



MODULE 2

FACILITATION SKILLS AND CONSIDERATIONS



TRAINING PARTICIPANTS WORKBOOK



ENGAGE PARTICIPANT'S WORKBOOK

Before implementing the activities in this toolkit, as facilitators and caseworkers, you will participate in an initial training to gain an in-depth overview of the activities and tools to support implementation, monitoring and evaluation.

The purpose of this series of workbooks is to provide a useful tool for you to use throughout the ENGAGE training modules. The 4 workbooks complement the training resources (PowerPoint slides) and capture key learning outcomes to help you to easily follow content throughout the training. The handouts and other key resources are also found in the workbook, so be sure to keep it close by and bring your book to every session!

There are 4 modules that can be completed, depending on your existing capacity and role within the GBV team (service delivery or community outreach). This includes:

MODULE	TRAINING TOPIC	DAYS	TARGET AUDIENCE
1	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.

2	Facilitation Skills and Considerations*	4.5	All staff, as above
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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.

3	Implementation of Service Delivery Components	4.5	All facilitators of the life skills and focused care tools, caseworkers and supervisors
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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.

MODULE	TRAINING TOPIC	DAYS	TARGET AUDIENCE
4	Implementation of Community Outreach Components	6.5	Facilitators of community outreach components, programme managers

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.

***OPTIONAL**

Remember to actively use the workbooks throughout the training. This will help you keep up with the different sessions, plus provide a useful resource to refer to after the training is complete.

NAME:

DATE:

MODULE 3: FACILITATION SKILLS AND CONSIDERATIONS

TARGET AUDIENCE: All facilitators of the CEFM toolkit, including community outreach workers, life skills facilitators and caseworkers.

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

SESSION	TOPIC	TIME REQUIRED
	3.6.3 Practicing communication skills	60 min
	3.7 Creating a safe and respectful space	60 min
	3.8 Managing conflict	60 min
	3.9 Overcoming challenges and working with sensitive topics	90 min
	3.10 Confidentiality	60 min
	3.11 Roles and boundaries	45 min
	3.12 Preparation and logistics	30 mins
	3.13 Managing safety and protection issues	60 min

MODULE 2 PRE TEST – TOTAL 25 POINTS

NAME:

DATE:

OUT OF 18 POINTS

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

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

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

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

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

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

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

9.What is a group agreement? 1 point

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

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

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

SCORE OUT OF 18

Please tear this test out of your workbook when complete and give it to the facilitator of the training.
You will confidentially receive your pre and post test score after the training.

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DO NO HARM (90 MINUTES)¹



LEARNING OBJECTIVES:

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



TOPICS

1.1 Do No Harm



RESOURCES

- Pre test module 2
- Code of conduct key definitions race

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

DEFINITION OF DO NO HARM

- “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”*
- "Do no harm" is to avoid exposing people to additional risks through our action
- "Do no harm" means taking a step back from an intervention to look at the broader context and mitigate potential negative effects on the social fabric, the economy and the environment.

*The Alliance for Child Protection in Humanitarian Action (2019). Minimum Standards for Child Protection in Humanitarian Action, 2019 Edition.



- As practitioners, we need to recognise the potential negative effects of interventions and the need to take these into consideration.
- By placing an emphasis on taking a step back, the DNH principle encourages actors to think before they act. The aim is to strengthen project design and management methodologies in a way that allows for a better understanding of the negative effects of future projects or programmes
- The desire for quality relationships with beneficiaries is integral to the most common view of DNH.
- Benefits of more effectively taking DNH into consideration include:

□ improved accountability towards beneficiaries,

□ improved relations with beneficiaries,

□ understanding the contexts and community dynamics in which projects take place, and acceptance in an intervention area.

Effective gender-based violence and child protection programme 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.

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.
- Understand the specific needs of the community and the participants attending the sessions.

GROUP WORK: Think of five things which need to be considered when facilitating sessions to your allocated target group, to ensure that the programme does not expose participants to further harm.

