



FACILITATIONS GUIDE

# MODULE 2

FACILITATION SKILLS AND CONSIDERATIONS





## INTRODUCTION TO ENGAGE CAPACITY BUILDING STRATEGY

To support the implementation of the community-level strategies, ongoing support should be provided to staff and partners to develop the skills, knowledge, confidence, and transformative attitudes to implement high quality GBV services and community outreach activities. This support will be responsive to the identified needs and contexts, but is likely to include a combination of resources, training, coaching and peer support, in order to best prevent and respond to CEFM in humanitarian settings.

The capacity component consists of two main activities:

- 1** an initial training for facilitators using the following tool, including the facilitators guide, participant's workbooks and powerpoint slides
- 2** the ongoing provision of coaching, supervision and peer support.

## ENGAGE TRAINING PACKAGE

Before implementing the activities in this toolkit, it is essential that facilitators and caseworkers participate in an initial training, which provides an in-depth overview of the activities and tools to support implementation, monitoring and evaluation. The 4 modules are anticipated to take 4 weeks in total, so it is important that time and resources are allocated appropriately. The modules, expected time frame and target audience are as follows:

MODULE	TRAINING TOPIC	DAYS	TARGET AUDIENCE
<b>1</b>	Core Training Module	4.5	All staff, including programme managers, community outreach workers, life skills facilitators and caseworkers.
This module introduces the ENGAGE toolkit, provides an opportunity for staff to reflect on their own attitudes and beliefs, and covers essential information related to CEFM (such as driving factors and consequences). The sessions also introduce and explain adolescent, sexual and reproductive health (ASRH), the ENGAGE Theory of Change and monitoring and evaluation of the program.			
<b>2</b>	Facilitation Skills and Considerations*	4.5	All staff, as above
This module focuses on the Do No Harm principle, followed by staff self care. The remaining sessions focus on building skills required to facilitate the ENGAGE program, such as participatory processes, communication skills and creating a safe and respectful space. These sessions are optional, and only required if staff need support with learning or improving existing facilitation skills. Specific topics can be selected rather than the entire module.			



MODULE	TRAINING TOPIC	DAYS	TARGET AUDIENCE
<b>3</b>	Implementation of Service Delivery Components	4.5	All facilitators of the life skills and focused care tools, caseworkers and supervisors
<p>This module focuses on service delivery component of the ENGAGE program. This begins with case management for at risk girls and girls who are already married, followed by a theoretical overview of the service delivery component (life skills and focused care sessions). The remaining sessions focus on practical application of the tools, where participants practice allocated sessions in front of their peers and receive critical feedback for improving facilitation of service delivery activities.</p>			
<b>4</b>	Implementation of Community Outreach Components	6.5	Facilitators of community outreach components, programme managers
<p>This module focuses on the community outreach component of the ENGAGE program. This includes an overview of the community outreach tools, including male and female caregiver's sessions, religious leader's workshops, teacher's workshops and the community dialogue and social norms change program. After each theoretical overview, staff will practice allocated sessions from that tool in front of their peers and receive critical feedback for improving facilitation of community outreach activities.</p>			

#### **\*OPTIONAL**

A training agenda and a pre/post test with answers are included in the ENGAGE implementation guide (annex 7 and 8). These can be adapted to suit the training plan, depending which sessions have been selected, and if this will be facilitated in a one 4 week block, or split up into modules over a longer period. A participant's workbook is also included as part of this toolkit, which includes key takeaway messages, plus the annexes and handouts in sequential order. It is strongly advised that the workbook is printed for each participant, as this resource will encourage group members to engage in discussions rather than copying PowerPoint slides, plus will be a useful resource to refer back to. The workbook also reduces the training preparation by pulling together all the handouts required for participants.

It is recommended that the ENGAGE program does not begin until all modules of training are complete. This is because the Adolescent Girls Life Skills program (Module 3: Service Delivery) and Male and Female Caregivers Sessions (Module 4: Community Outreach) are designed to complement each other, hence it is important that they are facilitated in the field at the same time.

It is also recommended that a 5 day refresher training takes place approximately half way through the 12 month program, as outlined in the ENGAGE Timeline. This should focus on areas that have been identified to need further capacity building, through the use of the ongoing coaching, supervision and peer support tools. The selected sessions (both theoretical and practical) will aim to improve the skills, confidence and performance of facilitators, leading to better quality implementation of activities and ultimately, more positive outcomes for individuals and communities.

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## MODULE 2: FACILITATION SKILLS AND CONSIDERATIONS

**TARGET AUDIENCE:** All staff, including programme managers, community outreach workers, life skills facilitators and caseworkers.

SESSION	TOPIC	TIMING	PAGE #
<b>1. DO NO HARM (2 HOURS)</b>	<b>1.1</b> Do No Harm	2 hours	2
<b>2. STAFF AND SELF-CARE (90 MINS)</b>	<b>2.1</b> Our own physical and psychosocial wellbeing	90 min	6
<b>3. FACILITATION SKILLS AND CONSIDERATIONS (15 HOURS)</b>	<b>3.1</b> Working with groups of adults	30 min	13
	<b>3.2</b> Facilitating participatory processes	75 min	15
	<b>3.3</b> Understanding group processes	60 min	18
	<b>3.4</b> Power and participation in groups	75 min	20
	<b>3.5</b> Fostering participation in groups	60 min	22
	<b>3.6</b> Communication skills	60 min	24
	<b>3.6.1</b> Listening skills	45 min	28
	<b>3.6.2</b> Asking questions	30 min	30

SESSION	TOPIC	TIMING	PAGE #
<b>3.FACILITATION SKILLS AND CONSIDERATIONS (15 HOURS)</b>	<b>3.6.3</b> Practicing communication skills	60 min	31
	<b>3.7</b> Creating a safe and respectful space	60 min	32
	<b>3.8</b> Managing conflict	60 min	36
	<b>3.9</b> Overcoming challenges and working with sensitive topics	90 min	38
	<b>3.10</b> Confidentiality	60 min	39
	<b>3.11</b> Roles and boundaries	45 min	41
	<b>3.12</b> Preparation and logistics	30 mins	42
	<b>3.13</b> Managing safety and protection issues	60 min	43





# SESSION 1

## DO NO HARM (2 HOURS)<sup>1</sup>

🕒 2 HOURS



### LEARNING OBJECTIVES:

- Understand the concept of Do No Harm and how it relates to your role as a facilitator



### TOPIC

1.1 Do No Harm



### MATERIALS AND PREPARATION

- Flipchart and markers
- Do No Harm video<sup>2</sup> (embedded in PowerPoint slide)
- Annex 1: Pre test module 2.
- Printed and cut out copies of annex 2: Code of conduct key definitions race








<sup>1</sup> Adapted from The Alliance for Child Protection in Humanitarian Action (2019). Minimum Standards for Child Protection in Humanitarian Action, 2019 Edition.

<sup>2</sup> [https://www.youtube.com/watch?v=mSQNsQaPz1s&feature=emb\\_logo](https://www.youtube.com/watch?v=mSQNsQaPz1s&feature=emb_logo)

# TOPIC 1.1

## DO NO HARM

🕒 2 HOURS

-  **Show slide 1** and introduce module 2. Explain that during this module we will focus on the principle of Do No Harm, self care, then the remaining sessions will be dedicated to key skills and principles required to effectively facilitate both components of the ENGAGE toolkit.
-  **Refer** participants to [Participants workbook annex 1: Module 2 Pre test](#), and allow approximately 20 minutes to complete. Ask participants to tear test from their workbook and hand to you when completed.
-  **Show slide 2** to introduce the session. **Read** slide 3 to go over the session objectives.
-  **Ask** participants to turn and talk to their neighbour about what “do no harm” means? **Say** “has anyone heard this phrase before?” After 5 minutes, bring participants back to a plenary. **Show slide 5.**
-  **Say:** The principle of Do No Harm requires all humanitarians to place the wellbeing of the people they are trying to assist, at the centre of their work.
-  **Show slide 6 and play** the imbedded video. After the short animated video, **explain** that effective gender-based violence and child protection programming requires an understanding of the risks in any context through:
  - Ongoing, participatory risk analysis;
  - Monitoring and reporting systems that address risk and vulnerabilities; and
  - Knowledge of the expected behaviours and social norms for children.
-  **Say** that in our work, it is important to consider the location, timing, transport and other arrangements to ensure accessibility and inclusivity to those who want to attend the programme. Poor programme design and planning can lead to unintended and negative risks. Assistance needs to be provided in an environment that does not further expose people to physical hazards, violence or abuse. As facilitators, it is important to:

Understand and build on existing child protection and gender-based violence programmes and other related systems;

Guarantee confidentiality for and informed consent/assent of children for any sensitive issues;

Ensure compliance with data protection standards on collecting and sharing personal information about individual children;

Conduct systematic monitoring of the programme to ensure that children are not exposed to additional risks or harm.



**Break** participants into 5 groups and assign each group one of the following:

Caregivers

Community  
leaders

Religious  
leaders

Adolescent  
boys

Adolescent  
girls



**Say** that as facilitators it is important to understand the specific needs of the community and the participants attending the sessions. Within their assigned groups, **ask** participants to think of five things which need to be considered when facilitating sessions to their group to ensure that the programme does not expose participants to further harm. **Give** participants 10 minutes to discuss within their groups. After 10 minutes, **ask** for a volunteer from each group to present their five key considerations.



**Show slide 7 and say** that while it is important to consider the protection risks for all groups to minimize harm, it is especially important to consider the needs of adolescent girls. In humanitarian contexts, girls face the highest protection risks of sexual violence, early marriage and social and psychological problems. Persons working with adolescent girls must place the girls' best interests, safety and wellbeing at the centre of all decisions about their safety and access to services.<sup>3</sup>



**Explain** that it is the responsibility of the implementing organisation to ensure that the experience of participants is free from any form of abuse or exploitation. This is outlined in the Child Safeguarding Policy.



**Show slide 8** and tell participants that we will now play a game related to the Code of Conduct (CoC). **Remind** participants that a CoC is important to reduce the risk of harm and ensure all staff keep program participants safe. Break participants into small groups and handout the cut out key definitions (annex 2). Give participants 10 minutes to race to match all key words with their definitions. Make sure you have a copy of the Act Alliance Code of Conduct accessible to cross check the answers <https://actalliance.org/wp-content/uploads/2019/08/ACT-Code-of-Conduct-Policy-2016-E.doc.pdf>

<sup>3</sup> GBV AoR (2019). The Interagency Minimum Standards for Gender-Based Violence in Emergencies Programming.







# SESSION 2

## STAFF AND SELF-CARE<sup>4</sup>

🕒 90 MINUTES

### WE MATTER – A STAFF SELF CARE WORKBOOK

NCA has created a workbook to support staff and teams to think about holistic wellbeing in the work that you do as GBV workers. It can also be used by other teams to support wellbeing both at work and beyond. It has been created to reduce, prevent and respond to issues such as vicarious trauma, intergenerational trauma, structural oppression, compassion fatigue, stress and burnout. Throughout the workbook, you will find exercises, activities and tips to help you develop and nurture compassion, commitment, connection, communication, consistency and creativity to support you, your teams and your organizational resilience and happiness. You can access We Matter – A Staff Self Care Workbook at <https://www.kirkensnodhjelp.no/globalassets/gbv/nca-we-matter-staff-care-and-self-care-workbook.pdf>



### LEARNING OBJECTIVES:

- Understand the types of traumatic stress and their impact
- Gain awareness of the signs of burnout and vicarious trauma



### TOPIC

2.1 Our own physical and psychosocial wellbeing



### MATERIALS AND PREPARATION

- Flipchart
- Markers
- Paper
- Pens
- Tape.
- Annex 3 – Self-care and lifestyle balance inventory
- Annex 4 – Top tips for staying well at work

<sup>4</sup> GBV AoR (2017). The Interagency Gender-Based Violence Case Management Training, Facilitator's Guide.

