PART 4
CATALYSING CHANGE

SECTION 2
CAPACITY BUILDING

FACILITATING COMMUNITY DISCUSSIONS
“champions for change, creating safer communities”
Facilitating community discussions

The aim of this training is to present the Communities Care: Transforming Lives and Preventing Violence Programme (CC Programme) community discussion process and to build knowledge and skills of the Community Engagement and Action Team (CE&A Team) for facilitating group discussions. This seven-day training was created primarily for Community Discussion Leaders. However, all members of the CE&A Team should participate in the training so that they fully understand the purpose and content of CC community discussions and are able to support Discussion Leaders in their work.

Before participating in this training, it is necessary to complete:
• Three days of training on Sexual Violence, Social Norms and Self-awareness. The materials for these modules are found in Part One: Building Knowledge and Awareness.
OVERVIEW

MODULE 1  THE CC PROGRAMME

The aim of this introductory module is to orient Discussion Leaders and others on the CE&A Team to the CC Programme, including the programme goal, objectives and approach to sparking community-based prevention and response to sexual violence. By participating in this module, Discussion Leaders have the opportunity to engage in a collective visioning exercise to envisage how the CC Programme can contribute to a safer, healthier and more peaceful community. This module also helps Discussion Leaders to explore issues of power and empowerment, concepts at the heart of sexual violence prevention and at the heart of the CC Programme.

MODULE 2  CC GROUP DISCUSSIONS

This module introduces participants to the foundations, purpose and content of CC Programme group discussions. It explores the values that underpin the discussions – dignity, fairness, justice and participation, – gives an overview of participatory processes in general and the community discussion process in particular, and introduces the Community Discussion Guide: Building Healthy, Safe and Peaceful Communities.
MODULE 3  FACILITATING GROUP DISCUSSIONS

Discussion Leaders need good group facilitation skills. To build those skills, this module introduces participants to the CC approach to learning and leading in groups, and to the knowledge and skills required for facilitation. Each person has different qualities, skills and strengths, and it’s important for Discussion Leaders to be aware of their strengths as facilitators and to be conscious of the skills they need to develop.

MODULE 4  WORKING WITH GROUPS

To effectively lead a group discussion, Discussion Leaders need knowledge about group development and dynamics, especially dynamics relating to power relations. This module introduces the adult learning cycle, stages of group development, and power and participation in groups. It asks participants to reflect on traditional power relations that affect group dynamics to encourage them to make sure that all group members get a voice and that different perspectives are encouraged and supported during the discussions. The important issue of group retention is also addressed.
MODULE 5 COMMUNICATION SKILLS

Discussion Leaders require excellent communication skills. This module introduces basic concepts and skills in communication, including verbal and non-verbal communication, active listening and asking effective questions. Participants have the opportunity to observe and practice communication skills and to receive constructive feedback.

TOPICS
- TOPIC 1: Introduction to communication (1 hour 30 minutes)
- TOPIC 2: Active listening (2 hours)
- TOPIC 3: Asking questions (30 minutes)
- TOPIC 4: Practicing communication skills (2 hours)

MODULE 6 FACILITATION TECHNIQUES

This module provides Discussion Leaders with practical information on facilitation techniques – including establishing and managing a safe and respectful environment, and managing conflict and other potential problems and challenges. The module also looks at potential safety and protection issues that might arise during or as a result of group discussions.

TOPICS
- TOPIC 1: Creating a safe and respectful space (1 hour)
- TOPIC 2: Managing conflict (1 hour 30 minutes)
- TOPIC 3: Overcoming challenges (2 hours)
- TOPIC 4: Managing safety and protection issues (30 minutes)

MODULE 7 LEARNING BY DOING

The purpose of this module is to provide Discussion Leaders with the opportunity to practice facilitating a group discussion in a safe and supportive environment, develop their confidence and skills and practice using the Community Discussion Guide.
ADAPTING THE TRAINING

Before delivering the training it is necessary to review the entire content and adapt it as necessary to your context. You will need to adapt it in two ways:

1. By ensuring the activities are appropriate to your context, for example that they are culturally acceptable and relevant. If you identify an activity that might not be appropriate, you need to substitute it with one that will enable you to achieve the same objective.

2. There are places in the training that you need to insert locally specific information or material or presentations from your context. Guidance about where and how to do this is contained in the notes to facilitators at the beginning of each module.

TO DO

- Go through the modules and review all sessions, and make sure the activities are locally appropriate. Decide on alternative activities if needed.

- Read the facilitator notes for each module and make sure you have developed and inserted local information and material where indicated and planned for guest presentations before you do the training.

CAPACITY BUILDING

This training is made up of 7 modules, each of which is designed to be delivered in a day.
Teaching good facilitation and communication skills

One of the best ways of teaching good facilitation and communication skills to Community Discussion Leaders is to model them yourself during the training. To do this you need to maintain awareness of your skills and style and constantly draw attention to the skills you are demonstrating throughout the training. Don’t be afraid to point out when you think you could have done something differently.

It is also very important to take every opportunity to provide participants with the opportunity to practice facilitating or leading discussions throughout the training. You should engage participants in assisting to facilitate at every opportunity. For example, you can invite a different person to facilitate the reflection session each day. Make sure you provide feedback after someone has had a turn facilitating. You can do this by asking the rest of the group to comment on what they thought the person did well. You can also provide individual feedback to people during breaks. This feedback should be positive and constructive, helping people to identify their strengths and areas to practice.

Daily reflection sessions

Each day begins and ends with a daily reflection session. The purpose of these sessions is to help Discussion Leaders learn reflection skills and understand how to use reflection as a tool in the process of self and communal change. The paragraph below explains what reflection is:

“Reflection is not the same as recapping, sharing experiences or describing an event. It is a process of looking within ourselves and critically questioning and listening for answers from within. The process helps one get in touch with one’s own inner feelings and values. A process of reflection creates space for identification of these values and helps in planning the desirable response.”¹

Follow-up practice and training

Discussion Leaders will need more opportunities to become familiar with the material in the Community Discussion Guide and to practice their skills in facilitating group discussions using these materials. The practical activities in Module 7 should be repeated following this training to allow Discussion Leaders to become familiar with the content of the Discussion Guide and to develop their skills and confidence in running discussion meetings.


Resources for participatory training

- Planning a Participatory Workshop, Newcastle upon Tyne, United Kingdom (2012), <www.jiscinfonet.ac.uk/infokits/participatory/>.
MODULE 1

The CC Programme

LEARNING OBJECTIVES

At the end of this module, participants will have:

1. Knowledge about the CC Programme goal, objectives and the community engagement and action component.

2. Developed a vision for a healthier, safer and more peaceful community and reflected on the role of the CC Programme in achieving that vision.

3. Considered power relations in the community and how to mobilize collective power to achieve the goal of preventing sexual violence.

Participant handouts

Handout 1: Pre-test
Handout 2: Overview of CC Programme
Participant handouts

Handout 1: Pre-test
Handout 2: Overview of CC Programme
### MODULE 1: The CC Programme

#### SCHEDULE | DAY 1

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<td>10:45–11:00</td>
<td>Morning tea</td>
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<td>11:00–12:00</td>
<td>• Introduction to the CC programme</td>
<td>8–18</td>
<td>Handout 2: CC Programme overview</td>
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<tr>
<td>12:00–1:00</td>
<td>• A vision for a safe, healthy and peaceful community</td>
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<td>1:00–2:00</td>
<td>Lunch</td>
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<td>2:00–3:00</td>
<td>• A vision for a safe, healthy and peaceful community</td>
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<td>3:00–3:15</td>
<td>Afternoon tea</td>
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<td>3:15–4:45</td>
<td>• Power and the CC Programme</td>
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<tr>
<td>4:45–5:00</td>
<td>• Questions, summary and reflection on day</td>
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NOTE TO FACILITATORS

Establishing group norms:

If you are facilitating this training with a group that has worked together in previous training you will need to review the group norms established on the first day of the training.

If the group has not yet worked together, you may wish to use the activity below to help explore and establish group norms.

1 Divide participants into small groups of four to six. Ask each group to:
   - Reflect on how we have traditions that inform how we behave and interact on special occasions such as weddings, funerals, religious and cultural festivals. Choose one of these occasions and make a list of behaviours that are acceptable / unacceptable at this time.
   - Imagine someone is visiting, from a completely different place who does not speak your language or know anything about your culture. You do not want that person to be embarrassed by behaving inappropriately.
   - Think about how you will show them what is acceptable and what is not acceptable behaviour.

2 Ask group members to role play the occasion they have chosen, without speaking. Ask one member of each group to visit a neighbouring group.

3 After a few minutes, bring the whole group together into a talking circle and ask them the questions below.
   - How easy is it to identify/demonstrate these ‘rules’?
   - Why do these ‘rules’ for special occasions exist?
   - What benefits come from having these ‘rules’?
   - What happens if someone breaks these ‘rules’?
   - What might happen if we had no ‘rules’ to follow at these special times?
4. Explain that during the training participants will be discussing sensitive and challenging topics. It is important that everyone can feel safe to do this. This means that the group should have its own special rules for how participants behave when they are together.

5. What ‘rules’ do participants want that will help them learn, share and develop together safely and without fear?

6. List the suggestions and develop these into a set of ground rules/group norms that everyone agrees with.

To prepare to facilitate this module, you need to do the following:

Go through the session plan and review all topics, and make sure the activities are locally appropriate. Decide on alternative activities if needed.

Make sure you are familiar with Part One of the Toolkit Building Knowledge and Awareness and have participated in trainings on sexual violence, social norms and self-awareness that accompany Part One. You also need to be familiar with the content of section 1 of Part Four of the Toolkit Catalysing Change.

Ice-Breakers and Energizers

It's crucial that this session is interactive and participants feel able to ask questions, clarify their understanding and discuss concerns throughout the presentation. Their understanding of and comfort with all information and material in this training is pivotal to the success of the CC Programme.

See the Sexual Violence module in Part One: Building Knowledge and Awareness for examples of ice-breakers and energizers you might wish to use throughout the training.
To prepare to facilitate this module, you need to do the following:

Go through the session plan and review all topics, and make sure the activities are locally appropriate. Decide on alternative activities if needed.

**TOPIC 1:** To facilitate the introductory team competition exercise on the CC theory of change, you will need to prepare six sets of ‘puzzle cards’. An example you can use is given in the Activity Sheet found at the end of the session plan before the handouts. You may wish to give a small prize to the winning team, such as sweets or allowing them to be first to get lunch.

**TOPIC 2:** The collective visioning activity aims to help Discussion Leaders to articulate a shared vision of a community free from sexual violence. This activity involves a variety of tasks for group members – including silent brainstorming, small-group discussion and consensus building – providing people with many ways to explore their visions, ideas and goals. As well as helping participants develop a vision for the programme and for their communities, this activity also aims to cultivate skills in facilitation. Each group will have a facilitator and an observer who will both be engaged in group facilitation.

The visioning activity involves participants working in groups to develop a newspaper story about the future. To prepare for this activity, prepare one poster for each group by taping together six flipchart pages per group (don’t make the poster smaller; part of what makes this exercise work so well is the large size of the blank paper). If you wish, you can bring a real newspaper to the training session to help participants think about the elements of a major story (such as quotes, headlines, images and narrative). The aim is to encourage participants to be creative in how they present their ideas. You will also need to provide each group with:

- markers – enough for everyone in the group plus extras
- other drawing tools like pencils or crayons
- something with which to attach the completed posters to the wall
TOPIC 3: To prepare for the Power Walk activity you will need to develop enough different characters for all participants. These should include male and female characters of different ages, education levels, employment status, wealth and (if relevant in your context) ethnicity. Characters could include the following:

- 12-year-old girl who is a domestic servant
- 17-year-old son of a wealthy businessman
- male non-governmental organization (NGO) staff member with a secondary education
- female community-based organization (CBO) volunteer with a primary education
- male local government officer
- male head of a UN agency
- male community leader with close ties to the ruling political party
- young widow with three children
- local male policeman
- local businessman
- female nurse
- illiterate woman farmer with five small children
- 13-year-old female sex worker
- female returnee doctor
- female returnee activist

Try to provide three statements about each character. Write each character description on a card.

Prepare a list of 15 to 20 statements describing different situations the characters could answer yes or no to. For example:

- I get to meet visiting government officials.
- I can read newspapers regularly.
- I have access to a radio and time to listen to it.
- I have access to micro credit.

Make sure the characters and statements are relevant to your country context.
## Module 1 Session Plan

### Welcome and Introductions – 2 hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Description</th>
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| Welcome and housekeeping          | 30 minutes | SHOW SLIDES 1–2  
Welcome all participants and provide information about the training timetable, facilities and other logistical issues. |
| Introductions and ice-breaker     | 15 minutes | If participants do not know each other, carry out a brief introductory activity by asking people to share their name, their community and what they hope to achieve as Discussion Leaders in the CC Programme. |
| Warm-up                           | 30 minutes | Ask participants to choose someone they find inspirational. It could be an inspirational leader or change agent such as Mahatma Ghandi or Nelson Mandela, it could be their mother or an orphan in their community who cares for her or his little brothers and sisters. Ask people to briefly share with the group the name of the person and why they find that person inspirational. |
| Group norms                       | 10 minutes | Review the group norms already established with participants or conduct an activity to develop group norms for the day (see Notes to Facilitator for an example). |
| Content and objectives            | 5 minutes | SHOW SLIDES 3–7  
Review the content of the training and objectives for module 1. |
| Pre-test                          | 30 minutes | DISTRIBUTE HANDOUT 1 and ask participants to complete the Pre-test. |

### Topic 1: Introduction to the CC Programme – 1 hour

1. **Programme overview**
   1. Ask participants what they know about the CC Programme.

   **SHOW SLIDES 8–12**
   2. When participants have finished responding, deliver a presentation on the CC Programme goal, objectives, components and principles. Make sure the following points are highlighted during the presentation:

   - Prepare six sets of ‘puzzle cards’. An example you can use is given in the Activity Sheet found at the end of the session plan before the handouts.
The CC Programme is an exciting programme bringing together:
- community-led, participatory processes for social change;
- the power of social norms in influencing human behaviour;
- universal values of dignity, fairness, and justice.

The programme aims to harness the power of people to take collective action to end tolerance for violence and discrimination in their communities, especially sexual violence.

Discussion Leaders have a very important role as change makers to motivate community members to listen deeply and respectfully to others, to examine their collective values and hopes, and to inspire them to take action together to make their communities healthier, safer and more peaceful, especially for women and girls.

The two components of the programme – social norms change and community-based care – are mutually reinforcing. For example, if people can see that services are available, this contributes to building positive norms that help break the silence around sexual violence.

SHOW SLIDE 13

3. Explain that the CC Programme follows a six-step pathway to creating change. Put participants into five or six small groups and distribute a mixed up set of puzzle cards representing the six steps to each group (see Activity Sheet at the end of the session plan for the sample puzzle cards). Challenge participants to put the cards in the right order as quickly as possible. If you have decided to award a prize, tell them the winning team will win a prize.

- Wait until all teams have put the cards in the order they think is right, noting the order in which the groups finished.
- Ask the team that finished first to share the order in which they put the cards. If they do not have the correct order, continue until you have a winning team.
- If you are awarding a prize, distribute it to the winners.

SHOW SLIDES 14–15

4. Review the theory of change, explaining each step and highlighting the role of service providers in strengthening care, support and protection for survivors and shifting harmful norms in the workplace and community that contribute to sexual violence.

SHOW SLIDES 16–17

5. Review the CE&A component. Explain that it is based on the following:

- The knowledge that social norms are a powerful influence on behaviour and that if we can help communities to change harmful norms we can influence the way people behave.
1. Programme overview (continued)

- The experience that participatory community-based processes are more likely to lead to sustainable change.
- The belief that every human being has basic rights and freedoms that are based on principles of dignity, fairness and justice.

6. Tell participants that CE&A aims to support the community to adopt positive norms that prevent sexual violence against women and girls and take action to prevent it by using group discussions to do the following:

- Help core groups in the community explore their values and vision for their community and question harmful beliefs and behaviours that contribute to violence and discrimination, especially against women and girls.
- Help those groups identify positive norms that encourage respectful and non-violent relationships between men and women, and acceptance and support for survivors of sexual violence.
- Help core group members publically show their commitment to positive norms and behaviours that prevent sexual violence.
- Help spread the message of change throughout the community to ensure that the commitment to preventing sexual violence spreads.

REREFER PARTICIPANTS TO HANDOUT 2: CC Programme overview

7. Invite questions and comments about any aspect of the programme. Allow time for discussion. If participants have specific questions about the discussion process, let them know they will be looking at that in more detail the following day.

SHOW SLIDE 18

8. Conclude by highlighting the following key points:

- The CC Programme uses a participatory, community-based approach and a social norms perspective for sexual violence prevention.
- It uses a participatory community-based approach because change needs to come from within the community.
- It uses a social norms perspective because social norms have a very powerful influence on the way we behave, sometimes even more powerful than knowledge and attitudes.
- The discussion process brings different groups in the community together to discuss the problems of injustice, discrimination and violence facing women and girls and build an understanding of how violence affects the community and how the community can collectively address it.
- Discussion Leaders have an important responsibility as change makers and must become confident about facilitating the group discussion process.
To prepare for this activity, prepare one poster for each group by taping together six flipchart pages per group and provide other relevant materials. See Note to Facilitators for more information on the purpose and preparation for this activity.

2. Envisioning our community free from sexual violence

Small group activity
2 hours

1. Put participants into groups of eight people.
2. Tell the groups they are going to imagine the CC Programme as a cover story for a major national newspaper. Tell them to imagine that it’s the year 2020 and they see someone selling newspapers. In one newspaper, the whole front page is about the CC programme.
3. Show participants the blank cover story sheets and tell them their job is to create that cover story. Explain the different elements that go into the story: text, headline, perhaps a sidebar or a quote, and pictures.
4. Ask each group to choose an observer and a facilitator. The observer does not join in the activity but observes the process and group dynamics and will later be asked to share the observations. The facilitator’s role is to keep the group moving and keep track of time.
5. Give each group a small stack of cards or squares of paper and ask participants to silently brainstorm their ideas for any part of the cover story poster. Let people do this for 5-10 minutes.
6. Ask the facilitator of each group to read all of the ideas aloud to the group. The purpose of this is to see what kinds of ideas have been generated and to spark new ones.
7. Ask the facilitator to have the group decide on a cover story. The group may choose an idea that has already been suggested, a combination of ideas or a completely new idea. The facilitator should choose the selection process (for example, a majority vote or consensus), but the group should make the decision together.
8. Give the groups 40 minutes to work on the cover story poster. If group members spontaneously self-select and delegate tasks, that’s fine; otherwise, the facilitator can guide the group. The observer should continue to observe.
9. At some point during this process, ask a few thought-provoking questions, such as:
   - Who are the stakeholders in the CC programme, and what have we accomplished?
   - How do we work with these stakeholders? What value has come of our work with them?
   - What do people say about the CC programme in the community? What do people say about Discussion Leaders?

Source: <www.old.studentsforbhopal.org/Assets/Cover-Story_Visioning_handout%5B1%5D.pdf>.
2. Envisioning our community free from sexual violence (continued)

- What has happened in the community as a result of the CC programme? How is life different for women and girls?