MINIMIZING HARM FOR ADOLESCENT GIRLS

- It is especially important to consider the needs of adolescent girls
- 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
- It is the responsibility of the implementing organisation to ensure that the experience of participants is free from any form of abuse or exploitation

CODE OF CONDUCT KEY WORDS

-
- NORWEGIAN CHURCH AID
-
- nca.no

SESSION 2

STAFF AND SELF-CARE²



LEARNING OBJECTIVES:

- Understood the types of traumatic stress and their impact
- Gained awareness of the signs of burnout and vicarious trauma



TOPICS

2.1 Our own physical and psychosocial wellbeing



RESOURCES

- Self-care and lifestyle balance inventory
- Top tips for staying well at work
- Paper
- Pens
- Tape

² GBV AoR (2017). The Interagency Gender-Based Violence Case Management Training, Facilitator's Guide.

TOPIC 2.1: PERSONAL EXPERIENCES AND THEIR IMPACT ON ONE'S OWN PHYSICAL AND PSYCHOSOCIAL WELLBEING

As facilitators you can be faced with high pressure and high stress situations. In order to deliver good 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.

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.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

WHAT IS STRESS?

Stress is a state of psychological and physical arousal that comes about as a result of a threat, challenge, or change in one's environment (Mitchell and Bray, 1990).

DAY-TO-DAY STRESS

Common to all people

Part of every day 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, can lead to burnout

CRITICAL INCIDENT STRESS

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

VICARIOUS TRAUMA

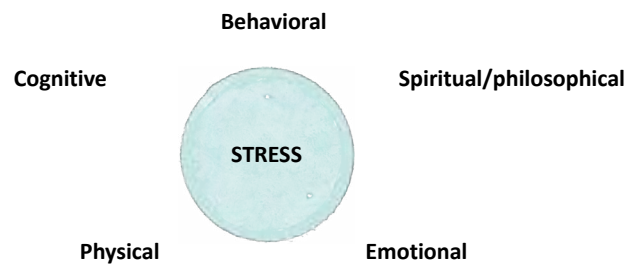
Result of witnessing or learning about others' traumatic experiences that causes a reaction that mirrors that of the survivor



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.

Signs of Stress & Trauma

- There are many different signs of stress, and they manifest in many different ways depending on the characteristic of the person and the stressor
- May be physical, cognitive, emotional, behavioral, or spiritual/philosophical
- May be immediate or may be delayed



In small groups 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.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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:

A	B	C
AWARENESS Be attuned to your needs, limits, emotions and resources. Practice self-acceptance. Look for early signs of secondary stress and trauma so you can focus on self-care to prevent further problems. Develop the habit of “checking yourself.”	BALANCE Maintain a healthy balance among your activities. Balance work, family life, rest and leisure. Remind yourself that you deserve to have a meaningful and enjoyable life outside of work.	CONNECTION Maintain supportive relationships. Establish positive relationships with co-workers, friends and family to elicit support and avoid isolation. Communication with others breaks the silence of unacknowledged pain. Connections can also increase feelings of hope.

[illegible]



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.
(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.
(0) most days (1) several times a week (2) once a week (3) once a month (4) never |

TOTAL SCORE: _____

To put this into the context of our own lives, you will complete a self-care inventory.

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.

Was there 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?

As facilitators, it is important to us to be aware of our own care so we can support program participants as needed when facilitating sessions.

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3 NOISES

FACILITATION SKILLS



LEARNING OBJECTIVES:

- Have discussed participatory processes and be able to apply them when leading group discussions.
- Be able to describe the four stages in the adult learning cycle.
- Be able to describe 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.
- Understood different types of communication skills and effectively use them when facilitating.
- Know the purpose of and process for establishing a group agreement.
- Identify strategies for managing conflict in group discussions.
- Be able to effectively apply confidentiality considerations when facilitating.
- Identified strategies and techniques to manage common group facilitation problems and challenges.
- Be aware of 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.
- Understood the roles and boundaries as a facilitator.

