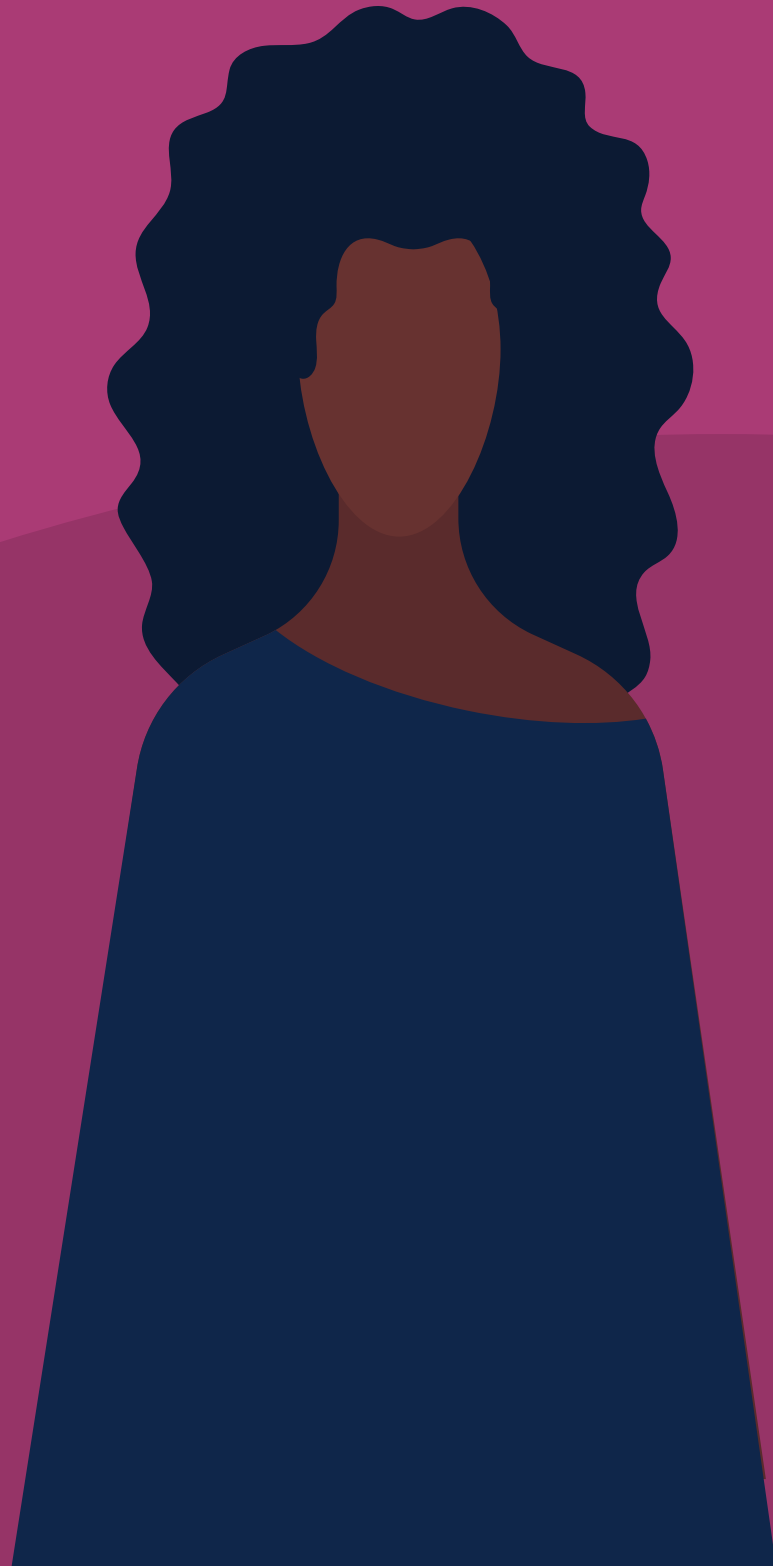


Foundations: Key Approaches for Engaging Community Leaders

Training



Key Approaches for Engaging Community Leaders

Who is the Training for?

Key Approaches for Engaging Community Leaders training modules are designed for GBV teams, particularly GBV staff within GBV teams who work closely with community leaders. Several modules within Foundations: Key Approaches may also be relevant for women leaders, including current or emerging leaders.

How Does the Training Link to the Toolkit Guidance?

Training GBV staff who work closely with community leaders is part of the first step toward *Building a Foundation for Engagement*. The content covered in the Key Approaches for Engaging Community Leaders training modules is most closely linked to the *Core Concepts and Approaches* and *Building a Foundation for Engagement* chapters of **Toolkit Guidance**. Training modules also draw from Tools and Resources within all *Key Areas of Engagement*.

Time and Resources Required













The full training content can be covered in two full days, with time allowed for breaks and lunch. GBV programs can also spread the training over a longer timeframe, organizing individual modules into team workplans. Remember that participants should first complete GBV Core Concepts training.



Training schedules to consider for Key Approaches:

- Core Concepts (foundational training): 2 days
- Key Approaches (full content for GBV teams): 2 days
- Key Approaches (modules recommended for women leaders): 1 day

The training modules accommodate low-technology settings, requiring only the Toolkit Guidance, flipchart paper and markers, individual notebooks/paper and pens, and printed/ photocopied tools and handouts.