# TOPIC 2.1

## OUR OWN PHYSICAL AND PSYCHOSOCIAL WELLBEING

🕒 90 MINUTES



### MATERIALS AND PREPARATION

Flipchart and markers, annex 3 – self-care and lifestyle balance inventory, annex 4 – top tips for staying well at work, paper, pens and tape.



**Show slide 9** to introduce the session. **Read** slide 10 to go over the session objectives.



**Ask** participants why do they think we are talking about stress? **Say** that as facilitators you can be faced with high pressure and high stress situations. In order to deliver quality sessions, it is good to take care of our own well-being. This requires awareness of the stressors in our daily lives, how they affect us and how we can cope to mitigate the stress.



**Say** that stress is a part of our daily lives. It is a state of psychological arousal that comes about because of a threat, challenge or change in one's environment. **Show slide 12** and read points.



**Say** that there are different types of stress:

### DAY TO DAY STRESS:

Common to all people

Part of everyday decision making and problem solving

Motivates people to be more productive

Managed routinely

### NEGATIVE STRESS:

#### CUMULATIVE STRESS

Result of prolonged, accumulated, unrelieved exposure to stressors  
This is very common amongst people working in emergencies and when it is not recognized and managed, it can lead to burnout

#### CRITICAL INCIDENT STRESS

Caused by extraordinary events which provoke high level of stress in almost everyone involved

#### VICARIOUS TRAUMA

Result of witnessing or learning about others' traumatic experiences that causes a reaction that mirrors that of the survivor



**Show slide 13 and say** that the signs of stress may manifest in different areas of our lives. The signs of stress may also appear immediately or may be delayed. For each person, the way stress manifests may be very different.



**Show slide 14** and ask in small groups of three, **discuss**

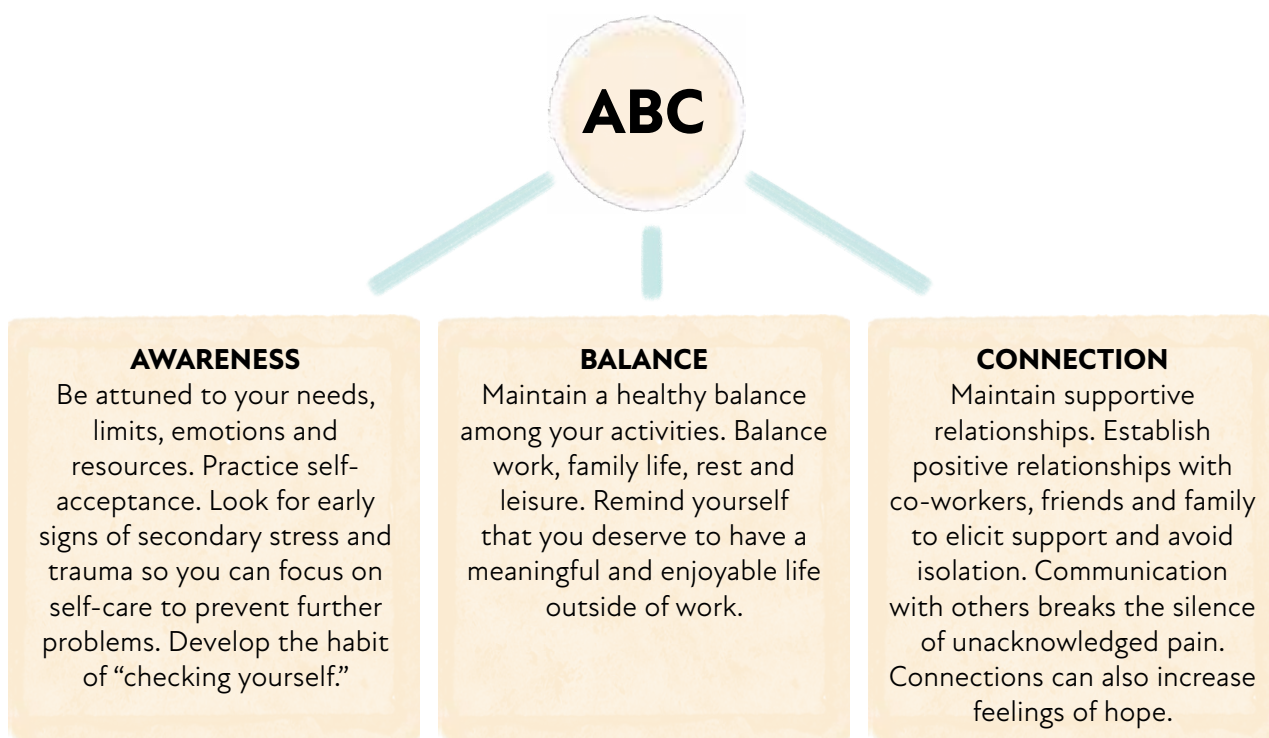
- 1) what you can do to care for yourself,
- 2) what your team can do together for mutual care and support, and
- 3) what your organization/supervisor can do to support your well-being. After 5 minutes we will come back as a group to discuss.













**Write** answers on flipchart. What did you identify as ways your organizations and supervisors can/should support staff? For those in the room who are currently supervisors, what do you do to support your staff?



**Say** that one framework you can use for thinking about self-care that may help prevent and reduce the impact of stress, vicarious trauma, and burnout. It is the ABC's – to be aware of our own needs, limits, emotions, and resources – really checking in with ourselves; to create balance in our lives between work and our personal lives; and maintaining positive, supportive relationships with those around us. Following the ABC's is one way to help us ensure we are caring for ourselves so that we are equipped to care for others.



-  To put this into the context of our own lives, you will complete a self-care inventory. **Refer** participants to  **Participants workbook Module 2: annex 3** and **ask** everyone to individually complete the inventory.
-  **Say** that this exercise is meant to be for each of us to be aware of our current self-care and how we might improve our well-being. After you complete the inventory, try to think about 2 to 3 items that you are not currently doing that you will try to incorporate in the next couple of months to improve yourself care practices.
-  After 20 minutes **ask** if there was anything that surprised you? Any activities that you do that you did not recognize before as self-care techniques? And are there other activities not included here that you do that you consider to be self-care techniques? For those who are comfortable sharing, what was this process like for you, and what are you planning on incorporating?
-  **Say** that as facilitators, it is important for us to be aware of our own care so we can support program participants as needed when facilitating sessions.
-  **Refer** participants to  **Participants workbook Module 2: annex 4 – Top Tips for Staying Well at Work<sup>5</sup>**, and give 5 minutes to read through the handout.
-  **Tell** participants that we are going to close the session with a short activity that will highlight the positive characteristics of each other.
-  Ask each participant to stick a piece of blank paper to the back of a colleague. Explain that you will have 5 minutes to walk around the room and write one positive comment on the back of each of your colleagues. This can be something professional or personal ie great facilitation skills, kind and friendly, good listener etc.
-  After everyone has written something for each person, allow group members to remove the paper from their back and read what others have said about them.

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<sup>5</sup> [https://mind.org.uk/media-a/5760/mind-guide-for-employees-wellness-action-plans\\_final.pdf](https://mind.org.uk/media-a/5760/mind-guide-for-employees-wellness-action-plans_final.pdf)







# SESSION 3

## FACILITATION SKILLS AND CONSIDERATIONS

🕒 15 HOURS



### LEARNING OBJECTIVES:

- Discuss participatory processes and learn how to apply them when leading group discussions.
- Learn the four stages in the adult learning cycle.
- Learn the four stages of group development.
- Consider how power relations can affect group participation and dynamics.
- Identify possible barriers and solutions to participation in groups.
- Understand different types of communication skills and how to effectively use them when facilitating.
- Know the purpose of and process for establishing a group agreement.
- Identify strategies for managing conflict in group discussions.
- Learn to effectively apply confidentiality considerations when facilitating.
- Identify strategies and techniques to manage common group facilitation problems and challenges.
- Understand how to identify potential safety and protection issues that might arise during or as a result of group discussions and be ready to respond to them.
- Be able to refer participants appropriately.
- Understand the roles and boundaries as a facilitator.



# SESSION 3



## TOPICS

- 3.1 Working with groups of adults
- 3.2 Facilitating participatory processes
- 3.3 Understanding group processes
- 3.4 Power and participation in groups
- 3.5 Fostering participation in groups
- 3.6 Communication skills
  - 3.6.1 Listening skills
  - 3.6.2 Asking questions
  - 3.6.3 Practicing communication skills
- 3.7 Creating a safe and respectful space
- 3.8 Managing conflict
- 3.9 Overcoming challenges and working with sensitive topics
- 3.10 Confidentiality
- 3.11 Roles and boundaries
- 3.12 Preparation and logistics
- 3.13 Managing safety and protection issues



## MATERIALS AND PREPARATION

- Flipchart paper
- Paper
- Markers
- Colour pencils
- Chairs
- Timer
- Role cards for participatory process exercise in topic 3.2
- Cards for group exercise in topic 3.3
- Annex 5: Questions for group work on power dynamics
- Annex 6: Handout on fostering participation
- Annex 7: Geometric shapes
- Annex 8: Types of questions
- Annex 9: GBViE key actions – women and girls safe spaces.
- Annex 10: Challenging scenarios in groups
- Annex 11: Steps to manage sensitive situations
- Annex 12: Confidentiality role-play scenarios
- Annex 13: Facilitator preparation checklist
- Service provider mapping and referral pathway, if available in your area
- Annex 14: Referral role-play scenarios



# TOPIC 3.1

## WORKING WITH GROUPS OF ADULTS<sup>6</sup>

🕒 30 MINUTES



### MATERIALS AND PREPARATION

Two flipchart papers with the titles “Ways we maximize learning” and “Ways we minimize learning”.



**Show slide 16 and tell** the group that we are going to spend the next several sessions discussing facilitation skills.



**Show slide 17** ‘Learning objectives’ and explain the learning objectives for the session on facilitation skills.



**Show slide 18 and tell** the group that we are going to spend the next session discussing how to work specifically with groups of adults. **Explain** that adults learn differently from children.



**Ask** the group to discuss with their neighbour for 2 minutes why they think that is and give 2-3 people the chance to share their response.



**Show slide 19** ‘Six principles of adult learning’.



**Explain** to the participants that learning in groups is a partnership between the learners and the facilitator.



**Ask** the group to think of a learning experience that they have had as an adult. Now ask them to share with the group what they did to get the most out of the learning experience. Did they take notes? Did they verbally repeat what they learned to someone else? Did they practice a new skill or behaviour? Make sure the groups understand that you are asking what the learners did, not what the teacher did. **Write** down the key points on a flipchart paper titled “Ways we maximize learning”.



**Ask** the participants to now think of things that adults do that minimize learning, giving examples first such as looking at their phone or getting to sleep after lunch. Ask the participants to be honest. **Write** their answers on the flipchart paper titled ‘Ways we minimize learning’. Now, ask them to think of techniques that they can use to get participants to pay attention and come back to the present.



**Ask** the group to look at the two lists, and ask them to think about how they can use these strategies as facilitators of groups?



**Show slide 20. Ask** the group how they think this Confucian saying applies to adult learning.

<sup>6</sup> Adapted from UNICEF, ‘Communities Care Toolkit Part 4: Facilitating Community Discussions’, p. 75-77.



**Tell** the group that:

- Adults learn through experience.
- They build up knowledge and skills through their life experiences and they bring them, along with a wide range of backgrounds, learning styles, needs and interests, to group discussions.
- Every group will have a wealth of information, knowledge and skills. The richness of the discussions and learning by group members will depend on how well the discussion process draws on their experiences.



**Show** the group the diagram on slide 21. **Ask** them what they think the diagram means and ask a few volunteers to share their thoughts.



**Explain** that the diagram shows how adults learn. It shows that people make meaning by reflecting on their direct and personal experiences. This process of reflecting and analysing leads to discovery and understanding, which are then translated into action. Called 'experiential learning', the process begins with experience, which participants then reflect on, discuss, analyse and evaluate.