3 Z O I S S E S



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



RESOURCES

- Questions for group work on power dynamics
- Handout on fostering participation
- Geometric shapes
- Types of questions
- GBViE Key Actions – Women and Girls Safe Spaces.
- Challenging scenarios in groups
- Steps to manage sensitive situations
- Confidentiality role-play scenarios
- Facilitator preparation checklist
- Service provider mapping and referral pathway
- Referral role-play scenarios

TOPIC 3.1: WORKING WITH GROUPS OF ADULTS³

Why do you think adults learn differently from children?

SIX PRINCIPLES OF ADULT LEARNING

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal oriented
- Adults are relevancy oriented
- Adults are practical
- Adult learners like to be respected

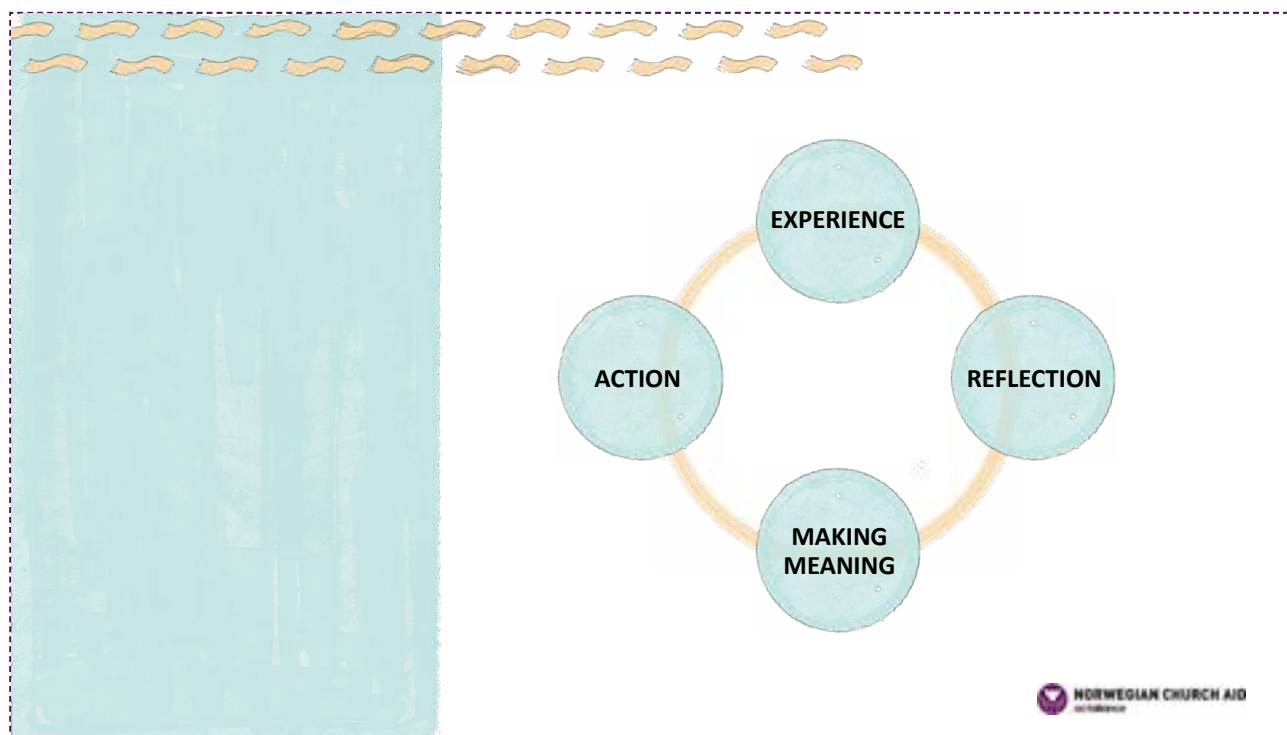
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3 Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p. 75-77.

Think of a learning experience that you have had as an adult and what you did to get the most out of the learning experience. Did you take notes? Did you verbally repeat what they learned to someone else? Did you practice a new skill or behaviour?

Now think of things that adults do that minimize learning, such as looking at their phone or having a nap after lunch.