Key Approaches for Engaging Community Leaders Training Outline

Module	Intended Audience	Overview of Module	Estimated Time
Ecological Model	 GBV Teams  Women Leaders	Participants review the ecological model and consider how the ecological model would be applied to engagement of community leaders.	30 minutes
Intersectional Feminist Approach	 GBV Teams  Women Leaders	Participants explore an intersectional feminist approach and how it would be applied to engagement of community leaders.	1 hour, 30 minutes
Strengths-Based Approach	 GBV Teams	Participants explore a strengths-based approach and how it would be applied to engagement of community leaders.	1 hour, 30 minutes
Focusing on Benefits	 GBV Teams	GBV teams practice using a benefits-based approach to address issues and articulate a positive vision with community leaders.	30 minutes
Communication: Showing Respect	 GBV Teams  Women Leaders	Participants explore how respect is communicated and consider how to practice respectful communication with community leaders.	45 minutes
Communication: Listening & Sharing	 GBV Teams  Women Leaders	This session focuses on building skills for effective communication, including active listening. Communication skills are essential for building relationships and engaging community leaders through meetings, trainings, group discussions, or any other activity.	2 hours
Communication: Advocacy	 GBV Teams  Women Leaders	This session distinguishes advocacy from other forms of communication with community leaders. Participants will consider possible reasons for advocating with leaders and review a process for planning for advocacy.	1 hour, 30 minutes

Participatory Methods	 GBV Teams	<p>This session provides an overview of a participatory approach. GBV teams practice applying participatory methods to facilitation and group learning.</p>	<p>2 hours, 45 minutes</p>
Managing Facilitation Challenges	 GBV Teams	<p>GBV teams practice managing harmful comments and other challenges to facilitating group discussions, trainings, and other participatory activities.</p>	<p>1 hour, 45 minutes</p>



Ecological Model

Summary

Participants review the ecological model and consider how the ecological model would be applied to engagement of community leaders.

Learning Objectives

Participants will:

- Understand the ecological model as a framework for understanding and preventing GBV
- Consider the ecological model in relation to engagement of community leaders

Materials and Preparation

1. Flipchart paper and markers
2. Toolkit Guidance available for review

Time

30 minutes

Procedure

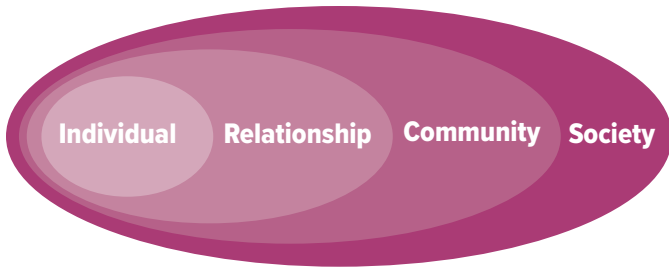
Step 1: Review the ecological model (15 minutes)

Review the information on the ecological model and contributing factors in the *Core Concepts and Approaches* chapter of the Toolkit Guidance.

Step 2: Plenary discussion (15 minutes)

Ask participants to reflect on roles of community leaders at different levels of the ecological model. Ask how GBV teams might engage with leaders to affect change- including reducing risk factors and increasing protective factors- at each level. Examples might include:

- Individual: Building leaders' knowledge and skills, supporting leaders to shift attitudes and practices.
- Relationship: Promoting support for survivors within families, holding perpetrators of IPV accountable.
- Community: Identifying and addressing community-level risks, increasing access to information and services, fostering positive social norms.
- Society: Increasing access to justice, supporting laws and policies, contributing to large-scale information campaigns.



Ecological Model

Key Discussion Points/Additional Facilitation Notes

- The ecological model helps us understand factors that influence the likelihood of an individual to experience GBV, or to perpetrate GBV. The ecological model also provides a helpful framework for understanding the different levels of work required to effectively prevent GBV.
- While some work with community leaders may cut across different levels of the ecological model, it can be helpful for teams to consider the level/s of change they are aiming to affect, to identify appropriate strategies and audiences.



Intersectional Feminist Approach

Summary

Participants explore an intersectional feminist approach and how it would be applied to engagement of community leaders.

Learning Objectives

Participants will:

- Understand why an intersectional feminist approach is foundational to GBV prevention and response programming
- Consider how to apply an intersectional feminist approach, particularly when engaging community leaders

Materials and Preparation

1. Toolkit Guidance available for review
2. Prepared questions to distribute for small group discussion

Time

1 hour, 30 minutes

Procedure

Step 1: Define an intersectional feminist approach (15 minutes)

1. Review the definition of an intersectional feminist approach in *Core Concepts and Approaches* chapter of the Toolkit Guidance.
2. Ask participants to describe this approach in their own words. What are the key elements?

Step 2: Self-reflection (10 minutes)

1. Intersectional feminism recognizes the power imbalance between men and women as the root cause of all GBV but also recognizes additional power imbalances, or forms of discrimination and oppression, that intersect with discrimination against women and girls. Each of us has our own set of intersecting privileges and oppressions, based on identifying factors such as race, ethnicity, nationality, legal status, class, caste, disability status, and education level.
2. Ask participants to take a few minutes and independently reflect on their privileges—that is, the factors that might give them power in relation to others.
3. After time for reflection, ask if participants were able to identify personal privileges. Did some identify areas of privilege they had not considered? Ask participants to reflect—in their lives and work—on if and how they exercise power related to their privilege.

Step 3: Small group discussions (25 minutes)

1. Divide participants into small groups and ask groups to discuss at least one of the following questions:
 - a. In addition to gender discrimination, what forms of oppression and discrimination are dominant in this community? What other forms of oppression might exist that we don't even see?
 - b. Intersectional feminism suggests that it's important to not see people through only one lens, or to assume all people of the same sex or race have the same opportunities and experiences. Why is this important for GBV programming?
 - c. Intersectional feminism is not just about mapping or noting factors of identity—such as male/female, or people with disabilities, or refugees—it's about examining power. How can our program be more attentive to power imbalances?
2. Allow 20 minutes for discussion, with designated focal points for note taking and reporting back.

