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How to train facilitators of Generation Dialogues about Female Genital Cutting

A manual for trainers

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About this manual

This manual was developed on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) and published by the GIZ sector project 'Ending Female Genital Mutilation'. It is the essential tool for trainers of community facilitators who work with community-based organisations (CBOs). It is part of a set of tools that enable CBOs to implement the Generation Dialogue approach. You can find an overview of all existing tools and further information at www.giz.de/fgm.

The manual starts with an introduction to the Generation Dialogue approach: How it started, how it works, what it has achieved to date, how it relates to similar approaches and what it takes for its implementation.

It then presents the consecutive steps of a Generation Dialogue project. Next, it outlines the required profile for a Generation Dialogue trainer and his or her tasks and responsibilities.

The manual continues with a detailed description of the five-day introductory training of Generation Dialogue facilitators, followed by guidance on the assessment of facilitators and the selection of core facilitator teams.

The manual ends with an overview of the monitoring and reporting that facilitators and the implementing community-based organisation need to do as part of every Generation Dialogue project.

The Generation Dialogue approach has been used in many different countries. Each time a new Generation Dialogue project is started, the approach is adapted to the local circumstances. And each time, something new is learned about the best way to do the different sessions.

If you would like to suggest changes or share your Generation Dialogue experience with us, please send us an email to generationdialogue@giz.de.

Introduction: The Generation Dialogue approach

How it started

The Generation Dialogue approach was first developed in Guinea, West Africa. In 2001, a group of community-based organisations (CBOs) decided to look for a new way to reduce the widespread practice of female genital cutting. In spite of many years of information and health education campaigns throughout Guinea, the cutting continued. Knowing about its harmful consequences did not stop families from submitting their daughters to it.

The CBOs decided to change direction: If so many Guineans felt that it was right to have their daughters cut, they must have had strong reasons for it. To find out about these reasons, the CBOs would have to create an atmosphere of trust and respect so that Guineans would be prepared to discuss what they really thought about cutting.

As a first step, the CBOs organised meetings called Community Consultations. These were held separately for men and women and for younger and older community members, allowing everyone to feel free to speak his or her mind. The CBO members did not come as 'experts' with information to tell to their 'audience'. Rather, they came as social researchers, determined not to judge but to show sincere interest and respect, and to listen and learn from community members.

At these first Community Consultations, the CBO facilitators did indeed learn a lot. They found out that most community members knew about the risks and physical consequences of female genital cutting. This information did not come from formal education or information campaigns, but from what had happened to girls amongst their families and friends. And yet, many people (especially the elders) saw female genital cutting as part of an important initiation rite through which girls learned about the importance of solidarity, respect and modesty – in short, how to act like 'respectable women.'

Most importantly, the CBO facilitators learned about the stigma that uncircumcised women and girls suffered in their communities. Many mothers spoke about the dilemma they faced. Which would cause more problems for their daughters: the physical and psychological harm of cutting or the social exclusion they were likely to suffer if they were not cut?

In the Community Consultations, younger women said clearly that they wanted the cutting stopped, but they felt powerless compared to their elders. The suggestion for a Generation Dialogue first came from them: 'Could you organise a discussion such as this one between us and our mothers and grandmothers? It is they who want to continue cutting, not us.'

The sense of respect given in these Community Consultations led to community members sharing their reasons for still pursuing female genital cutting, their concerns and fears about it, but also the aspirations they had for their daughters. They also expressed hope for social change that might eventually bring about an end to female genital cutting.

As they shared these findings, the CBOs recognised that in their new role as respectful researchers, they were much more effective than in their earlier role as experts or 'health promoters'. They had become Dialogue facilitators who enabled community members to recognise and share their beliefs, values and dilemmas – and to start thinking about possible ways of overcoming the practice, in their own time and in their own way.

How it works

The Generation Dialogue that the CBOs organised later in 2002 in response to the young women's request was based on just these principles: active listening, dialogue, respect and appreciation – as much for the different points of view as for the local culture, traditions and practices. Whilst the approach has since been extended – engaging both women and men in initially parallel and eventually joined Dialogue processes – and although it has been adapted to different contexts and requirements, it has always maintained these principles and the successive steps of the Dialogue process (see next section of this manual).

