



FACILITATOR'S GUIDE

WORKSHOP ON THE TOOLBOX ON FEMALE GENITAL MUTILATION AND THE HUMANITARIAN DEVELOPMENT NEXUS

MARCH 2024



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INTRODUCTION

Background to the Nexus Approach and the Nexus Toolbox

The UNFPA-UNICEF Joint Programme on the Elimination of Female Genital Mutilation (FGM) is working to enhance the implementation of the humanitarian development Nexus Approach within the context of programming to eliminate Female Genital Mutilation (FGM). The Joint Programme has identified that a key challenge has been the historical lack of focus on FGM in humanitarian settings. This has led to gaps in understanding the impact of humanitarian crises on FGM prevalence rates and how to best programme against this. The Humanitarian-Development-Peace nexus (Nexus approach) is intended to ensure strong cooperation, collaboration and coordination between humanitarian, development and peacebuilding efforts at the national level to ensure collective outcomes on the basis of joined-up, coherent, complementary and risk-informed analysis, planning and action. The Nexus Approach, informed by the complexities caused by the COVID-19 pandemic, outlines operational and programmatic strategies to increase integration and collaboration between short-term humanitarian aid and long-term development.

In 2020, UNICEF produced a [technical note](#) to guide countries as they pivoted to prevent and mitigate the risk of FGM during the COVID-19 pandemic. This was followed in 2021 by the [FGM Nexus Toolbox \(Toolbox\)](#), a set of practical

tools for reflective practice that aims to assist with the implementation of the Nexus Approach for programming on FGM. Similarly, UNFPA has adopted and is applying the Humanitarian-Development-Peace Nexus approach which aims to increase coherence and coordination among humanitarian, development and peace actors. Programming Considerations Brief and the Nexus e-course are under development to build capacity and provide guidance for effective roll out of the nexus approach.

The Joint Programme pilot tested the toolbox in 5 countries in 2023 to implement the humanitarian-development Nexus Approach to programming and measurement. This experience informed the development of this version of this facilitator guide.

The facilitator's guide

- This has been developed for facilitators who are conducting workshops on the implementation of the Nexus Approach.
- It provides structured support, including background information, guidelines for facilitation and planning advice for facilitators working through the six-session programme.
- The FGM Nexus Toolbox, participant's guide and PowerPoint presentation comprise the primary resources for the workshops.

TIME ALLOCATED	RESOURCES NEEDED	OBJECTIVES	PARTICIPANTS WORKBOOK
			
INDIVIDUAL EXERCISE	BREAKAWAY GROUP EXERCISE	POWERPOINT	PLENARY
			

- Facilitators can draw on the guide to facilitate the workshop in different contexts and with different groups as needed.
- It can be adapted for different contexts and the specific order and content of sessions can be adapted to better reflect expectations of participants.
- Using the icons below the Guide includes 'facilitator tips' with ideas and suggestions.

Expected outcomes of the workshop

By the end of the workshop, participants should be empowered to:

1. explain how to apply the Nexus Approach and prepare a feasible action plan
2. identify whether, and to what extent, the Nexus Approach is already being applied and articulate what is needed to fill any gaps or improve the approach
3. demonstrate the technical capacity to develop and implement Nexus Approaches for FGM programmes
4. share their knowledge with implementing partners for further application and implementation
5. describe how they will incorporate gender transformative approaches when applying the Nexus Approach.

Guiding principles for facilitators

Facilitators should keep in mind the following underlying principles which guide all aspects of the workshop:

- adaptation to local and country context, and respect for local customs and values
- ensuring participants understand, from the start, the purpose of the workshop, the outline of the schedule, and the responsibilities of each person
- ensuring everyone understands the expectations of the course and ways of engaging by emphasizing the importance of safe, inclusive and respectful interactions

Objectives of the workshop

The objectives of the workshops are to:

- 1 clarify and simplify the meaning of the Nexus Approach
- 2 provide practical examples of the adoption of the Nexus Approach
- 3 enhance the use of the Toolbox
- 4 enable and empower participants to understand how they can apply and contextualize the Nexus Approach as necessary.

- enabling a safe and empowering environment to ensure active participation on complex and sensitive topics.
- being mindful of the need to ensure diversity of representation, voices, opinions and ideas, particularly from women, representatives of young people and persons with disabilities
- recognizing participants' expertise and treating them as meaningful contributors
- encouraging active and sustained participation from the participants as opposed to 'lecturing'.

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IMPORTANT CONTEXT FOR FACILITATORS

Understanding the Nexus Approach

In 2020, in an effort to help countries prevent and mitigate the risk of FGM during the COVID-19 pandemic, UNICEF produced the [Humanitarian Development Nexus: The Future of Protection in the Elimination of FGM](#). Known as the Nexus Approach, this technical note outlines operational and programmatic strategies to position the reduction of FGM as part of humanitarian development. It is based on the understanding that ‘nexus’ means “greater cooperation, coherence, coordination and complementarity among development, disaster risk reduction, humanitarian action and sustaining peace”. The Nexus Approach recognizes that both humanitarian and development efforts need to be more effectively connected, with efforts geared towards achieving collective outcomes. It further recognizes that development, humanitarian and peace actors need to collaborate across diverse mandates and FGM services.

In 2021, UNICEF embarked on an exercise of reflective practices which were summarized in the technical note: [Female Genital Mutilation and the Humanitarian Development Nexus: Practical Ways to Support Programme-Level Implementation](#). This reflective practice led to the development of a set of practical tools to assist with the implementation of the nexus approach. This Toolbox contains several methods to support those using the Nexus Approach in their work to eliminate FGM.

Ultimately, the Nexus Approach and the Toolbox seek to:

- strengthen systems
- develop risk-informed programmes
- ensure community participation
- enable planning and preparedness for emergencies
- foster partnerships and mobilizing vital resources.

RESOURCES

Facilitators must familiarize themselves thoroughly with these resources before the workshop:

- [Humanitarian Development Nexus: The Future of Protection in the Elimination of FGM](#)
- [Female Genital Mutilation and the Humanitarian Development Nexus: Practical Ways to Support Programme-Level Implementation](#)

Understanding FGM

FGM [refers](#) to “all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.” The practice of FGM is rooted in gender inequality and power imbalances between men and women – and it sustains them by limiting opportunities for girls and women to realize their rights and full potential in terms of health, education, income and equality. Girls are today one-third less likely to be subjected to female genital mutilation compared to three decades ago; however, progress needs to be at least 10 times faster to meet the global target of eliminating FGM by 2030. Increasing numbers of humanitarian situations are a challenge to FGM elimination. Out of 31 countries with nationally representative data on FGM, 24 are considered fragile contexts, 21 are least-developed countries and 12 countries are categorized as having extremely high climate risk for children.

UNFPA and UNICEF are leading the global Joint Programme which has been addressing FGM since 2008. The Joint Programme supports national initiatives in 17 countries. [The Joint Programme Phase III](#) evaluation recognizes that a key challenge for understanding and mitigating the impact of humanitarian crises on FGM prevalence rates, is the historical lack of focus on FGM in humanitarian settings.

RESOURCES

Facilitators must be familiar with the country context of FGM, the humanitarian context and the humanitarian response ahead of the workshop. The following may be of use:

- For an overview of FGM, facilitators can turn to the [Joint Evaluation of the UNFPA-UNICEF Joint Programme on the Abandonment of Female Genital Mutilation: Accelerating Change. Phase III: 2018-2021.](#)
- Facilitators should also be familiar with the [2024 Report Female Genital Mutilation: A global concern](#)

Understanding FGM in development contexts

Most FGM programmes within the Joint Programme are designed for development situations. Typically, they rely on long-term changes in social norms, deep and regular community engagement, advocacy for legal and social policy change, and building strong local capacity and systems. These programmes face significant disruption during times of humanitarian crisis.

However, some countries within the Joint Programme are experiencing humanitarian crises such as conflict, drought and floods. Some of these countries are preparing to move from humanitarian-oriented programming into a recovery and rehabilitation phase in which FGM programming may need to be adapted to more typical development interventions. For example, the identification of girls at risk may need to be conducted again to understand where populations have settled post-crisis. Emergency service provision may need to be adapted to include elements of social norms programming.

As such, the Nexus Approach is also valuable in these scenarios in order to ensure that humanitarian programming accounts for the long-term need to eliminate FGM and takes note of potential changes in a country's situation that may call for new forms of FGM programming.

Geographical, socioeconomic, and political factors differ across countries, and the realities, perceptions and knowledge of participants may also vary. Cultural and religious views may influence the understanding of FGM. As each country has a unique context, cultural nuance and language need to be prioritized to ensure that the workshop is conducted in an appropriate and respectful manner. The use of appropriate terminology and an understanding of the country's context are important when discussing FGM in development contexts.