Step 4: Plenary discussion (40 minutes)

1. Bring the groups back together and ask representatives from each group to briefly share major points from discussion.
2. As a group, discuss two additional questions:
 - a. What forms of oppression and privilege do male community leaders experience?
 - b. What forms of oppression and privilege do women community leaders experience?
3. Wrap up discussion with final points and reflections.

Key Discussion Points/Additional Facilitation Notes

- Individual experiences with oppression and discrimination relate to their risks of GBV. Those at the intersection of multiple forms of oppression will be more vulnerable. For example, adolescent girls are at the intersection of discrimination against women and girls and vulnerability related to age and are therefore at high risk of multiple forms of GBV. Adolescent girls who also belong to minority groups or have disabilities are at even further risk.
- Reflecting on diversity is always important. There is diversity even within the category of “community leaders.”
- Community leaders, particularly formal leaders, carry privilege relative to others in communities by virtue of their leadership status. But leaders may also experience forms of oppression based on other factors. Helping leaders reflect on times when they have felt powerless, or discriminated against, can help to build their understanding of GBV.

Strengths-Based Approach

Summary

Participants explore a strengths-based approach and how it would be applied to engagement of community leaders.

Learning Objectives

Participants will:

- Reflect on leaders' strengths
- Consider how to apply a strengths-based approach to programming

Materials and Preparation

1. Flipchart paper and markers
2. Prepare scenarios for group exercise (examples provided in Handout). Print, copy, cut scenarios for distribution
3. Toolkit Guidance available for review

Time

1 hour, 30 minutes

Procedure

Step 1: Define a strengths-based approach (15 minutes)

Review the definition of a strengths-based approach in the *Core Concepts and Approaches* chapter of the Toolkit Guidance.

Step 2: Small group exercise: Scenarios (25 minutes)

1. Review scenarios in small groups. Ask groups to read the scenario and discuss:
 - a. What positive attributes do you recognize in leaders?
 - b. What opportunities do you identify to reinforce positive practice?
 - c. What would you emphasize when engaging with a leader in this environment?
2. Allow 20 minutes for discussion, with designated focal points for note taking and reporting back.

Step 3: Plenary discussion (50 minutes)

1. Bring the groups back together and ask representatives from each group to read their scenario aloud and then share major points from discussion. If multiple groups work with the same scenario, ask additional groups to build on points raised.
2. Reflect on the exercise in group. Was it difficult to focus on strengths, rather than concerns and challenges? Does focusing on strengths prohibit us from also noting challenges and concerns? How can we meaningfully apply a strengths-based approach to our work?

Key Discussion Points/Additional Facilitation Notes

- Consider adapting scenarios for contextual relevance.
- A strengths-based approach is both a principled approach for working with community leaders and an effective one. It is often particularly important for community leaders to feel respected and heard, based on expectations related to their position within communities.
- A strengths-based approach is linked to other approaches, including focusing on benefits (or a benefits-based approach), a participatory approach, and a survivor-centered approach.

Handout: Scenarios for Small Group Exercise

Scenario 1. Juba, South Sudan

You are planning a 16 Days of Activism Campaign. You have reached out to Mr. Solomon, a local leader who participates in the GBV protection working group and has coordinated with humanitarian agencies for 10 years. He often makes big promises but is very busy with his work and doesn't always follow through with plans. Mr. Solomon is fluent in multiple languages, including English and Arabic. He enjoys planning and socializing with people. Mr. Solomon has a good relationship with your GBV team. He frequently hosts meetings in his office (located in a large building with multiple conference rooms) with a nice courtyard. Mr. Solomon has three daughters and four sons (all are unmarried and under the age of 18yrs). He often talks about his wife and family with great pride.

Scenario 2. Kachin, Myanmar

Your program is supporting displaced communities in northern Myanmar who are largely organized according to religion. Church leaders carry great influence and help to mobilize essential services for communities. Your organization is not faith-based, and your program serves multiple communities that belong to different churches. You are concerned that services for women and girls are limited, and uptake of services that are available, including the group activities that your program implements, is low.

Scenario 3. Kampala, Uganda

Your team is traveling from Kampala to several remote communities to assess GBV response capacity, in anticipation of expanding GBV programming. In each community, you meet with community leaders and discuss the assessment and program plans. During the last meeting, you met with three leaders- two men and one woman- who were very happy to have you visit. They offered tea and coffee and spent a lot of time talking about their community and their concerns and needs. Each leader invited you back for future visits. The leaders were not, though, very interested in discussing women's health or security concerns for women and girls. They were very focused on needs related to water and education. The leaders valued education and were concerned that resources for schools, including teacher training, were limited. The leaders asked multiple times about what resources your organization might offer their community.

Focusing on Benefits¹

Summary

GBV teams practice using a benefits-based approach to address issues and articulate a positive vision with community leaders.

Learning Objectives

Participants will:

- Articulate a positive vision
- Frame issues in terms of benefits

Materials and Preparation

1. Flipchart paper and markers
2. Place four flip charts around the room, with the titles “individual benefits”, “family benefits”, “community benefits”, and “societal benefits”.