Following the Community Consultations, trained facilitators involved 24 carefully chosen members of the community in a series of transformative Generation Dialogue sessions. The 24

The five Dialogue sessions

1. *Practising listening and dialogue*
2. *Appreciating traditional and modern life-paths*
3. *Addressing female genital cutting*
4. *Joining the men's and women's Dialogues*
5. *Preparing the follow-up period*

men and women included 12 'younger' people (not yet married, approximately 18–30 years of age) and 12 'older' (grandparents' generation, approximately 45 years and older).

The basic structure of the Generation Dialogue process is as follows:

In the first Dialogue session, both generations learn about active listening and Dialogue skills. This is followed by the 'life-path' session, in which the older generation gets a chance to present the way they experienced 'growing up', their transition from childhood to puberty, marriage and parenthood. Using traditional objects as well as role-plays, songs, poems and dances, they create a lively image of the rites and traditions, pleasures and challenges that they lived through in their time. In response, the younger generation presents to their elders how they experienced these life stages and transitions up to now – and what they are hoping for in the future. In the women's Dialogues, the life-path exercise always stimulates a rich discussion about female genital cutting, the values it represents but also the pain and suffering it causes. The third session focuses on this topic. It does not just look at the physical and psychological consequences of the cutting, but also at the many reasons for which families continue to practise it, even though they may be well aware of its harmful effects. All these discussions strengthen the mutual trust between the generations and lay the foundation for the fourth session, in which the participants of both the women's and the men's Dialogues develop visions of (and commitment to) change without losing traditions and shared values that both old and young regard as indispensable.

The young and the old jointly develop ideas about what they could contribute towards positive change in their community – and what they would like other groups (e.g. the other sex, the other generation, or the teachers, or the health workers) to do to make the desired change happen. These ideas are then formulated as 'pledges' ('What we commit to do to make change happen') and 'special requests' ('What we are asking [a specific group] to do so that change can happen'). In the second part of this session, the participants of the women's and the men's exercise come together to share what they have

Dialogue workshops: A way to kick-start unlikely conversations

The Dialogue approach can bring about conversations, ideas and actions that exceed by far what participants would have thought possible at their start. At the end of a Generation Dialogue workshop in the traditional Fouta region of Guinea, a respected community elder said: 'I thought that at my age, no one could teach me anything anymore. But this has changed me: There are many things I have to think about now.' In a remote village of the Amran region in Yemen, a Dialogue project brought about the first public meeting between women and men for as far back as any villager could remember. In Malawi, Dialogue workshops with health workers and traditional healers succeeded in getting the two groups to listen to and talk with one another about caring for people living with HIV, and to set up a mutual referral system (German HIV Practice Collection, 2007). Techniques such as the proverb-, listening- or life-path-exercises can be and have been adapted and used for dialogue workshops, projects and conferences, both in industrialised and in developing countries. Whilst this set of manuals describes how Generation Dialogues can be implemented across whole regions, readers should not hesitate to use and adapt these dialogue concepts and exercises to kick-start other unlikely conversations in different contexts and at different occasions.

learned from one another as well as to jointly agree which special requests they want to put forward at the Public Meeting. The fifth and last Dialogue session is used to plan activities for the next three months as well as for the preparation of the Public Meeting.

In the following week, the male and female participants organise this meeting, inviting the community as a whole as well as local leaders and dignitaries in order to share what they learned in the Dialogue sessions. They have now become 'Dialogue Champions' and they publicly declare their pledges and requests so that the whole community as well as leaders and representatives of important sectors (health and education) are made aware of the community initiative and invited to join it.

Following this first Public Meeting, the Dialogue Champions continue spreading the spirit of dialogue and commitment to change throughout the community. In pairs of one younger and one older Dialogue Champion, they visit households, schools, women's and men's associations to discuss with them the potential of improved dialogue between the generations, of appreciating local traditions and values, and how female genital cutting could be overcome. These visits or meetings following the five Dialogue sessions are called 'Mini-Dialogues' because they aim to recreate the core elements of the Generation Dialogue: respectful listening, appreciation for individuals' stories about community values and traditions, and a dialogue about change.

Overall, the aim of the Generation Dialogue process is to build a group of 'Dialogue Champions' at the heart of a community. These groups will carry the dialogue between the generations not just into a large number of families, but also into schools, health centres, the local administration and into mosques and churches.