Understanding FGM in humanitarian contexts

In humanitarian contexts, where there is disruption and instability, community norms can undergo unpredictable change and negative coping mechanisms can be adopted, such as early marriage for income (from dowries) or the reduction of household expenses, or to provide physical and/or financial security for daughters. Disruption can lead to exposure to new practices or community norms, for example through the assumption by women and girls of 'new' roles such as becoming heads of household or assuming new livelihoods which, in the case of displacement to other regions, can be positive or negative. Displacements and humanitarian crises may also disrupt health and education systems and break down existing surveillance mechanisms for girls at risk. Conversely, it can also sometimes be easier to change social norms and practices during times of instability when traditions and behaviours are already disrupted.

Humanitarian contexts are increasingly the result of protracted crises due to mutually enforcing factors, such as natural disasters like earthquakes, and increased disasters due to climate change such as droughts and floods, pandemics, conflicts and wars. This leads to complex emergency situations that affect large groups of people, making them acutely vulnerable to death, disease and disruptions to their livelihoods over a prolonged period.

Some crises, such as cyclical drought, can be predicted and FGM programming should therefore plan for

LESSONS FROM COVID-19

The COVID-19 pandemic led to unprecedented challenges, including increasing the risk of FGM. UNFPA estimates that an additional 2 million cases of FGM could occur by 2030 due to the Covid-19 pandemic. The complex emergency context, coupled with different countries adopting different response measures meant that girls and women were at a greater risk of being subjected of gender-based violence (GBV) overall, including FGM. For example, as captured in the Joint Programme report on [FGM elimination and COVID-19](#), there were negative impacts of the pandemic on FGM elimination programmes and implementation challenges related to access to protection and prevention services. In Kenya, since the outbreak of the pandemic, there has been a noticeable increase

in the number of girls undergoing FGM, given the initial negative impact of containment strategies on protective mechanisms to rescue girls at risk of the harmful practice.

However, notwithstanding the significant harm and suffering occasioned by the COVID crisis, the Joint Programme was able to adapt to the pandemic in innovative and thoughtful ways, both at the global level in terms of prompt provision of guidance, and at the country level with adaptive strategies, some of which will be useful to continue post-pandemic. The pandemic illustrated that rapid and flexible adaptation techniques can be applied, signalling the potential for opportunities for programming against FGM in other humanitarian situations.

these situations. In most cases, however, crises are inherently unpredictable and cause significant disruption to programming. Regardless of whether a crisis or emergency is predictable, preparedness is required for all forms of emergencies.

In crisis situations, programming often necessarily focuses on the immediate provision of support services to reduce imminent harms, as opposed to long-term personal development-oriented strategies. Tools for use in humanitarian situations must be flexible, adaptable and realistic about the requests that can be placed upon communities during such times. They must also be careful not to deny the real and life-threatening challenges facing these communities, but rather acknowledge them and connect harmful practices like FGM to these pressing needs and priorities.

Gender transformative approach

Throughout the training, it is important to apply a gender transformative approach when unpacking, navigating

and guiding the implementation of the Nexus Approach. This requires examining, questioning and changing rigid gender norms and imbalances of power along gender lines by, among others, redressing power dynamics and structures that serve to reinforce gendered inequalities. The Nexus Approach can transcend the humanitarian and development divide by addressing the immediate needs and the long-term vulnerabilities of girls and women at risk of, or affected by, FGM, as set out in the [UNICEF Gender Transformative Approaches for the Elimination of FGM](#). Mindful of this, it is useful to ensure that the workshop promotes a common understanding of the role of social and gender norms in sustaining FGM as a harmful practice, and provides guidance (directly or indirectly) on the adoption and integration of gender transformative approaches when applying the Nexus Approach.

RESOURCES

Facilitators must be familiar with [Gender Transformative Approaches for the Elimination of FGM](#).

Understanding the national context

It is important to understand the national context of the country where the workshop is being held. Different states may have differing approaches towards FGM. In some contexts, it may be viewed through a cultural rights lens and, in others, it may be viewed as a harmful or unlawful practice. This may impact the tone of the workshop as well as the interactions with different stakeholders, particularly those from the government. Approaches to gender equality and gender transformation may also differ from country to country. It is important research the country before conducting the workshop in order to navigate differing approaches, contexts and any potentially sensitive topics. This includes engagements with national stakeholders, such as local activists, colleagues and partners in the country.

FGM, deeply entrenched in gender inequality and cultural norms globally, manifests diversely across countries, regions and communities, with varying legal frameworks and enforcement mechanisms for its eradication. Emergency situations exacerbate its impact, disrupting essential health services crucial for addressing immediate health consequences. Effective strategies, including surveillance mechanisms, support for grass-roots initiatives, awareness campaigns, and empowerment programmes, are vulnerable to disruption during emergencies. Thus, capturing the value of the Nexus Approach in addressing FGM is crucial, shifting focus from direct elimination strategies to adopting methods ensuring FGM considerations persist during emergencies, and leveraging gains made in crisis situations for sustained progress in normalized development contexts.

RESOURCES

Facilitators can make use of the [FGM country profiles](#).

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PRACTICAL NOTES

- **Duration of the workshop:** three days
 - ✦ The workshop agenda is listed below, this is a guide for facilitators, but subject to differing contexts (traffic, work hours, prayer times) the agenda can be changed to ensure inclusivity and is responsive to the participants' needs.
- **Flexibility in approach:** The agenda may not always go to plan, and you may need to be flexible in catering for requests from the participants/venue.
- **Opening ceremony:** It is important for a government representative to attend the opening ceremony; different countries will send different levels of officials. They may need to be there from the start, or they may come later in the day. It is important to check this in advance with the country office.
- **Number of participants:** Between 20 and 30
- **Background of participants:** The group should comprise:
 - ✦ United Nations country staff working on child protection and/or GBV with a focus on FGM;
 - ✦ United Nations country staff from humanitarian response teams
 - ✦ relevant government partners
 - ✦ relevant community partners / NGOs working on FGM or in the Humanitarian response
- **Nature of workshop:** In-person (unless other arrangements have been made)
- **Participative methodology:**
 - ✦ PowerPoint presentations
 - ✦ participative engagement
 - ✦ exercises and breakaway groups
 - ✦ space for feedback
 - ✦ mappings, worksheets, collaborative problem-solving
- **Materials required:** Ensuring the timely availability of the following materials is necessary:
 - ✦ participants' workbooks
 - ✦ projector and screen
 - ✦ flipcharts
 - ✦ markers
 - ✦ sticky notes
 - ✦ tape/adhesive
 - ✦ brown paper
- **Digital tools:** Online surveys/forms accessed through QR codes are helpful, particularly for initially assessing participants' understanding, as well as completing the tracking tool and action plan. Facilitators can choose which digital tools to use and should be mindful of connectivity and digital literacy when introducing them. Some free-to-use ones can be useful for conducting surveys and forms during the workshop, and include Google Forms, SurveyMonkey, Typeform, JotForm and SoGoSurvey.
- **Timing tools:**
 - ✦ The facilitator can use flipchart sheets to note the time for each exercise; alternatively, the facilitator can use a sound device (alarm on a phone) to signal time is up.
- **Managing group sessions:**
 - ✦ Putting participants into groups for workshop activities can be a crucial aspect of the process. It allows for collaboration and engagement. But it is important to ensure the size of the group and the selection of groups are conducted efficiently.

- + **Size:** Subject to the size of the full group and the size of the venue, breakaway groups should be between 5–7 participants. As each group will need to provide feedback in plenary, it is useful to consider how much time there is for feedback and how many groups you need. For example, with a full group of 26 people, receiving feedback from 4 groups is manageable.
- + **Group selection:** There are different ways to select groups and, subject to the exercise, the facilitators can choose their preferred approach. Below are some options:
 - + **Random selection:** Sometimes, this is the fairest way. You can use colour cards (blue, green, yellow, red), or numbered cards that you place on the participants' tables to enable quick allocation. You can also stick up the number or colour in the different corners of the room so the participants can easily see where their assigned group is meeting.
 - + **Pre-assigned groups:** You can pre-assign participants based on factors like their job roles or place of work. This method allows for more targeted groupings and will be useful for activities relating to the development of an action plan.