**Ask** the group to give examples of experiential learning. The list should include role plays, case studies, simulations, brainstorming, discussion, debate, etc.



**Tell** the participants that the programme consists of different components where groups of adults such as male and female caregivers, community and religious leaders, will meet together, discuss and reflect on their beliefs, and are encouraged to share and analyse their own experiences. This reflection and new information combined together should stimulate the groups of adults that we will work with to have new ideas and reinterpret their existing knowledge and beliefs. This process of dialogue and reflection is what will lead to change within the group, as well as change within the social norms of the wider community.

# TOPIC 3.2

## FACILITATING PARTICIPATORY PROCESSES<sup>7</sup>

🕒 75 MINUTES



### MATERIALS AND PREPARATION

Photo copy or hand write role cards for participatory processes exercise



**Show slide 22 and explain** that in the next topic we will focus on participatory processes.



**Show slide 23. Ask** participants to look at the two pictures of group discussions on the slide and ask them the following questions:



Which picture shows the way people normally communicate and work in the community?



What is happening in scenario 1? in scenario 2?



How would you describe the relationships among people in scenarios 1 and 2?



What feelings do you think people have in scenarios 1 and 2?



What word or phrase would you use to describe what is happening in scenarios 1 and 2?



**Ask** participants what method of group discussion they prefer and why.



**Explain** that in this programme, we will use the approach shown in scenario 2 because everyone is valued equally and the learning process is an exchange between the participants and the facilitator. The facilitator is not more important than the participants in this approach.



**Show slide 17** and explain the points:

- Change is more likely if people most affected own the process.
- Change is more likely if the process is empowering and horizontal (versus top-down). and gives a voice to unheard members of the community.
- Communities should be the agents of their own change.
- Change is more likely if the process is based in discussion and dialogue rather than on persuasion and telling people what to do.



**Tell** participants that we are now going to do a group roleplay to help us understand the benefits of a participatory approach. Give each participant a role, using the role cards below and ask them to form a circle. Explain that they should try to act like how the person on their role card would typically act in a group discussion. Depending on how many people are in the training, some roles can be given more than once (except the 2 facilitator roles).

<sup>7</sup> Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p. 37-41.

**?** **Ask** the two participants that received the facilitator roles to lead a 10 minute discussion with the topic “Child marriage in our community”. Instruct them to ask whatever questions they want and remind the participants to stay in their role.

### Role cards for participatory processes exercise

<b>65 YEAR OLD WOMAN</b>	<b>COMMUNITY LEADER</b>	<b>VILLAGE HEAD</b>	<b>MALE FACILITATOR</b>
<b>FEMALE FACILITATOR</b>	<b>ADOLESCENT GIRL</b>	<b>45 YEAR OLD BUSINESS MAN</b>	<b>35 YEAR OLD HOUSEWIFE WITH 4 CHILDREN</b>
<b>ADOLESCENT BOY</b>	<b>25 YEAR OLD MAN</b>	<b>30 YEAR OLD UNMARRIED WOMAN</b>	<b>RELIGIOUS LEADER</b>
<b>TEACHER</b>	<b>MIDWIFE</b>	<b>ILLITERATE WOMAN</b>	<b>POLICE OFFICER</b>

**?** After ten minutes, ask the group the following questions:

- ?** Who usually participates in discussions about issues and problems in the community? For example, older and younger people, men and women, richer and poorer people, people with and without formal education?
- ?** How are decisions made? How are rules enforced?
- ?** Ask the facilitators if they faced any challenges getting some of the participants to speak up? Ask them why they think that is?
- ?** Ask the group if there was a difference between when the male facilitator asked a question and when the female facilitator asked a question?
- ?** Ask the women in the group if they felt comfortable speaking and why or why not?



? What about the adolescents in the group? Did they feel comfortable speaking?

? What are some of the barriers to participation in group settings like this?

? How can facilitators overcome these challenges?

? Why is it important to listen to multiple voices?



**Explain** that if a participatory approach is new, you will need to take time to make sure people feel comfortable with the process and to create a safe and trusting environment before people will feel able to speak freely.



**Show slide 25.** These principles help guide our work:

- communities and discussion leaders are the experts (not facilitators);
- local experiences are at the centre of the process;
- discussion and dialogue are more effective than top-down intervention;
- participation by different groups in the community is important, especially participation of women and girls;
- mutual learning occurs (between discussion leaders and the community, one community with another, and among community members).

# TOPIC 3.3

## UNDERSTANDING GROUP PROCESSES<sup>8</sup>

🕒 60 MINUTES



### MATERIALS AND PREPARATION

Photo copy or hand write cards for group process exercise



**Show slide 26 and tell** the group in this topic we will learn about the importance of group process.



**Explain** that there are two considerations for you to be aware of within the group discussions with caregivers, adolescents, and religious and community leaders. One part is delivering the content of what will be discussed, including the introduction of new knowledge. The second part is the **group process**, or how the group members interact with each other in order to achieve the goal of the group.



**Show slide 27. Ask** the participants to discuss the following questions with the person next to them:



What is more important the content, or the group process?



How does the content affect the group process? How does the group process affect the content?



Are facilitators responsible for the content or process in the discussions?



**Ask** a few pairs to share their discussion with the larger group. Make sure it is clear that facilitators are responsible for both delivering content, but also ensuring that the group process is facilitating the goal of the programme. Managing the group process and dynamic is a key facilitator skill.



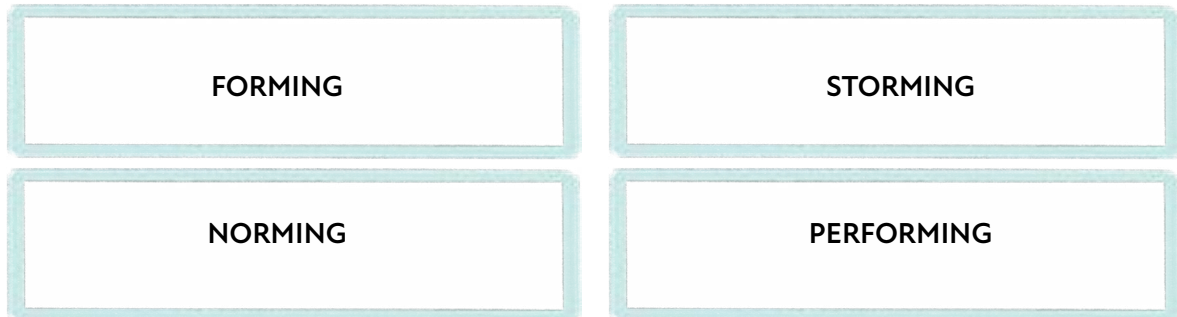
**Tell** participants that when people come together in groups they often go through specific stages of group development. These stages can affect group dynamics. Ask participants to remember a time that they either participated in or facilitated a group. Did they ever notice that people act differently at the beginning of a group then at the end? Why do they think that is?






**Divide** the participants into groups of four and hand each group the 4 cards with the words 'forming', 'storming', 'norming' and 'performing' in random order. Ask each group to put the cards in the order that they think represents the stages a group moves through. Ask the groups to identify how group members might behave in each stage. Ask the groups to identify what facilitators might do to manage the group dynamics in each stage. Give them 15 minutes.

<sup>8</sup> Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p. 77- 81.

### Cards for group process exercise



-  **Ask** each group to share from one group phase each, starting with forming.
-  **Show slides 28-33**, explaining each stage and the key actions and tips for facilitators in each stage.
-  **Explain** that the role of the facilitator is to support the process of the group members to move through the four stages. The successful delivery of the content of the programme is linked to the group dynamic.

# TOPIC 3.4

## POWER AND PARTICIPATION IN GROUPS<sup>9</sup>

🕒 75 MINUTES



### MATERIALS AND PREPARATION

Flipchart paper and marker, annex 5: Questions for group work on power dynamics



**Show slide 29** and introduce the next topic on power dynamics and participation in groups.



**Ask** participants to form two rows facing each other, with equal numbers of participants. Tell participants on one side of the row to hold out their right hand and place it in front of (but not touching) the person's face opposite of them. Explain to the participants who have their hand extended that they will be moving their hand as quickly or slowing as they want in any direction. The person opposite from them must follow the other person's movements with their own hand, no matter how difficult it is, keeping the same distance between their hands. Give the group 3 minutes to do the exercise and then ask them to change roles so that the opposite person is leading and following, giving them another 3 minutes.



**Ask** the pairs to sit together and discuss the following questions;



How did the exercise make you feel?



How did you feel when you were leading?



How did you feel when you were following?



**Ask** a few pairs to share and write on a flipchart any key words that are frequently repeated that are related to power dynamics in relationships such as 'control' or 'abuse' or 'exploitation'.



**Explain** that in this session, we are going to talk about power dynamics in groups and how these dynamics can affect participation.



**Show slide 35.** Divide the participants into four groups. Groups 1 & 2 will analyse power relations between group **facilitators and group members**, while Groups 3 & 4 will analyse power relationships among **different group members**. [Refer groups to their workbook](#) for questions to answer and give groups flipchart paper so that they can summarize their presentation. Give the groups 10 minutes for discussion and to write key points to present.



Give each group 5 minutes to report back to the larger group. Then facilitate a discussion with the larger group using the following questions:

<sup>9</sup> Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p. 81-83.



What are some of the common power dynamics to be aware of and manage in a group? (for example, age differences, socioeconomic, gender, etc.)	How can facilitators detect issues in the group related to power dynamics (for example, some people not speaking up at all might be a sign)?
How can facilitators manage these power dynamics?	In mixed facilitation pairs of female and male facilitators, how can facilitators model this behaviour? (for example, by ensuring that female facilitators lead as often as male facilitators and that male facilitators play notetaking roles as frequently as female facilitators)



**Show slide 36** and explain the following key points to wrap up the session:

- To make people feel safe to participate in group discussions, we need to address power relations. Otherwise, those with less power may not speak out.
- We must recognize the power and authority we hold as facilitators; we need to be aware of how our attitudes and behaviours might disempower some group members.
- Facilitators can use their power to empower others; good facilitation helps break down power relationships in groups.
- Power dynamics in groups are often a reflection of power relations in wider society; e.g., between men and women, old and young, rich and poor.
- Sometimes power dynamics are difficult to detect, but we can often see them in the way people participate; e.g., by not listening to what others have to say.

# TOPIC 3.5

## FOSTERING PARTICIPATION IN GROUPS<sup>10</sup>

🕒 60 MINUTES



### MATERIALS AND PREPARATION

Annex 6: Handout on Fostering Participation



**Show slide 37** and introduce the topic on fostering participation in groups.



**Explain** to participants that participation is a key principle of the programme and will determine the success and outcome of the activities. If participants do not actively and meaningfully participate in the group discussions, it is much less likely that the knowledge will increase or beliefs, attitudes and social norms will change.



**Ask** participants to divide into four groups. Ask each group to spend 10 minutes brainstorming a list of barriers that prevent people from participating in group discussions. After they have made the list, they should choose one factor and make a role play on how as a facilitator they would address or manage this barrier to participation.



**Ask** each group to present their role play. After each group presents, the larger group should guess what the barrier to participation was that they were demonstrating and how the facilitator managed the barrier.



After the four roleplays have been performed, **ask** the larger group to imagine that they are observing a facilitator lead a group discussion. What would they look for to assess participation levels in the group?



**Show slide 38** and explain the participation checklist.



**Refer** participants to [Participants workbook Module 2: Handout on Fostering Participation](#). **Ask** the group to quickly read the participatory techniques on their own. **Ask** volunteers to give an example of how they have used these techniques in some of their previous work.

<sup>10</sup> Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p. 83-85.