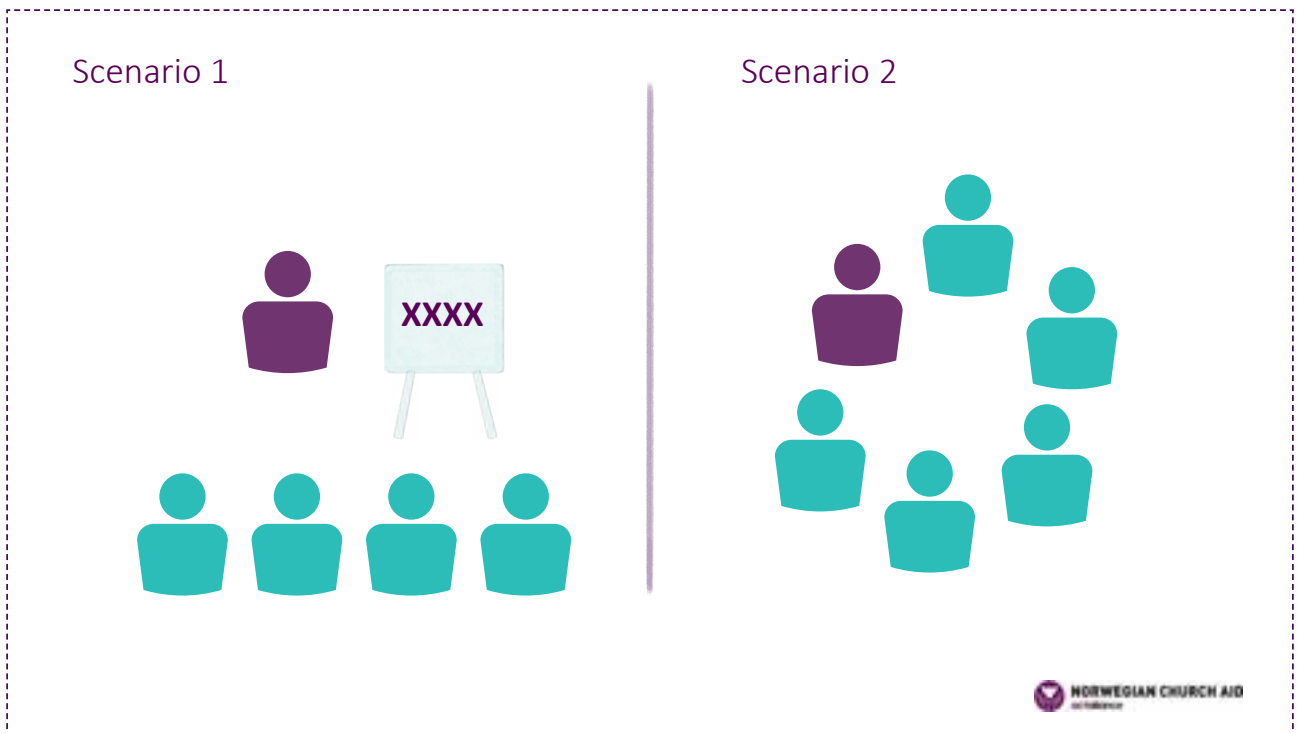
- Adults learn through experience.
- They build up knowledge and skills through their life experiences and they bring them, along with a wide range of backgrounds, learning styles, needs and interests, to group discussions.
- Every group will have a wealth of information, knowledge and skills. The richness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



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.


TOPIC 3.2: FACILITATING PARTICIPATORY PROCESSES⁴

- 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?




⁴ Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p. 37-41

The CEFM programme uses 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.



PARTICIPATORY
APPROACHES

- 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



NORWEGIAN CHURCH AID
no tolerance

We are now going to do a group roleplay to help understand the benefits of a participatory approach. You will be given one of the below roles and you should try to act like how the person would typically act in a group discussion.

The two facilitators will lead a 10 minute discussion with the topic “Child marriage in our community”. Ask whatever questions you want and make sure to stay in your role.

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.