Opening session icebreaker ideas

Icebreakers are an excellent way to open up a workshop, create a positive and engaging atmosphere, and help participants get to know each other, including learning each other's names. Here are some fun and effective icebreakers:

- **Name game:** Have each participant introduce themselves with an interesting fact that starts with the same letter as their name (e.g., "I'm Daring David, and I once climbed a mountain"). This not only helps participants remember names but also to learn something unique about each person. This could also be done by saying your name and a food that you like that begins with the same letter (e.g., "I'm Amara and I like apples"). You can also ask participants to repeat the person who went before them to reinforce name learning (e.g., "I am Jolly Juma, and I enjoy spending time with my friends, and this Daring David who once climbed a mountain").

- **Find two people:** This is an activity that involves a list of descriptors and requires each person to talk with different members to find those who share characteristics. For example, an item on the list may have the same favourite colour, someone who enjoys a specific activity (running, reading) or someone with the same shoe size. 'Find two people' is an active icebreaker that allows team members to foster relationships.
- **Superpowers:** Ask the participants to introduce themselves and to pick any super-power they would like to have and explain why in a few words.
- **Elevator pitch:** This can also get participants thinking about the Nexus Approach. It's based on the idea of being able to sell an idea in the time it takes for an elevator to travel a few floors. You tell the participants that they are in the elevator with three colleagues. A team of reporters enters. They are making a documentary on FGM in times of crisis. They ask the participants who they are and when they hear they are working on FGM they ask why the Nexus Approach is so important. At this point you separate the participants into groups of 3-4, so that, in the next 15 minutes, they can introduce themselves and develop a collective elevator pitch for the 'reporters'. The group will select a spokesperson who will introduce the rest of the group and make the pitch.

Post lunch energizers

Post-lunch energizers are a great way to reinvigorate participants during a workshop session and help overcome the afternoon slump. Here are some good examples:

- **Letter exercise:** Ask each participant to use their heads to draw a letter to spell out a particular word or phrase (e.g., Nexus Approach or Wednesday)
- **Stretching exercise:** Lead the group in a series of simple stretching exercises. Encourage participants to stand up and stretch their arms, legs, neck and back. Stretching can help alleviate tension and increase energy levels.
- **Zim, zap, boing:** Everyone should stand in a circle. Make sure everyone has enough room to do a star jump by asking everyone to make a star shape – their fingers shouldn't touch the person next to them.

Explain that, in this game, play should be passed around or across the circle. There are three ways to pass play to the next person, which are Zip, Zap and Boing.

- ✦ **Zip:** One of these is 'zip.' 'Zip' only passes play along to the next person in the circle. You can 'zip' by clasp your hands together, with thumbs raised and index fingers pointing to the person in the circle next to you. You say 'zip' as you do this. Have everyone practice by using 'zip' to pass play around the circle. The person who starts the 'zips' may pass 'zip' to their left or right. Henceforth, 'zips' move only in that direction. Each player should clearly say 'zip' and do the correct action, pointing to the next person.
- ✦ **Zap:** 'Zap' passes play to anyone in the circle. Demonstrate 'zap' by clasp the hands with thumbs raised and index fingers pointing, in the same way as 'zip.' You say 'zap' as you do this. The person who's 'zapped' may pass play to their left or right with 'zip,' or indeed 'zap' someone else. Have everyone practice by using 'zip' and 'zap' to pass play around the circle. Each player should clearly say 'zap' and do the correct action, pointing to the person in the circle that they're passing play onto.
- ✦ **Boing:** The final way to pass play along is 'boing.' Demonstrate 'boing' by doing a star-jump and saying 'boing' as you do it. Explain that 'boing' passes a 'zip' or a 'zap' back the way it's just come. For example, if you wanted to reverse the way the 'zip' is travelling, you could 'boing'. The

person who's 'boinged' can pass play to their left or right with 'zip', pass play to someone else with 'zap', or 'boing' back to the person who just 'boinged' them.

- ✦ Have a practice round with 'zip,' 'zap' and 'boing', so that everyone is clear about the rules. When someone makes a mistake or hesitates for too long, they should sit down or step out of the circle.
- **Energizing music break:** Play upbeat, energizing music and encourage participants to get up and dance, even if it's just for a few minutes. Music can boost mood and motivation.
- **Fire and ice:** Explain to the participants that they will need to count in a circle, but when they get to 5 or a multiple of 5 they must say 'fire' instead of 5 or its multiple (e.g. 1,2,3,4, fire, 6...), then explain that 7 or a multiple of 7 is replaced with 'ice' and changes the direction. Other words can be used to substitute the rest of the numbers. If participants make a mistake they must sit down. The game continues until there is one person left standing or until there is sufficient energy in the room.

Energizers should last up to five minutes (facilitators are welcome to introduce their own).

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WORKSHOP OUTLINE

DAY	SESSION	DESCRIPTION	BREAKDOWN	TIME	TIMING	TOOL
1	DAY 1					
	WELCOME			09H00-09H15	15 MIN	
	OPENING CEREMONY			09H15-09H40	25 MIN	
	1	Introduction to the Nexus Approach	Introduction and icebreaker	09h40-10h00	20 min	PPT 2
			Exercise 1 Nexus Approach – Awareness gauge	10h00-10h15	15 min	Exercise 1 / PPT 5
			Presentation Workshop overview: background, objectives, outcomes.	10h15-10h30	15min	PPT 6-9
			Knowledge-sharing FGM situation and progress	10h30-11h00	30 min	PPT 10
			Comfort break	11h00-11h30	15 min	
			Presentation Understanding the Nexus Approach	11h30-12h00	30 min	PPT 11-29
			Presentation and plenary discussion Adapting programming for the Nexus Approach	12h00-12h30	30 min	PPT 30-42
			Presentation and plenary discussion Identification of complementary and/or other guidelines	12h30-13h00	30 min	PPT 43-53
	Lunch			13h00-14h00	1 hour	
	2	Navigating the Nexus between development and humanitarian work on FGM	Knowledge-sharing FGM & humanitarian reflections & insights	14h00-14h30	30 min	PPT 54-55
			Exercise 2 Identifying links between humanitarian and development programming	14h30-15h45	1h15 min	Exercise 2 / PPT 56-57
			Feedback and discussion in plenary	15h45–16h30	45 min	
			Reflection and evaluation	16h30-16h45	15 min	PPT 58
			Close and afternoon tea	14h15-14h45	15 min	

DAY	SESSION	DESCRIPTION	BREAKDOWN	TIME	TIMING	TOOL
2	DAY 2					
	WELCOME, RECAP, OVERVIEW OF THE DAY AHEAD			09H00-09H30	30 MIN	PPT 59-61
	3	Thinking practically about the Nexus Approach	Exercise 3 Thinking practically about systemic and structural challenges and strategies: In development — humanitarian contexts In humanitarian — development contexts	09h30-10h45	1h15 min	Exercise 3 / PPT 62-63
			Feedback in plenary	10h45-11h30	45 min	
	Comfort break			11h30-11h45	15 min	
	4	Enhancing partnerships with local groups	Exercise 4 SWOT analysis of partnerships with local groups	11h45-12h30	45 min	Exercise 4 / PPT 64-65
			Feedback in plenary	12h30-13h00	30 min	
	Lunch			13h00-14h00	1 hour	
	5	Risk-informed programming and emergency preparedness	Presentation Improving preparedness	14h00-14h30	30 min	PPT 66-72
			Exercise 5 Integrating FGM indicators into emergency and humanitarian assesment tools	14h30-16h00	1h30 min	Exercise 5 / PPT 73
			Feedback in plenary	16h00-16h30	30 min	
			Reflection and evaluation	16h30-16h45	15min	PPT 74
	Close-out and afternoon tea			16h45-17h00	30 min	
3	DAY 3					
	WELCOME AND RECAP			09H00-09H30	15 MIN	PPT 75-77
	6	Tracking progress and designing action plans	Presentation Using the tracking tool	09h30-09h45	15 min	PPT 78-82
			Exercise 6 Individual completion of the Tracking Tool	09h45-10h00	45 min	Exercise / PPT 83
			Comfort break	10h00-10h15	15 min	
			Presentation Developing an action plan	10h15-10h30	15 min	PPT 84-89
			Exercise 7 Action plan	10h30-13h00	2h30 min	Exercise 7 / PPT 90
			Lunch	13h00-14h00	1 hour	
			Exercise 7 cont. Complete action plan	14h00-15h30	1h30 min	Exercise 7 / PPT 90
			Evaluation	15h30-15h45	15 min	PPT 91
	CONCLUDING REMARKS			15H45-16H00	15 MIN	PPT 92
	Closure and afternoon tea			16h00-16h15	15 min	

DAY 1

15

Day 1 begins with an opening ceremony, during which UNICEF and UNFPA country teams will introduce the workshop and give an overview of objectives and, if appropriate, government stakeholders will give an address.