10. After 40 minutes, ask the observers to report their observations. Some questions you can ask are:
- Did everyone contribute?
- What style did the facilitator use?
- What did you think about what you observed?
- What was it like to observe

11. Allow 10 minutes for the groups to finish their posters. Encourage people to use their creativity and add drawings, colour and other elements.

12. Post the cover stories on the walls, and ask a member of each group to briefly present the group’s story. Next, allow a few minutes for participants to walk around and look at the other posters. This sharing is a powerful part of the exercise because it allows people to learn from each other’s ideas.

13. Bring participants back together and ask them to reflect on and share their insights, feelings, and experiences while doing this activity in their roles as group members, facilitators and observers.

SHOW SLIDES 19–20

14. Conclude by highlighting the following points:
- We need to inspire CC Programme participants to develop a vision for a peaceful, safe and healthy community based on principles of dignity, fairness and justice for everyone, and help them to take action to achieve this vision.
- Facilitating a group activity involves paying attention to what the group is doing as well as how they are working together. These are important skills for Discussion Leaders, and we will be exploring them in more detail in the coming days.

TOPIC 3: POWER AND THE CC PROGRAMME–1 hour and 30 minutes

1. Explain that for this activity everyone will play a different person, and hand a slip of paper to each person with a different character written on it. Tell participants not to tell anyone else which character they have and to take a minute to try and ‘walk in the shoes’ of their character and think about what life is like for that person.

- To prepare for the Power Walk activity you will need to develop enough different characters for all participants. You will also need to choose 15-20 statements to read out. See Facilitator Notes at the beginning of the module for more information.

3 There are many versions of the Power Walk activity. This version is adapted from draft training materials on ending female genital mutilation/cutting (FGM/C) developed as part of the UNFPA/UNICEF Joint Programme on Ending FGM/C.
SHOW SLIDE 21

2. Ask all participants to form a straight line, facing forward, and say that this line represents the idea that all human beings are born free and equal.

3. Tell participants you are going to ask them a series of questions, and if their character can answer yes to a question, they should take one step forward. If the answer is no or they are unsure, they are to stand still.

4. Read the questions below slowly and clearly one by one, and repeat if needed.
   - Do you eat at least two meals a day?
   - When you get sick, are you able to see a doctor?
   - Were/are you able to complete primary school?
   - Were/are you able to attend secondary school?
   - When you walk through the community, do you feel safe?
   - Do you have the power to influence people in your community?
   - Are you able to contribute to decision-making in your family?
   - Do you have money?
   - Do people in the community respect you?
   - Do decision-makers in the community value your opinions?
   - Do you know your legal rights?
   - Do you have access to clean and safe drinking water?
   - Can you refuse sex with your partner or spouse?

5. When all the questions have been asked, people will be spread out with the most powerless at the back, having taken the fewest steps. Ask participants the following:
   - Who is at the front and who is at the back of the room?
   - Participants at the front, please tell everyone who you are and why you are at the front.
   - Participants at the back, please tell everyone who you are and why you are at the back?
   - Participants at the back, how did it feel to watch others moving forward and be left behind?
   - What resources and capacities do people at the back need in order to move to the front?
   - Who is a male? Who is a female? Where are the majority of the women and girls? Where are the majority of the men and boys?
   - Are there any characters that are similar except for their gender? How are their lives different?
   - What makes people less or more powerful?
   - Are there any forms of power that the people at the back of the room do have?
6. Ask participants to return to their seats, divide into groups of three or four, and discuss the following questions:

- What have you learned from this activity?
- How might empowerment for everyone affect the achievement of a safer, healthier more peaceful community?
- Does one person being empowered take power away from other people?
- What does power have to do with the CC Programme?

7. After 20 minutes, invite each group to briefly present its ideas.

SHOW SLIDE 22

8. Conclude by highlighting the following points:

- All human beings are in principle born free and equal in dignity and rights, but the Power Walk exercise shows that even people living in the same environment do not have equal status or power: some people have basic capacities and resources; others lack even access basic necessities such as food, education, health, security and shelter.

- It is crucial to bring more equality among human beings by developing the capacities of those who have less power, because the more they are empowered – by having dignity and having their needs met – the more they will be able to contribute positively to the development of their families and communities.

- As Discussion Leaders we can share the knowledge that it’s in everyone’s interest that all community members are empowered. One person or group having power doesn’t take power away from others.

- Disempowerment is at the heart of discrimination, injustice and violence, including sexual violence. Empowerment is at the heart of change.

4. Harnessing different types of power

Large group activity 4

30 minutes

1. Tell participants you are going to think about different types of power. Set up four chairs in the centre of the room as shown below.

2. Ask four participants to come and sit in the chairs, then ask each one in turn how they would make their position the most powerful, without moving the chairs.

- Discuss their strategies with the whole group. Note any common themes in the strategies put forward and the different types of power they capture. Continue until ideas are exhausted.

- Ask another four participants to come and sit in the chairs. Give the same instruction, but allow them to move the chairs.

- Discuss their strategies with the whole group. Again, note common themes and different types of power. Continue until ideas are exhausted.

4 Adapted from: D. Hunter, Chair power: Three types of power, Training for Change, <www.trainingforchange.org/chair_power>.
4. Harnessing different types of power (continued)

3. Ask participants to return to their seats and ask if they remember the discussion about different types of power introduced during the training on sexual violence.

SHOW SLIDE 23

4. Review the different types of power:
   - **Power over**: using rewards, punishments or manipulation to force someone to do something. This is how we traditionally think about power – being more powerful than others and using that power to influence or control.
   - **Power to**: the unique potential of every person to shape his or her life and world, based on the belief that each individual has the power to make a difference.
   - **Power with**: the power that comes from community, solidarity and cooperation. The ability to influence and take action by uniting with others.
   - **Power within**: the ability to influence and take action based on intention, clarity of vision, or charisma. Aung San Suu Kyi, a Nobel Peace Prize winner from Myanmar, said: ‘If you have confidence in what you are doing and you are shored up by the belief that what you are doing is right, that in itself constitutes power, and this power is very important when you are trying to achieve something.’

SHOW SLIDE 24

5. Ask participants which form of power is represented in each of the pictures on the slide.

6. Ask for examples of how participants have seen or experienced power to, power with and power within in their lives. Ask:
   - Is it true that those who seem powerless are always powerless? What kinds of power might they have?
   - What types of power are we trying to build in the CC Programme through community discussions?
   - How can Discussion Leaders build power to, power with and power within as part of the community discussions?

SUMMARY AND REFLECTION–15 minutes

**Questions, summary and reflection**

- Allow time for questions that have not yet been addressed.
- Ask for a volunteer to provide a summary of the topics and key points covered during the day.
- Ask for a volunteer to facilitate a brief reflection in which participants are invited to share their thoughts, feelings and insights about the day’s learning.

5 Quote taken from D. Hunter, Chair power: Three types of power, Training for Change, <www.trainingforchange.org/chair_power>.
### Activity Sheet

**Sample puzzle cards for pathway to change activity**

Copy and cut out six sets of cards, mix each set up and distribute one set to each group.

<table>
<thead>
<tr>
<th>Strengthen care and support for survivors of sexual violence.</th>
<th>Build awareness and promote reflection about harmful beliefs and norms that foster sexual violence and positive community values that contribute to healthy, safe and peaceful communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore the ways in which certain beliefs and practices contribute to sexual violence and explore and choose alternative practices.</td>
<td>Collectively commit to taking action to prevent sexual violence.</td>
</tr>
<tr>
<td>Communicate positive norms and communicate that change is happening in the community.</td>
<td>Build an environment that supports change by building awareness and advocating for laws, rules and policies that prevent sexual violence.</td>
</tr>
</tbody>
</table>
Pre-test

Name:___________________________________________________________________________________________________

Please remember that this is a Pre-test. It is happening before you have taken part in the training or had the opportunity to
learn more about the topics. Do not be surprised or upset if you find that you cannot answer many of the questions. Just
do your best.

1. The CC Programme includes two components, strengthening community-based care and community engagement and action, and achieves these through a six-step pathway to change.
   True     False
   (1 mark)

2. What are the different types of power that people have?
   a) power over, power to, power with and power within
   b) power by, power for, power about and power to
   c) power to, power above, power for and power about
   d) power with, power for, power above and power by
   e) power within, power through, power about and power above
   (1 mark)

3. The role of Community Discussion Leaders is to direct community members to take action that has been decided by the CC Programme.
   True     False
   (1 mark)

4. The Universal Declaration on Human Rights is based on what principles?
   a) respect for human life and dignity
   b) justice and fairness in meeting physical needs
   c) acknowledgement of the importance of psychological and spiritual needs
   d) none of the above
   e) answers a), b) and c)
   (1 mark)

5. The CC Programme uses guided group discussions based on participatory principles to bring about change in the community. What is the reason for choosing this approach?
   a) change is more likely to happen and be sustained if communities own the process.
   b) change is more likely if the process is empowering and horizontal.
   c) communities should be the agents of their own change.
   d) change is more likely if the process is based on discussion and dialogue.
   e) all of the above.
   (1 mark)

6. Establishing a group agreement when a group starts is important, because this will stop any conflict from happening during the group sessions.
   True     False
   (1 mark)
7. List three things a Community Discussion Leader can do during group meetings to help members to feel comfortable in the group.

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

(3 marks)

8. List three qualities that a Community Discussion Leader should demonstrate to encourage members to take an active part in the group discussions.

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

(3 marks)

9. How have the different stages that a group experiences over time been described in theory?

a) meeting, talking, playing, celebrating
b) forming, storming, norming, performing
c) beginning, doing, closing
d) gathering, arguing, agreeing, leaving
e) starting, doing, stopping

(1 mark)

10. List three barriers that might stop a person from taking part in a group discussion.

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

(3 marks)

11. Community Discussion Leaders are responsible for managing both the content and the process during group discussions.

True False

(1 mark)

12. The most important way in which people communicate is non-verbally.

True False

(1 mark)
13. There are different ways that you can demonstrate that you are actively listening to another person. Which of these behaviours show active listening?
   a) looking at your watch every few seconds  
   b) staring out of the window  
   c) folding your arms and turning away  
   d) drumming your fingers on the table or chair  
   e) none of the above
   
   (1 mark)

14. Closed questions are most useful to encourage people to tell you more about their own experiences or ideas.
   True    False
   
   (1 mark)

15. List three ways that you can effectively minimize any conflict that might arise during a group discussion.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   
   (3 marks)

16. Adults bring a lot of personal experience to any discussion. It is important to acknowledge and draw upon this to support effective learning.
   True    False
   
   (1 mark)

17. Using participatory techniques during the group discussions will lead to conflict and boredom among group members.
   True    False
   
   (1 mark)

(The total possible score is 25 marks; multiply by 4 to give a percentage score.)
CC Programme overview

Goal
To create safer communities for women and girls through transforming harmful social norms that contribute to sexual violence into social norms that uphold women and girls’ equality, safety and dignity.

Objectives
1. To create an environment in which survivors can obtain holistic compassionate care and support from quality survivor-centred services.
2. To catalyse community-led action to reduce tolerance of sexual violence and to implement comprehensive prevention measures through transforming harmful beliefs and norms that foster sexual violence.

Guiding principles
1. Sexual violence is a fundamental and unacceptable violation of human rights.
   - All women and girls have the right to live free from sexual violence.
   - Survivors of sexual violence have the right to health, to protection from further violence and to dignity.
2. Preventing sexual violence involves promoting gender equality and promoting beliefs and norms that foster respectful, non-violent gender norms.
   - Ending discrimination and inequality based on gender is at the heart of ending sexual violence against women and girls.
   - Violence is a learned behaviour.
3. Participation and partnership are cornerstones of effective sexual violence prevention.
   - Genuine participation by communities is empowering, gives a voice to unheard members of the community, and fosters ownership of the problem and its solutions.
   - Preventing and responding to sexual violence requires collaborative action and partnerships across organizations and sectors, and most importantly with communities.
Pathway to Change

The CC Pathway comprises six steps that are the building blocks of the programme.

**STEP 1**
STRENGTHEN

**STEP 2**
REFLECT

**STEP 3**
EXPLORE

**STEP 4**
COMMIT

**STEP 5**
COMMUNICATE

**STEP 6**
BUILD

CARING FOR SURVIVORS AND CHANGING NORMS ABOUT SEXUAL VIOLENCE
PART 4 Catalysing Change

**Step 1. Strengthen community-based care and support for survivors of sexual violence.**

This step involves building stronger multisectoral systems and services, including health, psychosocial, law enforcement and education, to ensure that survivors of sexual violence can receive compassionate and quality care and support. The CC Programme addresses gaps in services, identifies barriers to access, and provides training and mentoring to service providers. It also works with them as a core group in the community to help them reflect on values, harmful beliefs and norms, examine how these influence their treatment of survivors, and explore how this treatment may influence a survivor’s willingness to come forward for help.

**Step 2. Enable reflection among core groups in the community about human rights and sexual violence.**

Group discussion is at the heart of the CC Programme, and the process begins by identifying influential people and groups in the community to involve in discussions and to inspire as change agents. In this step group members will be guided through a process of learning and reflecting on their collective values and aspirations and assisted to connect these to universal values of dignity, fairness and justice. They will be encouraged to reflect on beliefs and norms that foster sexual violence, as well as positive beliefs and norms that contribute to healthy, safe and peaceful communities.

**Step 3. Explore shared beliefs and practices.**

Continuing the discussion process, this step involves helping groups to explore the ways in which certain beliefs and practices contribute to sexual violence against women and girls and to adopt alternative beliefs and practices that promote non-violent, respectful relationships between men and women. Once positive beliefs and practices have been chosen, the group discussion members focus on identifying changes they can make to reinforce positive beliefs and practices.

**Step 4. Support collective public commitment to taking action and making changes.**

Successfully shifting social norms requires that community members understand the benefits of change, and collectively commit to taking action to prevent sexual violence. This step involves supporting core groups to identify advantages of promoting change, and organizing public actions that demonstrate their commitment to change. Such public commitments encourage others in the community to adopt positive beliefs and practices that prevent sexual violence against women and girls.

**Step 5. Communicate change.**

This step involves affirming and reinforcing among core groups that change is happening and encouraging others in the community to also adopt positive beliefs and practices. As change begins to take root, and norms and practices begin to shift, communicating this change provides important feedback and reassurance that others are changing and spreads the message to others outside the core groups that change is happening in their community. Spreading the word to new communities will inspire others to act to prevent sexual violence.

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6 These will be groups that have the most influence or impact in daily life, such as religious organizations or clan organizations. These groups should also be representative of the community in terms of gender, ethnicity, and include community members that are marginalized. Core groups will also include service providers in line with facilitating group discussion with service providers in Step 1.
Step 6. Build an environment that supports change.

The pathway to change requires more than changing collective norms; it requires building an environment that supports change and supports community members to sustain change. This step involves advocacy for supportive laws, policies and other mechanisms that support new practices and behaviours, address violations, and further strengthen the capacity of institutions and services to provide care for survivors.

Community engagement and action component

- Help core groups in the community, through facilitated participatory community discussions, to identify positive norms that encourage respectful and non-violent relationships between men and women and acceptance and support for survivors of sexual violence.
- Help community members publically show their commitment to positive community norms and to behaviours that prevent sexual violence and turn their vision into reality by developing and implementing community action plans to prevent sexual violence.
- Help communicate that change is happening throughout the community and to new communities to ensure that the commitment to preventing sexual violence and to sharing new ideas and behaviours is sustained.
- Help create a supportive environment through advocacy for laws, policies and mechanisms that reinforce positive norms preventing sexual violence.
LEARNING OBJECTIVES

At the end of this module participants will:

1. Know about the universal values of dignity, fairness and justice on which the CC community discussion process is based.
2. Have discussed participatory processes and be able to apply them when leading group discussions.
3. Understand the purpose and structure of CC group discussions.
4. Be familiar with the CC Community Discussion Guide.

Participant handouts

Handout 1: Simplified Universal Declaration of Human Rights
Handout 2: Participatory principles
Handout 3: Overview of CC discussion process
Handout 4: Elements of effective discussions
Participant handouts

Handout 1: Simplified Universal Declaration of Human Rights
Handout 2: Participatory principles
Handout 3: Overview of CC discussion process
Handout 4: Elements of effective discussions
## Module 2: CC Group Discussions

<table>
<thead>
<tr>
<th>TIME</th>
<th>CONTENT</th>
<th>SLIDES</th>
<th>HANDOUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00–9:15</td>
<td>• Housekeeping&lt;br&gt;• Review objectives for Module 2&lt;br&gt;• Personal reflection</td>
<td>25–26</td>
<td></td>
</tr>
<tr>
<td>9:15–10:45</td>
<td>Exploring values</td>
<td>27–29</td>
<td><strong>Handout 1</strong>: Simplified Universal Declaration of Human Rights&lt;br&gt;&lt;br&gt;<strong>Handouts</strong>: Local cultural and religious and values and informal and religious laws relevant to sexual violence</td>
</tr>
<tr>
<td>10:45–11:15</td>
<td>Participatory processes</td>
<td>30–32</td>
<td><strong>Handout 2</strong>: Participatory principles</td>
</tr>
<tr>
<td>11:15–11:30</td>
<td>Morning tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30–12:30</td>
<td>Participatory processes</td>
<td>33–34</td>
<td></td>
</tr>
<tr>
<td>12:30–1:00</td>
<td>Introduction to CC group discussions</td>
<td>35–39</td>
<td><strong>Handout 3</strong>: Overview of CC group discussion process</td>
</tr>
<tr>
<td>1:00–2:00</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00–3:00</td>
<td>Introduction to CC group discussions</td>
<td>40–45</td>
<td><strong>Handout 4</strong>: Elements of effective discussions</td>
</tr>
<tr>
<td>3:00–3:15</td>
<td>Afternoon tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:15–4:45</td>
<td>The CC community discussion guide</td>
<td>46–49</td>
<td></td>
</tr>
<tr>
<td>4:45–5:00</td>
<td>Questions, summary and reflection on day</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOTE TO FACILITATORS

To prepare to facilitate this module, you need to do the following:

Go through the session plan and review all topics, and make sure the activities are locally appropriate. Decide on alternative activities if needed.

**TOPIC 1:** You will need to prepare an additional handout on local cultural and religious values and human rights values in your context.

**TOPIC 2:** To prepare, modify information about the number and composition of group discussions in your context depending on how many groups will be held and who will attend, as per guidance in *Part Four: Catalysing Change.*

**TOPIC 3:** Have enough copies of the *Community Discussion Guide* to hand out to participants and be ready to encourage them to spend time becoming familiar with it over the coming days.
TOPIC 1: EXPLORING VALUES–1 hour 30 minutes

1. Dignity, fairness, and justice

Small group activity
1 hour 30 minutes

SHOW SLIDE 27

1. Ask participants to divide into four groups. Ask them to imagine that they will be settling a new island where no one has ever lived before and where there are no rules or laws. Tell participants they should forget who they are in real life because no-one knows what their position on the island will be, whether they will be male or female, young or old, rich or poor.

2. Give each group 15 minutes to discuss and agree on a list of rules governing everyone on the island to ensure that life on the island is as fair and equitable as possible. Ask them to write their list of rules down.

3. After 15 minutes, ask each group to present its list. As they do this, make a master list of all the rules mentioned.

You will need to prepare an additional handout on local cultural and religious values and human rights values in your context.
REFER PARTICIPANTS TO HANDOUT 1: Simplified Universal Declaration of Human Rights

4. Explain that the Universal Declaration of Human Rights (UDHR) is a list of rights for everyone in the world. Briefly review the articles with the group as a whole. After reading, ask if anyone has a question about any of them.