Time

30 minutes

Procedure

Step 1: Visualization exercise (10 minutes)

1. Tell participants to relax and close their eyes. Think about anything they want, so long as they do NOT think of an elephant! Don't think about its grey skin, or its tusks, or its big ears, or its tail. Don't think about what it eats or where it lives or how it uses its trunk to bathe. Whatever they do, do NOT think of an elephant!
2. Wait a few seconds and ask people what they thought about.
3. Was anyone successful at not thinking about an elephant? If so, ask how they managed.
4. Explain:
 - Usually, if people managed to not think of an elephant, it was because they switched their focus to something else.
 - Often, with GBV programming, we only ever talked about what we don't want to see: violence!
 - But it is difficult to ask people to focus on a problem—and to not perpetrate GBV—What DO want to see?
 - For those who did not visualize an elephant, usually it is because we are able to try hard to visualize something else in its place—with GBV work, we need to be able to visualize nonviolence and its benefits.

¹ This session is adapted from: *Raising Voices. (2009). Principles of Community Mobilization Series Staff Skill Building Library Practicing Benefits-Based Practicing Benefits-Based Conversations: Issue Framing Module, Principles of Community Mobilization Series.* <https://raisingvoices.org/wp-content/uploads/03/2013/downloads/Activism/SBL/PracticingBenefitBasedConversationsIssueFraming.pdf>

Step 2: Plenary discussion: Talking about problems (5 minutes)

Ask-When we talk to leaders or others only about the problems around us, how do they feel? Are they eager to meet with us to talk more about problems?

Discuss, and share brief experiences.

Step 3: Group exercise: What do we want? (15 minutes)

Challenge participants to visualize equality and nonviolence. What benefits do they see? Ask participants to move around the room and write down brief notes under each flip chart- capturing some individual/family/ community/societal benefits of nonviolence and equality.

Call group back together. Conduct a “gallery walk” or ask volunteers to read examples from different flip charts. Briefly discuss how these points might be highlighted during engagement with community leaders and other community members.

Key Discussion Points/Additional Facilitation Notes

- Be prepared to continue to challenge participants to re-frame issues and statements to focus on benefits.
- Participants may want to discuss the limitations of framing issues in positive terms. It is also appropriate and important to focus on the serious consequences of GBV. The challenge of this session- and community engagement- is to not only focus on problems.

Communication: Showing Respect²

Summary

Participants explore how respect is communicated and consider how to practice respectful communication with community leaders.

Learning Objectives

Participants will:

- Reflect on their approaches to communication
- Identify communication skills to strengthen

Facilitators will:

- Learn different ways that respect is communicated within the community
- Learn about communication practices that are appreciated within the team

Materials and Preparation

1. Flipchart paper and markers
2. Notebooks/paper and pens for participants

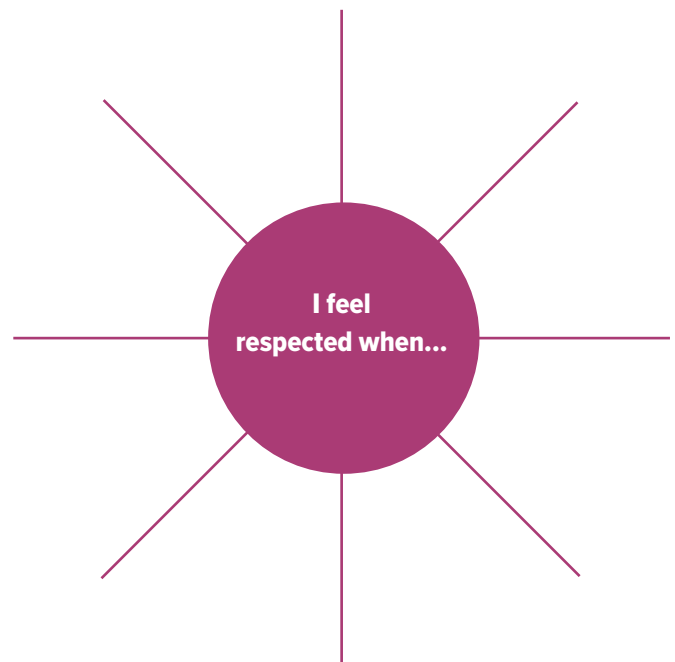
Time

45 minutes

Procedure

Step 1: Independent exercise (10 minutes)

Ask each participant to draw a wheel—a small circle with at least five spokes around it. Demonstrate on a flipchart. In the center of the circle, participants can write “I feel respected when...” (or just “respect” if they lack space). Ask participants to imagine they are talking with another person. What would that person do or say during a conversation to let you know they respect you? Write words or phrases on spokes around the circle to complete the statement “I feel respected when...” Add more spokes as needed.



² Adapted from *Make Me a Change Agent: A Multisectoral SBC Resource for Community Workers and Field Staff: Showing Respect*, [Coregroup.org](https://www.coregroup.org)

Step 2: Plenary discussion (30 minutes)

1. Ask volunteers to share points from their independent exercise—when do we feel respected? Ask if others agree with volunteered points—which points are common? Are there points of disagreement? Participants are free to add to their respect wheels, as they collect ideas from others.
2. Discuss the following:
 - What are nonverbal signals of respect? Is eye contact expected? What are the common ways people show respect in this community? Do signals of respect vary within the population?
 - What types of greetings are expected at the beginning of a conversation in this community? Do greetings vary within the population? Do greetings depend on the type of meeting, what a person is doing, the status of person, or relationship?
 - How do we demonstrate respect during communication with community leaders? Are there differences between leaders? Do you think leaders would feel similarly about when they feel respected? What would their respect when look like?