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PRINCIPLES FOR PARTICIPATORY PROCESSES

- Communities and discussion leaders are the experts;
- 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 facilitators and the community, one community with another, and among community members).

TOPIC 3.3: UNDERSTANDING GROUP PROCESSES⁵

There are two parts to the group discussions that we will have with caregivers, adolescents, and religious and community leaders. The first part is 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.

DISCUSS:

?

Is group content or process more important?

?

How does content affect process, and vice versa?

?

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

[illegible]

⁵ Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p. 77- 81.

- 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.

When people come together in groups they often go through specific stages of group development. These stages can affect group dynamics.

Group Activity: put the words ‘storming’, forming’, ‘performing’ and ‘norming’ in the order that you think represents the stages a group moves through. Identify how group members might behave in each stage and what facilitators might do to manage the group dynamics in each stage.

FORMING

- Happens when people first come together.
- Group members are finding out about each other.
- They are usually a bit anxious and uncertain.

NEEDS

Group members need to be comfortable and safe within the group, to know and share information about each other and the purpose of the discussions.

BEHAVIOUR

People are polite, nervous, shy and tend to assess others at this stage. Members try to understand the group 'rules', to determine the group task.

STRATEGIES

- Make all participants feel welcome
- Introduce people to each other
- Help participants become familiar with each other and with the purpose of the group
- Help quieter members feel included and comfortable enough to talk
- Provide information.

STORMING

- Happens when group members feel more comfortable with each other and with the purpose of the group
- They begin to explore different roles and assert themselves
- The more dominant members of the group emerge, while others may stay quiet

NEEDS

Members need to belong and to be secure in the group, to review aims and absorb material.

BEHAVIOUR

Members may be non-cooperative, show resistance to group aims, challenge agreed-upon aims, sabotage group work or challenge the facilitator.

STRATEGIES

- Be assertive about your role
- Help draw out and resolve differences that might disrupt group cohesion
- Clarify group goals and objectives
- Answer questions
- Review group norms providing clarification about the group's purpose
- Manage conflict

NORMING

- A sense of 'community' and shared purpose and expectations emerge

NEEDS

Members need to be independent and recognized and to have self-esteem.

BEHAVIOUR

Group members are flexible and trust each other. They may positively challenge other members. They start to help one another more.

PERFORMING

- The group can achieve its purpose
- Members can engage in problem solving, experimentation and testing of possible solutions

NEEDS

Deeper relationships are established between members, and members need to celebrate achievements.

BEHAVIOUR

- Members get involved in group facilitating; people are able to challenge each other positively.
- We want to move to this stage as quickly as possible because this is where groups can discuss sensitive and challenging issues.

Remember 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 GROUPS⁶

Key words related to power dynamics in relationships:

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 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 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 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)?

⁶ Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p. 81-83.

KEY POINTS ABOUT POWER AND PARTICIPATION IN GROUPS

- To make people feel safe to participate in group discussions, we need to address power relations
- We must recognize the power and authority we hold as facilitators
- 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
- Sometimes power dynamics are difficult to detect, but we can often see them in the way people participate

TOPIC 3.5: FOSTERING PARTICIPATION IN GROUPS⁷

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.

GROUP WORK: Brainstorm a list of barriers that prevent people from participating in group discussions. After you have made the list, choose one factor and make a role play on how as a facilitator you would address or manage this barrier to participation.

⁷ Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p. 83-85.

PARTICIPATION CHECKLIST

- How much talking is done by the group facilitator? By participants?
- Are questions addressed to the whole group or to individuals?
- Do most group members appear interested or bored?
- Are subgroups forming or side conversations taking place?
- Are quiet members being encouraged to contribute and speak?
- Is one person doing most of the talking?

Look at the points below on fostering participation. Read the participatory techniques and think of an example of how you have used these techniques in some of your previous work.

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

PARTICIPATORY TECHNIQUES⁸

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.

⁸ Seeds for Change, 'Resources for grassroots activists,' www.seedsforchange.org.uk.

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.

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.