5. Ask participants:
   - What are some of the similarities between our list and the UDHR?
   - Which rights from the UDHR did we not include?
   - Do we want to add any more rights to our list?
   - Were any rights on our list not included in the UDHR?
   - What are some of the ideas about what it means to be a human being in the UDHR?
   - How are these ideas about what it means to be human relevant to CC group discussions?

6. Ask participants to discuss the following questions in the same small groups:
   - What cultural and religious values support the ideas in the UDHR about being human? (Examples could include religious teachings, local proverbs and songs.)
   - How are the values in the UDHR reflected or not reflected in your lives?

7. Bring participants back to the large group to share their responses to the questions.

SHOW SLIDES 28–29

8. Conclude by highlighting the following points:
   - All human beings have:
     - the need to live with dignity;
     - physical needs, including food, water, health, work, shelter and safety;
     - psychological and spiritual needs, including to live within a family, have friends, be educated, have dignity and be loved and respected.
   - Human rights reflect the basic needs that all humans have and are based on these basic principles:
     - respect for human life and dignity;
     - justice and fairness.
   - These principles are found in most religions and philosophies.
   - The values of human dignity, justice and fairness are central to the CC Programme, and we will be exploring them in group discussions. Other core values are equality, non-discrimination, non-violence, participation, inclusion, accountability and responsibility.
Unfortunately, legal and social norms do not always reflect these universal values of dignity, fairness and justice. Often this is because they are crafted by those in power without considering the views and aspirations of those with less power.

CC group discussions aim to help community members reflect on these principles and values, how they are relevant in everyday life and what changes people can make together to promote norms that are based on these universal values and those values that promote rights that are locally relevant.

TOPIC 2: PARTICIPATORY PROCESSES—1 hour 30 minutes

2. Facilitating participatory processes

SHOW SLIDE 30
1. Present scenarios 1 and 2 showing different models of people communicating, and give participants time to look at them.

SHOW SLIDE 31
2. Ask participants to consider the illustrations on the slide and discuss the following questions with the person next to them:
   - 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?

3. After participants have discussed the questions, facilitate a large group discussion on their responses to the images and questions. Ask participants which approach they prefer and why.

SHOW SLIDE 32
4. Tell participants that the CC programme uses the approach shown in scenario 2 because it values all speakers and tries to give equal recognition to everyone. In other words, the CC programme is based on a participatory rather than a top-down approach. Acknowledge that this may be a new or different style of communication than most participants are accustomed to. Explain why CC uses a participatory approach:
   - Change is more likely to happen and be sustained if the individuals and communities most affected own the process, or at least feel as though they contributed to it.

2. Facilitating participatory processes (continued)

- Change is more likely if the process is empowering and horizontal (rather than top-down) and gives a voice to the 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.

3. Principles of a participatory approach

**Role plays and discussion**

45 minutes

1. Ask participants to divide into three groups and ask each group to:
   - Identify an issue or problem the community has faced in the past.
   - Develop a short role play based on it to illustrate how the community usually discusses issues and solves problems.

2. After 15 minutes, bring everyone back to the large group, and invite each group to perform their role play.

3. When all the role plays have been shown, facilitate a discussion about the ways of addressing issues and solving problems in the community. You can use the following questions to stimulate discussion:
   - Who usually participates in discussions about issues and problems in the community? For example, older and younger people, men and women, richer and poorer people, people with and without formal education?
   - Who usually manages the process of problem solving?
   - If there are meetings or discussions, who usually speaks at them?
   - How are decisions made? How are rules enforced?

4. Ask participants to list the similarities and differences between a participatory discussion-based approach and a top-down approach to problem solving in the community.

5. If a participatory process is very different from a traditional approach to problem solving, ask participants:
   - Why is it important to listen to multiple voices? What value does a participatory process have over one where only a few people get to make decisions? Is the voice of women worth listening to? What about children?
   - What does this mean for participants’ future role as facilitators of a participatory process?

**SHOW SLIDE 33**

6. Conclude by highlighting the following key points:
   - Using a participatory approach where many different voices and perspectives can be heard may be familiar in some communities but not in others.
3. Principles of a participatory approach (continued)

- If a participatory approach is new to your community, Discussion Leaders will need to take time to make sure people feel comfortable with the process and create a safe and trusting environment before people will feel able to speak freely.

- Principles that can help guide our work include the following:
  - communities and discussion leaders are experts;
  - local experiences are at the centre of the process;
  - discussion and dialogue are more effective than top-down intervention;
  - participation by different community groups is important, especially participation by women and girls;
  - good discussions lead to mutual learning (between discussion leaders and the community, one community with another, and among community members);
  - communities have the capacity to identify needed changes, make them, and bring positive change to other communities.

REFER PARTICIPANTS TO HANDOUT 2: Participatory principles

TOPIC 3: INTRODUCTION TO CC GROUP DISCUSSIONS—1 hour 30 minutes

TO DO

- To prepare, modify information about the number and composition of group discussions in your context depending on how many groups will be held and who will attend, as per guidance in Part Four: Catalysing Change.

SHOW SLIDE 35

1. Tell participants that now that you have considered the values and principles that underpin CC group discussions, you are going to look at the discussions in more detail. Deliver a presentation covering the group discussion process and content.

SHOW SLIDE 36

Introduction to CC group discussions

- Group discussions lie at the heart of the CC programme’s approach to preventing sexual violence.

- The CC group discussions are based on a few important ideas:
  - The term ‘universal values’ means that every human being is entitled to some basic rights and freedoms.
  - Empowering communities by using participatory processes can build the community’s commitment and capacity to make positive changes.
  - Communities are more likely to address sexual violence against women and girls when they have the opportunity to explore and commit to values that are locally and culturally-relevant. It is crucial to link existing local values to universal values of human dignity, fairness and justice.
4. Purpose and overview of CC group discussions (continued)

Presentation and group discussion 1 hour

- We should focus on positive values and building a vision for the future rather than on traditions or cultural values that may have a negative influence.
- Ask participants to share their thoughts about these ideas. Ask how cultural, community and religious values support or don’t support these ideas.

SHOW SLIDE 37

What is a CC discussion group?

- A CC discussion group has about 25 people who meet twice a week for 15 weeks to discuss values, their vision for the future and issues related to violence in the community.
- Each meeting lasts for about one and a half hours and is led by a discussion leader.

SHOW SLIDES 38–39

What is the purpose of the discussion groups?

- The goal of discussion groups is to use dialogue and deliberation to bring the issue of violence against women and girls, in particular sexual violence, into the open and motivate community members to take action together to address it.
- To achieve the goal, group discussions provide group members with the space to:
  - talk about universal values of human dignity, fairness and justice and connect them to values that already inform their everyday lives;
  - discuss instances of discrimination and injustice they have experienced or witnessed, and connect them to the experiences of others in their community, and to the safety and health of the community as a whole;
  - develop a vision of a community free from violence and injustice;
  - identify beliefs, behaviours and norms that support the achievement of their vision and that they are ready to adopt;
  - identify actions they can take together to prevent violence and injustice against women and girls;
  - promote public discussion and generate interest and commitment amongst others in the community to take action to prevent sexual violence;
- Experience from other programmes using participatory discussion in different countries, including Somalia and South Sudan, has shown that group learning and dialogue can bring to light the differential treatment of girls and boys and of women and men, and can motivate the community to end discriminatory practices that violate the rights of girls and women.
- This approach has led to decreases in domestic violence and harmful practices such as child marriage and female genital mutilation/cutting (FGM/C).
SHOW SLIDE 40

What is the role of the Discussion Leader?

- The Discussion Leader helps manage and guide the group through the learning and discussion process.
- A Discussion Leader is a catalyst or promoter of change in the community. Like a match, they spark a fire.
- Discussion Leaders help group members to:
  - get to know each other;
  - create a trusting and safe environment where people can speak freely and honestly and share their opinions and beliefs;
  - look at the problem of violence and discrimination against girls and women from different points of view;
  - learn about the hidden problem of sexual violence;
  - explore beliefs and social norms that contribute to violence and discrimination against women and girls;
  - commit to making changes to behaviours that contribute to violence and discrimination against women and girls;
  - develop ideas for action to prevent sexual violence against women and girls.

SHOW SLIDE 41

Who is in the groups?

This information may need to be modified depending on country-level decisions about how many groups will be held in each community and who will be in each group.

- Communities will start with separate discussion groups for the following people:
  - male community and opinion leaders;
  - female community and opinion leaders;
  - male community members interested in participating;
  - female community members interested in participating;
  - managers and senior staff from state and district-level government and non-government health, social welfare and law enforcement agencies and organizations;
  - community-based response workers and volunteers in health, social welfare and law enforcement who provide care and support services to survivors of sexual violence;
  - members of the school community, including teachers, administrators and parents.

SHOW SLIDES 42–44

Groups 1 and 2: Respected community and opinion leaders

- Sex segregation allows men and women to express themselves and discuss sensitive issues related to gender and sex in a safe environment.
- Getting respected and influential members of the community involved in the discussions will help influence the beliefs and attitudes of others in the community and spread new ideas, rules and behaviours for preventing sexual violence more rapidly.
4. Purpose and overview of CC group discussions (continued)

- Respected leaders and opinion leaders have an important role in:
  - communicating information and building awareness about the issue of sexual violence and the need for prevention;
  - advocating change and new beliefs and behaviours that prevent sexual violence;
  - modelling new behaviours and reinforcing new norms;
  - encouraging others in the community to take action against sexual violence;

Groups 3 and 4: Self-selected male and female community members
- The group will be most effective if it involves people from different parts of the community who are interested in the issue.
- Sex segregation enables participants to discuss issues in a safe environment.

Group 5: District/state level members of the interagency coordination group and other senior staff from relevant agencies
- This group, representing the health, social welfare and law enforcement sectors, could include both women and men if that is appropriate in your context.
- Members have the potential to influence beliefs and norms relating to sexual violence in their workplaces as well as in the wider community.
- Encourage them to adopt and promote positive norms and behaviours that support, rather than blame and stigmatize, survivors of sexual violence and that hold perpetrators accountable.

Group 6: Community-based service providers who deliver care and support services for survivors of sexual violence
- This group can include men and women who are community- or facility-based health workers, social workers and volunteers who provide psychosocial care and support as well as police officers and others involved in survivor response.
- Its aim is to transform harmful beliefs and norms amongst service providers into norms that promote respect and dignity and that create an environment in which survivors feel safe to approach service providers for help.

Group 7: Members of the school community
- This group includes teachers, school administrators and parents.
- Schools are often places of high risk for sexual violence from teachers and other staff as well as fellow students.
- Schools can play an important role in identifying survivors, helping them to find services, and supporting them throughout the recovery process.
- Schools are important community institutions that help shape and reinforce beliefs and norms, both harmful and healthy.
- Teachers are influential and respected members of the community and can model positive norms and behaviours to students, parents and the wider community.

REFER PARTICIPANTS TO HANDOUT 3: Overview of the CC group discussion process
5. Basic elements of effective group discussions

Presentation and large group discussion
30 minutes

SHOW SLIDE 45

1. Tell participants that effective group discussions have a number of elements. As you review each element, invite participants to share why they think that element is important, and what role a Discussion Leader plays in creating it.

- The group offers a safe and trusting environment.
- All members of the group have a chance to speak and express their own ideas and feelings freely.
- All members of the group can hear others’ ideas and feelings stated openly.
- Group members can receive and respond to respectful but honest feedback from others.
- A variety of points of view are put forward and discussed.
- The discussion is not dominated by any one person.
- Arguments, while they may be spirited, are based on the content of ideas and opinions, not on personalities.
- Even in disagreement, participants understand that the group is working together to solve the problem of violence and discrimination against women and girls and to create a plan for a safer and healthier community.

REFER PARTICIPANTS TO HANDOUT 4: Elements of effective group discussions

TOPIC 4: THE CC COMMUNITY DISCUSSION GUIDE–1 hour 30 minutes

SHOW SLIDE 46

1. Tell participants that the Community Discussion Guide will help them to direct and guide the discussion process, but that the success of the discussions also relies on their skills as facilitators in creating a safe space in which all people feel able to speak freely about sensitive issues of discrimination and violence.

2. Hand out copies of the Community Discussion Guide, if you haven’t already done so, and allow 10 minutes for everyone to look through the guide.

SHOW SLIDES 47–48
3. Review the four phases of the discussions and the topics for each week:
   - phase one: getting to know one another and imagining a healthy, safe and peaceful community free from violence;
   - phase two: exploring values of dignity, fairness, justice, equality and non-discrimination;
   - phase three: creating understanding about violence against women and girls and the social norms that prevent and promote it;
   - phase four: exploring and agreeing on options to move from dialogue to action.

4. Review the contents section of the guide together.

      SHOW SLIDE 49

5. Explain the following points about the guide:
   - **Adapting the guide.** The guide is designed to be used in different countries and cultures; to use it in their community, they will need to make it relevant to their context. Together with other members of the CE&A Team, they will need to make sure the discussions incorporate their cultural traditions, including songs, dances, proverbs, sayings, religious teachings and stories.
   
   - **Human rights.** The values of human dignity, justice and fairness are central to the guide and are explored throughout the 15 weeks. Other core values are equality, non-discrimination, non-violence, participation, inclusion, accountability and responsibility.

      While these values are based on human rights principles, the guide dedicates only one week to human rights. Knowledge of human rights is a critical first step in claiming them. But if the topic of human rights is too sensitive to discuss in the community, the discussions can instead focus on norms, values and formal and informal laws that protect and promote rights.

   - **Relevance.** Group activities should build on everyday life situations in the community and promote discussion on themes that are meaningful to group members.

   - **Learner-centredness.** The guide is learner-centred and includes interactive exercises to encourage participation.

6. Allow participants to explore and discuss the guide for the rest of the session.

   During this discussion, acknowledge that talking about sensitive subjects like sexual violence can be very difficult and ask participants to be thinking about how they will discuss it and other sensitive issues in the groups.

   Encourage participants to continue looking through the guide over the coming days.

**SUMMARY AND REFLECTION—15 minutes**

- Allow time for questions that have not yet been addressed.
- Ask for a volunteer to provide a summary of the topics and key points covered during the day.
- Ask for a volunteer to facilitate a brief reflection in which participants are invited to share their thoughts, feelings and insights about the day’s learning.
Simplified Universal Declaration of Human Rights

1. Everyone is free and we should all be treated in the same way.
2. Everyone is equal despite differences in skin colour, sex, religion, language for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or to torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Everyone has the right to ask for help if someone tries to harm you, but no-one can enter your home, open your letters or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish.
14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.
18. Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.
19. Everyone has the right to say what they think and to give and receive information.
20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of their country.
22. Everyone has the right to social security and to opportunities to develop their skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if they are ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in their community’s cultural life.
28. Everyone must respect the ‘social order’ that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community and public property.
30. No one has the right to take away any of the rights in this declaration.

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PART 4
Catalysing Change

**HANDOUT 2**

Participatory principles

- Community members and Discussion Leaders are experts in their communities.
- Local experiences are at the centre of the process.
- Participation by different groups in the community is important, especially participation by women and girls.
- Mutual learning is valued (between Discussion Leaders and the community, among community members, and between different communities)
- Communities have the capacity to identify and make changes and transfer positive change to other communities.
Overview of CC discussion process

Group discussions lie at the heart of the CC programme’s approach to preventing sexual violence. They are based on the following ideas:

- Universal values of dignity, fairness and justice mean that every human being is entitled to some basic rights and freedoms.
- Empowering communities by using participatory processes can build the community’s commitment and capacity to make positive changes.
- Communities are more likely to address sexual violence against women and girls when they have the opportunity to reflect on those positive values that already exist within their communities and explore and commit to universal values of human dignity, fairness and justice.
- We should focus on positive values and building a vision for the future.

What is a CC discussion group?

- A CC discussion group is a group of approximately 25 people who meet twice per week for 15 weeks to learn, discuss and deliberate together.
- Each meeting lasts for about an hour and a half and is led by a Discussion Leader.

Purpose of the discussion groups

- The goal of discussion groups is to use dialogue and deliberation to motivate members to agree on and take action together to prevent sexual violence.
- To achieve the goal, group discussions will provide group members with the space to:
  - talk about universal values of human dignity, fairness and justice, and connect those values to values that already inform their everyday lives;
  - talk about discrimination and injustice they experience or see in their community and the impact on the safety and health of the community as a whole;
  - develop a vision of a community free from violence and injustice;
  - identify beliefs, behaviours and norms that support the achievement of their vision;
  - identify actions they can take together to prevent violence and injustice against women and girls;
  - spark public discussion and encourage commitment by others in the community to act to prevent sexual violence;
- Experience from other programmes using participatory discussion in different countries, including Somalia and South Sudan, has shown that group learning and dialogue can bring to light the differential treatment of girls and boys and of women and men, and motivate the community to end discriminatory practices that violate the rights of girls and women.
- This approach has led to decreases in domestic violence and harmful practices such as child marriage and FGM/C.
The role of the Discussion Leader
Discussion Leaders are catalysts or promoters of change in the community. They help group members to:

- Get to know each other.
- Create a trusting and safe environment where people can speak freely and honestly and share their opinions and beliefs.
- Look at the problem of violence and discrimination against girls and women from different points of view.
- Learn about the hidden problem of sexual violence.
- Explore beliefs and social norms that contribute to violence and discrimination against women and girls.
- Explore beliefs and social norms that protect against violence and discrimination towards women and girls.
- Commit to making changes to behaviours that contribute to violence and discrimination against women and girls.
- Develop ideas for action to prevent sexual violence against women and girls.

Who is in the groups?
Each community will start with seven discussion groups as follows:

- Two groups of respected community and opinion leaders, one male and one female.
- Two groups of community members who are interested in participating, one male and one female.
- Managers and senior staff from state- and district-level government and non-government health, social welfare and law enforcement agencies and organizations.
- Community-based response workers and volunteers in health, social welfare and law enforcement who provide care and support services to survivors of sexual violence.
- Members of the school community, including teachers, administrators and parents.

Groups 1 and 2: respected community and opinion leaders
These groups are sex-segregated to allow men and women to express themselves and discuss sensitive issues related to gender and sex in a safe environment.

- Getting respected and influential members of the community involved in the discussions will help influence the beliefs and attitudes of others in the community and spread new ideas, rules and behaviours for preventing sexual violence more rapidly.
• Respected leaders and opinion leaders have an important role in:
  ▶ communicating information and building awareness about the issue of sexual violence and the need for prevention;
  ▶ helping others understand the need for change and adopt new beliefs and behaviours that prevent sexual violence; modelling new behaviours and reinforcing new norms;
  ▶ becoming ‘champions for change’ – people who act as advocates of new ideas, rules and actions – and encouraging others in the community to take action against sexual violence.

Groups 3 and 4: Self-selected male and female community members
• These groups involve different members of the community who are interested in the issue.
• They are sex-segregated to enable participants to discuss issues in a safe environment.