SESSION 1 – INTRODUCTION TO THE NEXUS APPROACH



SLIDE 1

Note: Facilitators may need to be flexible around the opening ceremony depending on what time officials/dignitaries arrive. It is useful to coordinate this in advance with the country office.



Morning session



Timer

Digital tools: online survey



Icebreaker

Overview of workshop
Introducing the Nexus Approach



Participants are encouraged to take notes



2 individual exercises



Icebreaker



PowerPoint for presentations



5 presentations
2 plenary sessions

Introduction & Icebreaker



AIM: To introduce the facilitators, break the ice, get participants more comfortable, learn the names of the participants, and get energy levels up.

ACTIVITY: The facilitator will explain one of the icebreakers listed above (or one of their own) to create a positive, energizing, and engaging atmosphere, and help participants get to know each other, including learning each other's names.



20 MINUTES



SLIDE 2

EXERCISE 1 | Awareness Gauge



AIM: To quickly assess participants' understanding of the Nexus Approach at the start of the training, to gauge the level of detail/explanation required, and to serve as a baseline for discussions going forward to make sure everyone is on the same page. This is set to be a flash quiz.

ACTIVITY: Ask participants to complete a short survey answering the following questions:

1. Have you heard of the Nexus Approach?
Yes / No
2. If you answered yes, how well do you understand the Nexus Approach?
1: not well; 5: very well
3. Are you familiar with any best practices or success stories related to the implementation of the Nexus Approach in the context of FGM elimination?
Yes / No

4. Are you in a position to prepare an action plan today on how to implement the Nexus Approach for your FGM programming?
Yes / No

5. Do you feel empowered to provide mentoring or technical support to apply the Nexus Approach in practice?
Yes / No

Digital tools are useful for this exercise and allow for the sharing of live results. Participants could scan a QR code with their smartphones or type a short URL into their devices. It is important to be aware of connectivity and digital literacy when using digital tools and supporting participants who may be less familiar with links and QR codes. If digital tools are not appropriate, facilitators can ask the questions out loud and ask participants to give a thumbs up or thumbs down and use their fingers to indicate from 1–5.



15 MINUTES



ONLINE SURVEY



EXERCISE 1



SLIDE 5



PRESENTATION | Workshop Overview Slides 6–9

Using the PowerPoint presentation, the facilitator will provide a brief background on the workshop. During this session, they will also highlight the workshop's objectives and outcomes.



KNOWLEDGE SHARING | FGM Situation & Progress Slide 10

This knowledge-sharing session is designed to set the scene on FGM in the country and more specifically in the context where the humanitarian crises is occurring (we recommend to use subnational data), to ensure that all participants have a common understanding of efforts, successes and challenges. This should be led by a staff member who works in child protection, gender or GBV focusing on FGM. In this session participants are invited to exchange information on what initiatives have been undertaken by different stakeholders to eliminate FGM in the country. This discussion aims to ensure that they all have the same understanding of what has been done on FGM so far by the stakeholders represented in the workshop.



PRESENTATION | Understanding The Nexus Approach

Slides 11–29

Through this presentation, the facilitator should emphasize the value and simplicity of the approach. While the term Nexus Approach may appear theoretical or complex, it is essentially very simple and therefore powerful. Programming must be resilient to the inevitable changes in context that countries regularly experience, including moving back and forth between development situations and humanitarian crises.

The HDP triple nexus is the term used to capture the interlinkages between the humanitarian, development and peace sectors. It encourages us to consider methods for blending immediate relief actions, such as emergency aid during crises, with broader developmental objectives, like enhancing education systems. Through the amalgamation of these approaches, the aim is to offer more enduring solutions to crises and to enhance communities' ability to withstand challenges.

During this session, it is important to note why participants should care about the Nexus Approach. It:

- seeks to strengthen the linkages between humanitarian and development programmes
- requires improved coordination, coherence and complementary joint analysis
- seeks to address needs and reduce risks and vulnerabilities in an effective manner
- should be implemented in accordance with national plans and priorities as well as humanitarian principles.

While not all countries may be in a humanitarian crisis or development context, it is important to engage with the Nexus Approach in order to prepare for various scenarios. For countries in development contexts, it is important to emphasize that there may be different situations that will require a swift shift to humanitarian responses. Climate crises or disease outbreaks are pertinent examples of this.

This presentation should also cover what the Nexus Approach is and what it is not:

IT IS NOT	IT IS
✗ a distinct pillar or thematic area ✗ a linear process ✗ a goal in itself ✗ a fundraising strategy ✗ eliminating the distinction between humanitarian and development responses	✓ a priority operational strategy ✓ a way to strengthen cooperation, coherence and coordination ✓ a tool to analyse risks ✓ able to shape collective outcomes ✓ able to encompass both emergency preparedness and disaster risk reduction ✓ a way of ensuring programmes do not exacerbate or create tensions (that they are conflict-sensitive) and that they more systematically address the underlying factors of fragility ✓ necessary to have community engagement and participation and it requires working with local stakeholders

The facilitator will also ask for inputs from participants on examples of work they are already doing that can be considered part of the Nexus Approach, even if not explicitly framed as such.

The interactive PowerPoint ends with the presentation of the Toolbox, which has four tools to prepare and plan FGM interventions.

The facilitator should create space for Q&A.

ONGOING INDIVIDUAL EXERCISE | Wallpaper On Best Practice

During this session, facilitators must introduce the Wallpaper Exercise on examples, lessons and ideas for FGM programming in both humanitarian and development contexts.



AIM: To share ideas and/or experiences of good practices, examples, and lessons that demonstrate integrated programming and crisis responsiveness, and how actions or partnerships that arose during a crisis have continued and been nuanced post-crisis. Here we are looking for best practices or success stories (e.g., responses to disease outbreaks or a climate crisis).

ACTIVITY: The facilitator must encourage participants to share ideas and experiences of good practices in implementing the Nexus Approach (or other good practices) in FGM programming or other similar issues (GBV or harmful practices). By sticking notes or writing directly onto the brown paper 'wallpaper'. If there is slow uptake, it may be useful for the facilitator to dedicate a few minutes for participants to write down some ideas.

Note: This should be prepared and stuck up before the workshop commences.



PARTICIPANTS ARE ENCOURAGED TO PARTICIPATE IN THIS EXERCISE AT ANY TIME THROUGHOUT THE 3-DAY WORKSHOP



BROWN PAPER, STICKY NOTES AND MARKERS MUST BE AVAILABLE TO PARTICIPANTS THROUGHOUT THE WORKSHOP



PLENARY DISCUSSION | Adapting Programming For The Nexus Approach Slides 30–42

After the comfort break, the facilitator will navigate this plenary using the **PowerPoint** presentation.

The objective of this discussion is to share examples of adapting development-oriented FGM programming (or other similar issues like GBV or harmful practices) in a humanitarian situation and adapting humanitarian-oriented FGM programming to a post-conflict/development situation. The facilitator should consider which examples are appropriate for the country where the training is located. Examples are listed below and can be found in the presentation.

Some examples of integrated programming include:

- **Ethiopia** has a significant internally displaced persons (IDP) population, many of whom are diverted to IDP camps. In the Afar region, where early marriage and FGM are common, the Joint Programme created a 'Women and Girls Friendly Space' (WGFS). FGM and early marriage are among the topics addressed during weekly sessions. The Joint Programme tries to respond to the multiple needs of women and girls affected by conflict and climate-related shocks throughout Ethiopia. UNFPA supported 17 Women and Girls' Friendly Spaces across conflict and drought-affected regions reaching nearly 5,000 women and girls with integrated GBV and SRH services and skill-building activities.
- In **Somalia**, the adoption of the Nexus Approach by the UNFPA Country Office has resulted in greater government ownership and accountability. This was the result of improved coordination and coherence among humanitarian, development and peace actors and actions in responding to FGM, ensuring respect for humanitarian principles while maintaining development cooperation objectives. A ministerial coordination platform for FGM was established to work with policymakers on FGM and GBV, and more broadly to increase resources for girls and women.

CONTINUED ON FOLLOWING PAGE



- In **Bangladesh**, teams conducted assessments focused on children, leading to the adaptation of sector programmes in flood-prone areas. This adaptation included the implementation of flood-resistant water, sanitation and hygiene (WASH) systems, floating schools, swimming lessons and child-friendly spaces. The approach involved integrating multi-risk assessments into programme design and implementation, successfully adapting sectoral programmes, preparation plans and fostering child participation. Key elements included the integration of multi-risk assessments into programme design and implementation, as well as ensuring child participation in sectoral plans.
- In **Turkey**, UNICEF collaborated with the Government, the Turkish Red Crescent and other agencies to establish the Emergency Social Safety Net, supporting a substantial

programme for refugees. This serves as an illustration of assisting countries in establishing or strengthening risk-informed social protection systems as a means to enhance resilience and address the root causes of vulnerability.