Step 3: Independent assessment (5 minutes)

1. Ask participants to return to their own wheels and review the things that make them feel respected, but this time, they should consider whether they often show respect in these ways through their own communication.
2. Ask participants to:
 - a. Draw a star next to ways you often show respect for others
 - b. Circle any practices you would like to increase or improve
 - c. Make any notes about questions you have about your communication style, or ideas for improvement

Key Discussion Points/Additional Facilitation Notes

- All social groups share expectations about how people demonstrate respect, even though we don't often talk or think about these. We have learned to communicate since childhood, and it is helpful to be more conscious of the ways respect (or lack of respect) is demonstrated, particularly when we are communicating with people from different social and cultural groups who might have different expectations.
- Respectful communication is particularly important with community leaders, who are commonly afforded high levels of respect based on their positions in communities. GBV teams should be familiar with and mindful of expected pleasantries and customs.
- Communication skills, just like any other skill, can be improved with effort and practice.

Communication: Listening & Sharing

Summary

This session focuses on building skills for effective communication, including active listening. Communication skills are essential for building relationships and engaging community leaders through meetings, trainings, group discussions, or any other activity.

Learning Objectives

Participants will:

- Review key elements of communication
- Practice effective communication

Materials and Preparation

1. Flipchart paper and markers
2. Toolkit Guidance. Photocopy for distribution, or have available to review *Tip Sheet: Communication Skills* in Building a Foundation Tools and Resources

Time

2 hours

Procedure

Step 1: Brainstorming: Why do we communicate? (15 minutes)

Open with a brief brainstorming exercise on the different purposes of communication. Why do people communicate—what purposes does communication serve? Highlight examples on flipchart, such as: to express emotions, build relationships, educate, counsel, share, persuade, advocate, request help.

After collecting a list of purposes, ask participants about how different purposes might be served by different means of communication. For which purposes might radio be a good means of communication? What about billboards? Intimate conversations?

In this exercise, we want to focus on interpersonal communication skills, and how we can strengthen skills to engage leaders one-on-one and through different activities.

Step 2: Group Exercise: Characteristics of good communication (25 minutes)

1. Invite participants to sit in a circle, removing all chairs that are not being used. Only the facilitator should be standing, so there is one less chair than people in the room.
2. Explain that this session will focus on facilitating. Introduce a flipchart with the question the group will answer through an exercise: What are the characteristics of a good communicator?

3. Explain: One participant, starting with the facilitator, will make a statement that starts with “Everybody who...” For example, “Everybody who is wearing a skirt!” Then everyone wearing a skirt needs to switch chairs, finding a seat among those who are changing chairs. Whoever is left standing will add one point to the Good Communicator list and then lead another round of “Everybody who...”
4. Once the flipchart includes several good examples, close the game, and collect other important points from the group to add to the list.
5. Review and discuss characteristics of a good communicator. Highlight:
 - Uses clear language
 - Focuses on the positive
 - Interest in connecting
 - Listens
 - Seeks to understand
 - Shows Empathy

Step 3: One-on-one practice (1 hour)

1. Ask participants to divide into pairs. Explain you will have quick conversations to practice communication skills.
2. Choose a topic for pairs to briefly discuss. Examples:
 - Are mobile phones good or bad for society?
 - Is it better to be a morning person or a night person?
 - Which animals are best to keep as pets?
3. Ask pairs to discuss the topic amongst themselves for five minutes. Then stop discussion and ask pairs to give each other brief feedback on their communication. Ask for volunteers to share with the larger group—How did your partner show you they were listening to you? Did they ask questions, or demonstrate in other ways that they were interested in your point of view? Did they seek to connect with you and find similarity? Did they express disagreement respectfully?
4. In the same pairs, ask participants to now practice through a roleplay, rather than a discussion. One person will play the role of a GBV team member, and the other person will play the role of a community leader. The GBV team member wants to bring an issue to the community leader’s attention for discussion. Examples:
 - Women have complained that their husbands are not allowing them to visit the women and girls safe space.
 - Idle young men have been spending time around the market, drinking, and they are harassing women.
 - Plans have been set for placement of new water points, but women are expressing concern about the plans.
5. Ask the pairs to engage in roleplay for ten minutes. Then stop the roleplays and ask pairs to give each other brief feedback. Ask for volunteers to share with the larger group:
 - For those who played GBV team members, what did you have in mind as you raised the issue with a “community leader”?
 - For those who played community leaders, how did you feel about the way the “GBV team member” approached you? Did you feel respected? Did you feel they were interested in your point of view? Did you feel heard?
6. If time allows, ask pairs to switch positions for another role play as GBV team member/ community leader.

Step 4: Review Tip Sheet (20 minutes)

1. Distribute/ review together the *Tip Sheet: Communication Skills* in Building a Foundation Tools and Resources.
2. Review the Tip Sheet together and discuss.

Key Discussion Points

- Communication skills can be developed and improved just like any other skills. It's helpful to reflect on strengths and areas for improvement. Participants can find ways to practice communication skills to improve confidence and comfort for communicating with leaders.
- Connecting with others, including community leaders, involves listening, understanding, and empathy. Leading with an interest in real connection will help to build relationships that are foundational to all work with community leaders to prevent and respond to GBV.
- Roleplay exercises can be adapted if participants include women community leaders.



Communication: Advocacy

Summary

This session distinguishes advocacy from other forms of communication with community leaders. Participants will consider possible reasons for advocating with leaders and review a process for planning for advocacy.