Group 5: District- and state-level members of interagency coordination groups established or supported through the CC programme and other senior staff from relevant agencies
• This group is made up of male and female managers and senior staff from health, social welfare and law enforcement sectors. If a mixed sex-group is not appropriate in your context, it can also be organized in a sex-segregated fashion.
• These participants have the potential to influence beliefs and norms relating to sexual violence in their workplaces as well as in the wider community. They can become ‘champions for change’ across their sectors by adopting and promoting positive norms and behaviours that support, rather than blame and stigmatize, survivors of sexual violence and that hold perpetrators accountable.

Group 6: Community-based service providers who work with survivors of sexual violence
• This group is made up of male and female community- and facility-based health workers, social workers and volunteers in government, non-government and community-based organizations that provide psychosocial care and support, police officers and others involved in survivor response.
• These participants can help transform harmful beliefs and norms amongst service providers into norms that promote respect and dignity and that create and environment in which survivors feel safe to approach service providers for help.
Group 7: Members of the school community

- This group is made up of teachers, school administrators and parents.

- Targeting harmful norms in schools is an important strategy for the following reasons:
  - Schools are often places of high risk for sexual violence perpetrated by teachers and other staff and by fellow students;
  - Schools play an important role in shaping and reinforcing both harmful and healthy beliefs and norms;
  - Schools can play an important role in identifying survivors, assisting in service seeking and helping throughout the recovery process;
  - Teachers are influential and respected members of the community and can play a role in modelling positive norms and behaviours to students, parents and to the wider community.
Elements of effective discussions

- The environment is safe and trusting so that group members can hear other people’s opinions, ideas and feelings.
- All members of the group have a chance to speak and express their ideas and feelings freely.
- All members of the group can hear others’ ideas and feelings stated openly.
- Group members can receive and respond to respectful but honest feedback from others in the group.
- A variety of points of view are put forward and discussed.
- The discussion is not dominated by any one person.
- Arguments, while they may be spirited, are based on the content of ideas and opinions, not on personalities.
- Even in disagreement, there’s an understanding that the group is working together to solve the problem of violence and discrimination against women and girls and create a plan to create a safer and healthier community.
LEARNING OBJECTIVES

At the end of this module participants will:

1. Understand the differences between top-down and horizontal approaches to learning and leading.
2. Be familiar with guidelines for CC Discussion Leaders.
3. Have assessed themselves against ideal qualities and skills of Discussion Leaders and identified priority skill areas to develop.
4. Be able to identify some basic do’s and don’ts of facilitating group discussions.

Participant handouts

Handout 1: Guidelines for discussion leaders
Handout 2: Discussion leader qualities and skills
Handout 3: Do’s and don’ts for discussion leaders
Participant handouts

**Handout 1**: Guidelines for discussion leaders

**Handout 2**: Discussion leader qualities and skills

**Handout 3**: Do’s and don’ts for discussion leaders
## MODULE 3: SCHEDULE | DAY 3

<table>
<thead>
<tr>
<th>TIME</th>
<th>CONTENT</th>
<th>SLIDES</th>
<th>HANDOUTS</th>
</tr>
</thead>
</table>
| 9:00–9:15 | • Housekeeping  
          • Review objectives for Module 3  
          • Personal reflection | 50–51 | |
| 9:15–10:45 | Models of learning and leading | 52–54 | |
| 10:45–11:00 | Morning tea | | |
| 11:00–12:30 | Guidelines for discussion leaders | 55–61 | **Handout 1: Guidelines for discussion leaders** |
| 12:30–1:00 | Qualities and skills of good facilitators | 62 | |
| 1:00–2:00 | Lunch | | |
| 2:00–3:00 | Qualities and skills of good facilitators | 63 | **Handout 2: Discussion leader qualities and skills** |
| 3:00–3:15 | Afternoon tea | | |
| 3:15–4:15 | Do’s and don’ts when facilitating discussions | 64 | **Handout 3: Do’s and don’ts for discussion leaders** |
| 4:15–4:30 | Questions, summary and reflection on day | | |
NOTE TO FACILITATORS

To prepare to facilitate this module, you need to do the following:

Go through the session plan and review all topics, and make sure the activities are locally appropriate. Decide on alternative activities if needed.

One of the best ways to communicate facilitation skills is to model them yourself. Consider asking participants to use examples of your facilitation when reviewing good practice in facilitation or to illustrate specific skills of good facilitators. Where possible, provide positive feedback to participants when they demonstrate the qualities and skills the training seeks to develop. For example, when a participant responds in a brief and concise manner, you should draw attention to it as an example of a facilitator’s skill.

TOPIC 1: To facilitate the water glass activity, you will need a glass for each participant and a large jug of water. As with all the exercises in the CC Toolkit, if you feel this exercise is not appropriate in your setting, it is fine to substitute an alternative activity.

TOPIC 2: Before facilitating this topic, make sure the CE&A Team has carefully considered all the ethical and safety issues that might emerge during discussions and that you have clear guidelines and resources for managing the kinds of information that could emerge during discussions. This includes locally developed guidelines on confidentiality and handling sensitive information. You should also develop a handout for this session so Discussion Leaders are clear on confidentiality and handling sensitive information in your setting and what to do if an issue arises.

TOPIC 3: The ‘where do you stand?’ exercise is a modified version of an activity in which participants are read a statement and, based on their response to the statement, move to a sign in the room that says ‘agree’ or ‘disagree’. The modified version used in this training ensures that participants are not influenced by the perspectives of other people: they choose a card that represents their response without reference to other people. To facilitate the activity in this way, you will need to prepare a set of three cards for each participant, with words or symbols expressing ‘agree’, ‘disagree’, and ‘not sure’. Participants choose the card that represents their response, and all show their cards at the same time. If you prefer to do this activity using the original method of placing a sign with ‘agree’ on one wall and ‘disagree’ on the other and have people move to the sign, feel free to do so.

TOPIC 4: To facilitate the ‘Do’s and Don’ts’ activity, you will need to photocopy and cut out sets of statements found in the Activity Sheet at the end of the session plan before the handouts. You will need one set for each small group of four to six members. You will also need a prize to give to the winning group.

Additional reading/resources for facilitators

• Seeds for Change, online facilitation resources, <www.seedsforchange.org.uk/resources>.


### Module 3 Session Plan

#### Introduction—15 minutes

<table>
<thead>
<tr>
<th>Housekeeping and objectives</th>
<th>Housekeeping</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>SHOW SLIDE 50</td>
</tr>
</tbody>
</table>

**SHOW SLIDE 50**

Review objectives for Module 3

#### Reflection

**SHOW SLIDE 51**

1. Ask participants to reflect on what fears and anxieties they may have about:
   - leading group discussions;
   - leading particular groups;
   - leading discussions about particular issues.

2. Invite those who wish to share their thoughts and feeling to do so briefly.

#### Topic 1: Models of Learning and Leading—1 hour 30 minutes

1. **Different models of learning and leading**

   **Large group activity**

   **SHOW SLIDE 52**

   1. Hand each participant a glass or cup. With a bottle or jug of water, go around pouring some water into each glass. As you go, you can make comments like this: ‘It’s so good to be sharing my knowledge with you. I see you also have an empty glass. I’m glad I have so much knowledge to share... So many empty glasses! I have lots of knowledge here.’

   2. After you have spent a few minutes distributing water to everyone, sit in a chair up in front of everyone else and look around in a neutral way. Ask participants to notice any feelings they have, but don’t invite comments yet.

   3. Tell participants that you will now do something different, and ask participants to get up and move around sharing their water with each other and, while they are doing so, to notice their feelings and reactions.

   4. After a while, get up and move among them, adding water as much as possible to their glasses while also receiving from those who want to share back. It’s OK if some don’t want any more facilitator water, or want to throw a bit of water at you – some irritation with the facilitator is normal.

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5. Stop the exercise when you see the energy start to go down, and ask participants to return to their seats.

6. Ask participants to share their feelings by asking: When the facilitator was pouring water into your glass, how did you feel?
   - Did anyone check to see if the amount of water they had was different from someone else’s? If so, how did that feel?
   - How did it feel when participants were sharing water with each other?

7. When someone expresses a feeling you think others may share, ask those who share that feeling to raise their hands.

8. Ask participants to think of the water as knowledge. Ask them whether they think the activity reflects real life.

9. Explain to participants that this is an activity for exploring ways of learning in groups and leading group learning.

10. Suggest that the pouring of water by the facilitator was one model for learning and leading, and the sharing of water by participants was another. Ask participants:
    - Which model seems more supportive of the value of community?
    - Which model is most likely to encourage open discussion and dialogue amongst community members about values, beliefs and norms?
    - What do you think this model of learning aims to achieve?
    - What methods and techniques might we use in this model?
    - What is the role of the learner and what is the role of the leader in this approach?
    - What name would you give to this educational model and why?
    - How does participation differ in each of the models and why?
    - Which aspects of each model are appropriate for group discussions and why?

SHOW SLIDES 53–54

11. Conclude by highlighting the following points:
    - As leaders of group discussions, we are not in charge of everyone else’s learning – we do not have responsibility for filling up people’s glasses – we are there to help group members share and learn together.
    - We should see ourselves as learners and foster models of learning and leading that value people’s knowledge and experiences.
    - The Discussion Leader and participants are equals; everyone shares responsibility for creating a good learning experience in CC discussions.
    - The role of Discussion Leaders is to do the following:
      - help the group set its group norms and stick to them;
      - help the group talk about an issue by asking probing questions;
      - help group members identify areas of agreement and disagreement;
TOPIC 2: GUIDELINES FOR DISCUSSION LEADERS—1 hour 30 minutes

2. Guidelines for leading group discussions

Discussion and small group work
1 hour 30 minutes

• Before facilitating this topic, make sure the CE&A Team has carefully considered all the ethical and safety issues that might emerge during discussions and that you have clear guidelines and resources for managing the kinds of information that could emerge during discussions. This includes locally developed guidelines on confidentiality and handling sensitive information. You should develop a handout for this session so Discussion Leaders are clear on how to handle confidentiality and sensitive issues.

SHOW SLIDE 55
1. Ask participants what the word ‘facilitate’ means.

SHOW SLIDE 56
2. Tell participants that the word ‘facilitate’ means to make easy or to make possible. Facilitation is an enabling and guiding process which creates and supports a space for people to engage with each other. In CC community discussions, facilitation involves using participatory techniques to get everyone involved and interacting and to create a positive environment for shared learning and empowerment.

3. Tell participants that facilitation requires skill—some of us are naturally good at facilitating, but there are many components required to work together to make the process of group discussion engaging, interesting, dynamic and safe.

4. Ask participants to think about a good experience of group facilitation they have had—a training, meeting or other group activity. Ask participants to reflect on what the facilitator did that was good, and note responses on a flipchart.

SHOW SLIDE 57
5. Tell participants that it’s helpful to have some common principles to follow when facilitating group discussions. Ask participants to form groups of three and choose guidelines that they think are essential to promote effective facilitation of group discussions. Ask them to describe each guideline in a single word or short phrase. Start by giving the example ‘use active listening’.

6. After 15 minutes, bring participants back to the large group and ask the groups to take turns giving one suggestion and saying why they chose it until all guidelines have been shared.

REFER PARTICIPANTS TO HANDOUT 1: Guidelines for discussion leaders
2. Guidelines for leading group discussions (continued)

SHOW SLIDES 58–59

7. Review the list of guidelines in the handout for facilitating group discussions, asking participants what each one means and how it would be demonstrated in practice.

- **Use active listening**: facilitation means listening to what people are saying and being aware of what they are not saying. This includes being aware of the different ways that people communicate using words, their voice and body language.

- **Promote confidentiality**: to participate fully, people must be confident that everything can be discussed freely without fear of being talked about outside the group. Discuss the kinds of information that could emerge during group discussions and resources available to manage challenging issues that may emerge. Explain to participants that they will need to talk with groups about what confidentiality means.

- **Show respect**: a facilitator must acknowledge and respect each individual and make sure group members show respect to each other regardless of their viewpoint.

- **Demonstrate equality**: each person has the same right to contribute, influence, to determine the direction of the discussion. Equality also relates to respect, valuing of personal experience and participation.

- **Recognise the value of personal experience**: each member’s contribution to a discussion is equally valid and valuable.

- **Build trust and safety**: to ensure maximum participation, the facilitator must encourage the development of trust and safety.

- **Support inclusion and participation**: everyone in the group must be included and encouraged to participate, share ideas and take initiative.

- **Inspire!** Discussion Leaders should be passionate, creative and energetic and create a space that is engaging and that inspires group members to take action. Ask participants if there are important guidelines missing that we need to add to the list – in particular, any guidelines for discussing the sensitive issue of sexual violence.

8. Review the list of guidelines generated by participants and make sure they are all on the list. If not, discuss with participants whether any should be added to the list.

SHOW SLIDE 60

9. Ask participants to divide into four groups, and give each group two of the guidelines. Give each group 20 minutes to come up with concrete examples of how they can put their guidelines into practice when they are facilitating group discussions.

10. Ask each group to present a brief role play demonstrating their two guidelines, and see if other groups can guess which guideline is being demonstrated.

SHOW SLIDE 61
2. Guidelines for leading group discussions (continued)

11. Conclude by highlighting the following points:
   - We all bring different personalities, skills and strengths to our work as Discussion Leaders.
   - It’s important that we are all familiar with and follow simple guidelines for facilitating CC group discussions.
   - It’s a good idea to review the guidelines regularly and use them to reflect on and assess our growth and skills as facilitators.

TOPIC 3: QUALITIES AND SKILLS OF DISCUSSION LEADERS–1 hour 30 minutes

3. Where do you stand?

   Large group activity
   1 hour

   SHOW SLIDE 62

   1. Hand each participant three cards with the words or symbols for Agree, Disagree and Not Sure.

   2. Tell participants that you are going to read a series of statements (see the list below) and that on hearing the statement participants should decide whether they agree, don’t agree or are not sure and choose the card that reflects their decision. Tell them that they will get some time to think and then will be asked to hold up their cards at the same time, after which all the people who held up the same card will be asked to stand together.

   3. Read the first statement and ask participants to select the card that represents their response. After everyone has had time to do this, ask them to show their cards and then make a group with others who showed the same card.

   4. Invite participants in each group to share why they made the choice they did.

   5. Repeat the above steps until you have read out all statements on the list.

   List of statements

   - Everyone can be a good facilitator.
   - Discussions should be enjoyable.
   - A Discussion Leader’s personality is central to the success of discussions.
   - A Discussion Leader’s skills are central to the success of discussions.

3. Where do you stand? (continued)

- A Discussion Leader should leave his or her personal values at home.
- A Discussion Leader has a lot of power in the group.
- A Discussion Leader should like all participants, otherwise the results will be jeopardized.
- A Discussion Leader should help participants reach the conclusion that he or she wants them to reach.
- A good Discussion Leader develops friendly relationships with all the group members.
- Discussion Leaders must never acknowledge their lack of knowledge or experience in a certain area, because this will severely undermine their credibility with the group.
- A Discussion Leader should be completely neutral in his or her dealings with group members.
- Male and female Discussion Leaders face the same challenges.

6. After you have finished reading and discussing the statements, ask participants to return to their seats and facilitate a discussion about the activity using the following questions:
- What was the purpose of this activity?
- What can we learn from this activity that we can apply to leading group discussions?
- How could we use an activity like this in a group discussion to hold a discussion on sensitive issues in a respectful manner?
- How will you decide when to challenge group members’ attitudes, for example regarding gender equality, and when should a Discussion Leader accept that group members may not change their opinions?

4. Discussion Leader qualities and skills

**Individual reflection**
30 minutes

REFER PARTICIPANTS TO HANDOUT 2: Discussion leader qualities and skills

1. Tell participants that like facilitation skills, some qualities of a good facilitator depend on individual personality and others can be acquired through experience and awareness. Go through the list of qualities and skills listed on the handout.

SHOW SLIDE 63

2. Ask participants to go through the list independently and to think about whether they have each quality or skill. If they do, they should put a tick next to it.

3. Ask for volunteers to discuss some of the qualities or skills they have. Where do the qualities or skills come from? Are they part of their personality, or have they learned them?

4. Ask participants to look through the qualities and skills that they have yet to develop and to make a list of them. Review strategies for skill-building in the areas for improvement identified by the participants. Ask them to do the following:
4. Discussion Leader qualities and skills (continued)

- Review this list each morning during the training and see if they can practice one or two skills each day.
- Revisit the list at the end of the training to see if they feel they have acquired new skills.
- Take this list to their next meeting with their supervisor and discuss what support their supervisor can give them for developing the skill.

TOPIC 4: DO’S AND DON’TS WHEN FACILITATING GROUP DISCUSSIONS—1 hour

SHOW SLIDE 64

1. Ask participants to divide into groups of four to six people, and distribute a set of cut-out and mixed up ‘do’s and don’ts’ (found in the Activity Sheet at the end of the session plan before the handouts), a sheet of flipchart paper with two columns labelled ‘Do’s’ and ‘Don’ts’, and some sticky tape to each group.

2. Ask each group to read each statement, decide together whether it represents something that Discussion Leaders should or should not do, and stick it under the corresponding heading. Tell them there are six statements in each category and that a prize will go to the group that completes the task first and has the most correct answers.

3. Allow time for the groups to complete the task, noting the order in which they finish.

4. After all groups have finished, start with the group that finished first and ask them to read their list of ‘do’s’. If they do not have all the correct items, go to the group that finished next and give them a turn. Allow each group to have a turn until one group has all the ‘do’s’ in the right column. If no team has all the correct actions in the right columns, award the prize to the team with the most correct answers.

REFER PARTICIPANTS TO HANDOUT 3: Do’s and don’ts for Discussion Leaders

5. Review the list in the handout, allowing time for participants to ask questions and clarify each point.

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### SUMMARY AND REFLECTION—15 minutes

<table>
<thead>
<tr>
<th>Questions, summary and reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Allow time for questions that have not yet been addressed.</td>
</tr>
<tr>
<td>• Ask for a volunteer to provide a summary of the topics and key points covered during the day.</td>
</tr>
<tr>
<td>• Ask for a volunteer to facilitate a brief reflection in which participants are invited to share their thoughts, feelings and insights about the day’s learning.</td>
</tr>
</tbody>
</table>
### Statements for do’s and don’ts for discussion leaders

<table>
<thead>
<tr>
<th>Model the behaviour and attitudes you want group members to show towards each other.</th>
<th>Give positive feedback for joining the discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask open-ended questions.</td>
<td>Encourage disagreement, and help the group use it creatively.</td>
</tr>
<tr>
<td>Encourage one person or a small group of individuals to dominate the discussion.</td>
<td>Assume that individuals hold particular opinions or positions.</td>
</tr>
<tr>
<td>Use encouraging body language and tone of voice. Look people in the eye, keep expressions and voice neutral and positive.</td>
<td>Be aware of people’s reactions and feelings, and respond appropriately.</td>
</tr>
<tr>
<td>Control your own opinions.</td>
<td>Refrain from talking as much as possible.</td>
</tr>
<tr>
<td>Let one point of view override others.</td>
<td>Let participants know that you are the expert.</td>
</tr>
</tbody>
</table>
Guidelines for discussion leaders

1. **Use active listening**: facilitation means listening to what people are saying and being aware of what they are not saying. This includes being aware of the ways that people use their body and voice to communicate.

2. **Promote confidentiality**: to participate fully, people must be confident that everything can be discussed freely without inappropriate reporting outside the group. Discussion Leaders should discuss concerns they have about confidentiality with their co-facilitators and their supervisors and ask for assistance if challenging information does emerge.