- In its 2023 humanitarian response plan, **Somalia** incorporated the prevention of FGM into its strategic agenda. This involved efforts to enhance the capacity of community members and key stakeholders in preventing, mitigating and responding to protection risks. The plan outlined clear indicators and targets related to the number of boys, girls, men and women reached with messaging on protection risk prevention and mitigation, covering areas such as Explosive Ordnance Risk Education, protection from sexual exploitation and abuse, child safeguarding, FGM and child marriage.

Examples of crisis responses that continued post-crisis include:

- In **Ethiopia**, during the pandemic the Joint Programme [relied](#) on mobile phone-based Interactive Voice Recording (IVR) to provide refresher training for out-of-school girl facilitators. By [utilizing](#) IVR, 195 in and out-of-school girls aged 15–24 in the Southern Nations, Nationalities, and Peoples' Region (SNNPR) region, received weekly content addressing FGM and guidance on leading discussions on harmful practices among their peers. This technology enabled girls to offer feedback on the content received and to engage in quizzes to assess their understanding. Switching from direct community outreach to IVR enabled staff to reach many communities and provide training, informational messaging and remote guidance. This example demonstrates the importance of swift and innovative thinking, the value in leveraging technology, and the benefit of forging partnerships – in this instance with

specialist communications company Viamo. The success of the IVR approach means it will now be adopted in other regions in Ethiopia.

- In **Guinea**, during the Ebola outbreak, country offices collaborated with religious leaders to incorporate messages on handwashing and on the continuity of health services into their preaching in mosques and churches. These partnerships, initiated during a crisis, have been nurtured and continue with a specific strategy involving religious leaders working towards ending FGM.
- In **Djibouti**, during the pandemic, the country offices used an emergency freephone number to ensure uninterrupted communication. Emphasis was placed on maintaining communication with civil society organizations and local partners during the pandemic, and these efforts persist.

The facilitator should also ask the participants to give examples of FGM programmes in a development setting, such as social norms messaging campaigns. The facilitator will then ask participants to reflect on how that programming might be adapted to a humanitarian situation, in which common distribution channels, such as community groups, are no longer available. The facilitator should then prompt a discussion to clarify the potential challenges in such an approach and to identify examples of successful adaptation.



PLENARY DISCUSSION | Identification of Complementary and/or Other Guidelines Slides 43–53

Using the PowerPoint slides, the facilitator should prompt the participants by identifying the following guidelines and resources that are already in circulation, and encourage them to identify other guidelines existing at country level.

Below are some examples:

- Core Commitments for Children in humanitarian actions (CCCs)
- Fragile Contexts Framework
- Programme document for the Phase IV of the UNFPA-UNICEF Joint Programme on the Elimination of FGM – Delivering the Global Promise: End FGM by 2030
- Child Protection Strategy 2021–2030
- Gender-Based Violence in emergencies – Operational Guide Global Technical Note on COVID-19 and Harmful Practices
- United Nations System Programme Criticality Framework
- Inter-Agency Standing Committee (IASC) Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action
- Minimum Standards for Child Protection in Humanitarian Action
- Guidelines at the national level.

The purpose of this presentation is to enhance access to resources and to encourage participants to think about areas of convergence between plans, as well as to identify key national plans that may be important for finding common ground for action in the implementation of the Nexus Approach.

SESSION 2 – NAVIGATING THE NEXUS BETWEEN DEVELOPMENT AND HUMANITARIAN WORK ON FGM



Afternoon session



Timer; sticky notes; flip charts, makers



Unpacking the similarities and differences between humanitarian and development programming and understanding where there is room for alignment



Participants are encouraged to take notes and rely on Exercise 2 in their workbook



1 ongoing exercise (wallpaper exercise)



1 group breakout



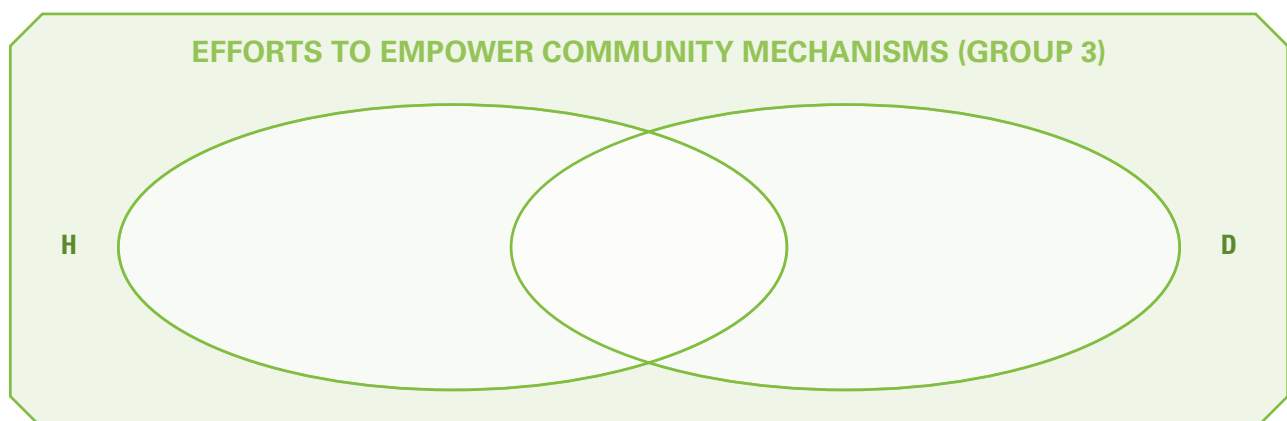
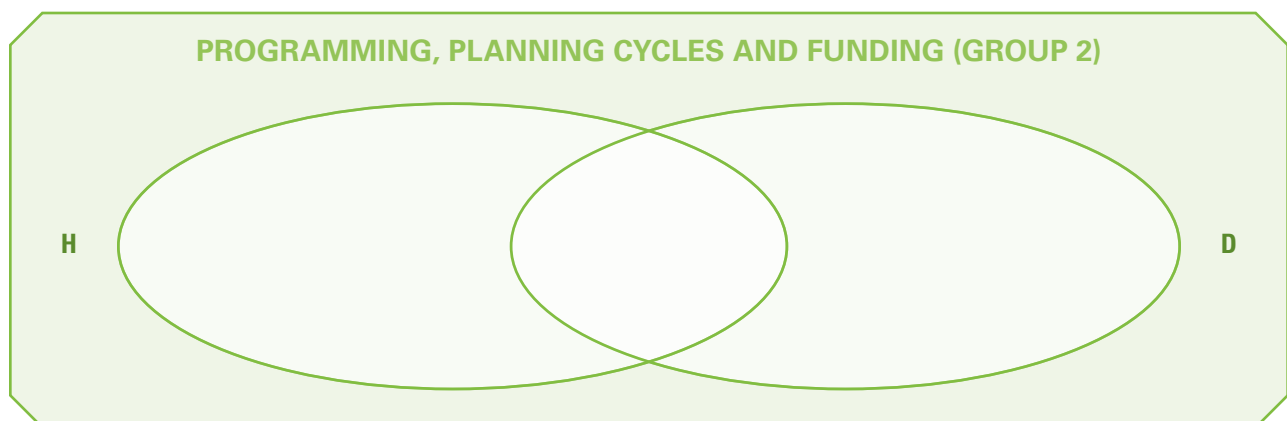
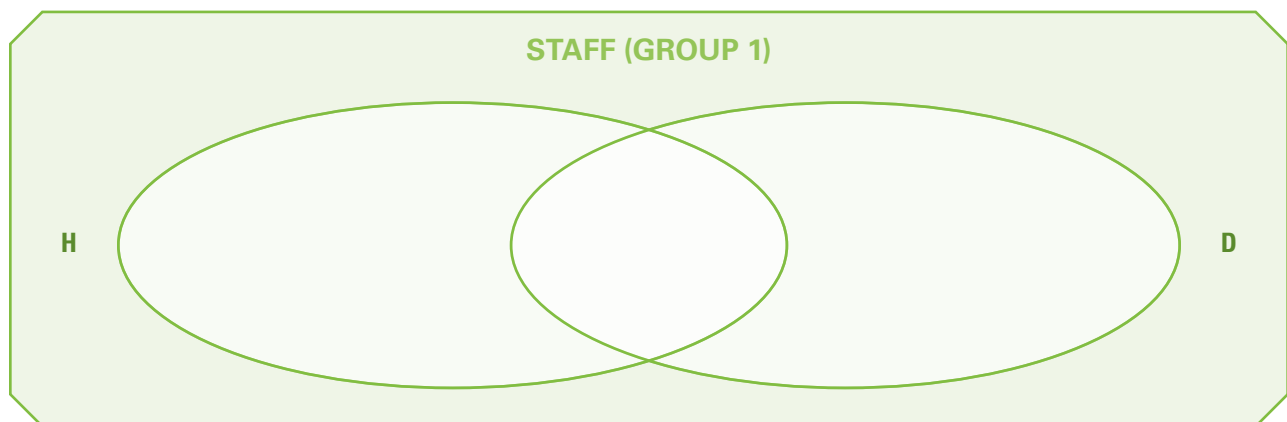
PowerPoint presentation