**Show slide 39 and 40** and explain the following key points to summarize the session:

- Participation can be affected by many factors related to the individual, group and environment.
- Participation levels need to be constantly monitored; a co-facilitator is helpful for this purpose.
- Levels of participation vary by person. Some group members are active, talkative participants; others are more withdrawn, shy and passive.
- Participation is about involvement, but people will be involved in different ways.
- Using participatory techniques enhances participation; e.g., role-plays and other dramatic activities, games, sharing personal stories and other story-telling, discussion and reflection in pairs or small groups.

# TOPIC 3.6

## COMMUNICATION SKILLS<sup>11</sup>

🕒 60 MINUTES



### MATERIALS AND PREPARATION

Annex 7: Geometric shapes, pieces of paper with the words “high tone”, “low tone”, “loud”, “quiet”, “fast”, “slow”, “angrily”, “sadly”, “happily”, slips of paper with “Non Verbal Actions” from activity below



**Show slide 41** and introduce the topic on communication skills.



**Ask** participants to give examples of different ways people communicate with each other? How do we exchange information? How do we exchange thoughts? How do we exchange feelings?



**Show slide 42. Explain** that when we communicate with another person, we are sending and receiving messages to and from each other. We send and receive four types of messages. Explain each, asking for and giving examples/ demonstrating each one:

voice messages: how we talk, the volume, tone and speed;

verbal messages: what we say;

body messages: the messages we send with our face and other parts of our body, sometimes called ‘body language’;

behaviour messages: what we do.



**Whisper** the message below, or a similar one, to a participant, who, in turn, whispers what he or she has heard to the person sitting next to them and so on around the room without repeating any of the message. Go around the whole room and ask the last person to say the message out loud. Usually, the message has become very distorted, particularly after a large number of people have passed it on.

**MESSAGE** – *This training is on facilitation skills so that you will be empowered to provide engaging sessions to community members.*




**Ask** participants what can we learn about the way we speak and use our voice from this exercise?. Point out that speech volume, tone and speed can all affect how we are understood by others.





**Handout** small slips of paper with the words “high tone, low tone, loud, quite, fast, slow, angrily, sadly hapily” to various participants. Ask them to repeat the sentence used in the previous activity, using the direction or emotion on the piece of paper. **Ask** participants to guess the emotions behind the voice messages.


<sup>11</sup> Adapted from UNICEF, ‘Communities Care Toolkit Part 4: Facilitating Community Discussions,’ p.95-98.





 **Ask** participants what can they learn from this exercise?. Point out that the way we speak can be more powerful than what we say. **Ask** participants how they think they should use their voices when they communicate in group discussions? What about in one on one conversations with adolescent boys and girls?

 **Say** that when facilitating, it is important to think about your volume, speed and tone.

 **Ask** participants to choose a partner and sit back to back. One will be a speaker and one will be a listener. **Refer** the speaker to the drawing of the geometric shapes (annex 7) in their participant's workbook.

 **Ask** the speaker to give instructions to the listener on how to reproduce this drawing. The listener does not ask any clarifying questions and receives no feedback.

 Once the task has been completed, repeat the activity however this time, allowing the listener to ask clarifying questions.

 Ask participants if there was any difference between the two exercises. Ask the listeners if it felt different the second time, and if so, why? **Ask** the group as a whole: what can we learn from this activity about communication?

 **Show slide 43 and conclude** by highlighting the following points:


- Good verbal communication involves the use of clear and simple language and the opportunity to ask questions and check for understanding.
- When we are facilitating discussions, we need to:


use simple language and sentences;

check that group members have understood what we and others are saying;

ask lots of questions.


 **Ask** participants how else we show feelings apart from voice and verbal messages?


 **Explain** that we will now do another short group activity that demonstrates non verbal behavior. Give a selection of the participants the prepared pieces of paper with different actions written. Explain that they are to turn to the person next to them, ask them a question and complete the action on their paper while their colleague is responding.

 **Ask** the group to guess what is being communicated by this action, then continue to the next person until all actions have been completed.

NON VERBAL ACTIONS ACTIVITY

ACTION:	What is being communicated:
LOOK AT YOUR WATCH WHILE PARTICIPANT IS SPEAKING.	You wish I would stop talking. You're not listening.
LOOK OUT THE WINDOW.	You're not paying attention to me. You wish you were somewhere else. You're bored with my comments.
MAINTAIN EYE CONTACT WITH THE SPEAKER AND NOD.	You are hearing me. You are paying attention to my comments.
MAKE BRIEF NOTES OR RECORD IDEAS ON A FLIP CHART.	What I'm saying is important. You think what I say is worth remembering
LAUGH OR SMILE.	You think I'm a joke. You misunderstood. OR (if intended to be humorous) you think I have a sense of humour.
CROSS YOUR ARMS AND LEAN OR TURN AWAY FROM THE PERSON SPEAKING.	You don't want to hear my comments. You are not open to new suggestions.
WRITE EXTENSIVELY ON NOTE PAD DURING RESPONSE.	You aren't listening. You are working on something else.

 **Ask** participants to divide into groups of four or five and ask each person to select a feeling and act it out to the group without using words. The rest of the group has to guess the feeling. **Repeat** the exercise until everyone has had the opportunity to practice.

 **Ask** participants to discuss the following questions in their groups:



Were some emotions easier to guess than others? If so, why?



Which non-verbal cues were most helpful in guessing the emotion?



What should you assume if you can't observe non-verbal communication?



**Show slide 44** and say the following points:

- Non-verbal communication tells us a huge amount about a person's thought and feelings, often more than verbal communication.
- As facilitators we need to be very aware of our own non-verbal communication and that of group members.
- Common non-verbal cues include facial expression, posture, seating (close or far), eye contact, holding body rigid or relaxed, use of hands and nervous gestures.

# TOPIC 3.6.1

## LISTENING SKILLS<sup>12</sup>

🕒 45 MINUTES



### MATERIALS AND PREPARATION

none



**Show slide 45** and introduce the topic on listening skills.



**Explain** to participants that listening is a skill that we have to learn and practice and that it takes humility. Some people are naturally good listeners, but most of us have to learn how to do it well.



**Ask** participants to try and think if there is a person that they do not like having a conversation with and to share the reasons why. Reasons might include: the person is judgmental, impatient, not interested in what you have to say or does all the talking.



**Ask** participants to think about the qualities and behaviours of good listeners.



**Show slide 46 and explain** that qualities and behaviours of good listeners are: they pay attention, show they are interested, nod their head, or are non-judgmental, empathetic, calm or polite, they don't jump in to give advice, they never interrupt, they ask follow up questions, they listen as much (or more) than they speak.



**Ask** participants to take turns sharing a story with a partner (e.g. such as something that happened at home or work), while the partner demonstrates **poor listening skills**—for example, interrupting or being distracted, impatient or judgemental.



**Bring participants back** to the large group and ask them to share how it felt to not be listened to.



**Ask** participants to identify the effects of not being listened to on a group member.








**Ask** participants to choose another partner and to take turns sharing the same problem. This time the partner should practice **good listening skills**, such as showing they are attentive, communicating empathy, or being non-judgemental or encouraging.


<sup>12</sup> Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p.99-100.




 **Bring participants back** to the large group and discuss:


-  How did it feel to be listened to?
-  How did it feel to listen?
-  What body language communicates active or deep listening?
-  What might be the effect of using active listening in group discussions?


 **Brainstorm** barriers to good listening and note responses on a flipchart. Examples include distractions, lack of comprehension, language, tone, environment, gender, disruptions, interpretation, mood, time constraints, lack of attention, embarrassment and different values.


 **Tell** participants that to develop active listening skills, we need to continuously monitor and work to improve them. There are three steps to developing active listening skills:


- Be aware of your current listening technique.
- Recognise areas for improvement.
- Practice.

 **Tell** participants that you are going to spend some time practicing listening.

 **Ask** participants to work in groups of three with a speaker, a listener and an observer. The speaker should talk for 2 minutes about a subject of her or his choice. The listener should try to listen actively. The observer should remain silent and notice what the listener does that encourages the speaker, both verbally and non-verbally.

 After five minutes, **ask** the observers to give constructive feedback to the listeners about their verbal and non-verbal listening skills, both the skills they demonstrated and those they need to work on. **Also ask** the speakers to say how it felt and to comment on the listener's skills.

 **Repeat** the exercise twice more with each person having a turn to practice active listening and receive feedback.

 **Ask** participants to return to their seats and write a list of listening skills they think they need to practice (refer back to the slide 46 if need be). Tell them that as well as practicing during training, they should try to practice in their personal lives when they have the opportunity. The more they practice, the more their skills will develop.

 **Show slide 47 - 48.**

# TOPIC 3.6.2

## ASKING QUESTIONS<sup>13</sup>

🕒 30 MINUTES



### MATERIALS AND PREPARATION

Annex 8: Types of Questions



**Show slide 49** and introduce the topic on asking questions.



**Tell** participants that asking questions is one of the most important skills for a facilitator and it's essential to facilitate both the content and process.



**Ask** participants what the difference is between open-ended and closed questions. **Show slide 50.** **Acknowledge** the correct answer if it is given or explain the difference yourself.



**Ask** for examples of each type of question. Continue getting examples until it is clear participants understand the difference.



**Show slide 51 and ask** participants for examples of questions specific to CEFM that might:

draw out people's knowledge  
and experiences

help people reflect on their  
experiences

help people analyse an issue



**Refer** participant's to [Participants workbook Module 2: annex 8 Types of Questions](#)



**Review** the handout as a large group and **ask** if participants would like to discuss or clarify anything.



**Tell** participants that we will now play a game related to asking questions. Ask for two volunteers and explain that the first person must ask their colleague a question. The second person can only respond with another question. The pair must ask questions back and forth for as long as possible without pausing or accidentally making a statement. Once they make an error, ask for the next pair to play.

An example could include:



How are  
you?



How do I  
look?



Are you avoiding my  
question?



What do you  
think?



Can you please  
answer me?

<sup>13</sup> Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p.102.

# TOPIC 3.6.3

## PRACTICING COMMUNICATION SKILLS<sup>14</sup>

🕒 60 MINUTES



### MATERIALS AND PREPARATION

Chairs arranged in an outer and inner circle, 2 minute timer



**Show slide 52** and introduce the topic on practicing communication skills to bring together the topic on communication skills.



**Tell** participants that you are going to practice communication skills using the 'fishbowl' method.



**Explain** that participants will divide into two groups for this activity:

Those inside the fishbowl, who will practice their communication skills;

Those outside the fishbowl, who will observe.



**Divide** participants into two large groups. Ask each group to set up two circles of chairs, one inside the other, both facing inwards.



**Ask** for one group to volunteer to sit in the 'fishbowl' (the inner circle of chairs) to practice their communication skills. Ask the remaining group, who will be observers, to sit in the outer circle and take constructive notes that are focused on communication skills only (we will focus in other facilitation skills later in the training).



**Explain** that each person in the fishbowl has two minutes to facilitate a discussion amongst other members of the inner circle on any topic learnt so far in the training, such as **Power and Participation in Groups, Working with Groups of Adults or Do No Harm**. The aim is to practice verbal and non-verbal communication skills, active listening skills, and effective use of questions.



Setting a 2 minute timer, ask observers to provide constructive feedback, noting what skills the facilitator demonstrated and what skills he or she might wish to develop.



**Continue** until everyone in the inner circle has had time to practice and receive feedback, and then ask the observers to come into the centre circle and repeat the exercise.

<sup>14</sup> Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p.103.

# TOPIC 3.7

## CREATING A SAFE AND RESPECTFUL SPACE

🕒 60 MINUTES



### MATERIALS AND PREPARATION

Flipchart and markers, annex 9: GBViE Key Actions – Women and Girls Safe Spaces, 2 minute timer.



**Show slide 53** and introduce the topic on creating a safe and respectful space.



**Say** that activities must be conducted in a way to ensure that participants feel comfortable when joining activities. It is particularly important to consider gender when creating a safe space for program participants.