3. **Show respect**: a facilitator must acknowledge and respect each individual and make sure group members show respect to each other regardless of their viewpoint.

4. **Demonstrate equality**: each person has an equal right to contribute to and influence the discussion. Equality also relates to respect and participation.

5. **Recognise the value of personal experience**: each member’s contribution to a discussion is equally valid and valuable.

6. **Build trust and safety**: to ensure maximum participation, the facilitator must encourage the development of trust and safety.

7. **Support inclusion and participation**: everyone in the group must be included and encouraged to participate, to share ideas, suggestions and solutions and to take initiative. Respond sensitively to group members who are shy, reserved or reluctant to share, encouraging them to express their ideas, opinions and feelings but without being forceful. In the same way, guide and moderate the participation of those who tend to dominate but without rebuking them.

8. **Inspire!** Discussion Leaders should be passionate, creative and energetic and create a space that is engaging and that inspires group members to take action.

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Discussion leader qualities and skills

Checklist of Discussion Leader qualities

- Trust in other people and their capacities
- Patience and good listening
- Self-awareness and openness to learning new skills
- Confidence without arrogance
- Life experience and common sense
- Respect for the opinions of others, does not impose ideas on others
- Creative thinking
- Ability to create an atmosphere of confidence among participants
- Flexibility and willingness to change methods and sequences when necessary
- Sensitivity to individual and group feelings and dynamics
- Sense of humor
- Warmth and expressiveness

Checklist of Discussion Leader skills

- Good verbal skills – for example, is concise and communicates clearly
- Good non-verbal communication skills – for example, is aware of body language and uses it appropriately, looks at people when they speak, keeps tone of voice positive
- Active listening skills
- Observation skills – for example, awareness of energy levels and of who is and isn’t participating
- Comfort with silence
- Awareness of and ability to address power relations and dynamics
- Sits back so others can be heard
- Manages tension and conflict in a respectful and safe way
- Uses group members’ names
- Acknowledges value of earlier comments by using participants’ own examples
- Works toward safety, respect, and inclusion of all
- Self awareness and openness to learning new skills

Do’s and don’ts for discussion leaders

Do

Model the behaviour and attitudes you want group members to show. That includes respecting all group members equally, demonstrating what it means to be a learner (admitting when you’re wrong or don’t know something and suggesting ways to find out), asking questions based on others’ statements, listening carefully, restating others’ points, acknowledging when someone else has a good point, accepting criticism, thinking critically, giving up the floor when appropriate and being inclusive.

Use encouraging body language and tone of voice as well as words. For example, lean forward when people are talking, keep your body position open and approachable, smile when appropriate and attend carefully to everyone, not just to those who are most articulate.

Give positive feedback for joining the discussion. Smile, repeat group members’ points and otherwise show that you value participation.

Be aware of people’s reactions and feelings, and respond appropriately. If a group member is hurt by others’ comments, seems puzzled or confused or becomes angry or defensive, it’s up to you as Discussion Leader to use the group agreement or your own sensitivity to deal with the situation. If someone is hurt, for instance, it may be important to point that out and discuss how to make arguments without getting personal. If group members are confused, revisiting the comments or points that caused the confusion, or restating them more clearly, may be helpful. Being aware of the reactions of individuals and of the group as a whole can make it possible to expose and use conflict, or to head off unnecessary emotional situations and misunderstandings.

Ask open-ended questions. In advancing the discussion, use questions that can’t be answered with a simple yes or no. Instead, questions should require some thought from group members, and should ask for answers that include reasons or analysis. The difference between ‘Do you think the President’s decision was right?’ and ‘Why do you think the President’s decision was or wasn’t right?’ is huge. While the first question can be answered with a yes or no, the second requires an analysis supporting the speaker’s opinion, as well as discussion of the context and reasons for the decision.

Control your own opinions. While you should point out statements that are inaccurate or disrespectful of others, an open process demands that you do not impose your views on the group, and that you keep others from doing the same. Group members should be asked to make rational decisions about the positions or views they want to agree with, and ultimately the ideas that the group agrees on should be those that make the most sense to them, whether they coincide with yours or not. Pointing out bias – including your own – and discussing it helps both you and group members to be objective.

Encourage disagreement, and help the group use it creatively. Disagreement should not be smoothed over, but rather to be acknowledged, analysed and used. When there are conflicting opinions, especially when both can be backed up by reasonable arguments, the real discussion starts. If everyone agrees on every point, there’s really no discussion at all. Disagreement makes people think. It may not be resolved in one session, or at all, but it’s the key to meaningful discussion.

Refrain from talking as much as possible. Discussion groups are for the group members. You should contribute observations on process, statements of fact, questions to help propel the discussion, and clarification and summarization. The simple fact that you’re identified as the leader gives your comments more force than those of other group members. If you’re in a position of authority or seen as an expert, that force becomes even greater. The more active you are in the discussion, the more the group will take your positions and ideas as right, and the less it will come to its own conclusions.

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Don’t

Don’t let one person or a small group of people dominate the discussion. People who are particularly articulate or assertive, who have strong feelings that they urgently want to express, or who simply feel the need (and have the ability) to dominate can take up far more than their fair share of a discussion. This often means that quieter people have little or no chance to speak, and that those who disagree with the dominant individual(s) are shouted down and cease trying to speak. It’s up to the leader to prevent individuals from taking far more than their share of time or trying to limit discussion. This is crucial to the open process and to the comfort and effectiveness of the group. It can be done in a non-threatening way (‘This is an interesting point, and it’s certainly worth the time we’ve spent on it, but there are other points of view that need to be heard as well. I think Alice has been waiting to speak.’)

Don’t let one point of view override others. If a point of view dominates because of its merits – its facts and logic and its appeal to participants’ intellectual and ethical sensibilities – that’s fine in fact, it often happens in a good group discussion. But if it dominates because of the aggressiveness of its supporters, or because disagreement is presented as wrong (‘people who disagree with the President are unpatriotic’), that’s intellectual bullying or blackmail, and is the opposite of an open discussion. As leader, you should point out when it happens and make sure other points of view are aired and examined.

Don’t assume that anyone holds particular opinions or positions. People are individuals, and can’t be judged by their exteriors. You can find out what someone thinks by asking, or by listening when he or she speaks.

Don’t be the font of all wisdom. Even if you know more about the discussion topic than most others in the group, presenting yourself as the authority denies group members the chance to discuss the topic freely and without pressure. Furthermore, some of them may have ideas you haven’t considered, or experiences that give them insights into the topic that you will never have. Model learning behaviour, not teaching behaviour.

If you’re asked your opinion directly, answer honestly. You have some choices about how you do that, however. One is to state your opinion, but make very clear that it’s an opinion, not a fact, and that other people believe differently. Another is to ask to hold your opinion until the end so as not to influence anyone’s thinking during the discussion. Yet another is to give your opinion after all other members of the group have stated theirs, and then discuss the similarities and differences among all the opinions and people’s reasons for holding them.

If you’re asked a direct question, you might want to answer it if it’s a question of fact and you know the answer, and if it’s relevant to the discussion. If the question is less clear-cut, you might want to throw it back to the group, and use it as a spur to discussion.
MODULE 4

Working with groups

LEARNING OBJECTIVES

At the end of this module participants will:

1. Be able to describe the four stages of the adult learning cycle.
2. Be able to describe the four stages of group development.
3. Have considered how power relations can affect group participation and dynamics.
4. Have identified possible barriers to participation in groups and potential solutions.

Participant handouts

Handout 1: The experiential learning cycle and CC group discussions
Handout 2: Stages of group development
Handout 3: Fostering participation
Participant handouts

Handout 1: The experiential learning cycle and CC group discussions
Handout 2: Stages of group development
Handout 3: Fostering participation
## MODULE 4: Working with groups

### SCHEDULE | DAY 4

<table>
<thead>
<tr>
<th>TIME</th>
<th>CONTENT</th>
<th>SLIDES</th>
<th>HANDOUTS</th>
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</thead>
<tbody>
<tr>
<td>9:00–9:15</td>
<td>• Housekeeping</td>
<td>65–66</td>
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<td></td>
<td>• Review objectives for Module 4</td>
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<td></td>
<td>• Personal reflection</td>
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<tr>
<td>9:15–10:15</td>
<td>How adults learn in groups</td>
<td>67–73</td>
<td>Handout 1: The experiential learning cycle and CC group discussions</td>
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<tr>
<td>10:15–10:45</td>
<td>Understanding group processes</td>
<td>74–78</td>
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<td>10:45–11:00</td>
<td>Morning tea</td>
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<tr>
<td>11:00–12:00</td>
<td>Understanding group processes</td>
<td>79–86</td>
<td>Handout 2: Stages of group development</td>
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<td>12:00–1:00</td>
<td>Power and participation in groups</td>
<td>87–88</td>
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<td>1:00–2:00</td>
<td>Lunch</td>
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<td>2:00–2:30</td>
<td>Power and participation in groups</td>
<td>89–91</td>
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<td>2:30–3:00</td>
<td>Fostering participation</td>
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<td>3:00–3:15</td>
<td>Afternoon tea</td>
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<tr>
<td>3:15–4:15</td>
<td>Fostering participation</td>
<td>93–95</td>
<td>Handout 3: Fostering participation</td>
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<tr>
<td>4:15–4:30</td>
<td>Questions, summary and reflection on day</td>
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NOTE TO FACILITATORS

To prepare to facilitate this module, you need to do the following:

Go through the session plan and review all topics, and make sure the activities are locally appropriate. Decide on alternative activities if needed.

**TOPIC 1:** To facilitate on adult learning, it is important that you are familiar with these concepts in practice. Consult the additional resources section if you would like more information on adult learning theory.

**TOPIC 2:** To facilitate the activity in this topic, you will need eight sets of four cards with the words Forming, Storming, Norming and Performing written on them.

**TOPIC 3:** When facilitating the activity on power, it is important to be aware that experiences relating to power may bring up strong feelings in some participants. Monitor participant’s emotions and make sure they feel safe and able to express themselves.

**MORE**

**Additional Reading/Resources for Facilitators**

## INTRODUCTION—15 minutes

**Housekeeping and objectives**

5 minutes

Housekeeping.

**SHOW SLIDE 65**

Review objectives for Module 4.

## Reflection—10 minutes

**SHOW SLIDE 66**

1. Ask participants to reflect on the following for five minutes:
   - What do you consider to be a good environment for holding group discussions?
   - Do you think your role contributes to the process of group discussion?

2. Invite those who wish to share their thoughts and feelings to do so briefly.

## TOPIC 1: HOW ADULTS LEARN IN GROUPS—1 hour

**TO DO**

- It is important that you are familiar with adult learning concepts in practice. Consult the additional resources at the beginning of the module if you would like more information on adult learning theory.

1. **Maximizing/minimizing learning**

   **Large group brainstorm and discussion**

   30 minutes

   1. Ask participants to think of at least one learning experience they have had, preferably more, and reflect on how they maximize, or get the most out of, a learning experience. Do they take notes? Repeat what they’ve learned to someone else? Try to apply the information in another context? It may be helpful to prompt participants to think about when they needed to learn factual information, a practical skill, or appropriate behaviour. Make it clear you’re not asking how the teacher can be more effective, or how the environment can be better, but how learners are empowered; if ideas are offered on other subjects, keep the discussion on track by asking, ‘what do you do to maximize the learning?’

   2. List participants’ ideas, ask for examples, and ask whether others have found similar ways to maximize their learning.

   3. When the group has generated a list and understands the different ways to maximize learning, ask participants how, in their experience, they minimize the value of a learning experience. Reassure participants that it’s OK to be honest. Ask them for examples, then ask them how that way of minimizing might show up in this training, such as getting sleepy after lunch. Ask how many others do that. Ask participants what works when they stop paying attention to help them come back to the present.

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1. Maximizing/ minimizing learning (continued)

SHOW SLIDE 67

4. Review two lists of things that people do to maximise and minimise their learning and ask:
   • How are these strategies relevant to our role as facilitators?
   • How can we use these ideas in group discussions?

SHOW SLIDES 68–69

5. Conclude by highlighting the following points:
   • Learning in groups is a partnership between learners and leader.
   • Group leaders and group members all have responsibility for learning.
   • As Discussion Leaders we need to remember we are there to make the process easy.
   • Six principles of adult learning are: 18
     ▶ 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.

2. Experiential learning

Presentation and discussion 30 minutes

SHOW SLIDE 70

1. Ask participants what the Confucian saying ‘Tell me, and I will forget; show me, and I may remember; involve me, and I will understand’ means, and discuss responses.

SHOW SLIDE 71

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

SHOW SLIDE 72

3. Give participants time to look at the diagram and then ask them what they see.

4. After participants have had the opportunity to share their thoughts, explain that the diagram shows how adults learn. It shows that people make meaning by reflecting on their direct and personal experiences. This process of reflecting and analysing leads to discovery and understanding, which are then translated into action. Called ‘experiential learning’, the process begins with experience, which participants then reflect on, discuss, analyse and evaluate.

2. Experiential learning (continued)

5. Ask for an example of how experiential learning has been used in this training.

6. Explain that CC group discussions use an experiential learning approach:
   - The discussions are based on group member’s knowledge and experience.
   - They aim to help group members reflect on their own experiences and connect them to those of others, particularly about violence, discrimination and injustice against women and girls in the community.
   - From this shared reflection and analysis group members are encouraged to draw learning and new understanding.
   - Finally, the discussions aim to help group members explore how that learning and understanding can be applied in practice to reduce violence, discrimination and injustice against women and girls and to promote peaceful and respectful relationships between men and women.

SHOW SLIDE 73

7. Conclude by summarizing how the CC group discussions relate to adult learning. Learners:
   - Are encouraged to share and analyse their own experiences.
   - Look for commonalities and patterns in their experiences.
   - Have access to new information to deepen analysis and stimulate new ideas and reinterpretations of existing knowledge and beliefs.
   - Are encouraged to apply what they have learned, by developing strategies and plans for action to transform aspects of their beliefs and behaviours that they have identified as unjust and as obstacles to their basic values and rights.

REFER PARTICIPANTS TO HANDOUT 1: The experiential learning cycle and CC group discussions

TOPIC 2: UNDERSTANDING GROUP PROCESSES – 1 hour 30 minutes

3. Group processes

Large group discussion 30 minutes

1. Ask participants: When we observe a group of people meeting, what do we usually notice?

SHOW SLIDE 74

2. After participants have finished responding, emphasize that we usually notice what the group is talking about, the ideas they are sharing and the goal they are working towards – the content of a group discussion. But another aspect of groups is just as important because it affects whether the group can reach its goal: how group members communicate and how people relate to each other – the group process.
3. **Group processes (continued)**

**SHOW SLIDE 75**

3. Ask participants to discuss the following questions with the person next to them:
   - Which is more important, group content or process?
   - How does content affect process and vice versa?
   - Are Discussion Leaders responsible for the content or process?

4. Facilitate a discussion. At the end, make sure participants are clear that they are responsible for managing both the content of the group discussions and the group process.

**SHOW SLIDE 76**

5. Ask participants to reflect on their feelings when they are confronted with a new experience or information that they find challenging. As well as understanding the learning cycle it can help to link different feelings to the phases of this cycle.

When a new experience or information challenges us we are likely to feel some confusion. We need to explore what this means in order to adjust our understanding of how it changes what we know. Eventually we find a way to build the new experience or information into our overall view of the world and recover our sense of balance.  

It is likely that this cycle of confusion, exploration, adjustment and finding new balance will become familiar during the group discussions.

**SHOW SLIDE 77**

6. Conclude by highlighting the following points:
   - Content of the group discussions is based on the *Community Discussion Guide*.
   - Managing group process involves being aware of what is happening and how people are relating to each other and managing those dynamics.

**TO DO**

- You will need eight sets of four cards with the words Forming, Storming, Norming and Performing written on them.

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**4. Stages of group development**

**Small group work**

1 hour

1. Tell participants that when people come together in groups they often go through distinct stages of group development. These stages affect group dynamics and can happen quickly or slowly. Ask participants if they have ever noticed different stages in groups they have participated in. For example, did people behave and interact differently at the beginning and end of the group? Why?

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4. Stages of group development (continued)

SHOW SLIDE 78

2. Ask participants to divide into groups of four, and hand each group four cards with the words forming, storming, norming and performing on them in random order. Instruct each group to:
   - Put the cards in the order they think represents the stages a group move through.
   - Identify how group members might behave in each stage.
   - Identify what a Discussion Leader’s priority might be at each stage.

3. After 20 minutes, invite each group to briefly share the results of their discussions.

SHOW SLIDES 79–80

4. Overview stage 1, forming.
   - Forming happens when people first come together and is a time when group members are finding out about each other and are usually a bit anxious and uncertain.
   - Group members need to be comfortable within the group, to be safe, and to know and share information about each other and the purpose of the discussions.
   - People are polite, nervous and shy and tend to assess others at this stage. They try to understand the group rules and determine the group task.

5. Ask participants to think of and share an example of when they have seen a group forming. Ask them what strategies a Discussion Leader could use to manage this stage. After participants have finished responding, overview the strategies:

SHOW SLIDE 81
   - 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 comfortable to talk and to feel included;
   - set the climate and make sure members feel comfortable;
   - provide information.

6. Overview stage 2, storming.

SHOW SLIDE 82

- Storming, a period of high-energy involvement, happens when group members feel more comfortable with each other and with the purpose of the group and begin to explore different roles and assert themselves. The storming stage is where more dominant members of the group emerge, while other, less confrontational members stay comfortable and secure by suppressing their feelings.
4. Stages of group development (continued)

- Members need to belong and to feel secure in the group, to review aims and absorb material.
- Behaviours may include non-cooperation, resistance to group aims, challenge to agreed aims, sabotage of group work and challenging the facilitator. While this may seem negative, it is a very useful way for people to explore their needs and enables a group to feel more ownership of and involvement with the group.
- Storming can be fiercer if there are multiple dominant personalities or if there is confusion about the group’s purpose or objectives.

7. Ask participants to share an example of when they have seen a group storming. Ask them what strategies a Discussion Leader should use to manage this stage. After participants have finished responding, overview the strategies:

SHOW SLIDE 83

- be assertive about your role;
- help draw out and resolve differences that might otherwise disrupt group cohesion;
- clarify group goals and objectives;
- answer questions;
- review group norms, providing clarification about the group’s purpose;
- manage conflict.

8. Overview stage 3, norming.

SHOW SLIDE 84

- Once a group is clear about its purpose and objectives, it can move on to the third stage of group development, the norming stage, where a sense of community and shared purpose and expectations emerge.
- Group members needs to be independent, be recognised and have self-esteem.
- At this stage, group members are flexible and trust each other. They may positively challenge other members. People start to help one another more.

9. Ask participants to share an example of when they have seen a group norming.

SHOW SLIDE 85

10. Overview stage 4, performing.

- During the performing stage, groups engage in problem solving, experimentation and testing of possible solutions.
- Members establish deeper relationships, and they need to celebrate achievements.
- Members get involved in group facilitating and are able to challenge each other positively.
4. Stages of group development (continued)

- Explain that the goal is to move to this stage as quickly as possible because this is when the group becomes able to discuss sensitive and challenging issues. However, it is important not to rush through the stages. A group may return to each stage more than once.

SHOW SLIDE 86

11. Conclude by highlighting the following points:

- The role of a Discussion Leader is to help the group move through the four stages.