1 presentation
1 plenary session for feedback

Notes on preparation for afternoon exercises:

- Before participants return from lunch the facilitator should:
 - ✦ Place group allocators (colours or numbers) on the participants' seats. For this activity, participants should be divided into three or six groups depending on the total number of participants. For example:
 - ✦ 3 groups if it is a smaller workshop (15–21 participants or less)
 - ✦ 6 groups if it is a larger workshop (21+ participants)
 - ✦ Place the prepared file chart sheets in the various corners of the room labelled as follows:





PRESENTATION | FGM & Humanitarian Reflections And Insights

Slide 55

These presentations are to be given by UNICEF/UNFPA staff. Through two presentations, one from an FGM-focused staff member and the other from a humanitarian team staff member, participants will have the opportunity to gain valuable insights into the realities, challenges, and successes faced by each team in their respective areas of expertise:

- The FGM presentation should be delivered by a staff member who works in child protection, GBV or gender, focusing on FGM and who can describe it in terms of development and humanitarian crisis contexts; for example, why FGM is a life-threatening issue in humanitarian situations, and what the immediate needs are of girls at risk of FGM during the humanitarian crisis.
- The humanitarian staff member could describe the process of developing preparedness and response plans and how to update indicators and plans.

By sharing their experiences, teams can identify potential blockages to collaboration and areas where alignment and synergy can be enhanced.

The session aims to promote a deeper understanding of each team's role and perspectives within the larger context of FGM elimination, ultimately facilitating greater cohesion, cooperation and effectiveness in their collective efforts.

In consultation with the country offices, these two speakers should be identified ahead of the workshop.

EXERCISE 2 | Identifying Links Between Humanitarian and Development Programming



AIM: To get participants to reflect on the different linkages or blockages between humanitarian and development staff, programming and partners.

ACTIVITY: Participants will meet in their predetermined groups to map existing linkages, blockages and scope for alignment between humanitarian and development teams, taking into account a specific category or element such as staffing, programming and building up community mechanisms in FGM interventions.

If possible, participants should be divided into three groups. Each group will be assigned to one of the following categories:

- Human resources
- programming, planning cycles and funding
- efforts to empower community mechanisms.

There should be two charts per group. Chart 1 will include a Venn Diagram, as illustrated above, and the other will be used to jot down ideas for alignment. Participants are encouraged to debate considerations that could be considered 'linkages';

'blockages'; 'common ground for alignment' in the context of humanitarian and development work. Blockages would be listed in the part of the circle that is applicable only to the respective humanitarian (H) or development (D) team. Where there are overlaps, teams can place this in the intersection of the diagram. Chart 2 is used to think of ideas to move siloed components into the intersection section. Ideas for alignment should be very high-level as this will be expanded on in the first session of Day 2.

For example (a combination of all three):



This shows that there are planning blockages, and staff are operating in silos, but that there are also linkages in terms of partners. For alignment, teams could suggest realigning planning cycles, and suggest gatherings and knowledge exchanges between development and humanitarian workers.



1 HOUR AND 45 MINUTES



STICKY NOTES; MAKERS,
PREPARE FLIP CHART SHEETS



EXERCISE 2



SLIDES 56–57



FEEDBACK IN PLENARY

The facilitator must ensure that each group gets the opportunity to share feedback. As with previous feedback sessions, once everyone has returned to the plenary, the facilitator can ask each group to report back on one question, and then, to enable conversation, ask other groups if they have any additional or different points to add to that question. The facilitator must manage the conversation to ensure that there is sufficient time to answer all questions.

REFLECTIONS AND CLOSING OF DAY 1



For **10 minutes** the facilitator will guide the participants through a closing exercise that prompts reflection on the discussions of the day, choosing from one of the following (or similar) questions:

- What is one new thing you learned today?
- What is one thing that surprised you today?
- How are you feeling about the Nexus Approach generally (in no more than three words)?
- Is there one thing you plan to change in your work as a result of the discussions today?



For the last **5 minutes**, participants will also be asked to either make use of a digital tool to post feedback, or sticky notes to respond to the following questions: :

- What did you enjoy or find useful about today?
- What could be improved?



15 MINUTES



PARTICIPANTS WILL NEED ACCESS TO STICKY NOTES OR FACILITATORS MUST SET UP A DIGITAL SURVEY AND ENABLE ACCESS FOR PARTICIPANTS



SLIDE 58

DAY 2

25

The facilitator should start Day 2 with a summary and main conclusion of the previous day; follow up with the mini-evaluation; and invite participants to keep on posting their ideas and solutions on the wallpaper. If necessary, the facilitator can conduct an energizer exercise.

SESSION 3 – THINKING PRACTICALLY ABOUT THE NEXUS APPROACH



SLIDES 59–62



Morning session



Timer; sticky notes; flip charts, makers



To start thinking practically about systemic and structural challenges and strategies



Participants are encouraged to take notes and rely on Exercise 3



1 ongoing individual exercise (best practice wallpaper)



1 group breakaway



PowerPoint presentation



1 plenary discussion

EXERCISE 3 | Thinking Practically About Systemic and Structural Challenges and Strategies



AIM: to prompt participants to start thinking more practically and strategically about how to overcome common challenges when there is a change of context – either from development → humanitarian (D→H) or humanitarian → development (H→D).

This exercise will look at both systemic/external (external institutions, policies, cultures, and societal norms) and structural/internal factors (internal approaches, staff, capacity, resource allocation).

Half the groups will be focusing on D→H and the other half will be addressing humanitarian development H→D. If possible, the participants should be broken into four groups (two answering the D→H; and the other two answering H→D).

ACTIVITY: List key interventions that are under implementation addressing FGM in a development context. Reflect and map out which of these key interventions would be practical under the different phases of humanitarian context. The participants will move into break-out groups and will identify 2–3 international and external challenges for the context they have been assigned (H→D / D→H). The participants are then encouraged to give practical strategies to overcome these challenges, and consider prompting questions such as:

- What is needed?
- Who is responsible?
- How do we achieve this?
- When can this be done / when are key moments to address challenges?

Context note: Countries in primarily developmental contexts may struggle with conceptualizing H→D. If the facilitators sense this will be an issue, they can ask a group (or groups) to consider a hypothetical example relating to climate change or disease outbreak. This should be discussed with the country offices ahead of the training.

Preparation note: Flip charts should be prepared the evening before and should include the following headings:

H→D (GROUP 1)*	
Structural / international factors	
Challenges	Strategies
Systemic / external factors	
Challenges	Strategies

*Half the groups will be H→D and the other D→H



1 HOUR AND 15 MINUTES



STICKY NOTES; MAKERS,
PREPARE FLIP CHART SHEETS



EXERCISE 3



SLIDE 63



FEEDBACK IN PLENARY

The facilitator must ensure that each group gets the opportunity to share feedback. Once everyone has returned to the plenary, the facilitator can ask each group to report back on the D→H scenario followed by each group reporting on the H→D scenario. The facilitator must manage the conversation to ensure that there is sufficient time to answer all questions and time for discussion. Facilitators can ask that the presenter be someone who has not yet presented to ensure diversity of voices.

SESSION 4 – ENHANCING PARTNERSHIPS WITH LOCAL GROUPS



Timer; sticky notes; flip charts, makers



Participants are encouraged to take notes and turn to exercise 4



EXERCISE 4 | Swot Analysis of Partnerships With Local Groups



AIM: to foster discussion around strategies to ensure partnerships with government and local groups are resilient to changing contexts and to ensure considerations around participation and capacity-building form part of preparedness, response and development planning.

There are three categories for this exercise:

- fostering partnerships with the government
- supporting community organizations
- enabling the participation of affected populations.

ACTIVITY: Participants should be split into 3 or 6 groups depending on the total number of participants. Facilitators should ensure that there

is stakeholder diversity across the groups and that each group has members from government, CSOs, and UNICEF/UNFPA. It is suggested that the groups be predetermined to ensure this. The activity entails a SWOT Analysis – 'Strengths, Weaknesses, Opportunities, Threats'.

