of roads, lack of street lighting and the threat of stray animals (dogs) increase the risks for the residents if they leave the house in the dark.

Each village has a police officer and a social worker, but there are no fully functioning gender-based violence prevention services in the community. Women do not

have trust and confidence that social workers, the authorities, and the police will maintain confidentiality. In cases when domestic violence is reported to the police, they remove the offender for a few hours, and then he returns back to the family. People fear social stigma, experience psychological isolation due to lack of awareness of their own rights and opportunities.

Persons who do not pay alimony are assigned public works, but the responsibility for the implementation and quality of work is not established. Employees of public works structures must monitor the work and have no influence on violators/offenders.

4.3. Participation in public life and decision-making processes.

All vulnerable categories have access to public events, but for people with disabilities, access to some facilities is difficult due to the lack of ramps and elevators.

The community has the Internet coverage. There are two Internet service providers. All public places (community centre, school, kindergarten, outpatient clinic and administration) are connected to the Internet, with an access by password.

Sources of information are television, radio, mass media, social networks, Internet, mobile phones. The community also receives news from the district newspaper 'Ridnyi Krai', which they subscribe to at their own expense.

There are three officially registered public organizations in the community, as well as a few religious ones; there are no women's organizations.

Due to adoption of the key strategic documents, there are public discussions held in the community, however, women's organizations are not involved in such discussions.

Residents are notified of such discussions by means of the village council website, information in the district newspaper 'Ridnyi Krai', and a Facebook page.

5. Community needs in the sphere of human rights and gender equality

- There is a lack of awareness in the community about gender equality and prevention of domestic violence;
- Women are informed of and have an opportunity to participate in decision-making processes, they try to take advantage of these opportunities, but most men do not support their wives' active engagement in public life. Women and men do not have equal opportunities to participate in cultural and sports leisure activities, as most women are occupied with the housework;
- Obstacles to women's full participation and representation in community life include lack of relevant education or insufficient education, lack of confidence, fear of responsibility, overburdening household chores and caring for other family members;
- Men receive higher salaries, they have more physically demanding jobs that involve work with heavy equipment and in agriculture;
- Young women sometimes face discrimination in the labour market because of their reproductive age;
- The lack of wheelchair accessible steps and railings limits access to persons with disabilities, and women who have such family members must be at home at all times to ensure that they are properly cared for;
- In most cases, children are taken care of by their mother or grandmother. Children who are unable to attend school for health reasons are also care by their mothers. The lack of employment opportunities in the community leads to financial problems for families and, in some cases, even difficulties paying for the kindergarten.

6. Recommendations and proposals for gender-sensitive initiatives to empower the community

1. Encourage community organizations and informal leaders to unite in order to implement proper community governance (transparency, accountability, responsibility).
2. Ensure the participation of vulnerable groups in community decision-making processes.
3. Facilitate solving the problem of lighting in public places.
4. The victims of GBV are provided only with the information and advisory services, and awareness-raising talks on violence prevention are conducted . The community needs mobile teams of social and psychological assistance and legal support services for victims of GBV.
5. Establish a violence prevention centre in the community which would provide information, consulting and legal services to victims, hold events for violence and bullying prevention.
6. Due to lack of awareness, members of vulnerable groups do not always have reliable information, the elderly do not venture far from their homes and do not have skills to use the Internet. A more widespread information campaign among vulnerable groups is needed.
7. Promote equal opportunities for participation in cultural and sports leisure activities for women and men.
8. Provide the community with ATMs.
9. To provide community with a central water supply as its absence prevents the use of modern washing machines and other modern conveniences, which once again affects the life of women in the community.
10. Increase access of persons with disabilities to existing services, conduct an accessibility audit and install ramps in public places.

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