KEY POINTS ABOUT FOSTERING PARTICIPATION IN GROUPS

- 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

TOPIC 3.6: COMMUNICATION SKILLS

List some examples of different ways people communicate with each other? How do we exchange information? How do we exchange thoughts? How do we exchange feelings?

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.

Four types of messages

VOICE MESSAGES

how we talk, the volume, tone and speed

VERBAL MESSAGES

what we say

BODY MESSAGES

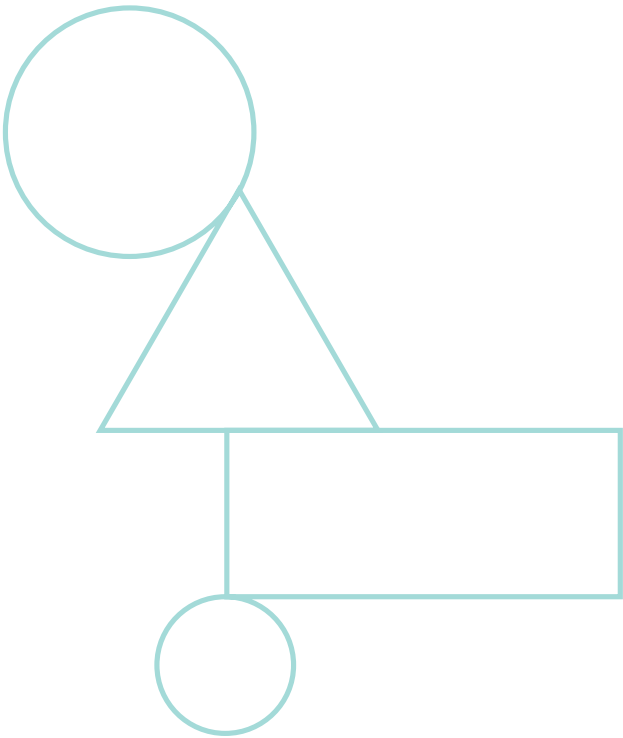
messages we send with our face and other parts of our body, sometimes called 'body language'.

BEHAVIOUR MESSAGES

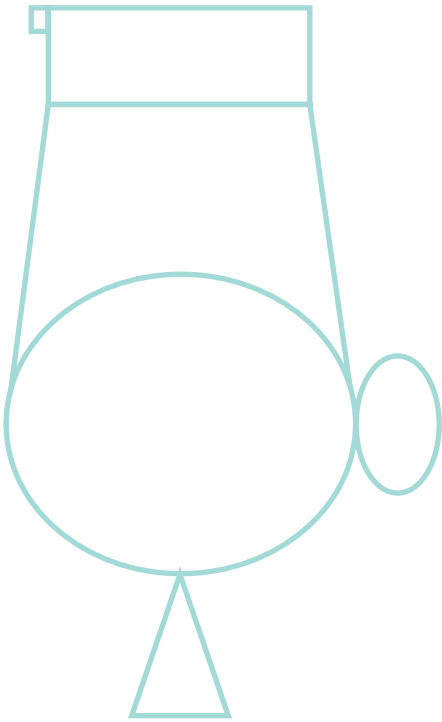
what we do

ACTIVITY: Sit back-to-back with a partner and choose one person as the speaker and the other as the listener. Only the speaker can look at the drawings below:

DRAWING 1



DRAWING 2



KEY POINTS ABOUT COMMUNICATION

- 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.

GROUP ACTIVITY: 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. Discuss:

- 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?

KEY POINTS ABOUT NON-VERBAL COMMUNICATION

- 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

Listening is a skill that we must learn and practice. Some people are naturally good listeners, but most of us have to learn how to do it well.

Think of a person that you do not like talking to and to share the reasons why. Think about the qualities and behaviours of good listeners.

Brainstorm barriers to good listening

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.

Write a list of listening skills that you need to practice. Practice these during this training and also in your personal lives when you have the opportunity.