Learning Objectives

Participants will:

- Differentiate advocacy from other forms of communication
- Review a process for planning advocacy with leaders

Materials and Preparation

1. Flipchart paper and markers
2. Toolkit Guidance available for review
3. Photocopies of *Planning Tool: Advocacy with Leaders* in Supporting Women Leaders Tools and Resources and *Planning Guide and Tool: Advocacy with Leaders on Behalf of Survivors* in GBV Response Tools and Resources (Copies for each participant or enough to small groups to share)
4. Photocopies of *Fact Sheets* in GBV Response Tools and Resources (Several copies of each tool to share)
5. Identify issues or scenarios for practice ahead of session

Time

1 hour, 30 minutes

Procedure

Step 1: Plenary Discussion: Defining advocacy and identifying advocacy opportunities (30 minutes)

1. Open discussion with a brainstorming session. What ideas come to mind when people think about advocacy? Capture key words on flipchart.
2. Ask: What is the difference between advocacy and awareness-raising, or information-sharing?
3. Help to define advocacy. Generally, advocacy is the act or process of supporting a cause or issue. Communication focused on advocacy generally differs from other forms of information-sharing in the following ways:
 - a. Advocacy includes an “ask” or a specific action/change/outcome you would like to see.
 - b. Advocacy is focused on specific, target audiences or decision-makers who can act on the “ask.”

4. If copies of the Toolkit Guidance are available, ask participants to review chapters devoted to Key Areas of Engagement to identify Ideas for Engagement that involve advocacy. If copies are not available, ask participants for examples of “asks” they might have for community leaders related to the following:
 - a. GBV Response (e.g., requesting action on behalf of a survivor)
 - b. GBV Risk Mitigation (e.g., asking leaders to address specific risks)
 - c. Supporting Women Leaders (e.g., advocating for women’s participation in decision-making forums)
5. Discuss hypothetical examples, or examples from practice among the team. Ask participants to reflect on different approaches that might be required when advocating with leaders to take specific actions, rather than general communication with leaders about issues, concerns, or program plans.

Step 2: Review of tools and practice (45 minutes)

1. Divide participants into small groups. Explain that groups will practice planning communication with leaders focused on advocacy
2. Assign each group a hypothetical issue or brief scenario. Distribute one of two planning tools (*Advocacy with Leaders in Supporting Women Leaders Tools and Resources* or *Planning Guide and Tool: Advocacy with Leaders on Behalf of Survivors* in GBV Response Tools and Resources), as relevant to selected scenarios/issues.
3. Ask groups to review relevant sections of the Toolkit Guidance and practice completing the planning tools. Groups can also consult Fact Sheets on different forms of GBV.
4. Spend time with each group to help participants with their practice and answer questions.

Step 3: Wrap-up discussion (15 minutes)

Discuss the practice exercise with all participants together. Focus on the process of planning, rather than the “answers,” or how groups completed planning tools. Collect feedback on how the team could adapt and use the tools in their work with leaders, and what further support might be required for advocacy.

Address remaining questions and highlight key points.

Key Discussion Points/Additional Facilitation Notes

- Advocacy with community leaders can include a range of issues or “asks”—from requests that will be welcome and non-controversial to potentially very sensitive matters. Careful planning, including an ethical and safety review, is important for sensitive matters.
- Whenever GBV teams want to request specific action or support from community leaders, it can be helpful to clarify the request and plan for a meeting. Teams can also practice communicating for advocacy through roleplay.
- This module can be adapted for use with current or emerging women community leaders.

Participatory Methods

Summary

This session provides an overview of a participatory approach. GBV teams practice applying participatory methods to facilitation and group learning.

Learning Objectives

Participants will:

- Review key elements of a participatory approach
- Practice participatory facilitation

Materials and Preparation

1. Flipchart paper and markers (preferably three flipchart stands/ taped papers)
2. Toolkit Guidance available for review
3. Photocopies of *Discussion Guides* in GBV Response Tools and Resources, GBV Risk Mitigation Tools and Resources, Transformative Change Tools and Resources, Supporting Women Leaders Tools and Resources. (Several copies of each tool—with at least one tool per participant)
4. Photocopies of *Fact Sheets* in GBV Response Tools and Resources (Enough copies for sharing 1:4 among participants)

Time

2 hours, 45 minutes

Procedure

Step 1: Plenary discussion: Exploring benefits of a participatory approach (45 minutes)

Review a participatory approach in *Core Concepts and Approaches* in Guidance, Tools and Resources.

1. Open discussion by asking if participants can highlight key words or features of a participatory approach. Write features on flip chart as each is briefly affirmed and discussed. Examples include:
 - Mutual learning
 - Recognizes others' expertise/ capacity/ strengths-based
 - Diversity
 - Community-led change
 - Methods increase participation
 - Listening

2. Using a second flipchart, ask participants for examples of methods for group learning or decision making that increase participation. Write and briefly discuss examples from participants and then highlight additional examples, such as:
 - Small group discussions (where facilitator does not dominate)
 - Community mapping (through transect walks, illustration, etc.)
 - Diagramming (Venn diagrams, etc.)
 - Voting (including agree/disagree exercises)
 - Ranking (exercises where participants rank ideas/ choices)
 - Card sorting (where participants write ideas on individual cards that are collected and then sorted into categories/ prioritized by the group)
 - Networking (activities that encourage exchange among participants)
3. Using a third flipchart, ask participants what would be required of a GBV team member to facilitate a participatory exercise or group discussion. Record key words/ ideas from participants. Once the flip chart is filled with ideas, invite participants to participate in a sorting exercise where the ideas are organized into three categories:
 1. Knowledge
 2. Skills
 3. Qualities

Some ideas may not easily fall within these categories, but the exercise can help participants reflect on measures facilitators can take to prepare for participatory group discussions and exercises—including becoming familiar with content (knowledge), practicing facilitation techniques such as active listening and respectful communication (skills). Participants can also reflect on the personal characteristics and beliefs that an effective facilitator should hold (qualities), as well as any personal attributes that may be important in the context. Some qualities may be developed or reinforced, while others may be inherent.