**Show slide 54. Say** that special considerations should be taken to ensure that no additional harm is done to participants when participating in the program. A safe space checklist to consider should include:



**Accessibility to adolescents**



**Can items be left in the space when the programme is not in session? Can facilitators keep supplies in a safe location if this is not an option?**



**Can the space be locked when not in use?**



**What procedures need to be put in place to ensure that the space remains safe and confidentiality is ensured?**



**Does the community understand the programme objectives and agree to allow the programme to take place?**



**Who needs to be involved to ensure that the space remains safe and accessible for the programme cycle?**



**Explain** that Women and Girls Safe Spaces (WGSS) have additional considerations to ensure that women and girls can be free from harm and harassment, and access opportunities to exercise their rights, and promote their own safety and decision-making. The Minimum Standards for GBViE includes a Key Actions Checklist which is a useful tool for understanding actions required by your organization.



**Refer** participants to [Participants workbook Module 2: annex 9: GBViE Key Actions – Women and Girls Safe Spaces](#) and revise the content.





**NOTE:** For practical support for service providers operating Women and Girls Safe Spaces (WGSS) on how to adapt programming in the context of the COVID-19 pandemic, refer to Women and Girls Safe Spaces: Technical Guidance Note for COVID-19 at <https://gbvaor.net/sites/default/files/2020-04/WGSS%20Technical%20Guidance%20Note%20.pdf>



**Explain** that in addition to the physical safety considerations, it is important to provide a welcoming environment for all group members, no matter which activity you are facilitating.



**Tell** participants that for group members to be able to share their beliefs and opinions, speak with honesty and openness and discuss sensitive issues, discussions need to be held in a safe space in which members can interact with trust and respect. They must be able to bring their ideas, concerns, and beliefs to the process so they can work together, in a peaceful manner, to transform relationships.



**Tell** participants that as facilitators it is your job to help create a safe space in which:

- People can express their ideas and feelings freely, and a variety of viewpoints are put forward and discussed.
- People listen respectfully and openly to others' ideas and feelings.
- People can safely reveal what they really think and feel.
- No individual or group dominates.
- Disagreements are based on ideas and opinions, not on personalities.



**Ask** participants for ideas about how to create this safe space.



After participants have shared their thoughts, highlight the following strategies for creating safety at the beginning of the discussion process:

making people feel welcome and valued;

familiarizing people with each other and with the group's purpose;

developing group norms.



**Emphasise** the point that creating a safe and respectful space starts from the very first moment that you welcome people into the group.



Setting a 2 minute timer, **invite** individuals or pairs to demonstrate how to make group members feel welcome and valued in a new group. **Ask** other participants to add their thoughts or demonstrate other options. **Reflect** on the core cultural values related to welcoming people into each other's homes, at special events, etc. **Ask** about what happened in this group.



**Ask** participants how you can familiarize group members with each other and invite a participant to demonstrate how to do this.



**Emphasize** the point that participants will know the best way of doing this in their community, but that they should be careful not to reinforce power hierarchies that exist outside the group, and they shouldn't be afraid to make the process fun, interesting or creative. Using introductory activities well can help a group feel comfortable.



**Ask** participants how you can develop shared norms in a new group. During the discussion, make the following points:

Beginning by negotiating a group agreement will help to establish the group as a safe and respectful space in which people can speak and listen with trust.

A group agreement is a set of statements that establish the norms for how people are expected to behave within the group. Ask participants for examples.




**Show slide 55. Review** some examples that could be included in group agreements:

- ✔ Respect everyone's opinions;
- ✔ Allow everyone an equal opportunity to speak;
- ✔ Maintain the confidentiality of personal information;
- ✔ Be honest;
- ✔ Listen, even if you disagree;
- ✔ Criticize the idea, not the person;
- ✔ Pass if you're not comfortable speaking;
- ✔ Don't interrupt;
- ✔ Be brief;
- ✔ Agree to disagree.



**Say** that a group agreement only works as an effective tool if it is agreed to by the everyone.

**Remind** participants that agreements can be suggested to the group but should not be imposed.

 **Divide** participants into groups of 4 and ask them to demonstrate the process for developing a group agreement within their group.

 After 5 minutes, **show slide 56 and conclude** by highlighting the following points:

- Facilitators have to help make the group a safe and respectful environment.
- The training environment is a safe space where:

Group members have a chance to express their own ideas and feelings freely, and a variety of viewpoints are put forward and discussed;

Everyone listens respectfully and openly to others' ideas and feelings;

Group members can safely reveal what they really think and feel;

No individual or group dominates;

Disagreements are based on ideas and opinions, not on personalities.

- A group agreement establishes how the group's communication will occur and how group members are expected to behave.
- It helps to create a safe environment in which participants can communicate openly, without fear of being criticized by others.
- Ground rules need to be developed and agreed on by all group members to be useful, especially if tension arises.

# TOPIC 3.8

## MANAGING CONFLICT<sup>15</sup>

🕒 60 MINUTES



### MATERIALS AND PREPARATION

N/A



**Show slide 57** and introduce the topic on managing conflict.



**Divide** the participants into two groups, bananas and mangoes.



**Ask** each group to form a straight line standing side by side facing the other group. There should be a distance of one meter between the two lines. If physical contact is not culturally acceptable between members of the opposite sex, make sure that females are facing other female participants and males are facing other male participants.



**Ask** participants to place their hands slightly against the palm of the person facing them. Instruct them not to speak or make eye contact or any other form of communication.



**Tell** the mangos to push against the hand of the person in front of them from the banana group. Then ask them to stop and lower their hands, staying where they are.



**Ask** a few volunteers from the mango group what did the person from the banana group do when you pushed on their hands? Did they resist?



**Ask** the participants from the banana group how they reacted when the mango group started pushing on their hands?



**Ask** the whole group:

What is our initial natural reaction when someone pushes back? Is it to push back or to resist?

What other alternative action could be taken by the bananas when the mangoes pushed them?

<sup>15</sup> Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p. 117-120 and Equitas, 'Training of Trainers: Designing and Delivering Effective Human Rights Education' (2007) [https://equitas.org/wp-content/uploads/2010/11/Equitas\\_Generic\\_TOT\\_2007.pdf](https://equitas.org/wp-content/uploads/2010/11/Equitas_Generic_TOT_2007.pdf).




Make sure to mention the following examples if they are not mentioned by the participants:


Dropping your hands


Pushing the person harder


Walking away


Quickly jump aside so that the person who is pushing loses their balance

 **Ask** the participants to divide into small groups.

 **Show slide 58.** In their group they should brainstorm about what kinds of ‘pushing’ or conflicts might arise in a group activity or discussion setting? Ask them to also think of effective and ineffective ways of handling conflict and disagreement in a group setting? What kinds of topics might lead to disagreement? How can we encourage different perspectives and opinions in the group without leading to harmful conflict between group members?

 After 15 minutes, bring the participants back to the large group. **Ask** each group to share a few ideas.

 **Explain** that not all conflict is bad, disagreement can provide the opportunity for discussion and reflection which can lead to individuals changing their opinion or attitude about a topic. However, disagreements must be handled with respect. Facilitators should help groups come to a common understanding or consensus through dialogue.

 **Show slides 59-60** and explain the tips to minimize and manage conflict:

- When making the group agreement, ask, “How will we handle disagreements between group members?”
- Remind people to speak for themselves, not for others.
- Take the focus off individuals and put it on the issue being discussed.
- Invite people to share the experiences that led to the formation of their opinions; e.g., say, “Can you tell us more about any experiences that affected your feelings and thoughts about this issue?”
- Invite others into the conversation if conflict is escalating between two people by asking “Would someone else like to offer an opinion?”
- If two people are disagreeing, ask them to identify any overlap between their two positions; ask others from the group to help them see common ground.
- Remind group members of group agreement/group norms if the conversation becomes heated.
- Stop the conversation if it becomes personal or confrontational.
- Take a short break.
- Speak to individuals privately and ask them to follow the group agreement.

# TOPIC 3.9

## OVERCOMING CHALLENGES AND WORKING WITH SENSITIVE TOPICS

🕒 90 MINUTES



### MATERIALS AND PREPARATION

Annex 10: Challenging Scenarios in Groups, annex 11: Steps to Manage Sensitive Situations



**Show slide 61** and introduce the topic on working with sensitive topics.



**Explain** to participants that as we saw in the last session, there may be times when there is a challenging situation in the group that the facilitators must overcome. These may arise especially due to the sensitive nature of some of the topics that will be discussed, and differing opinions among group members.



**Divide** the participants into pairs, and refer to [Participants workbook Module 2: annex 10: Challenging Scenarios in Groups and annex 11: Steps to Manage Sensitive Situations](#).



*Please note that it is very unlikely that the participant will openly change his opinion even after you use these five steps to address the statement. But by challenging the statement, you have provided an alternative point of view that the participant may consider and hopefully adopt later. You have also demonstrated accountability to women and girls and offered a different leadership model.*



**Ask** each group to roleplay each of the 4 scenarios, each participant takes two turns being both the facilitator and group participant, **using the steps in the handout to practice how to manage the challenging situation**. Give pairs 20 minutes.



After 20 minutes bring the pairs back to the larger group. **Ask** for 4 pairs to each demonstrate one of their roleplays for the scenarios.



**Ask** the groups what they did well and what was challenging? Ask for suggestions for improvements.



**Explain** that we will practice the 5 steps further once we get to the practical component of the training in module 3 and 4.



**Show slide 62 and explain** that it is important to make sure that as facilitators we do not ignore these challenging situations. As facilitators, we have to always be accountable and act as role models to speak up and use these moments as learning opportunities. If we let a group member get away with repeating a harmful belief, then they will not change their opinion. Remember, other people in the group may also hold a similar opinion but may not have spoken it aloud. Remember that changing someone's opinion takes time and it may not happen in one session. It is better not to lecture participants about their views, but instead engage them in dialogue and reflection in a supportive safe environment.

# TOPIC 3.10

## CONFIDENTIALITY<sup>16</sup>

🕒 60 MINUTES



### MATERIALS AND PREPARATION

Annex 12: Confidentiality Role-play Scenarios



**Show slide 63** and introduce the topic on confidentiality.



**Show slide 64 and explain** that confidentiality within the context of a programme means that anything that is told within the training or between the facilitator and participants is confidential. Confidentiality is not hiding information or keeping a secret for the sake of secrecy but recognizing that information that is shared belongs to the person sharing the information so we have no right to use it or share with other. This includes information which is shared amongst participants. **Say** that the information will not be shared without the permission of the participants.



There are a few situations where confidentiality might be breached and in these instances you must consult with your supervisor. This includes:

When a participant threatens to harm themselves or others;

In cases involving minors, survivors with disabilities and a non-offending caregiver must be involved;





Where mandatory reporting policies exist. Emphasize that this doesn't always mean that the authorities will be involved but a supervisor will be contacted.



**Say** that it is important to consider the following questions when facilitating discussions. **Show slide 65. Ask** participants to form small groups and brainstorm potential responses and actions to the following questions:

- How identifying information gathered during the programme will be used and protected.
- How information disclosed during the training, such as personal stories, examples, and general discussion among participants will be used, shared and protected.
- On what grounds confidentiality may be breached (e.g. in the case on mandatory reporting when working with children and families/caregivers).
- Can items be left in the space when the programme is not in session? Can facilitators keep supplies in a safe location if this is not an option?
- Can the space be locked when not in use?
- What procedures need to be put in place to ensure that the space remains safe and confidentiality is ensured?

<sup>16</sup> GBV AoR (2017). The Interagency Gender-Based Violence Case Management Training, Facilitator's Guide.

-  **Ask** each group to present back just one question, going around the room until all have been discussed.
-  Remaining in small groups, refer to  **Participants workbook Module 2** and assign scenarios from **annex 12: Confidentiality Role-play Scenarios**. Participants should discuss for 15 minutes and create a two minute role to be presented back to the group.
-  **Conclude** the session by restating the definition of confidentiality and the importance of keeping information within the session (except for instances where it will have to be breached) to create a safe and welcoming environment for participants.