KEY POINTS ABOUT LISTENING SKILLS

- Active listening means listening and really trying to understand what another person is saying
- It involves the need to suspend our own thought processes, be aware of our bodies and use verbal and non-verbal communication skills, including summarizing
- Active listening is important for group facilitators, but it also helps group members, so we need to model active listening to the group



KEY POINTS ABOUT LISTENING SKILLS, CONTINUED

THE SIGNS OF ACTIVE LISTENING ARE:

- Leaning towards the speaker
- An interested facial expression
- Good eye contact
- Small affirming movements, such as nodding
- Avoiding signs of impatience, such as looking at your watch
- Using verbal cues to draw out the speaker; e.g., "How did you feel about that?"
- Summarizing and restating

TOPIC 3.6.2: ASKING QUESTIONS⁹

Closed and Open Questions

CLOSED QUESTIONS

Require a yes, no or short answer.

Are useful for getting information such as a person's age, who she lives with, etc.

Do not encourage discussion or expression.

OPEN QUESTIONS

Express themselves, their feeling and ideas.

Have no right or wrong answers.



Write an example of each type of question. Think about questions that:
draw out people's knowledge and experiences
help people reflect on their experiences
help people analyse an issue

⁹ Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p.102.

TYPES OF QUESTIONS:

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

TOPIC 3.6.3 PRACTICING COMMUNICATION SKILLS¹⁰

GROUP ACTIVITY: Fishbowl

Write key points that you noticed about practicing verbal and non-verbal communication skills, active listening skills, and effective use of questions.

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¹⁰ Adapted from UNICEF, ‘Communities Care Toolkit Part 4: Facilitating Community Discussions,’ p.103.

TOPIC 3.7: CREATING A SAFE AND RESPECTFUL SPACE

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.

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:

SAFE SPACE CHECKLIST	<p>The safe space checklist should include:</p> <ul style="list-style-type: none">• 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? <p> NORWEGIAN CHURCH AID no tolerance</p>
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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. ²⁰⁷			
<ul style="list-style-type: none"> 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. Engage with women's groups and civil society to identify existing WGSS. Partner with local women's organizations to establish WGSS in new areas hosting displaced women and girls. 	✓	✓	✓
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 ²⁰⁸ 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. ²⁰⁹		✓	✓

In addition to the physical safety considerations, it is important to provide a welcoming environment. For participants to be able to share their beliefs and opinions, speak with honesty and openness and discuss sensitive issues. The discussions need to be facilitated 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.

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.

List your ideas about how to create this safe space:

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.

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.

A group agreement only works as an effective tool if it is agreed to by the group. Agreements can be suggested to the group but should not be imposed.

Key Points about Safe and Respectful Spaces

Facilitators role to 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;

Everyone listens respectfully and openly to others;

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 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.

It must be developed and agreed on by all group members to be useful, especially if tension arises.



TOPIC 3.8: MANAGING CONFLICT¹¹

SMALL GROUP WORK

- Brainstorm about what kinds of ‘pushing’ or conflicts might arise in a group activity or discussion setting?
- What are 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?

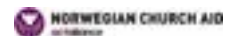


Not all conflict is bad, disagreement can provide the opportunity for discussion and reflection which can lead to individuals changing their opinion or attitude about a topic. However, disagreements must be handled with respect. As a facilitator, you should help groups come to a common understanding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

¹¹ 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.

STRATEGIES FOR MINIMIZING 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



STRATEGIES FOR HANDLING CONFLICT

- 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

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.

CHALLENGING SCENARIOS:

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.

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.

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.

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.

STEPS TO MANAGE SENSITIVE SITUATIONS¹²

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?”

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.