Step 2: Practice: Facilitating group discussions (2 hours)

1. Ask participants to divide into groups of four. Explain that you will practice participatory facilitation of discussions related to GBV in small groups. Each person will have a turn.
2. Distribute *Discussion Guides* from the Tools and Resources sections of all Key Area of Engagements in the Toolkit Guidance. Distribute so that members of groups have different *Discussion Guides*. Allow time for participants to read through *Discussion Guides*. Explain that *Discussion Guides* are tools to assist facilitators. Review major components of *Discussion Guides* together, clarifying as a group which components might be considered required, and which components are suggestive. Facilitators are not bound to suggested questions or prompts.
3. Ask for volunteers within each group to take the first turn as facilitators. They will practice facilitating a discussion with a group of community leaders (the group can determine characteristics of the leaders if they wish), starting with introductions. Allow 15 minutes for the first discussion.
4. After 15 minutes, ask groups to stop facilitated discussions. Ask group members who acted as community leaders to provide brief feedback to their facilitator.
5. Ask for volunteers to share with the larger group—What did facilitators do that was very positive? How did they open discussion? Did you feel comfortable speaking? Did you feel heard? Did you feel open to learning from the facilitator? What did you learn that you want to remember when it's your turn to facilitate a group discussion?

6. In the same groups, ask participants to rotate the role of facilitator. Each facilitator can lead a new discussion, using *Discussion Guides*. Allow 15 minutes for each practice round, followed by brief feedback within the group, and brief discussion among the larger group.
7. After all participants have taken a turn with practice facilitation, wrap up with a final group discussion on takeaways for participants. Draw reference to flip charts from the first exercise where participants defined a participatory approach and outlined requirements for facilitators.

Key Discussion Points

- A participatory approach is highly valued in GBV programming, particularly the importance of ensuring that populations most affected by GBV—diverse groups of women and girls—participate in the design and delivery of all interventions.
- Participatory methods are useful for working with different populations, including community leaders who may have greater power relative to other members of communities.
- Participatory facilitation honors the knowledge and contributions of others and is more effective for adult learning and promoting social change than conventional methods of teaching.
- Language matters—we talk about “engaging” leaders rather than “targeting” them, and “discussing ideas” rather than “educating.”

Managing Facilitation Challenges

Summary

GBV teams practice managing harmful comments and other challenges to facilitating group discussions, trainings, and other participatory activities.

Learning Objectives

Participants will:

- Reflect on common challenges to facilitating GBV discussions
- Build skills for managing harmful comments and other challenges

Materials and Preparation

1. Flipchart paper and markers
2. Scissors
3. Sample roleplay assignments based on different scenarios printed/photocopied and cut for distribution. Examples provided in **Handout: Scenarios for Roleplay Practice**. (print/photocopy enough for the group plus at least two extra scenarios)
4. **Handout: Facilitator Strategies for Managing Challenges** printed/photocopied for distribution (one per participant)

Time

1 hour and 45 minutes

Procedure

Step 1: Roleplay practice (30 minutes)

1. Divide participants into small groups. Explain that participants will play different assigned roles – facilitator and community leaders. Participants will receive notes on their roles and characteristics and should not share these with others.
2. Distribute prepared roleplay assignments.
3. Allow 15 minutes for roleplay. Then ask participants to come out of their roles and briefly discuss the experience amongst themselves.

Step 2: Plenary discussion (15 minutes)

1. Bring the groups together and ask how facilitators felt during the exercise. Ask those who played roles of community leaders if they identified with, or recognized, these roles.
2. Ask participants to highlight specific challenges that emerged from community leaders during roleplay. Capture challenges on flipchart.
3. Once multiple challenges are highlighted, ask participants to sort these first into two general categories: 1. General challenges to facilitation (such as interrupting), and 2. Challenges that might be more specific to GBV (such as denying the problem of GBV or shifting the focus of discussion). Some challenges might relate to both categories—such as challenges with women’s participation and leadership in group discussions. Briefly indicate categories of challenges on flipcharts. Consider breaking challenges down into further categories—such as harmful statements, denial, etc.

Step 3: Review strategies for managing challenges (30 minutes)

Distribute *Handout: Facilitator Strategies for Managing Challenges*. Ask participants to read through the handout and then open discussion to reflect on some of the suggested strategies. Participants can share experiences and discuss the benefits of different approaches.

Step 4: Roleplay in front of the group (30 minutes)

1. Ask for volunteers willing to roleplay another group discussion front of the larger group.
2. Distribute prepared roleplay assignments
3. Applying points and strategies discussed, ask the volunteer facilitator to lead a group discussion.
4. Close group roleplay after a few minutes. Congratulate and thank volunteers and ask for feedback from the audience. What strategies did they see the facilitator apply? What other strategies might have proved effective?
5. If time allows, continue roleplay with the same volunteers to adjust facilitation strategies, and/or ask for new volunteers.

Key Discussion Points/Additional Facilitation Notes

- Setting ground rules and expectations for group discussions and group activities can reduce facilitation challenges. Guidance on this is included at the top of each *Discussion Guide*, under Key Areas of Engagement Tools and Resources.
- Facilitators must be trained to provide basic support and referrals for any survivors of GBV who disclose incidents or seek help during/ after group activities.
- Facilitators can practice meeting different facilitation challenges through regular roleplay exercises. They can also practice independently, to become more comfortable talking about relevant topics.

Handout: Scenarios for Roleplay Practice

Scenario 1

Facilitator: You will facilitate a discussion with a group of community leaders about the importance of abiding by the legal age of marriage (18) in a community where girls are often married at young ages. You want to discuss the benefits of waiting to marry.

Community leader 1: You want to discuss the benefits of marrying girls at an earlier age. You talk over the facilitator and try to have conversations with other community leaders when the facilitator is talking.