Participants are encouraged to brainstorm and write down factors related to each quadrant, discussing the strengths and weaknesses of the relevant partnership, as well as opportunities for support and threats to their resilience. After completing the analysis, the group should identify key strategies and actions to leverage strengths, address weaknesses, capitalize on opportunities and mitigate threats to support and strengthen the partnerships.



45 MINUTES



STICKY NOTES; MAKERS,
PREPARE FLIP CHART SHEETS



EXERCISE 4



SLIDES 64–65



FEEDBACK IN PLENARY

The facilitator must ensure that each group gets the opportunity to share feedback. Participants who have not yet reported back should be given the opportunity to do so. The facilitator must manage the conversation to ensure that there is sufficient time to answer all questions and time for discussion.

SESSION 5 – RISK-INFORMED PROGRAMMING AND EMERGENCY PREPAREDNESS

 Afternoon session	 Timer; sticky notes; flip charts, makers	 Encourage discussions around how to integrate FGM into response plans and preparedness processes	 Participants are encouraged to take notes and turn to Exercise 6
 Ongoing individual exercises (wallpaper)	 1 group breakaway	 PowerPoint presentation	 1 presentation 1 feedback in plenary



PRESENTATION | Improving Preparedness Slides 66–72

Using the PowerPoint presentation, the facilitator will provide a high-level overview of the importance of preparedness and should include the following:

- why preparedness is important.
- understanding the different levels of preparedness.
- where it fits in the Nexus Approach?
- discussion on 'crisis-proof' FGM programming.

EXERCISE 5 | Integrating FGM Indicators into Emergency and Humanitarian Assessment Tools



AIM: to Integrate FGM indicators into emergency and humanitarian assessment tools such as:

- including FGM indicators in emergency plans and in the humanitarian assessment tool
- integrating FGM indicators into emergency assessment tools

This is to get participants thinking about action plans and strategies for the last session of the training.

ACTIVITY: Participants will be broken into smaller groups and will work on the following prompts:

1. review the emergency and humanitarian assessment tool
2. suggest relevant FGM indicators to be incorporated in this tools

The facilitator can assist with setting out the steps, and get the participants to identify what needs to be done and how it should be carried out.

Suggested steps include:

- building a body of knowledge and evidence on the link between FGM and humanitarian crises
- participating in joint needs-assessment engagements and supporting grassroots actors including survivor-led/youth-led organizations
- advocating for FGM to be among the priorities in humanitarian preparedness plans
- incorporating tailored FGM questions in the humanitarian assessment tool
- building consensus on 2 to 3 indicators and including them in the relevant tool or plan.

Participants are also encouraged to include clear goals and smart target indicators. Below is a suggested table:

STEP	WHAT TO DO	HOW?	INDICATOR



1 HOUR AND 30 MINUTES



STICKY NOTES; MAKERS,
PREPARE FLIP CHART SHEETS



EXERCISE 5



SLIDE 73



FEEDBACK IN PLENARY

The facilitator must ensure that each group gets the opportunity to share feedback. Once everyone has returned to the plenary, the facilitator will ask the participants to share their views on the feasibility of the proposed indicators.

REFLECTIONS AND CLOSING OF DAY 2



For **15 minutes** the facilitator will guide the participants through a closing exercise that prompts reflection on the discussions of the day, choosing from one of the following (or similar) questions:

- How are you feeling about the Nexus Approach generally (in no more than three words?)
- Is there one thing you plan to change in your work as a result of the discussions today?



For the last **15 minutes**, participants will also be asked to make use of sticky notes to respond to the following questions::

- What did you enjoy or find useful about today?
- What could be improved?

The facilitator will collect these and place them on the evaluation board.



15 MINUTES



PARTICIPANTS WILL NEED ACCESS TO STICKY NOTES OR FACILITATORS
MUST SET UP A DIGITAL SURVEY AND ENABLE ACCESS FOR PARTICIPANTS



SLIDE 74

DAY 3

31

The facilitator should start Day 3 with a summary and main conclusions from the previous day and how this will inform the discussion and action for Day 3; follow with the mini-evaluation; and invite participants to keep on posting their ideas and solutions on the Wallpaper.

SESSION 6 – TRACKING PROGRESS AND DESIGNING ACTION PLANS



SLIDES 75–77



Full day session



Timer
Digital tools: online survey/forms



Tracking progress
Confirming successes and challenges
Setting commitments for implementing the Nexus Approach.



Participants are encouraged to take notes and turn to exercises 6 and 7



1 individual exercise (tracking tool)



1 group breakout



PowerPoint presentation



1 presentation
1 feedback in plenary



PRESENTATION | Using the Tracking Tool

Slides 78–82

Using the **PowerPoint** presentation, the facilitator will introduce the tracking tool and guide the participants on using it.

The purpose of this tool is simple; it is to:

- track progress made in implementing the Nexus Approach
- document the current state to enable future comparisons.
- provide an objective measure across staff and teams

The tool can be completed individually or in pairs (2 by 2 participants). Participants who are not familiar with the Joint Programme will fill out the tracking tool together with a participant who has worked with the Joint Programme.

It is also a way to:

- identify areas of progress and those needing additional attention
- align with the next step (the action plan).

After individual/ pair completion of the tracking tool, teams should meet to discuss and reflect on the insights that can be gleaned from the Tool, as well as to complete its action plan section. This full process should be completed regularly to track progress. It is recommended that this is done on an annual basis, or in alignment with existing Monitoring and Evaluation processes and cycles.

EXERCISE 6 | Individual Completion of the Tracking Tool



AIM: To track progress made in implementing the Nexus Approach.

ACTIVITY: The facilitator will ask participants to complete Exercise 8 online or in the workbook in order to document the understanding and perceptions of participants. Participants should try to answer all the questions individually or in pairs (ensuring that, in each group, there is someone who is familiar with the Joint Programme and someone from humanitarian team) to produce a simple overview of the extent to which programmes to eliminate FGM are integrating humanitarian, and development approaches.

The facilitator should work through the questions before the workshop so they can guide participants if needed.

INSTRUCTION: For each statement, fill out the box on the right-hand side that is most accurate.

	Strongly disagree
	Neither agree nor disagree
	Strongly agree

Note: If possible, this exercise should be conducted using electronic tools, accessible online through hyperlinks or by scanning the QR code. If a participant cannot access the online exercise they are welcome to complete it in their workbooks (remember to take a picture of the results).



15 MINUTES



EXERCISE 6



SLIDE 83

THEME	STATEMENT	STRONGLY DISAGREE	NEITHER AGREE NOR DISAGREE	STRONGLY AGREE	COMMENTS
1. Understanding of the Nexus Approach	My organization / service has a reasonable understanding of the Nexus Approach and how to apply it in practice	☐	☐	☐	
	All Implementing partners understand the Nexus Approach	☐	☐	☐	
	Staff have been provided with capacity-building or skills development to apply the Nexus Approach	☐	☐	☐	
	I believe that staff have access to standard operating procedures or other tools linking FGM and the Nexus Approach in practice	☐	☐	☐	
	I believe that country office staff feel empowered to provide mentoring or technical support to apply the Nexus Approach in practice	☐	☐	☐	
2. Partnership with local groups	Initiatives of the Joint Programme on FGM are supported and implemented by government and local partners	☐	☐	☐	
	Most (i.e. more than 50%) of the affected populations, especially women and girls, play leadership roles in Joint Plan interventions	☐	☐	☐	
3. Community-based mechanisms	Community-based child protection mechanisms are well-functioning in-country	☐	☐	☐	
	Community-based mechanisms have access to capacity-building and support	☐	☐	☐	
	Community-based mechanisms seem able to adapt to changes in context and continue with their work to eliminate FGM	☐	☐	☐	
4. Risk management	Humanitarian and development stakeholders conduct joint child protection assessments	☐	☐	☐	
	Risk assessments include gender analysis and issues of FGM	☐	☐	☐	
	Community-based actors and local organizations participate in risk assessments	☐	☐	☐	
	Risk assessments meaningfully inform interventions	☐	☐	☐	
	Risk assessments are age and gender-sensitive	☐	☐	☐	
	There are joint monitoring and evaluation frameworks in place across humanitarian and development stakeholders.	☐	☐	☐	