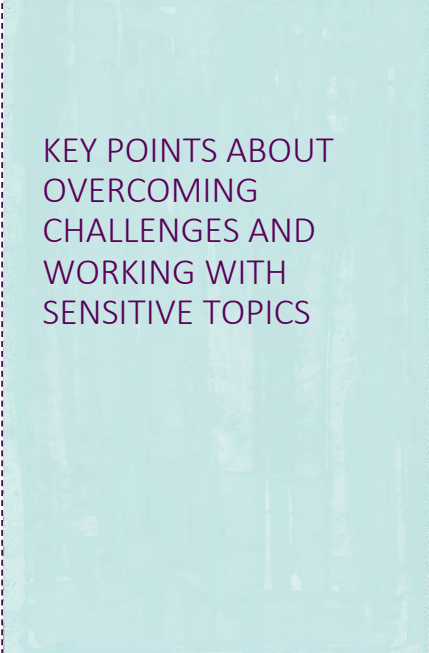

“The law says that every person has right to say “no” to sex, and the rapist is the only person to be blamed. I agree with this and as a man, I think it is important that we respect a woman’s choice to make her own decisions about sex. It does not matter what a woman wears or does, she has the right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

¹² Adapted from International Rescue Committee, ‘Engaging Men through Accountable Practice Implementation Guide.’

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.


GROUP ACTIVITY: Roleplay the “challenging scenario” that you were allocated with your pair, taking two turns being facilitator and group participant and using the “Steps to Manage Sensitive Situations”.

What worked well and what was challenging? List suggestions for improvements.



**KEY POINTS ABOUT
OVERCOMING
CHALLENGES AND
WORKING WITH
SENSITIVE TOPICS**

- As facilitators, it is important that we do not ignore challenging situations; we must always be accountable and act as role models to speak up
- If we let a group member get away with repeating a harmful belief, then they will not change their opinion. Other people in the group may also hold a similar opinion but may not have spoken it aloud
- 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: CONFIDENTIALITY¹³

CONFIDENTIALITY

- Confidentiality means that anything that is told within the training or between the facilitator and participants is confidential. The information will not be shared without the permission of the participants
- There are a few situations where confidentiality might be breached:

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 - this doesn't always mean that the authorities will be involved but a supervisor will be contacted.



It is important to consider the following questions when facilitating discussions. Read each question below and brainstorm potential responses and actions:

- 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?
- 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?

¹³ GBV AoR (2017). The Interagency Gender-Based Violence Case Management Training, Facilitator's Guide.

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?

TOPIC 3.11: ROLES AND BOUNDARIES

Brainstorm examples of safety and protection issues that might arise during sessions – ie: participants reactions to the discussions or disclosure in the group.

Now think how these risks can be avoided.

Brainstorm services which are available in your area which programme participants can access.

INFORMED CONSENT VERSUS INFORMED ASSENT

- **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

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	

GROUP ACTIVITY: Role-play

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?

List the places that you know of (not hypothetical places) for adults and adolescent boys and girls. If services don't exist, think about what steps they need to take to learn more about the services in the area.

[illegible]

Now come up with a role-play from the point of view of the facilitator.

TOPIC 3.12: PREPARATION AND LOGISTICS

Take some time to reflect on what is role and responsibilities as a facilitator towards program participants. In groups, consider one of the following target groups:

- Caregivers
- Community leaders
- Religious leaders
- Adolescent boys
- Adolescent girls

As facilitators, you should never confuse your 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 you have the academic and professional capacity as case workers or counsellors, you should not take on this role when acting as facilitators of the programme.

[illegible]

TOPIC 3.13: MANAGING SAFETY AND PROTECTION ISSUES¹⁴

One of the key responsibilities of facilitators is to be prepared before each session. You will need to be prepared every time you facilitate a session by taking certain steps before, during and after each session.

Brainstorm key steps that you should do before, during and after each session that you will facilitate.

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.

¹⁴ Adapted from UNICEF, 'Communities Care Toolkit Part 4: Facilitating Community Discussions,' p. 122 and IRC, 'Girl Shine,' 2017.

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.

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.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

MODULE 2 POST-TEST – TOTAL 25 POINTS

NAME:

DATE:

OUT OF 20 POINTS

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

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

3.Explain the difference between adult learners and child learners. 2 point

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

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

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

8. What are three types of non-verbal cues? 2 points

9.What is a group agreement? 1 point

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

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

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

13.What is the difference between informed consent and assent? 2 points

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

SCORE OUT OF 20

Please tear this test out of your workbook when complete and give it to the facilitator of the training. You will confidentially receive your pre and post test score after the training.



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