# TOPIC 3.11

## ROLES AND BOUNDARIES<sup>17</sup>

🕒 45 MINUTES



### MATERIALS AND PREPARATION

Flipchart paper and colour pencils



**Show slide 54** and introduce the topic on roles and boundaries.



**Divide** participants into five groups. **Explain** that the purpose of this activity is to give participants time to reflect on what they think their role and responsibilities as facilitators towards program participants.



**Ask** them to think about the various programme participants and what they think their roles and responsibilities are. Assign each group to one of the following and ask them to draw that participant in the middle of a flip chart paper.

**CAREGIVERS**

**COMMUNITY LEADERS**

**RELIGIOUS LEADERS**

**ADOLESCENT BOYS**

**ADOLESCENT GIRLS**



**Give** groups 30 minutes to create a poster outlining all the roles and responsibilities to this participant. They should also note what their role is **NOT**. Once finished, ask the groups to present their posters to the wider group.



**Explain** that facilitators should not conflate their roles and skills as practitioners with psychologists and therefore should NEVER counsel children, ask about their personal experiences or discuss their details with others. Even if facilitators have the academic and professional capacity as case workers or counsellors, they should not take on this role when acting as facilitators of the programme.

<sup>17</sup> IRC, 'Girl Shine,' 2017.

# TOPIC 3.12

## PREPARATION AND LOGISTICS

🕒 30 MINUTES



### MATERIALS AND PREPARATION

Flipchart paper, markers, annex 13: Facilitator Preparation Checklist



**Show slide 67** and introduce the topic on preparation and logistics.



**Explain** to the participants that one of the key responsibilities of facilitators is to be prepared before each session. This session on preparation and logistics is the second last session before we will move into the practical modules on how to implement each tool in the ENGAGE toolkit. You will need to be prepared every time you facilitate a session by taking certain steps before, during and after each session.



**Divide** the participants into groups of 3 and ask them to brainstorm key steps that they should do before, during and after each session that they will facilitate. Give them 10 minutes.



**Refer** participants to [Participants workbook Module 2](#) to find copies of **annex 13: Facilitator Preparation Checklist** and **ask** participants to go around the room and each read one tip.



**Ask** participants if anything is missing from the checklist that they discussed in their small group brainstorm.



**Explain** that the job of a facilitator is not over when the session finishes. Regular debriefing with your facilitation team, other facilitation teams working with different groups, and your supervisor is key to the successful implementation of the programme. Taking time to process and discuss challenges and plan carefully how you will deal with them in the next session will make a big difference.

# TOPIC 3.13

## MANAGING SAFETY AND PROTECTION ISSUES<sup>18</sup>

🕒 60 MINUTES



### MATERIALS AND PREPARATION

Flipchart and markers, Service Provider Mapping and Referral Pathway, if available in your area, annex 14: Referral Role-play Scenarios



**Show slide 68** and introduce the topic on managing safety and protection issues.



**Ask** participants for examples of safety and protection issues that might arise during sessions – for example, participants reactions to the discussions or disclosure in the group.



After you have generated a list, **ask** for suggestions of how these risks can be avoided.



**Tell** participants that safety issues have been considered, but there might be instances when safety and protection issues arise, either an incident during the session, or disclosure of harm or vulnerabilities.



**Ask** participants to brainstorm services which are available in your area which programme participants can access. This list could include health care facilities, case management, GBV and child protection services, skill building, etc. **Write** these services on a flipchart.



**Ask** participants to think about when and where they should refer a participant. **Say** that participants should be referred according to the refer pathways available in their area.



**Say:** Informed assent/consent should always be obtained from the individual. **Explain** that informed consent refers to the giving of approval after careful consideration. In order to give informed consent, the individual concerned must have all adequate relevant facts at the time consent is given and must be able to evaluate and understand the consequences of an action.



As a general principle, permission to proceed with providing assistance is sought from both the child and their caregiver (e.g. parent) unless it is deemed inappropriate to involve the caregiver. Permission to proceed with specialized services and other care and treatment actions is sought by obtaining 'informed consent' from caregivers of older children and/or 'informed assent' from younger children.

<sup>18</sup> Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p. 122 and IRC, 'Girl Shine,' 2017.



**Show slide 69.** Informed consent and informed assent are similar, but not exactly the same.

- Informed consent is the voluntary agreement of an individual who has the legal capacity to give consent. To provide “informed consent” the individual must have the capacity and maturity to know about and understand the services being offered and be legally able to give their consent.
- Informed assent is the expressed willingness to participate in services.



**Show slide 70 and 71.** Examples of instances where a participant should be referred to specialized services include:

- Child who is married and is below 15 (with and without children)
- Child who is married and exposed to an additional protection risk or concern (including disability, neglect and no outside support)
- Child at risk for committing suicide because of forced marriage
- Child who was raped and forced to marry perpetrator
- Unaccompanied or separated child spouse
- Child engaged to be married and marriage in imminent
- Child is married to another child
- When you have difficulty maintaining real contact with the person
- When a person hints or talks openly of suicide
- When a person hints or talks openly about harming others
- When a person presents imaginary or real ideas or details of persecution
- When you become aware of child abuse or any criminal activity
- When you see persistent physical symptoms developing
- Common physical problem includes flashbacks, problems sleeping, headaches, extreme reactions to loud noises
- When you become aware of dependency on alcohol or drugs
- When you see the person engaging in risky behaviour (showing carelessness towards one self/others)
- When emotions or behaviours suddenly change or become persistent, including:

Sadness/ Anxiety

Difficulty  
Concentrating

Isolation


Aggression/  
Self-destructive  
behaviour


Regression in development


Difficulty trusting others

Lack of interest in school/  
previous activities





 **Divide** participants into four groups and give each group a scenario below and explain that they must list the places that they know of (not hypothetical places) for adults and adolescent boys and girls. If those services don't exist, ask them to think about what steps they need to take to learn more about the services in the area.



 **Ask** the participants to come up with a role-play from the point of view of the facilitator. Give participants 5 minutes to create the role play and each group 5 minutes to present to the plenary.

 In the larger group, ask the questions below.

- Did each facilitator have all of the information on the services that exist in the community that participants can access? If not, what are the next steps to make sure each facilitator has this information and is prepared if and when participants ask?
- What strategies could be suggested that will enable the participants to reach these services.

 Conclude by telling participants that they should always discuss safety issues or concerns with their supervisors.

 **Explain** to participants that this session concludes Module 2: Facilitation Skills and Considerations. The next Module is Implementation of Service Delivery Components, and is targeted at facilitators, case workers and supervisors who will be responsible for the delivery of response activities.

 **Refer** participants to the Module 2 Post Test found in their  **Participants workbook**, and allow 20 minutes to complete.

# ANNEXES



<b>ANNEX</b>	<b>TITLE</b>	<b>SESSION</b>	<b>TOPIC</b>	<b>PAGE</b>
<b>1</b>	Pre Test Module 2	<b>1</b>	<b>1</b>	<b>48</b>
<b>2</b>	Code of Conduct Key Definitions Race	<b>1</b>	<b>1</b>	<b>51</b>
<b>3</b>	Self-Care and Lifestyle Balance Inventory	<b>2</b>	<b>1</b>	<b>53</b>
<b>4</b>	Top Tips for Staying Well at Work	<b>2</b>	<b>1</b>	<b>54</b>
<b>5</b>	Questions for Group Work on Power Dynamics	<b>3</b>	<b>4</b>	<b>55</b>
<b>6</b>	Handout on Fostering Participation	<b>3</b>	<b>5</b>	<b>56</b>
<b>7</b>	Geometric Shapes	<b>3</b>	<b>6</b>	<b>59</b>
<b>8</b>	Types of Questions	<b>3</b>	<b>6.2</b>	<b>60</b>
<b>9</b>	GBViE Key Actions – Women and Girls Safe Spaces	<b>3</b>	<b>7</b>	<b>61</b>
<b>10</b>	Challenging Scenarios in Groups	<b>3</b>	<b>9</b>	<b>61</b>
<b>11</b>	Steps to Manage Sensitive Situations	<b>3</b>	<b>9</b>	<b>63</b>
<b>12</b>	Confidentiality Role-play Scenarios	<b>3</b>	<b>10</b>	<b>65</b>
<b>13</b>	Facilitator Preparation Checklist	<b>3</b>	<b>12</b>	<b>66</b>
<b>14</b>	Referral Role-play Scenarios	<b>3</b>	<b>13</b>	<b>67</b>

## ANNEX 1: PRE TEST MODULE 2

Participants will complete the test in their workbooks and give the completed pages to the facilitator at the start and end of each module. Answers are found as annex 8 in the Implementation Guide.

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### OUT OF 18 POINTS

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1.Explain the principle of Do No Harm. 1 point

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2.Day to day stress is common to all people: True/false 1 point

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3.Explain the difference between adult learners and child learners. 1 point

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4.The best way to facilitate a group discussion is by standing at the front of the room lecturing the participants. True/false 1 point

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5. Facilitators are responsible for managing only the content during the session, not the process. True/False 1 point

---

6. Underline the four stages of group formation. a) meeting, talking, playing, celebrating; b) forming, storming, norming, performing; c) beginning, doing closing, or d) gathering, arguing agreeing, leaving 1 point

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7. List 3 examples of participatory techniques for learning. 3 points

---

8. What are three types of non-verbal cues? 3 points

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9.What is a group agreement? 1 point

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10.Provide two examples when confidentiality might be breached? 2 points

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11.Explain two strategies for managing conflict within group members. 2 points

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12.Why is it critical that facilitators address power dynamics among group members? 1 point

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Score out of 18 \_\_\_\_\_

## ANNEX 2: CODE OF CONDUCT KEY DEFINITIONS RACE



<b>CHILD OR MINOR</b>	a person under the age of 18 (as defined by the Convention of the Rights of the Child).
<b>CHILD SAFEGUARDING</b>	the set of policies, procedures and practice that organizations employ to ensure that it is child safe, including all staff behave appropriately towards children and never abuse the position of trust that comes with their employment.
<b>COMPLAINANT</b>	the person making the complaint, including the alleged survivor of the misconduct or another person who becomes aware of possible misconduct. Staff have an obligation to report any knowledge, suspicions, or concerns of breaches of this Code of Conduct through appropriate channels.
<b>CORRUPTION</b>	abuse of trust, power or position for improper gain (Sida, 2016)
<b>DISCRIMINATION</b>	exclusion of, treatment of, or action against an individual based on social status, race, ethnicity, caste, colour, religion, gender, sexual orientation, age, marital status, national origin, political affiliation or disability.
<b>EXPLOITATION</b>	using one's position of authority, influence or control over resources, to pressure, force or manipulate someone by threatening or coercing them with negative repercussions such as withholding project assistance, not giving due consideration to a staff member's work support requests, etc



<b>FRAUD</b>	an intentional distortion, deceit, trickery, and perversion of truth or breach of confidence, relating to a financial, material, or human resources, assets, services and/or transactions, generally for the purpose of personal gain or benefit.
<b>INFORMED CONSENT</b>	permission given with reasonable knowledge of the risks involved, potential consequences and available alternatives.
<b>MISCONDUCT</b>	any breach by staff of applicable national or international law as well as contraventions of internal rules or policies including the Code of Conduct, regulations or other instructions issued by the relevant manager or authority including contextualised security provisions and sexual harassment policies.
<b>PROTECTION</b>	ensuring that individual basic human rights, welfare and physical security are recognized, safeguarded and protected in accordance with international standards.
<b>SEXUAL ABUSE</b>	the actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions
<b>SEXUAL EXPLOITATION</b>	any actual or attempted abuse of a position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, sexually or politically from the sexual exploitation of another





## SELF CARE AND LIFESTYLE BALANCE INVENTORY

Source: Headington Institute

Please note: this scale is not a clinical diagnostic instrument and is provided for educational purposes. It merely examines some of the more effective physical, psychological and spiritual methods of staying balanced and preventing burnout. If you have any concerns about your state of emotional health, you should consult with a mental health professional.