- If a group gets stuck, for example, at the forming or norming stage, members will not be able to engage in genuine and meaningful dialogue – trust is essential. Discussion Leaders have various ways to get a group moving forward again. Sometimes it is as simple as ‘checking in’ with participants to determine what they are feeling. This can be done anonymously by asking everyone to express their thoughts on how the group is doing concisely on a piece of paper, collecting the papers and discussing responses with the entire group.

REFER PARTICIPANTS TO HANDOUT 2: Stages of group development

TO DO

- It is important to be aware that experiences relating to power may bring up strong feelings in some participants. Monitor participant’s emotions and make sure they feel safe and able to express themselves.

5. Power and participation in groups

Activity in pairs and large group discussion

1 hour 30 minutes

SHOW SLIDE 87

1. Ask participants to form two rows facing each other. Each row should have an equal number of participants. Ask participants in one of the rows to hold out their right hand and place it in front of the face of the person directly opposite. Ask participants in the other row to move towards the hand so that it is about 5 cm away from their face.

2. Explain that participants with their hand extended will be moving, and participants facing them should maintain the same distance between their face and the hand. The people with their hands extended can move as quickly or slowly as they wish, leading their partners in any direction – around the room, under tables, over chairs, etc. – and their partners should follow no matter how difficult the movements they are forced to make.

3. Allow two or three minutes for the exercise. Observe the tactics used by those who have their hand extended and the reactions of those who are following the hand.

4. Ask participants to change roles and repeat the exercise.

5. Ask participants to sit with the person they have just been working with. Invite them to share their experience using the follow questions as a guide:

- In one or two words, how do you feel right now? (Stress that they should try and express feelings and not ideas or analysis.)
- How did you feel when you were leading and forced the other person to follow your hand? Why did you feel this way? (Ask participants to talk in more depth about their experience.)
- How did you feel when you were being led and had to follow the other person’s hand? Why did you feel this way? (Ask participants to talk in more depth about their experience.)
- What other reflections or observations would you like to share about the exercise and how it made you feel?

6. Conclude the activity by drawing the participants’ attention to specific words and phrases they have used that portray power relationships between people or groups of people and that are based upon domination, control, exploitation, exclusion, denial and abuse of rights.

SHOW SLIDES 88–89

7. Divide participants into four groups. Explain that groups one and two will analyse power relations between Discussion Leaders and group members, and groups three and four will analyse power relations between group members.

Give groups one and two the following questions on power relations between group facilitators and group members:

- Thinking about group situations in which you have participated, in what different ways have you seen power manifest itself between a group leader and group members?
- What are the consequences for participation and for the learning process when top-down power relations predominate?
- As facilitators, what can we do to promote horizontal or equal relationships between ourselves and group members?

Give groups three and four the following questions on power relations between group members:

- In group situations in which you have participated, in what different ways have you seen power manifest itself between group members? Think of situations you have come across that involved opposites – like men and women, youth and adults, rich and poor – and the attitudes and behaviour of some participants towards others. (If necessary, give examples like ignoring, dominating, excluding and discriminating.)
- What are the consequences for participation when top-down or unequal power relations exist between group members?
- As Discussion Leaders, 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?

8. Invite the groups to present their ideas on flipcharts. Allow the members of the other groups to ask questions, clarify and add to the presentations.
9. Hold a large group discussion about how Discussion Leaders can detect, monitor and manage power relations within a group to maximize participation.

**SHOW SLIDES 90–91**

10. Conclude by highlighting the following points:

- To make people feel safe enough to participate in group discussions, we need to recognize and address power relations in groups; otherwise those with less power may not speak out. Power relations are naturally addressed when good facilitation practices are followed.
- We must recognize the power and authority that we hold as Discussion Leaders and be aware of how our attitudes and behaviours might disempower some group members.
- Discussion Leaders can use their power to encourage those with less power and break down power relationships in groups.
- Power dynamics in groups are often a reflection of power relations in the wider society – for example, between men and women, older and younger people, richer and poorer and more and less educated. These relations need to be acknowledged but cannot dominate group discussions.
- Sometime power dynamics are difficult to detect, but often we can see them in the way people participate – for example, speaking longer and louder than others and not listening to what others have to say. If this happens, it is necessary to model good facilitation and move the conversation forward. If the behaviour is extreme, it can be helpful to revisit and review group norms for participation at the beginning of each session, emphasising that the space in which these discussions are taking place is special and different. This may help participants to let go of norms and habits of interaction that are external to this specific group.

**TOPIC 4: FOSTERING PARTICIPATION–1 hour 30 minutes**

6. **Barriers and solutions to good participation**

   **Small group activity**
   1 hour 30 minutes

**SHOW SLIDE 92**

1. Remind participants that participation is a guiding principle of the CC Programme. Say that participation is also essential to group processes, so you will spend the rest of the day exploring participation in groups.

**SHOW SLIDE 93**

2. Ask participants to divide into four groups, and ask each group to do the following:
   - Brainstorm and develop a list of factors that might stop people from participating in group discussions.
   - Choose one factor from the list and develop a silent role play to demonstrate it – no speaking.

3. After 30 minutes, ask each group to share its list, and make a master list.
6. Barriers and solutions to good participation (continued)

4. After each group presents its list, invite the group to perform its silent role play. At the end of the role play, ask the rest of the participants to guess what factor affecting participation was demonstrated.

5. After all the groups have presented their role plays, go through each item on the master list and ask the large group to brainstorm suggestions for overcoming it. Write the suggestions next to the factor.

6. Ask participants to imagine they were observing a group discussion being facilitated by someone else. What might they look for to assess participation levels in the group?

SHOW SLIDE 94

7. After participants have finished sharing their ideas, tell them we can use a simple checklist to help monitor participation in a group:
   - How much talking is done by the Discussion Leader and how much by participants?
   - To whom are questions addressed – to the whole group or to individuals?
   - Do most group members appear interested or bored?
   - Are side conversations taking place?
   - Are quiet members being encouraged to contribute?
   - Is one person doing most of the talking?

REFER PARTICIPANTS TO HANDOUT 3: Fostering participation in groups

8. Review the handout as a large group and highlight any points not previously mentioned. Allow enough time to discuss how to use participatory exercises.

SHOW SLIDE 95

9. Highlight the following points:
   - Participation by group members can be affected by many factors, some related to the individual and others to the group or the environment.
   - Discussion Leaders need to constantly monitor participation levels – a co-facilitator or observer can help with this.
   - Levels of participation vary by person – some group members are active, talkative or demanding, while others are more withdrawn, shy and passive.
   - Different people participate in different ways.
   - Techniques that enhance participation include role plays and other drama activities, games, sharing personal stories and other forms of storytelling, discussion and reflection in pairs or small groups.

10. Ask participants for a list of all the techniques used during the training so far, and remind them that they have already practiced many of these techniques themselves. This can reinforce confidence among participants.
**SUMMARY AND REFLECTION—15 minutes**

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<th>Questions, summary and reflection</th>
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<tr>
<td>• Allow time for questions that have not yet been addressed.</td>
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<tr>
<td>• Ask for a volunteer to provide a summary of the topics and key points covered during the day.</td>
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<tr>
<td>• Ask for a volunteer to facilitate a brief reflection in which participants are invited to share their thoughts, feelings and insights about the day’s learning.</td>
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The experiential learning cycle and CC group discussions

**CC group discussions**

- Encourage group members to share and analyse their own experiences (experiencing).
- Help group members to look for commonalities and patterns amongst their experiences (reflecting).
- Provide information and guidance to deepen analysis and stimulate new ideas and reinterpretations of existing knowledge and beliefs (making meaning).
- Help group members to apply what they have learned by developing plans for action to transform aspects of their beliefs and behaviours that they have identified as unjust and as obstacles to their basic values or rights (acting).
Stages of group development

Forming

**Group members’ needs**
- To feel comfortable and safe within the group.
- To know and share information.

**Group members’ behaviour**
- People are polite, nervous and shy.
- Members try to understand the group rules or norms and the group task.
- Roles may be assumed – for example, people who are more dominant or shy.

**Our focus**
- Orienting group members and helping them feel safe.

Norming

**Group members’ needs**
- To belong and to be secure in the group.
- To review aims and absorb material.

**Group members’ behaviour**
- Some may not cooperate.
- Some may challenge the facilitator. This may seem negative, but is in fact an important part of group dynamics.
- Experiencing this period of high-energy involvement enables participants to feel more ownership of and involvement with the group.

**Our focus**
- Establishing ground rules (group norms).

Storming

**Group members’ needs**
- To be independent.
- To be recognised and have self-esteem.

**Group members’ behaviour**
- Some members may take on leadership roles.
- Members may challenge each other in a positive way in relation to the task.

**Our focus**
- Supporting positive group dynamics.

Performing

**Group members’ needs**
- Group members need to develop deeper relationships with each other.
- The need to celebrate achievement grows.

**Group members’ behaviour**
- Members get involved in group facilitating.
- New norms are accepted.

**Our focus**
- Discussion to reflect on, analyse and shift harmful beliefs and norms related to violence, discrimination and injustice against women and girls.
Fostering participation

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 techniques**

**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 Discussion Leader may choose to sit in on groups or not. Encourage people to respect one another and to stay with the discussion topic. Small group discussions are useful for further exploration of identified issues, practical decision-making, action planning or full discussion.

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

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

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

**Simulations** are exercises in which people complete a task and then discuss how they did it, what went well and what they need to improve. An observer may be used to provide an objective perspective. A facilitator can design a specific exercise, or use pre-designed 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.

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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.
LEARNING OBJECTIVES

At the end of this module participants will:

1. Be able to describe different ways that people communicate.

2. Understand the importance of both verbal and non-verbal communication in group discussions, and be able to demonstrate verbal and non-verbal communication skills.

3. Be able to identify different types of questions.

4. Have practiced their communication skills and received constructive feedback.

Participant handouts

Handout 1: Feelings
Handout 2: Barriers to good listening
Handout 3: Active listening skills
Handout 4: Types of questions
PART 4
Catalysing Change

Participant handouts

**Handout 1:** Feelings

**Handout 2:** Barriers to good listening

**Handout 3:** Active listening skills

**Handout 4:** Types of questions
## MODULE 5 SCHEDULE | DAY 5

<table>
<thead>
<tr>
<th>TIME</th>
<th>CONTENT</th>
<th>SLIDES</th>
<th>HANDOUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00–9:15</td>
<td>• Housekeeping</td>
<td>96–97</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review objectives for Module 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Personal reflection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15–10:45</td>
<td>Introduction to communication</td>
<td>98–106</td>
<td><strong>Handout 1</strong>: Feelings</td>
</tr>
<tr>
<td>10:45–11:00</td>
<td>Morning tea</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 11:00–1:00   | Active listening                                  | 107–115| **Handout 2**: Barriers to good listening  
|              |                                                   |        | **Handout 3**: Active listening |
| 1:00–2:00    | Lunch                                             |        |                               |
| 2:00–2:30    | Asking questions                                  | 116–117| **Handout 4**: Types of questions |
| 2:30–3:00    | Practicing communication skills                   | 118    |                               |
| 3:00–3:15    | Afternoon tea                                     |        |                               |
| 3:15–4:45    | Practicing communication skills                   |        |                               |
| 4:45–5:00    | Question, summary and reflection on day           |        |                               |
NOTE TO FACILITATORS

To prepare to facilitate this module, you need to do the following:

Go through the session plan and review all topics, and make sure the activities are locally appropriate. Decide on alternative activities if needed.

To facilitate this module you need to have excellent communication skills yourself in order to model the skills you are teaching.

One way of helping people develop good communication skills is to record video of them practicing skills and then invite them to view and critique their technique and style. You may wish to use this method yourself to review your own communication skills before delivering this training. If you have the resources available, consider how you might build this method into the training.

TOPIC 1: To facilitate the communication activity, you will need to make enough copies of the Shape for Communication Exercise found in the Activity Sheet at the end of the session plan before the handouts for half the participants as this activity involves working in pairs.
## INTRODUCTION—15 minutes

<table>
<thead>
<tr>
<th>Housekeeping and objectives 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Housekeeping.</strong></td>
</tr>
<tr>
<td><strong>SHOW SLIDE 96</strong></td>
</tr>
<tr>
<td>Review objectives for Module 5.</td>
</tr>
</tbody>
</table>

## Reflection 10 minutes

<table>
<thead>
<tr>
<th>SHOW SLIDE 97</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask participants to reflect on the following for five minutes:</td>
</tr>
<tr>
<td>• Do you consider yourself a good communicator?</td>
</tr>
<tr>
<td>• What are your strengths in communicating with others?</td>
</tr>
<tr>
<td>• What aspects of communication would you like to work on?</td>
</tr>
<tr>
<td>2. Invite those who wish to share their thoughts and feeling to do so briefly.</td>
</tr>
</tbody>
</table>

## TOPIC 1: INTRODUCTION TO COMMUNICATION—1 hour and 30 minutes

### 1. Basic communication

<table>
<thead>
<tr>
<th>Large group discussion 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask participants to give examples of different ways people communicate with each other.</td>
</tr>
<tr>
<td><strong>SHOW SLIDE 98</strong></td>
</tr>
<tr>
<td>2. Ask participants:</td>
</tr>
<tr>
<td>• How do we exchange information?</td>
</tr>
<tr>
<td>• How do we exchange thoughts?</td>
</tr>
<tr>
<td>• How do we exchange feelings?</td>
</tr>
</tbody>
</table>

### 2. Voice messages

<table>
<thead>
<tr>
<th>Large and small group exercises 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Exercise 1– Pass the message</strong>: Whisper the message below, or a similar one, to a participant, who, in turn, whispers what he or she has heard to the next person and so on around the room without repeating any of the message. Go around the whole room and ask the last person to say the message out loud. Usually, the message has become very distorted, particularly after a large number of people have passed it on.</td>
</tr>
</tbody>
</table>
2. Voice messages (continued)

**Message:** At 10 a.m. tomorrow, all women under the age of 45 must report to the clinic with their children. They will also need to bring with them a cup and a bag. Those over the age of 45 must come tomorrow with just a cup. The women who don’t come tomorrow will be seen next week on Monday at 9 a.m.

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

2. **Exercise 2 – Using your voice:** Say the same sentence in a variety of ways using different voice tone, volume and speed to convey different emotions; for example, say the same sentence angrily, happily, sadly, etc., and ask participants to guess the emotions behind the voice messages.

- Tell participants to turn to the person next to them and demonstrate an emotion using voice tone, volume and speed. Can their partner guess the emotion? Allow participants a few minutes to take turns.
- Ask participants what they can learn from this exercise. Point out that the way we speak can be more powerful than what we say.
- Ask participants how they think they should use their voices when they communicate in group discussions.

**SHOW SLIDE 100**

3. Conclude by highlighting that when they are facilitating group discussions they need to think about:
   - volume – do not speak too loudly or softly;
   - speed – do not speak too fast;
   - tone – think about the tone you use and how group members might perceive it.

**TO DO**

- You will need to make enough copies of the Shape for Communication Exercise found in the Activity Sheet at the end of the session plan for half the participants.

3. **Verbal messages**

   **Pairs exercise**
   20 minutes

1. Ask participants to choose a partner and sit back to back. One will be a speaker and one will be a listener. Give the speaker the drawing of interconnected geometric shapes (see Activity Sheet at the end of the session plan).

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

3. Once the task has been completed, repeat the activity allowing the listener to ask clarifying questions.
### 3. Verbal messages (continued)

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

**SHOW SLIDE 101**

5. Conclude by highlighting the following points:

- Good verbal communication involves the use of clear and simple language and the opportunity to ask questions and check for understanding.
- When we are facilitating discussions we need to:
  - use simple language and sentences;
  - check that group members have understood what we and others are saying;
  - ask lots of questions.

### 4. Body and behaviour messages

**Small group exercise**

20 minutes

<table>
<thead>
<tr>
<th>Action</th>
<th>What is being communicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at your watch while participant is speaking.</td>
<td>You wish I would stop talking. You’re not listening.</td>
</tr>
<tr>
<td>Look out the window.</td>
<td>You’re not paying attention to me. You wish you were somewhere else. You’re bored with my comments.</td>
</tr>
<tr>
<td>Maintain eye contact with the speaker and nod.</td>
<td>You are hearing me. You are paying attention to my comments.</td>
</tr>
<tr>
<td>Make brief notes or record ideas on a flip chart.</td>
<td>What I’m saying is important. You think what I say is worth remembering.</td>
</tr>
<tr>
<td>Laugh or smile.</td>
<td>You think I’m a joke. You misunderstood. OR (if intended to be humorous) you think I have a sense of humour.</td>
</tr>
<tr>
<td>Cross your arms and lean or turn away from the person speaking.</td>
<td>You don’t want to hear my comments. You are not open to new suggestions.</td>
</tr>
<tr>
<td>Write extensively on note pad during response.</td>
<td>You aren’t listening. You are working on something else.</td>
</tr>
</tbody>
</table>
4. Body and behaviour messages (continued)

- **Action:** Drum fingers on table.
  
  *What is being communicated:* You are bored with my participation. You wish I would quit talking so you can talk.

- **Action:** Lean forward and maintain eye contact.
  
  *What is being communicated:* You really want to understand my comments. You think I have something worth listening to.

SHOW SLIDE 102

3. Tell participants that the most important form of communication is nonverbal communication, or communicating using our bodies. It is estimated that 7% of communication is verbal, 38% is voice, and the remaining 55% is non-verbal!

4. Tell participants that it’s very important to be aware of non-verbal communication in groups. Often it’s possible to guess what someone is feeling through body language, such as how they sit or move or their facial expressions. It is particularly important to learn to read discussion participants’ non-verbal cues, which are different in different cultures. Talk about some non-verbal cues common in your setting.

REFER PARTICIPANTS TO HANDOUT 1: Feelings

SHOW SLIDES 103–104

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

SHOW SLIDE 105

6. Ask participants to discuss the following questions in their groups:

- Were some emotions easier to guess than others? If so, why?
- Which non-verbal cues were most helpful in guessing the emotion?
- What should you assume if you can’t observe non-verbal communication?

SHOW SLIDE 106

7. Conclude by highlighting the following points:

- Non-verbal communication tells us a huge amount about a person’s thought and feelings, often more than verbal communication.
- As Discussion Leaders 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 2: ACTIVE LISTENING–2 hours

SHOW SLIDE 107

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

2. Ask participants to think of a person that they do not like talking to and to share the reasons why. Reasons might include: the person is judgmental, impatient, not interested in what you have to say or does all the talking.

3. Ask participants to think about the qualities and behaviours of good listeners. These might include: they pay attention, show they are interested, nod their head, or are non-judgmental, empathetic, calm or polite.

SHOW SLIDE 108

4. Ask participants to take turns sharing a problem with a partner—such as a problem at home or work, while the partner demonstrates poor listening skills—for example, interrupting or being distracted, impatient or judgemental.

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

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

SHOW SLIDE 109

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

8. Bring participants back to the large group and discuss:
   - How did it feel to be listened to?
   - How did it feel to listen?
   - What body language communicates active or deep listening?
   - What might be the effect of using active listening in group discussions?

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

REFER PARTICIPANTS TO HANDOUT 2: Barriers to good listening

10. Review the handout as a large group.
SHOW SLIDE 110

11. Conclude by highlighting the following points:

- When people are actively listened to, they feel respected and valued and are more likely to participate openly and honestly in discussions.
- Using the skill of active listening helps to create an atmosphere of trust and safety.
- When people experience active listening, they are more inclined to bring their skills, experiences, expertise and ideas into the group.