Community leader 2: You disagree with the facilitator and feel defensive about community customs related to early marriage. Your facial expressions and body language are not happy (frown, cross your arms across your chest).

Community leader 3: You agree with the facilitator that girls should not be married, but you are in a lower position of authority than other community leaders and do not want to disrespect their views.

Scenario 2

Facilitator: You will facilitate a discussion with a group of community leaders about the benefits of healthy and equal relationships, where husbands and wives share in household decision-making.

Community leader 1: You feel defensive and do not want to hear from the facilitator about what should happen between husbands and wives. You show your feelings with facial expressions and body language (frown, cross your arms across your chest).

Community leader 2: You don't think this is an important conversation for discussion. You want to talk about the importance of women respecting their husbands, as this is a major source of problems in the community.

Community leader 3: You agree with the facilitator and want to make long speeches. You don't listen to others, and you interrupt other community leaders and the facilitator.

Scenario 3

Facilitator: You will facilitate a discussion with a group of community leaders about addressing risks that women face when they move outside the community for livelihoods activities. You are hoping that community leaders can help to identify solutions to this problem.

Community leader 1: You are a quiet by nature and in a lower position of authority than other community leaders, so you are not likely to talk. But you have already started to organize community members in your area of the community—women are planning to travel out of the community in groups, with accompaniment of men volunteers.

Community leader 2: You strongly believe that women should be confined to the home and men should be responsible for livelihood activities. You don't want to hear other ideas.

Community leader 3: You think that community leaders have more important matters to discuss than this. You need to shift this discussion to focus on the issue of registration for food assistance.

Scenario 4

Facilitator: You will facilitate a discussion with a group of community leaders about strengthening access to GBV response services. Clinical services for survivors of rape are critical, and best received within 72 hours of incidents, but survivors from this community must travel to a referral hospital an hour away. Survivors are often uneasy about the bus trip or unable to pay bus fare. You want to identify solutions to this challenge with community leaders.

Community leader 1: You are part of a village savings and loans group that manages a fund to assist vulnerable women. Your group would like to help survivors access care, but as a woman leader you don't find it easy to speak in front of this group.

Community leader 2: You are a senior leader and do not believe that rape happens in your community. You are upset by the suggestion that your community has this problem, and you will not tolerate a facilitator or organization that disrespects your community.

Community leader 3: You are very vocal and want to dominate discussion. You will interrupt others just to repeat what they have said and be heard, but you are not really listening and don't have ideas to bring to this discussion.

Handout: Facilitator Strategies for Managing Challenges

Type of challenge/ harmful comment	Facilitator strategies
<p>Dominating/ interrupting</p>	<ul style="list-style-type: none"> • Thank eager or dominating participants for their inputs and ask to hear from someone who hasn't participated. • Introduce a talking stick, where only the participant holding a stick speaks.
<p>Silent/ low participation</p>	<ul style="list-style-type: none"> • Ask to hear from everyone. • Move around the circle to collect thoughts from everyone, one at a time, with the option to pass if participants do not want to speak. • Use hypothetical scenarios, or ask what some in the community, or others in the community might think. It is sometimes more difficult to participants to share their own views.
<p>Changing subject/ shifting focus from women and girls (e.g., "Why are we only talking about women? The men in this community are not getting any assistance.")</p>	<ul style="list-style-type: none"> • Acknowledge other issues and concerns and remind participants of the reasons your program is focused on women and girls. • Ask participants if there is agreement that women and girls face some specific problems (if not the only problems) that require attention. • Share information on other forums for discussing issues. • Offer to connect with relevant partners/ colleagues who might follow up with leaders to discuss other concerns.
<p>Denial of GBV (e.g., "This is against our religion and is not a concern in this community.")</p>	<ul style="list-style-type: none"> • Express empathy for the concerns underlying the denial of GBV—none of us wants this to happen. • Acknowledge the difficulty of confronting GBV. Recognize that GBV is a problem all over the world. • Introduce hypothetical scenarios, including scenarios from different contexts. • Reframe discussion to focus on benefits of nonviolence and equality.

Victim-blaming
(e.g., “This wouldn’t happen if women respected their husbands.”)

Reinforcing/ justifying discrimination or perpetration of GBV
(e.g., “It’s important for husbands to maintain control of the household and discipline their wives.”)

- Harmful comments should always be addressed without judging, shaming, or arguing with participants.
- Clarify the comment and ask if the participant supports the view. Sometimes participants are concerned to hear their words restated.
- Acknowledge that others in the community likely share the participant’s view. This can take the pressure of the participant who raised a harmful comment while allowing the group to challenge the comment.
- Ask for other perspectives. (e.g., What do others think about that? Is anyone concerned by this idea?)
- Highlight potential consequences, drawing on facts related to GBV consequences.
- Draw reference to any previous discussions or trainings on GBV core concepts. Ask about the comment in relation to what participants know about power, GBV causes and contributing factors, etc.

Disclosure of a personal experience with GBV

- Validate the survivor’s experience. Thank them for sharing. Acknowledge that it is difficult to talk about these things, even though many people experience GBV.
- Speak on behalf of the group to remind everyone about the importance of respect and confidentiality.
- Follow up with the participant after the session to ask if they would like to be connected with services.

Sharing details of someone else’s experience with GBV

- Stop a participant who begins to share any potentially identifying details about an incident of GBV.
- Remind participants about the importance of confidentiality.
- Introduce hypothetical scenarios.
- Follow up with the participant after the session with information on services that might be shared with the survivor.

Threats of violence

- End a group discussion or activity if a participant threatens violence against the facilitator or other group member. Seek security services and report the incident, as appropriate