**INSTRUCTIONS:** In a typical month, how often has the following been true for you?  
For each question, write the number that best fits your experience on the line before the question.

0 | Almost never    1 | Seldom    2 | Sometimes    3 | Often    4 | Almost always

- |  |  |
|--|--|
| _____ 1. I have at least one full day off work each week.  | _____ 15. I do something I find creative or expressive.  |
| _____ 2. I take some time for myself to be quiet, think, meditate, write and/or pray.  | _____ 16. I feel I have the training and skills I need to do my job well.  |
| _____ 3. I work no more than eight hours a day when not on deployment.   | _____ 17. I stand up for myself, saying "no" when I need to.   |
| _____ 4. I exercise for at least 25 minutes five days a week.  | _____ 18. At work I take a brief break every two hours & switch tasks regularly.   |
| _____ 5. I do something I find fun (e.g., play a game, go to a movie, read a book etc).  | _____ 19. I spend time with trusted others who are part of a community of meaning and purpose (e.g. church group, community volunteers, work colleagues, book group) |
| _____ 6. I practice muscle relaxation, yoga, stretching, meditation or slow-breathing.   | _____ 20. I feel good about my ability to communicate with others.   |
| _____ 7. I share how I am feeling with at least one friend or my partner.  | _____ 21. I spend my time and energy doing what is really important to me in life.   |
| _____ 8. I get 7-8 hours of sleep a night.   | _____ 22. I believe in my ability to accomplish goals, even when I encounter difficulties  |
| _____ 9. I am careful to eat a balanced diet.  | _____ 23. I set realistic goals for my life and work towards them  |
| _____ 10. I drink more than 1-2 alcoholic drinks.<br>(0) most days   (1) several times a week   (2) once a week   (3) once a month   (4) never | _____ 24. I take good vacations.   |
| _____ 11. On balance I have more positive emotional experiences than negative.   | _____ 25. I am able to let go of mistakes I have made.   |
| _____ 12. At the end of the day I can leave the pressures of work behind.  | _____ 26. I am able to manage conflict constructively.   |
| _____ 13. I slow down when I am becoming tired, run-down and vulnerable to illness.  | _____ 27. I am able to let go of grudges.  |
| _____ 14. There are people who care about me that I trust, to whom I can talk if I want.   | _____ 28. I smoke or use other recreational drugs.<br>(0) most days   (1) several times a week   (2) once a week   (3) once a month   (4) never                      |

**TOTAL SCORE:** \_\_\_\_\_

## ANNEX 4: TOP TIPS FOR STAYING WELL AT WORK<sup>19</sup>

### Top tips for staying well at work

Taking action, however small, can improve your life at work or prevent stress developing in the first place.

You may be free to do some things without reference to anyone else, but some things you will need to negotiate, formally or informally, with colleagues or managers.

- Develop good relationships with colleagues so you can build up a network of support.
- Talk to someone you trust, at work or outside, about what upsets you or makes you feel stressed.
- Say if you need help.
- Be assertive – say no if you can't take on extra demands.
- Be realistic – you don't have to be perfect all the time.
- If everything starts to feel overwhelming, take a deep breath. Try and get away from your desk or situation for a few minutes.
- Write a list of what needs to be done; it only takes a few minutes and can help you to prioritise, focus and get things in perspective. It can also feel satisfying to tick items off once they have been done.
- Try and take a walk or get some fresh air during the day. Exercise and daylight are good for your mental health as well as physical health.
- Work regular hours and try to take the breaks and holidays you're entitled to. If things are getting too much, book a day off or a long weekend.

<sup>19</sup> [https://mind.org.uk/media-a/5760/mind-guide-for-employees-wellness-action-plans\\_final.pdf](https://mind.org.uk/media-a/5760/mind-guide-for-employees-wellness-action-plans_final.pdf)

## ANNEX 5: QUESTIONS FOR GROUP WORK ON POWER DYNAMICS

### GROUP 1

#### Dynamic between facilitator and group members

1. Thinking about group situations you have participated in, in what different ways can power manifest itself between a facilitator and group members?
2. What are the consequences for participation and for the learning process when top-down power relations pre-dominate between facilitator and participants?
3. As facilitators, what can we do to promote horizontal or equal relationships between ourselves and group members in group discussions?
4. What kinds of power dynamics might be present in a group made up of a male facilitator and group of adolescent boys and girls?

### GROUP 3

#### Dynamics between group members

1. Thinking about different group situations you have participated in, in what ways might power manifest between group members?
2. What are the consequences for participation when top-down or unequal power relations exist between group members?
3. As facilitators, what can we do when some group members dominate and use power in ways that stop others from participating and negatively affect the discussion process?
4. What kinds of power dynamics might be present in a group made up of a single sex groups of caregivers in a session with their adolescent children?

### GROUP 2

#### Dynamic between facilitator and group members

1. Thinking about group situations you have participated in, in what different ways can power manifest itself between a discussion leader and group members?
2. What are the consequences for participation and for the learning process when top-down power relations pre-dominate between facilitator and participants?
3. As facilitators, what can we do to promote horizontal or equal relationships between ourselves and group members in group discussions?
4. What kinds of power dynamics might be present in a group made up of a facilitator and group of religious leaders?

### GROUP 4

#### Dynamics between group members

1. Thinking about different group situations you have participated in, in what ways might power manifest between group members?
2. What are the consequences for participation when top-down or unequal power relations exist between group members?
3. As facilitators, what can we do when some group members dominate and use power in ways that stop others from participating and negatively affect the discussion process?
4. What kinds of power dynamics might be present in a group made up of a community leaders and community members (mixed sex)?

# ANNEX 6: HANDOUT ON FOSTERING PARTICIPATION<sup>20</sup>

## COMMON BARRIERS TO PARTICIPATION

### Factors related to the facilitator can include the following:

- dominating or talking too much
- addressing questions to just a few people or the same people all the time
- not addressing all group members or encouraging everyone to speak
- paying more attention to more talkative, dominant or powerful group members

### Factors related to the environment can include the following:

- distractions
- physical discomfort (including temperature)
- lack of privacy or confidentiality

### Factors related to individual participants can include the following:

- preoccupations or problems outside the group
- incomplete understanding
- not feeling psychologically safe

### Factors related to group dynamics can include the following:

- socially uncomfortable power relations
- lack of acceptance for different opinions
- lack of trust
- failure to establish group norms

### Simple strategies for encouraging participation

- Use group rules or norms or agreement and pressure from other members
- Encourage quiet or shy group members to speak; use body language and solicit information from quieter members
- Suggest role plays that will draw out quieter members
- Congratulate quiet people when they do speak
- Use tact and humour to move on when people are speaking too much
- Use participatory techniques

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<sup>20</sup> Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p. 88-90.



### PARTICIPATORY TECHNIQUES<sup>21</sup>

**Brainstorming** is a quick listing of first thoughts and reactions to an idea. If group members are literate, have a large sheet of paper and marker ready to note these down. Encourage spontaneity. Brainstorming is useful at the beginning of a session to initiate thoughts that will later be worked out more fully by group members.

**Small group discussion** involves people examining an issue together. Set a time limit. The facilitator may choose to sit in on groups or not. Encourage people to respect one another and to stay with the discussion topic. Small group discussions are useful for further exploration of identified issues, practical decision-making, action planning or full discussion.

**Go-round** is a process in which everyone takes a turn to speak on a subject without interruption or comment from other people. Go-rounds are useful for equalizing participation and giving everyone space to express an opinion. People should be allowed to 'pass' so that no-one feels put on the spot. If some participants pass all of the time, find a time to check in with them about how they are feeling in the group. To keep a go-round focused, clearly state its purpose. Set time limits if necessary.

**Fish bowl** is a seating arrangement where half the group sits in a circle and works together on something, while the other half sit outside the circle, observing. The fish bowl is useful for listening, resolving conflict, discussion, observation and supervision exercises. Some people might find this method threatening. It should be used carefully and with groups that are ready for it.

**Large group discussions** are useful for general discussion, airing views, giving information, seeking proposals, agreeing on plans, generating energy, building trust and exploring expectations and hopes. Encourage maximum participation. Make sure everyone has an opportunity to contribute.

**Simulations** are exercises in which people complete a task and then discuss how they did it, what went well and what they need to improve. An observer may be used to provide an objective perspective. A facilitator can design a specific exercise or use predesigned exercises. The purpose of simulation is to have a common group experience which is then analysed according to the developmental needs of the group.

**Case studies** involve the facilitator providing the details of a real situation and asking group members to discuss relevant aspects of the situation. This is a useful method for getting people to concentrate on a real situation and to draw out true feelings about difficult topics. The facilitator must ensure that no identifying details are included and that confidentiality is maintained at all times.

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<sup>21</sup> Seeds for Change, 'Resources for grassroots activists,' [www.seedsforchange.org.uk](http://www.seedsforchange.org.uk).

**Role reversal** is an exercise in which the main actor takes on the role of another person in a scenario. For example, a group member may play the part of her or his mother and tell another participant that she will not be able to attend an important family event. Role reversal helps the actor to experience an event or issue from another perspective. The exercise can broaden perspectives and deepen understanding.

**Skills practice** gives individuals the opportunity to use a newly acquired skill and get feedback from the group or from another individual on their performance. This can be done in small groups or in pairs. For example, the skill might be saying 'no' to a request.

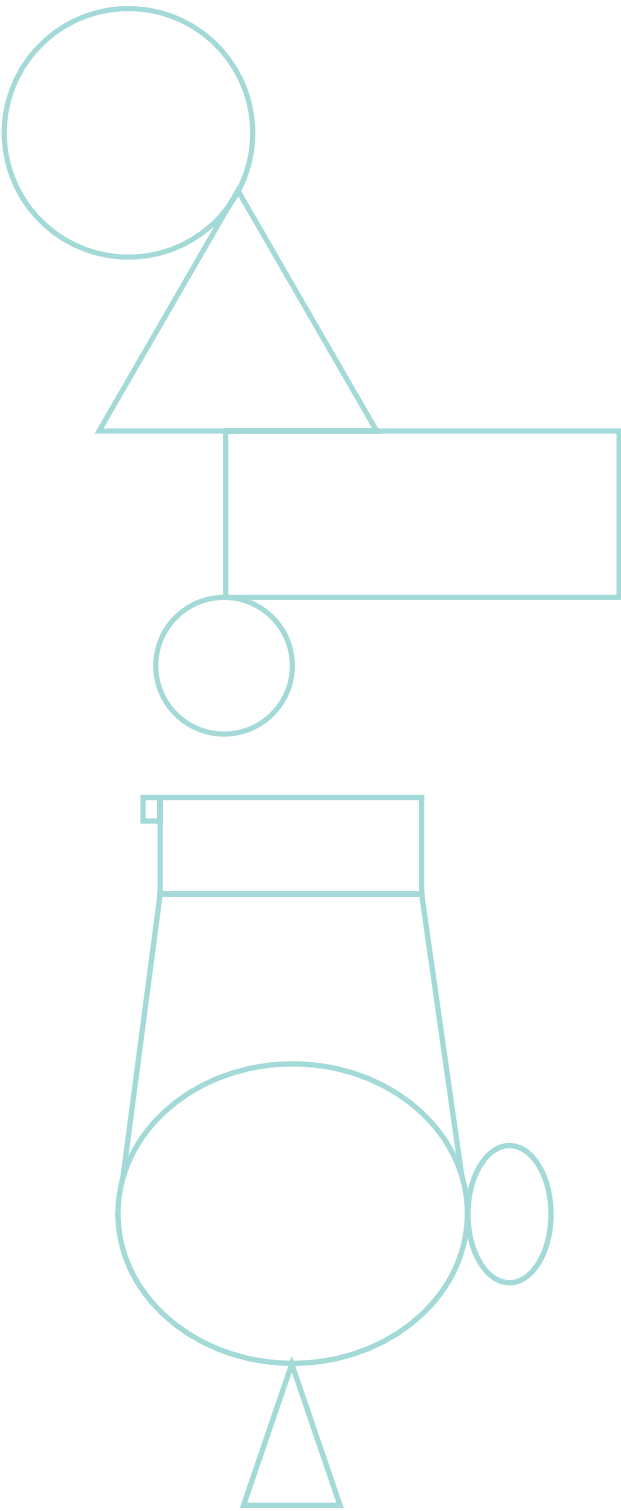
**Drawings, photographs and other images** provide information or record the group's activities and achievements. They can be used to tell personal and group histories or may be part of an evaluation.