SHOW SLIDE 111

5. Facilitate a discussion about the activity using the following questions:

- How easy was it to summarize the previous person’s views?
- Was it easy to make mistakes and talk about your own views first?
- Did summarizing affect your own thinking?
- Did you get better at listening to others while thinking at the same time?
- What did you think of the quality of the conversations in the second round?
7. Developing active listening skills

**Small group exercise**
45 minutes

**REFER PARTICIPANTS TO HANDOUT 3: Active listening skills**

1. Review the active listening skills list as a large group. Tell participants that there are variations in the way people communicate in every culture. As you go through the list of non-verbal skills, ask how that skill is shown in participants’ culture.

**SHOW SLIDE 112**

2. Tell participants that to develop active listening skills, we need to continuously monitor and work to improve them. There are three steps to developing active listening skills:
   - Be aware of your current listening technique.
   - Recognise areas for improvement.
   - Practice.

**SHOW SLIDE 113**

3. Tell participants that you are going to spend some time practicing listening. Ask participants to work in groups of three with a speaker, a listener and an observer. The speaker should talk for five minutes about a subject of her or his choice. The listener should try to listen actively. The observer should remain silent and notice what the listener does that encourages the speaker, both verbally and non-verbally.

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

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

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

**SHOW SLIDES 114–115**

7. Conclude by highlighting the following points:
   - Active listening means really trying to understand what another person is saying and their perspective – listening with both head and heart.
   - To actively listen we need to suspend our own thought processes, be aware of our body language and use verbal and non-verbal communication skills.
7. Developing active listening skills (continued)

- We can also show people that we’ve heard them properly by summarizing what they have said and repeating it back to them. This is also a good way to check whether we’ve understood them – if we get it wrong, it gives them the opportunity to correct us.

- It is important for group facilitators to practice active listening both as a way of working effectively with participants themselves and in order to model the skill to help participants practice it with each other.

- Signs of active listening include the following:
  - leaning toward the speaker;
  - an interested facial expression;
  - good eye contact;
  - gestures and small movements such as nodding;
  - avoiding gestures that could convey impatience such as looking at a watch;
  - verbal cues to draw out the speaker’s thoughts – for example, ‘How did you feel about that?’
  - summarizing and restating.

TOPIC 3: ASKING QUESTIONS – 30 minutes

8. Different types of questions

SHOW SLIDE 116

1. Tell participants that asking questions is one of the most important skills a Discussion Leader has and is essential to facilitate both the content and process of CC discussions.

2. Ask participants what the difference is between open-ended and closed questions. Acknowledge the correct answer if it is given, or explain the difference yourself.

SHOW SLIDE 117

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

4. Ask participants for examples of questions that might:
   - draw out people’s knowledge and experiences
   - help people reflect on their experiences
   - help people analyse an issue

REFER PARTICIPANTS TO HANDOUT 4: Types of questions

5. Review the handout as a large group and ask if participants would like to discuss or clarify anything.
9. Practicing in the fishbowl

**Small group activity**

**2 hours**

**SHOW SLIDE 118**

1. Tell participants that you are going to practice communication skills using the ‘fishbowl’ method. Explain that participants will divide into two groups for this activity:
   - those inside the fishbowl, who will practice their communication skills;
   - those outside the fishbowl, who will observe.

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

3. Ask for volunteers to sit in the ‘fishbowl’ (the inner circle of chairs) in each group first to practice their communication skills. Ask the remaining participants in each group, who will be observers, to sit in the outer circle.
   - Explain that each person in the fishbowl has five minutes to facilitate a discussion amongst other members of the inner circle. The aim is to practice verbal and non-verbal communication skills, active listening skills, and effective use of questions.

4. At the end of five minutes, ask observers to provide constructive feedback, noting what skills the facilitator demonstrated and what skills he or she might wish to develop.

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

**SUMMARY AND REFLECTION–15 minutes**

**Questions, summary and reflection**

- Allow time for questions that have not yet been addressed.
- Ask for a volunteer to provide a summary of the topics and key points covered during the day.
- Ask for a volunteer to facilitate a brief reflection in which participants are invited to share their thoughts, feelings and insights about the day’s learning.
Shape for verbal communication activity
Feelings

anxious, angry, afraid, ashamed, apprehensive, agitated, annoyed, abandoned, bored, bitter, bewildered, crazy, choked up, confused, clever, calm, cheerful, concerned, content, cross, crafty, confident, distraught, desperate, defeated, distrustful, dishonest, depressed, delighted, disappointed, distressed, dismayed, desolate, deceived, defensive, disgusted, erratic, enraged, ecstatic, embarrassed, excited, energized, elated, fearful, furious, frustrated, frightened, fearless, fretful, flustered, forlorn, foolish, frantic, fulfilled, guilty, gloomy, glad, happy, humble, hurt, hopeful, humiliated, hostile, isolated, impatient, irritated, irate, infuriated, joyful, jovial, jealous, lonely, longing, lazy, lost, lustful, livid, loving, manic, mad, miserable, melancholy, nervous, overwhelmed, offended, outraged, overjoyed, petrified, pleased, proud, quiet, restless, relaxed, regretful, relieved, resentful, reassured, scared, sad, sensitive, stupid, smug, self-conscious, safe, shy, serene, sly, shocked, stressed, terrified, timid, tranquil, thrilled, tense, upset, uneasy, uncomfortable, unhappy, virtuous, victorious, worried, wistful, wounded, wary, worthless
Barriers to good listening

**Acoustics**
- Background noise
- Interruptions

**Physical environment**
- Inadequate seating
- Uncomfortable seating
- Lack of privacy
- Too hot or cold

**Body language**
- Looking away from person
- Eyes darting around room
- Crossed arms
- Clenched hands
- Slouched posture
- Hands on hips
- ‘Closed’ body language

**Tone**
- Slow
- Monotone
- Emotional

**Language**
- Unfamiliar or strange
- Too wordy
- Use of technical terms
- Rambling speech

**Other barriers**
- Fatigue
- Preoccupation
- Lack of interest
- Asking too many questions
- Making assumptions
- Judging and evaluating
- Advising, teaching or preaching
- Inappropriately talking about oneself
- Directing and leading
- Jumping in before the speaker has finished
- Explaining or over-interpreting
- Faking attention
- Falling asleep, yawning
### Active listening skills

#### Verbal listening skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summarizing</strong></td>
<td>Drawing together what the speaker said to make one statement.</td>
</tr>
<tr>
<td><strong>Checking understanding</strong></td>
<td>Checking that what was said – such as facts, opinions, decisions or the order of events – is understood. Example: ‘So, what you’re saying…’</td>
</tr>
<tr>
<td><strong>Reflecting</strong></td>
<td>Picking up on the explicit or implicit feelings expressed by a speaker and demonstrating an understanding and acceptance of these. Example: ‘It sounds like that was a very exciting time.’</td>
</tr>
<tr>
<td><strong>Paraphrasing</strong></td>
<td>Repeating back to the speaker a little of what was said either in her or his own words or similar words. This can encourage people to continue. Example: ‘So, what was happening at work was confusing.’</td>
</tr>
<tr>
<td><strong>Explaining</strong></td>
<td>Giving an interpretation of previous statements. This is helpful if someone is unclear about the meaning of what he or she is expressing. Example: ‘Could it be that what happened was…?’</td>
</tr>
<tr>
<td><strong>Encouraging</strong></td>
<td>Includes thanking the person for her or his contribution and offering praise. Example: ‘That was a really useful contribution, thank you.’ Also includes using verbal cues to indicate understanding or encourage the speaker to continue. Example: ‘Mmm… uh-huh… mmm-hmm… yeah… yes.’</td>
</tr>
<tr>
<td><strong>Silence</strong></td>
<td>Allowing some time between what a person says and your own comment. Silence can encourage a speaker to continue and indicate absorption of what was said.</td>
</tr>
</tbody>
</table>

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### Facial expression
Our face expresses our emotions. Allow it to do so during a session. The facilitator needs to be able to quickly decide which emotions to express or not express, always keeping in mind the safety of the group.

### Eye contact
This expresses interest and support and encourages a speaker to continue.

### Body language
The way a person stands, sits, and holds her or his body transmits a message of interest or boredom. When listening, the facilitator should lean or turn towards the speaker slightly with a relaxed and attentive stance.

### Gestures
Helpful gestures include open-handed circular motions to encourage participation, an open hand while questioning or clarifying, or a reaching-out gesture in support of a speaker. An open hand or palm says ‘over to you’; head nods encourage someone to continue talking.

### Space
Leave a comfortable distance between the speaker and the listener. Lack of space or intrusion into someone’s personal space can cause discomfort, and a person may move back to maintain her or his personal safe space. Many people get distracted when a non-intimate enters their personal space.

### Timing
Do not interrupt a speaker unnecessarily. By using a combination of verbal and non-verbal active listening skills, a facilitator can judge when best to interject.
Types of questions

<table>
<thead>
<tr>
<th>Questions that start a discussion</th>
<th>What experiences have you or people you know had with this issue?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How is this issue viewed in the community or organization?</td>
</tr>
<tr>
<td></td>
<td>Why do you think it’s viewed like this?</td>
</tr>
<tr>
<td></td>
<td>How does it affect you?</td>
</tr>
</tbody>
</table>

| Questions that encourage the expression of a diversity of views | 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 | 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 | 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 | 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 | 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?                     |

MODULE 6
Facilitation techniques

LEARNING OBJECTIVES
At the end of this module participants will:

1. Know the purpose of and process for establishing a group agreement.
2. Be able to identify strategies for managing conflict in group discussions.
3. Have identified strategies and techniques to manage common group facilitation problems and challenges.
4. 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.

Participant handouts
Handout 1: Group agreements
Handout 2: Facilitation challenges and solutions
Handout 3: Guidelines for managing safety and protection issues - to be developed by CC programme managers
Participant handouts

Handout 1: Group agreements

Handout 2: Facilitation challenges and solutions

Handout 3: Guidelines for managing safety and protection issues - to be developed by CC programme managers
### MODULE 6: SCHEDULE | DAY 6

<table>
<thead>
<tr>
<th>TIME</th>
<th>CONTENT</th>
<th>SLIDES</th>
<th>HANDOUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00–9:15</td>
<td>Housekeeping</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Review objectives for Module 6</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Personal reflection</td>
<td></td>
<td></td>
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<td>•</td>
<td>119–120</td>
<td></td>
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<tr>
<td>9:15–10:15</td>
<td>Creating a safe and respectful space</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>121–126</td>
<td></td>
<td></td>
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<tr>
<td>10:45–11:00</td>
<td>Morning tea</td>
<td></td>
<td></td>
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<tr>
<td>11:00–12:00</td>
<td>Managing conflict</td>
<td>129–130</td>
<td></td>
</tr>
<tr>
<td>12:00–1:00</td>
<td>Overcoming challenges</td>
<td>131</td>
<td></td>
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<tr>
<td>1:00–2:00</td>
<td>Lunch</td>
<td></td>
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<tr>
<td>2:00–3:00</td>
<td>Overcoming challenges</td>
<td>132</td>
<td>Handout 2: Facilitation challenges and solutions</td>
</tr>
<tr>
<td>3:00–3:15</td>
<td>Afternoon tea</td>
<td></td>
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<tr>
<td>3:15–3:45</td>
<td>Safety and protection issues</td>
<td>133–134</td>
<td>Handout 3: Guidelines for responding to safety and protection issues</td>
</tr>
<tr>
<td>3:45–4:00</td>
<td>Questions, summary and reflection on day</td>
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<td></td>
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</tbody>
</table>
NOTE TO FACILITATORS

To prepare to facilitate this module, you need to do the following:

Go through the session plan and review all topics, and make sure the activities are locally appropriate. Decide on alternative activities if needed.

TOPIC 2: The initial activity involves participants having physical contact and pushing each other’s hands. If physical contact of this nature it is not appropriate for a particular group, modify the session by asking participants to reflect on how they handle and respond to disagreement and conflict and then facilitating a large-group discussion using the discussion questions.

TOPIC 3: uses an interactive theatre technique pioneered by Brazilian Augusto Boal. In it a play or scene is shown once and then replayed. During the replay, any member of the audience is allowed to shout ‘Stop!’, step forward and take the place of one of the characters, showing how they could change the situation to enable a different outcome. Several alternatives may be explored by different audience members. The other actors remain in character, improvising their responses. It is a useful technique to help participants to find and test solutions to problems. As the facilitator, invite participants to stop the play when they think a character could have done something differently and come on stage, replace the character and act out what they think the character could have done.

TOPIC 4: To facilitate this topic, you will need to make sure all of the potential safety concerns assessed during programme start-up (see Part Two: Programme Planning and Monitoring) are outlined and discussed with participants. This includes making sure Discussion Leaders have clear guidance on how they should respond to such issues.

For this topic, you will need to prepare a handout with all of the potential protection and safety risks that might arise during or as a result of the community discussions based on the local context with clear guidelines on what to do in each case.

MORE

Additional reading/resources fro facilitators

## INTRODUCTION—15 minutes

### Housekeeping and objectives
5 minutes

- Housekeeping.

**SHOW SLIDE 119**

Review objectives for Module 6.

### Reflection
10 minutes

**SHOW SLIDE 120**

1. Ask participants to reflect on the following for five minutes:
   - Think about a person you trust. Why do you trust them?
   - Why is trust important in CC group discussions?
   - How might we build trust with group members?
2. Invite those who wish to share their thoughts and feeling to do so briefly.

## TOPIC 1: CREATING A SAFE AND RESPECTFUL SPACE—1 hour

### 1. Making group agreements

**Large group discussion and demonstration**
1 hour

1. Tell participants that for group members to be able to share their beliefs and opinions, speak with honesty and openness and discuss sensitive issues, the discussions need to be treated as a container or 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.

**SHOW SLIDE 121**

2. Tell participants that as Discussion Leaders it’s 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.
3. Ask participants for ideas about how to create this safe space.

**SHOW SLIDE 122**

4. After participants have shared their thoughts, highlight the following strategies for creating safety at the beginning of the discussion process:
   - making people feel welcome and valued;
   - familiarizing people with each other and with the group’s purpose;
   - developing group norms.

5. Emphasise the point that creating a safe and respectful space starts from the very first moment that you welcome people into the group.
6. Invite a participant to demonstrate how to make group members feel welcome and valued in a new group. Ask other participants to add their thoughts or demonstrate other options. Reflect on the core cultural values related to welcoming people into each other’s homes, at special events, etc. Ask about what happened in this group.

7. Ask participants how you can familiarize group members with each other, and invite a participant to demonstrate how to do this. Emphasize the point that participants will know the best way of doing this in their community, but that they should be careful not to reinforce power hierarchies that exist outside the group, and they shouldn’t be afraid to make the process fun, interesting or creative. Using introductory activities well can help a group feel comfortable.

SHOW SLIDE 123

8. Ask participants how you can develop shared norms in a new group. During the discussion, make the following points:
   - Beginning the group by negotiating a group agreement will help to establish the group as a safe and respectful space in which people can speak and listen with trust.
   - A group agreement is a set of statements that establish the norms for how people are expected to behave within the group. Ask participants for examples.

SHOW SLIDE 124

   - Review some examples that could be included in group agreements:
     - respect everyone’s opinions;
     - allow everyone an equal opportunity to speak;
     - maintain the confidentiality of personal information;
     - be honest;
     - listen, even if you disagree;
     - criticize the idea, not the person;
     - pass if you’re not comfortable speaking;
     - don’t interrupt;
     - be brief;
     - agree to disagree.

9. A group agreement only works as an effective tool if it’s agreed to by the group. Agreements can be suggested to the group but shouldn’t be imposed.

REFER PARTICIPANTS TO HANDOUT 1: Group agreements

10. Invite a volunteer to demonstrate the process for developing a group agreement.
SHOW SLIDES 125–126

11. Conclude by highlighting the following points:

- Discussion Leaders have to help make the group a safe and respectful environment.
- For discussions to work, there must be a safe space where:
  - group members have a chance to express their own ideas and feelings freely, and a variety of viewpoints are put forward and discussed;
  - everyone listens respectfully and openly to others’ ideas and feelings;
  - group members can safely reveal what they really think and feel;
  - no individual or group dominates;
  - disagreements are based on ideas and opinions, not on personalities.
- This is accomplished by welcoming everyone into the group, familiarizing group members with each other and with the group’s purpose, and establishing group rules or norms.
- A group agreement establishes how the group’s communication will occur and how group members are expected to behave.
- It helps to create a safe environment in which participants can communicate openly, without fear of being criticized by others.
- Ground rules need to be developed and agreed on by all group members to be useful, especially if tension arises.

TOPIC 2: MANAGING CONFLICT—1 hour 30 minutes

2. Dealing with conflict

Large and small group activity
1 hour 30 minutes

- This activity involves participants having physical contact and pushing each other’s hands. If physical contact of this nature is not appropriate for a particular group, modify the session by asking participants to reflect on how they handle and respond to disagreement and conflict and then facilitating a large-group discussion using the discussion questions.

SHOW SLIDE 127

1. Divide participants into two groups, Group A or bananas and Group B or mangoes.

2. Ask each group to form a straight line standing side by side, shoulder to shoulder facing the other group. There should be a distance of one arm’s length between the two lines.

3. Ask participants to place their palms against the palms of the person across from them, just slightly touching, and to refrain from speaking or other forms of communication during this activity (for example, no sign language or eye contact).

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4. Ask participants in Group A to push against the hands of the person in front of them from Group B for a few seconds. Then ask them to stop, lower their hands and stay in their standing position.

5. Ask a few participants in Group A to respond to the following questions:
   - What did the person from Group B do when you began pushing against his or her palms?
   - Did you observe any resistance? Did anyone resist and then change their approach?

6. Ask a few participants in Group B to consider the following question:
   - How did you react when the person from Group A began to push his or her palms against yours?

7. Ask the larger group the following questions:
   - What is our initial reaction when someone pushes us? Is it to push back, to resist? Is that our natural reaction?
   - What other action could a person in Group B choose when pushed?

8. Ask participants to demonstrate the other kinds of actions that could be taken in this situation, such as:
   - dropping your hands;
   - pushing the other person much harder;
   - turning around;
   - quickly jumping out of the way so the person pushing loses balance;
   - walking away;
   - engaging the other in a dance;
   - pushing hands outward and hugging the person;
   - Demonstrate these with a co-facilitator or with a willing participant who understands what you’re about to do.

9. Ask participants to return to their seats and think about the context of a group discussion and to consider the types of situations they might encounter where some ‘pushing’ is taking place. Ask them to respond to the following questions:
   - In what ways do you push?
   - In what ways do others push you?
   - What are some examples of the results of this pushing?
   - What alternatives have you found to be effective?
   - What are some of the things you can do to reduce resistance? What values are often violated in conflict between people?
   - How does our power affect the way we behave in a conflict?
   - When we disagree with someone over an issue we feel strongly about, how does it affect our perception of that person?
   - How can disagreement or conflict be positive?
2. Dealing with conflict (continued)

SHOW SLIDE 128

10. Ask participants to divide into groups of about six people, and give them the following questions to discuss:
   - What are effective and ineffective ways of handling disagreements or conflict in our community?
   - How would we use the effective strategies in a group discussion?
   - Which sections or topics in the Discussion Guide are likely to cause disagreement and conflict in group discussions?
   - How can we encourage different perspectives in group discussions without leading to unproductive or harmful conflict between group members?