THEME	STATEMENT	STRONGLY DISAGREE	NEITHER AGREE NOR DISAGREE	STRONGLY AGREE	COMMENTS
5. Participation of affected populations	We have guidelines or standard operating procedures in place to involve affected populations	☐	☐	☐	
	Affected populations are able to meaningfully participate in programme design and implementation	☐	☐	☐	
	Affected populations receive capacity-building to prevent and respond to FGM issues	☐	☐	☐	
	Our monitoring and evaluation frameworks track the participation of affected populations	☐	☐	☐	
	I believe that the participation of different groups is equitable (girls, boys, women, men, refugees/ internally displaced people, host communities, people with disabilities, etc.)	☐	☐	☐	
	Mechanisms for participation are effectively adapted to the onset of crises or changes in circumstances	☐	☐	☐	
6. Social protection systems	FGM is included in social protection interventions	☐	☐	☐	
	Social protection instruments are able to adapt to changes in context	☐	☐	☐	
7. Emergency preparedness	Humanitarian/emergency preparedness plans in the country include FGM or child marriage interventions	☐	☐	☐	
	Emergency preparedness and response plans include integrated community surveillance systems	☐	☐	☐	
	Emergency preparedness plans acknowledge national responses	☐	☐	☐	
	Emergency preparedness plans support the role of community groups, especially women-led organizations	☐	☐	☐	
	Emergency preparedness plans are capable of responding to changes in context	☐	☐	☐	
	Agencies coordinate to ensure FGM is prominent in both humanitarian and development programming	☐	☐	☐	
8. Mobilizing resources	Funding mechanisms are adaptive to changes in context necessitating changes in FGM interventions	☐	☐	☐	
	Funding for emergency preparedness and response has dedicated lines for child protection issues such as FGM and child marriage	☐	☐	☐	



PRESENTATION | Guidance to Develop an Action Plan

Slides 84–89

Using the PowerPoint presentation, the facilitator will give guidance on the development of an action plan.

There are two parts to developing the action plan, the first relates to building on progress and identifying challenges. The second is to identify key actions, time frames, responsibilities, SMART indicators and budget allocations that enable participants to track progress made on these action items. Here country teams are encouraged to reflect and align on the areas of progress and areas where they see room for improvement. This requires finding agreement on the key areas that get out in the tracking tool to prioritize.

As a reminder, these areas are:

- understanding the Nexus Approach
- partnership with local groups
- community-based mechanisms
- risk management
- participation of affected populations
- social protection systems
- emergency preparedness

The idea here is to pick one or two of the main themes to reflect on – this should be taken from how an individual completed the tracking tool. Once there is consensus on progress and challenges, teams should delve into the more focused components of the action plan – what, how, when, who, questions.

Here are some examples of guiding questions that the facilitator could raise to get teams thinking practically about their action plans.

Finding common ground for action:

- How can we build a mutual understanding of the Nexus Approach?
- Do we have sufficient evidence on the links between FGM and humanitarian contexts and impact of humanitarian crisis on FGM?
- How can we make progress towards joint risk assessments and child protection, GBV and gender assessments to inform both development and humanitarian actions in a coherent way?

Mainstreaming FGM concerns in Emergency situations and Humanitarian settings.

- What are the key FGM questions (1 -2) to be included into the humanitarian assesment tool?
- Do our emergency preparedness plans address the risk of girls undergoing FGM?
- Do girls at risk of FGM, or affected by FGM, have access to services of health, education, social services in humanitarian settings? In all contexts?
- Are humanitarian services flexible and able to adapt to rapidly evolving situations of emergency?

Community support/participation of affected populations:

- How can we enhance support for community mechanisms?
- How can we increase the participation of women and girls in decision-making?
- Who are our partners? Can we work with them during a crisis? If not, what is the alternative? Do you have 'natural emergency partners'? Are partners trained on FGM?



Adapting and harmonizing programming and funding mechanisms for FGM:

- How can we adapt funding to changes in context? plans and budgets?
- How can we adapt and better integrate planning cycles?
- What is required to incorporate FGM awareness campaigns into humanitarian programming?
- Are our prevention and response services considered part of the emergency preparedness plans and budgets?
- Do our emergency preparedness and response plans include integrated community surveillance systems?
- Do our new emergency plans reflect lessons from the COVID-19 pandemic and/or other humanitarian crises?

Coordination among stakeholders in the Nexus Approach:

- How can we improve coordination and collaboration between humanitarian and development actors? humanitarian team meetings?
- Should an FGM champion be included in key humanitarian team meetings?
- Is there a necessity for regular meetings between humanitarian and development teams to deliberate on preparedness?

Capacity-building and training of stakeholders on addressing FGM in the Nexus Approach:

- Should training on the Nexus Approach be organized for a broader spectrum of social partner organizations and government partners?
- Is additional training necessary for staff to equip them to utilize and implement the Nexus Approach effectively?
- Is there a need for regular meetings between humanitarian and development teams to deliberate on preparedness?
- Should training on the Nexus Approach be organized for a broader spectrum of social partner organizations and government partners?
- Is additional training necessary for staff to equip them to utilize and implement the Nexus Approach effectively?
- Should an FGM champion be included in key humanitarian team meetings?
- What methods can be employed to integrate customized FGM questions into the humanitarian assessment tool?
- Do our emergency preparedness plans address the risk of girls undergoing FGM?
- Are our prevention and response services considered part of the emergency preparedness plans and budgets?
- Do our emergency preparedness and response plans include integrated community surveillance systems?
- Do our new emergency plans reflect lessons from the COVID-19 pandemic and/or other humanitarian crises?
- Who are our partners? Can we work with them during a crisis? If not, what is the alternative? Do you have 'natural emergency partners'? Are partners trained on FGM?

EXERCISE 7 | Key Country Actions and Commitments



AIM: To make commitments and monitor progress in implementing the Nexus Approach.

ACTIVITY: Participants must break into stakeholder teams, with one each for:

- UN agencies;
- government stakeholders
- civil society organizations and community organizations.

Each team should pick one or two focus areas from 1–8 of the tracking tools above and answer a series of questions in order to develop an action plan.

The facilitator will ask the participants to fill out each block by identifying key action items for further progress and major challenges or obstacles (Part 1) and identify key actions, time frames, responsibilities, SMART indicators and budget allocations that enable them to track progress made on these action items (Part 2).

PART 1: Participants should take a few minutes to collectively identify areas based on their feedback in the tracking tool where there has been success, challenges or opportunities. They should mark in the table the areas with the highest success, challenge and opportunity for example:

	SUCCESS	CHALLENGE	OPPORTUNITY
STEP			
Understanding of the Nexus Approach			✓
Partnership with local groups			
Community-based mechanisms		✓	
Risk management			
Participation of affected populations			
Social protection systems	✓		
Emergency preparedness			
Mobilizing resources			

Then they should list the area and give a few reasons for the selection.

PROGRESS	
Key areas of progress/success (List the areas from 1–8 in the tracking tool)	
What contributed to this progress?	
CHALLENGES	
Key areas of challenges (List the areas from 1–8 in the tracking tool)	
What contributed to this challenge?	
OPPORTUNITIES	
Key areas of opportunity (List the areas from 1–8 in the tracking tool)	
What contributed to this opportunity?	

PART 2:

ACTION	DEADLINE	RESPONSIBLE PARTIES	INDICATOR(S)	REQUIREMENTS

Facilitators should listen and support the groups as they develop their action plans and assist with clear and realizable actions and indicators.





FEEDBACK IN PLENARY

The facilitator must ensure that each group gets the opportunity to share feedback. Once everyone has returned to the plenary, the facilitator can ask each group to report on their commitments. The facilitator must manage the conversation to ensure that there is sufficient time to answer all questions. The facilitator must also ensure there is an agreement from all participants on key activities to include in the action plan, with clear deadlines and indicators.

REFLECTIONS & EVALUATION

The facilitator should work through the questions before the workshop so they can guide participants if needed.



AIM: to identify what worked and areas for the workshop to be improved.

ACTIVITY: Ask the participants to scan the QR code or use a hyperlink for the evaluation survey for this training. Ask them to take five minutes to respond so we can ensure that we continue to make this workshop as useful as possible. The questions are also listed below and in the participant workbook and participants are welcome to respond on paper if they prefer.

- What went well or what did you enjoy?
- What can be improved upon
- What did you learn or come to understand?
- Will you use what you have learned in the workshop in your future work?
- How will you change your work as a result of this training?

Remind the participants of the purpose of the survey and that the answers will go directly to the facilitators for purposes of enhancing and developing the workshop material, you should note that the submissions are anonymous.



30 MINUTES



PARTICIPANTS WILL NEED ACCESS TO STICKY NOTES OR FACILITATORS MUST SET UP A DIGITAL SURVEY AND ENABLE ACCESS FOR PARTICIPANTS

CLOSING

The facilitator and other key stakeholders will have an opportunity to conclude, thank the participants and raise the next steps for action.



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