**Drawing** can be good fun. It releases creativity and allows people to express themselves in a way other than through words. Ask people to describe their drawings to other group members. Drawing can help participants explore hopes, expectations, fears, the present situation or their fantasies and can be part of an evaluation.

**Poems, songs and stories** can be used in groups to illustrate an experience, to explore hopes and dreams, or for creative expression.

**Dramas and sketches** are powerful tools for learning, change and expression. They can be used to explore and then express insights and new understandings.

ANNEX 7 – GEOMETRIC SHAPES



## ANNEX 8: TYPES OF QUESTIONS

<b>QUESTIONS THAT START A DISCUSSION</b>	<ul style="list-style-type: none"> <li>• What experiences have you or people you know had with this issue?</li> <li>• How is this issue viewed in the community or organization?</li> <li>• Why do you think it's viewed like this?</li> <li>• How does it affect you?</li> </ul>
<b>QUESTIONS THAT ENCOURAGE THE EX-PRESSION OF A DIVERSITY OF VIEWS</b>	<ul style="list-style-type: none"> <li>• What do you find most persuasive about that point of view?</li> <li>• Does anyone have a different view?</li> <li>• Does anyone want to add to or support or challenge that point?</li> <li>• Could you give us an example to illustrate that point?</li> <li>• What do people who disagree with that view say?</li> <li>• What would be a strong case against what you just said?</li> <li>• What is it about that position that you just can't live with?</li> <li>• How might others see the issue?</li> </ul>
<b>QUESTIONS ABOUT VALUES</b>	<ul style="list-style-type: none"> <li>• What are the most important concerns that underlie your views?</li> <li>• Could you help us understand the reasons behind your opinion?</li> <li>• What do you think people who hold that opinion care deeply about?</li> <li>• What experiences or beliefs might lead people to hold that view?</li> <li>• Are there any common values or concerns here in spite of different opinions on how to deal with them?</li> <li>• What motivates that choice?</li> </ul>
<b>QUESTIONS THAT PROMOTE DELIBERATION</b>	<ul style="list-style-type: none"> <li>• What might be the consequences of that choice?</li> <li>• What would you do and why?</li> <li>• How might others see the issues?</li> <li>• Supposing you can't have everything, what would you choose?</li> </ul>
<b>QUESTIONS THAT SUM UP</b>	<ul style="list-style-type: none"> <li>• What seems to be the key point here?</li> <li>• Are there any points on which most of us would agree?</li> <li>• What is the crux of your disagreement?</li> <li>• What have you learned about this issue?</li> <li>• Did any common concerns emerge?</li> <li>• In what ways do you see the issue differently as a result of considering others' views?</li> </ul>
<b>QUESTIONS THAT LEAD TOWARDS NEXT STEPS</b>	<ul style="list-style-type: none"> <li>• With what approach would most of this group agree?</li> <li>• What is already being done to deal with this issue?</li> <li>• What are some first steps in dealing with this issue?</li> <li>• What might we do about this issue?</li> </ul>



## ANNEX 9: GBVIE KEY ACTIONS – WOMEN AND GIRLS SAFE SPACES

KEY ACTIONS 	Women's and Girls' Safe Spaces		
	Preparedness	Response	Recovery
Conduct an assessment with women and adolescent girls prior to establishing the WGSS to gather basic information on the feasibility of establishing and supporting it, and about their needs, preferences and constraints related to access to, and participation in, safe space programming. <sup>207</sup>			
<ul style="list-style-type: none"> <li>Map informal meeting places and networks with women and girls to identify an existing or new location to establish a safe space, and validate with a wider participatory assessment.</li> <li>Engage with women's groups and civil society to identify existing WGSS.</li> <li>Partner with local women's organizations to establish WGSS in new areas hosting displaced women and girls.</li> </ul>	✓	✓	✓
Consult regularly with women, girls and other community members to understand key security risks in the community, and types of community support systems that existed for women and girls before the crisis.	✓	✓	✓
Engage regularly with women, girls, men and boys from the affected community to explain WGSS activities, facilitate community acceptance and address barriers to women's and girls' attendance.	✓	✓	✓
Coordinate with child protection partners to determine the most appropriate model for facilitating adolescent girls' access to safe spaces.		✓	
Ensure the WGSS is safe, accessible, and has adequate water and sanitation facilities, including by considering the surrounding area, lighting and potential threats. Provide childcare to facilitate participation by mothers.	✓	✓	✓
Establish and train staff on available GBV response services and the referral system to support access to multisectoral services.			
Develop mobile teams and/or outreach activities for those who cannot reach the WGSS.	✓	✓	✓
Train all staff on WGSS principles and concepts.	✓	✓	✓
Hire at least three female staff <sup>208</sup> and female community volunteers to operate the safe space. Train WGSS female staff and volunteers on GBV Guiding Principles and other relevant principles, policies and procedures, including a code of conduct.	✓	✓	✓
Establish advisory groups to support women's and girls' leadership and accountability, and WGSS sustainability.		✓	✓
Train the WGSS advisory groups to facilitate activities and progressively assume responsibilities for the WGSS.		✓	✓
Provide partner organizations and women and girls attending the WGSS with ongoing educational opportunities.		✓	✓
Properly secure case files (if case management is provided through the WGSS), documentation of services and client data kept at the WGSS (see Standard 14: Collection and Use of Survivor Data).	✓	✓	✓
Provide regular staff supervision, self-care activities and safety monitoring, and adapt programming as needed.	✓	✓	✓
Organize and distribute dignity kits through the WGSS (see Standard 11: Dignity Kits, Cash and Voucher Assistance).		✓	
Assess potential partnerships and collaborations to complement safe space programming with other services such as livelihoods or education programmes.	✓	✓	✓
Develop an exit strategy in consultation with women, adolescent girls, and female and male community leaders to minimize harm if the safe space needs to close. <sup>209</sup>		✓	✓

### ANNEX 10: CHALLENGING SCENARIOS IN GROUPS

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In a discussion with a group of adolescents (boys or girls), one of the adolescents tells the group that girls who have sex before marriage are dirty and should be punished.

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In a discussion with religious leaders, one of the group members states that girls are ready for marriage as soon as they hit puberty. This is part of our religion.

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In a discussion with community members, one of the group members says that if a girl has experienced sexual assault/rape, it is her fault. The only solution is that she should get married to protect the family's honour.

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In a discussion with caregivers, one parent insists that adolescents should do what their parents say, it is part of our culture that children are obedient. If I decide my daughter should get married, she has to do what I say. Besides, I got married when I was 15 and I have a good life.

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## ANNEX 11: STEPS TO MANAGE SENSITIVE SITUATIONS<sup>22</sup>

### STEP 1

#### Ask for clarification / Learn why they have that opinion

- Summarize back the statement or comment
- Say:

“Thank you for sharing your opinion with us. Can you tell us why you feel that way?”

“So, it sounds like you are saying...is that correct?”

### STEP 2

#### Seek an alternative opinion / Involve others

- Send the question back to the group using an open method. For example:

“What do the rest of you think of that phrase (or this attitude)?”

“To me that sentence sounds like victim-blaming (for example). What do the rest of you think?”

### STEP 3

#### If nobody offers an alternative opinion, provide one

- “I know that a lot of people would never agree with that statement. Many of the men and women I know feel that the rapist is the only person to blame for a rape and that we all have a responsibility to respect other people’s right to say “no” to sexual activity.”

### STEP 4

#### Connect back to the programme objectives

- Remember that these views and harmful beliefs are the reason that the programme exists! When a harmful comment is expressed, use it as an opportunity to reinforce the key concepts of the programme. For example:
- “How do you think this idea come about? Who taught us these ideas?”
- “How does this idea relate to what we are taught about being a man and what we have been taught about women?”
- “How does this idea reinforce power and privilege of men?”
- “Are these ideas harmful to the safety of women and girls?”

<sup>22</sup> Adapted from International Rescue Committee, ‘Engaging Men through Accountable Practice Implementation Guide.’

### STEP 5

#### **Offer facts that support a different point of view and emphasize a helpful perspective**

- Sometimes there are laws that can support a position but the law may not be recognized within the country or community. If you are going to reference a law, please ensure it is recognized in the community.

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**“The law says that every person has right to say “no” to sex, and the rapist is the only person to be blamed. I agree with this and as a man, I think it is important that we respect a woman’s choice to make her own decisions about sex. It does not matter what a woman wears or does, she has the right not to be raped.”**

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Please note that it is very unlikely that the participant will openly change his opinion even after you use these five steps to address the statement. But by challenging the statement, you have provided an alternative point of view that the participant may consider and hopefully adopt later. You have also demonstrated accountability to women and girls and offered a different leadership model.



## ANNEX 12: CONFIDENTIALITY ROLE-PLAY SCENARIOS

### GROUP 1

A caregiver has told you that her son is married (he's 18) but got married at 14 after pressure from the parents. Do you share the information with another facilitator?

### GROUP 2

An adolescent girl who is 13 has disclosed that her parents are denying her resources and neglecting her by not allowing her to take meals for days at a time. Is this information shared with others?

### GROUP 3

A community leader who is part of a community-based protection group has told the training group that he heard about a girl who is imminently about to get married to an elder. What do you say and do?

### GROUP 4

An adolescent boy doesn't want to take his learning journal home because it's private and he doesn't want his parents to find it. What do you tell him?

# ANNEX 13: FACILITATOR PREPARATION CHECKLIST

### BEFORE EACH SESSION:

- ☐ Reflect on the previous discussion, and any topics that participants struggled with or wanted to come back to.
- ☐ Remember any challenging moments you faced as a facilitator during that previous discussion.
- ☐ Think back as to whether there were any issues with the space, seating or anything else about the logistics of the past week's discussion.
- ☐ Prepare for the weekly session with your co-facilitator by reviewing the session content and gathering any materials or photocopies required.
- ☐ Identify any areas that you are not sure about to ask for clarification or brainstorm during the weekly meeting with your co-facilitator and supervisor.
- ☐ Identify any areas that may require input or content from the other groups. Ensure you are clear on these, understand them, and go over them again during the weekly meeting.
- ☐ Adapt the activities to the audience in terms of literacy, space, and any other constraint.
- ☐ Set up the room according to the week's activities.

### DURING EACH SESSION:

- ☐ Fill out the weekly attendance sheet.
- ☐ Keep track of time.
- ☐ Take note of any activities or topics that were challenging or difficult.

### AFTER EACH SESSION:

- ☐ Write up and identify activities that were challenging for participants and discuss and take note with your co-facilitator or supervisor strategies to address those moments.
- ☐ Write up moments that were challenging for you as a facilitator.
- ☐ Fill out required reporting forms.

## ANNEX 14: ROLE-PLAY SCENARIOS

### GROUP 1

A 15 year old adolescent girl has disclosed to the facilitator that she is often abused by her husband. What do you do?

### GROUP 2

A caregiver says she is very unhappy in her marriage and doesn't like her husband. What do you tell her?

### GROUP 3

A religious leader casually mentions to you that he supports marriage for children as young as 15. In fact, there will be a wedding in three days for a girl and her elderly relative. What do you do?

### GROUP 4

An adolescent boy who is 18 has disclosed that he is exceptionally unhappy, so much that he often thinks about hurting himself so he won't continue to be unhappy. What do you say and do?



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