11. Bring participants back to the large group and discuss each group’s responses, encouraging them to think about and share their ideas on how to use local conflict resolution strategies to resolve conflicts that may emerge during group discussions.

12. Make the point that not all disagreement or conflict is bad—disagreement can provide an opening to understanding. However, for discussions to be productive, disagreements must be handled respectfully. As Discussion Leaders they need to help people come to agreement on important issues so that they can reach their common goal.

SHOW SLIDES 129–130

13. Make the following key point: As Discussion Leaders it is important to manage conflict constructively and help groups come to consensus on important matters so they can achieve their common goal.

14. Share the following strategies for minimizing conflict in group discussions:
   - Encourage conflict to be covered in the group agreement by asking ‘how shall we handle disagreements between group members?’
   - Remind people to speak for themselves, not for others or a group.
   - Take the focus off individual group members and put it on the issue being discussed by asking people who are in conflict and the larger group, ‘What do you think is the root of the disagreement?’
   - Invite people to share the experiences that led them to form their opinions, saying, ‘Can you tell us more about any experiences that have 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 that exists between their two positions. Ask others from the group to help them see common ground if they are unable to do so.
2. Dealing with conflict (continued)

15. Share the following strategies for handling conflict that escalates in spite of those efforts:
   • Remind group members of ground rules 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: OVERCOMING CHALLENGES–2 hours

3. Identifying and overcoming challenges

Small group work
2 hours

SHOW SLIDE 131

1. Ask participants to describe problems or challenges they might face when facilitating group discussions, especially those they think might be difficult to handle – such as sensitivity or tension related to topics like sexual violence, or behaviours of group members, such as individuals dominating the discussions.

2. Make a list of the problems and challenges, including those that have come up during the training.

3. Ask the group to choose the six problems on the list that they would most like to work on. Ask them to consider those they think will be the most difficult or will occur most frequently.

4. Write each problem on a separate flipchart page, and post each one in a different part of the room.

SHOW SLIDE 132

5. Ask participants to choose which problem they would like to work on and to go to the part of the room where that problem is posted. You may have to ask participants to join different groups if they are not spread evenly amongst the groups.

6. Ask the groups to take 30 minutes to:
   • Discuss with each other their concerns about managing the problem and any experience they have had with that type of problem in the past.

• This topic uses interactive theatre. In it a play or scene is shown once and then replayed. During the replay, any member of the audience is allowed to shout ‘Stop!’, step forward and take the place of one of the characters, showing how they could change the situation to enable a different outcome. See Facilitator Notes at the beginning of the module for more information.
3. Identifying and overcoming challenges (continued)

- Develop a short play (no more than three minutes) that demonstrates the problem. Each play should have one person playing the Discussion Leader with the rest of the group playing group members.

7. Invite one group to perform its play. Before they start, one group member should explain the context to the audience.

8. After the play has been performed once, tell participants that they are going to watch the play again, and this time a member of the audience can say ‘stop’ at any point that they think the Discussion Leader could do something differently. The actors should stop, and the audience member takes the place of the Discussion Leader in the play and acts out what he or she thinks the Discussion Leader could have done differently that would change the outcome of the situation and address the problem or challenge.

9. Invite the other audience members to comment on the possible impact of the suggested action on solving the problem.

10. Show the play again, and again invite participants to stop the action and step into the role of Discussion Leader to act out a different strategy for changing the outcome and managing the problem.

11. When all options have been tried or the group has had more than 20 minutes, ask all participants questions to accomplish the following:
   - Analyse the problem or challenge shown.
   - Identify the suggested solutions.
   - Assess the consequences of each solution tried.

12. Repeat the process for the other five groups.

13. Bring participants back to the large group, and ask them one by one to share potential facilitation challenges. After reviewing each challenge, ask participants for possible responses to each. When you have discussed each, review suggestions on the handout for managing different challenges.

REFER PARTICIPANTS TO HANDOUT 2: Facilitation challenges and solutions
TOPIC 4: SAFETY AND PROTECTION ISSUES–30 minutes

- You will need to make sure all of the potential safety concerns assessed during programme start-up are discussed with participants. This includes making sure Discussion Leaders have clear guidance on how they should respond to such issues.
- You will need to prepare a handout with all of the potential protection and safety risks that might arise during or as a result of the community discussions based on the local context with clear guidelines on what to do in each case.

4. Managing safety and protection issues

Large group discussion

30 minutes

SHOW SLIDE 133

1. Ask participants for examples of safety and protection issues that might arise during or as a result of the group discussions – for example, community reactions to the discussions or to any actions the groups might decide to take as a result of the discussions.

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

3. Tell participants that safety issues are a very important aspect of the CC approach and have been considered from the beginning of the programme. REFER PARTICIPANTS TO HANDOUT 3: Guidelines for managing safety and protection issues

4. Review the handout as a large group. When you have finished, ask participants if they think any other issues or concerns should be added to it, and discuss.

SHOW SLIDE 134

5. Conclude by telling participants that they should always discuss safety issues or concerns with their co-facilitators and supervisors and that if they are in doubt or unsure about something, they should always discuss this with their supervisor. Encourage participants to raise the issue of community reactions in the group discussions, particularly when they are exploring ideas for action near the end of the discussion process.

SUMMARY AND REFLECTION–15 minutes

Questions, summary and reflection

- Allow time for questions that have not yet been addressed.
- Ask for a volunteer to provide a summary of the topics and key points covered during the day.
- Ask for a volunteer to facilitate a brief reflection in which participants are invited to share their thoughts, feelings and insights about the day’s learning.
Group agreements

- Group agreements are a useful tool for getting the discussion off to the right start and keeping it on track.

- They help a group agree on how it will work together respectfully and effectively. This in turn enables people to interact more cooperatively and maintain respect for each other.

- Making these decisions as a group is far more empowering than having a facilitator set out rules for everyone to follow.

- Also, people are much more likely to respect and implement an agreement that they have helped to create. It is also good practice for when they are assisting external groups to come up with agreements. It will make your job as a facilitator much easier.

- When problems or conflicts arise, you will be able to refer back to this agreement (for example by saying, ‘We all agreed at the beginning that it’s best if only one person speaks at a time’).

How to create a group agreement

- Allow at least 30 minutes to come up with a group agreement.

- Start with a question like the following:
  - ‘What would make this group work well for you?’
  - ‘We are going to talk about challenging, personal issues, so what would make this a safe and respectful place for us to work in?’
  - ‘What would make this group a good space for learning?’

- You can ask people to respond in several ways – for example, calling out points which you can write down or draw, or talking about the question in pairs or small groups and then sharing their results with the whole group.

- Once you have a list of ideas, go through it item by item and check for clarification. Discuss how the suggestions can be turned into practical ways of working.
  - Take for example ‘it’s all right to disagree’ – how would this work in practice? You could add ‘by challenging what people say, not attacking them personally’.
  - Another example is confidentiality. This concept is also quite vague, and you will need to discuss what people understand by it and what level of confidentiality they expect from the group.

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Check for agreement on all the points from the whole group.

If there are newcomers or latecomers, explain the agreement to them and ask for their endorsement. If they want to amend it, have a discussion with the full group until everyone agrees.

Examples of norms in group agreements

- Make sure everyone is able to contribute. More talkative people need to show a little restraint, and quieter people need to understand that their contributions are very welcome.
- Only one person speaks at a time – put up your hand if you want to speak, and wait for your turn.
- Respect each other’s opinions even (or especially) if you don’t agree with them. Participate!
- Respect confidentiality – some things shouldn’t be repeated outside of this meeting, such as personal stories.
- Be conscious of time.
- Everyone gets a fair hearing.
- Seek first to understand, then to be understood.
- If you are offended or uncomfortable, say so, and say why.
- Speak for yourself, not for others.
- We share responsibility for making the conversation productive.
## Facilitation challenges and solutions

<table>
<thead>
<tr>
<th>Problem</th>
<th>Possible response</th>
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<tbody>
<tr>
<td><strong>Certain participants don’t say anything and seem shy.</strong></td>
<td>Try to draw them out, but don’t put them on the spot. Make eye contact to remind them that you’d like to hear from them. Look for non-verbal cues that they want to speak. Often, people will feel more comfortable in later sessions and will begin to take part. When that happens, show genuine interest and ask for more. It always helps to talk with people informally before and after the session.</td>
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<tr>
<td><strong>An aggressive person dominates the discussion.</strong></td>
<td>It’s your responsibility to intervene and set limits. Remind him or her that you want to hear from everyone. Next, you might ask him or her not to talk until everyone else has had a chance. You may want to use a ‘talking stick’ or any object that can be passed from person to person, with only the person holding the object allowed to speak. If someone goes into a lengthy digression, you may have to interrupt to get back on track.</td>
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<tr>
<td><strong>Discussion suddenly stops, or doesn’t even get off the ground.</strong></td>
<td>Acknowledge that this is occurring. Ask, ‘What is happening here?’ or ‘What do you think people really need to talk about here?’</td>
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<tr>
<td><strong>Discussion lacks focus, does not move forward; participants wander off the topic.</strong></td>
<td>This is a hard call – after all, the discussion belongs to the group. Yet it’s your job to focus the discussion and move it along. Allow room to explore closely related topics, but if only a few are taking the discussion in a new direction, the others are likely to feel frustrated, resentful and bored. Try to refocus by asking, ‘How does your point relate to ——?’ or stating, ‘That is interesting, but let’s return to the central issue.’ If, on the other hand, most or all of the group are more interested in pursuing a different topic than the one planned, you should be sensitive to that and bring it to the group’s attention in order to give them a chance to reconsider their goals.</td>
</tr>
<tr>
<td><strong>Someone gives information you know to be false. Or participants get hung up in a dispute about facts but no one present knows the answer.</strong></td>
<td>Ask, ‘Has anyone heard of conflicting information?’ If no one offers a correction, offer one yourself. If no one knows the facts, and the point is not essential, put it aside and move on. If the point is central to the discussion, encourage members to find out the information before the next meeting. Remind the group that experts often disagree and there may be no generally accepted answer.</td>
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<tr>
<td><strong>The group is too large, or too many people have too much to say, or you feel the discussion is getting away on you.</strong></td>
<td>Consider co-moderating. Often if one facilitator is stymied the other will have a good response to a situation or an insightful question. Consider splitting into two smaller groups for a time.</td>
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### HANDOUT 2  FACILITATION CHALLENGES AND SOLUTIONS (continued)

<table>
<thead>
<tr>
<th>Problem</th>
<th>Possible response</th>
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<tbody>
<tr>
<td>There is no excitement, no one wants to talk, only a few people are participating.</td>
<td>Are you talking too much or not giving enough response time after posing questions? People need time to think, reflect and get ready to speak up. It may help to pose a question and go around the circle so everyone has a chance to respond. Occasionally, you will have a group of people who are tired or who have had a bad day. There may be a lack of excitement if the group seems to be in agreement. In this case, try to bring up other views. ‘Do you know people who hold other views? What would they have against the views that you have expressed?’ If all else fails, end the meeting early.</td>
</tr>
<tr>
<td>There is tension or open conflict in the group. Perhaps two participants argue, or someone gets angry, yells or puts another person down.</td>
<td>Address tension directly. Remind participants that disagreement and conflict are good but, in order to be productive, they must relate to the issue. It is acceptable to challenge a person’s ideas but not the person. Interrupt personal attacks, name calling or put-downs as soon as they occur. Don’t hesitate to appeal to the group for help. They will support you if they accepted the ground rules in the first place.</td>
</tr>
</tbody>
</table>
Guidelines for managing safety and protection issues

CC Programme managers need to prepare a handout with all of the potential protection and safety risks and problems that might arise during or as a result of the community discussions, with clear guidelines for Discussion Leaders on what to do in each situation.
At the end of this module participants will have:

1. Participated in group discussions based on the CC Community Discussion Guide.
2. Facilitated or co-facilitated a discussion based on the CC Discussion Guide.
3. Developed confidence as Discussion Leaders.
4. Had the opportunity to provide and receive constructive feedback to and from their peers.

Participant handouts
Handout 1: Last-minute tips
Handout 2: Post-test
Participant handouts

Handout 1: Last-minute tips

Handout 2: Post-test
## Module 7: Learning by doing

### Schedule | Day 7

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<td>• Review objectives for Module 7</td>
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<tr>
<td>9:15–10:45</td>
<td>Practice session 1</td>
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<td>3:45–4:45</td>
<td>• Questions, summary of day</td>
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NOTE TO FACILITATORS

To prepare to facilitate this module, you need to do the following:

You will need two facilitators throughout the day. Participants will be divided into two practice groups, and each group will need a facilitator to take the role of a discussion group member, keep time and facilitate a 10-minute debriefing after each 30-minute session to enable participants to talk about the experience of facilitating and to discuss how they will use the materials with different groups in their community.
## MODULE 7: Learning by doing

### INTRODUCTION—15 minutes

**Housekeeping and objectives**

15 minutes

- **Housekeeping**
  - **SHOW SLIDE 135**
  - Review objectives for Module 7

### PRACTICE—5 hours

1. **Facilitating CC discussions sessions**

   **SHOW SLIDE 136**

   1. Explain to participants that for the entire day they will be leading or participating in discussions based on meeting plans in the CC *Community Discussion Guide*.

   2. Give the following information and instructions:
      - They will be working in two groups throughout the day.
      - Each group will have six discussion sessions lasting 30 minutes each, giving a total of three hours of discussion time.
      - Each session will have one lead facilitator and one co-facilitator. The co-facilitator will contribute to both the content and process of the discussion. These roles will change throughout the day.
      - At the end of each 30-minute discussion, group members will have time to talk about the session content and how they will use and adapt it in their community and with different groups.

   **REFER PARTICIPANTS TO HANDOUT 3 from module 4: Fostering participation**

   3. Review the participatory techniques in the handout and ask participants to consider which ones they might use in the session they choose. Ask them to think about whether different techniques might work better with different groups.

   **REFER PARTICIPANTS TO HANDOUT 1: Last-minute tips**

   4. Review the handout with the group as a whole.

   5. Divide participants into two practice groups and ask everyone to choose a partner with whom to facilitate a session. Ask each pair to decide which session they will facilitate. Each pair should choose a different session from the *Community Discussion Guide* (excluding Week 2, Meeting 1, because it is difficult to adapt to a practice session).

   **SHOW SLIDE 137**
6. Give participants 45 minutes to prepare by reading the information for their session, including the preparation notes and meeting content.
   - Explain that they should concentrate on the main content of the discussion rather than opening and closing the meeting.
   - Remain available to answer questions and provide help as needed.

SHOW SLIDE 138

7. Allow participants to practice, with you and the co-facilitator stopping each pair after 30 minutes and facilitating a 10-minute debriefing that explores the following:
   - How it feels to lead a discussion.
   - The contents of the session.
   - What different participatory techniques could be used with different groups.

CLOSING AND NEXT STEPS–1 hour

Questions, summary, post-test and next steps

- Allow time for questions that have not yet been addressed.
- Provide a summary of the topics covered during the training.
- Ask participants to complete the Post-test.

SHOW SLIDE 139

- Advise participants of next steps and timeline for practice, skill development and implementation of the discussion groups in the community and any other relevant information.
Last-minute tips

Before you start the programme:
☐ Make sure you understand the goals of the CC programme.
☐ Review the discussion materials and adapt them to your context.

Before each meeting:
☐ Make sure you are prepared for every activity.
☐ Think about how the discussion might go.
☐ Have questions in mind to help the group consider the subject.

During each meeting:
☐ Keep track of who has spoken and who hasn’t.
☐ Try to involve everyone; don’t let anyone take over the conversation.
☐ Encourage participants to respond directly to each other.
☐ Ask participants to summarize important points from time to time.
☐ Don’t be afraid of silence!
☐ Help participants look at different points of view and different perspectives on a subject.
☐ Ask participants to think about how their own values and beliefs affect their opinions.
☐ Always try to push the discussion further and encourage participants to critically reflect on ideas and values and consider the possibility of change.
☐ Keep careful track of time.

Don’t forget:
• Be aware of your body language.
• Be aware of your behaviour.
• Be aware of your voice.
• Remember you are not the teacher but a fellow learner.
• Be aware of your responsibility to make sure everyone has a chance to be heard and be treated equally.
• Be aware of your power.
• Be humble.
• Be creative and inspiring.
1. The CC Programme includes two components, strengthening community-based care and transforming social norms, and achieves these through a six-step pathway to change.

   True     False

   (1 mark)

2. What are the different types of power that people have?

   a) power over, power to, power with and power within
   b) power by, power for, power about and power to
   c) power to, power above, power for and power about
   d) power with, power for, power above and power by
   e) power within, power through, power about and power above

   (1 mark)

3. The role of Community Discussion Leaders is to direct community members to take action that has been decided by the CC Programme.

   True     False

   (1 mark)

4. The Universal Declaration on Human Rights is based on what principles?

   a) respect for human life and dignity
   b) justice and fairness in meeting physical needs
   c) acknowledgement of the importance of psychological and spiritual needs
   d) none of the above
   e) answers a), b) and c)

   (1 mark)

5. The CC Programme uses guided group discussions based on participatory principles to bring about change in the community. What is the reason for choosing this approach?

   a) change is more likely to happen and be sustained if communities own the process.
   b) change is more likely if the process is empowering and horizontal.
   c) communities should be the agents of their own change.
   d) change is more likely if the process is based on discussion and dialogue.
   e) all of the above.

   (1 mark)
6. Establishing a group agreement when a group starts is important, because this will stop any conflict from happening during the group sessions.

True     False

(1 mark)

7. List three things a Community Discussion Leader can do during group meetings to help members to feel comfortable in the group.

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

(3 marks)

8. List three qualities that a Community Discussion Leader should demonstrate to encourage members to take an active part in the group discussions.

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

(3 marks)

9. How have the different stages that a group experiences over time been described in theory?

a) meeting, talking, playing, celebrating
b) forming, storming, norming, performing
c) beginning, doing, closing
d) gathering, arguing, agreeing, leaving
e) starting, doing, stopping

(1 mark)

10. List three barriers that might stop a person from taking part in a group discussion.

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

(3 marks)

11. Community Discussion Leaders are responsible for managing both the content and the process during group discussions.

True     False

(1 mark)
12. The most important way in which people communicate is non-verbally.

True    False

(1 mark)

13. There are different ways that you can demonstrate that you are actively listening to another person. Which of these show active listening?

a) looking at your watch every few seconds
b) staring out of the window
c) folding your arms and turning away
d) drumming your fingers on the table or chair
e) none of the above

(1 mark)

14. Closed questions are most useful to encourage people to tell you more about their own experiences or ideas.

True    False

(1 mark)

15. List three ways that you can effectively minimize any conflict that might arise during a group discussion.

________________________________________________________________________________________________
________________________________________________________________________________________________
________________________________________________________________________________________________

(3 marks)

16. Adults bring a lot of personal experience to any discussion. It is important to acknowledge and draw upon this to support effective learning.

True    False

(1 mark)

17. Using participatory techniques during the group discussions will lead to conflict and boredom among group members.

True    False

(1 mark)

(The total possible score is 25 marks; multiply by 4 to give a percentage score.)