How the Generation Dialogue relates to other approaches

Like the Generation Dialogue approach, the United Nations Development Programme's (UNDP) 'Community Conversations' and the 'Stepping Stones' methodology aim at creating safe spaces for dialogue where people can freely express their understanding of an issue; how it affects them as individuals or as a community; and the changes they would like to see (UNDP 2005; Welbourn 1995). Through such sharing, people often realise that despite having different views on an issue, they ultimately share a commitment to finding a common solution.

The Community Conversations and Stepping Stones approaches were originally developed in response to the devastating impacts of the HIV epidemic on communities in Southern Africa. In contrast, the Generation Dialogue started as an attempt to engage custodians of valued traditions in a conversation that acknowledged the special significance of female genital cutting. Instead of treating it solely as a health issue, the Generation Dialogue recognises that in many African communities it is part of a rite of initiation that regulates a girl's transition to respectable womanhood and serves to ensure her loyalty to her community's values and traditions and the need to pass them on are appreciated; at the same time, the Generation Dialogue approach addresses the harmful consequences of female genital cutting, thus allowing both generations and sexes to look for ways in which they could overcome the latter without losing those values and traditions.

Generation Dialogue projects and their results

Following the initial Generation Dialogue in Guinea's capital in September 2002, the Guinean CBOs organised further Dialogues in two other regions, this time addressing two issues: female genital cutting and growing up in a time of HIV. In both regions, the population and the local leaders welcomed the Generation Dialogues. The Public Meetings attracted considerable attention, with commitments and pledges moving some to tears.

Four months after the Dialogues' completion, GTZ¹ carried out a study comparing intergenerational communication and collaboration, specifically communication about female genital cutting and HIV in families who had a member participating in the Generation Dialogue sessions with other families who had not (GTZ 2004). The results showed significantly better family communication and intergenerational relationships, as well as significantly more communication about female genital cutting and HIV between the sexes and the generations, in families who had had a member participate in the Dialogue sessions as compared to control families.

From 2004 onwards, the Generation Dialogue approach was also implemented in three regions of Mali (Ségou, Mopti and Koulikoro) with support of the GTZ-supported Mali-German Basic Education Programme. In 2009, a comprehensive impact evaluation was undertaken, using a systematic sampling procedure to compare four intervention villages with three villages where no Dialogues had taken place. In all villages, focus group discussions and individual interviews

¹ The term GTZ or Deutsche Gesellschaft für Technische Zusammenarbeit refers to one of the predecessor organisations of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). Established on 1 January 2011, GIZ pools the long-standing expertise of Deutscher Entwicklungsdienst (DED; German Development Service), GTZ (German technical cooperation) and Inwent – Capacity Building International, Germany.

were conducted with younger and older community members of both sexes and with community leaders, using standardised questionnaires (GTZ 2009).

In contrast to the earlier Guinean study, the Mali survey covered a representative sample of all community members, not just families who had a member participating in a Dialogue. Its findings showed significant differences between intervention and control villages as a consequence of the Dialogue process. The people in the villages that had undertaken Generation Dialogues were much more willing to discuss the formerly taboo topic of female genital cutting across the sexes and the generations. Awareness of the harmful effects of female genital cutting was considerably greater in these villages, too. Overall, relations and communication between the generations were improved and older community members felt that there was more interest and respect for community traditions by the young people in their village.

From 2009 onwards, with support of the GTZ reproductive health programme, three CBOs were trained to implement the Generation Dialogue approach in communities in Yemen's Ibb Governorate. An evaluation in October 2010 found the following achievements and challenges (GIZ 2011): All three communities appreciated the programme very much and confirmed that it helped to enhance their ability to engage in dialogues across generations and gender. Recognising the harmful effects of the wide-spread custom of child marriages, all three communities set a minimum age (18 years) for young women to be married. Also, all three communities had decided to organise literacy classes for women and were seeking development partners to support them in this matter.

GIZ-supported Generation Dialogue projects were also undertaken in Namibia, Kenya, Sierra Leone and Mauritania. One important lesson learned across all the projects has been that the Dialogues bring forth new community initiatives, ranging from literacy classes for women in the Yemen to peer educator training for uncut girls in Guinea. In order to sustain the momentum in these initiatives, it is crucial that the Dialogue sessions be followed by continued technical and financial support, either through the same partner who supported the Generation Dialogue project or through linking Dialogue projects with programmes providing support for small-scale community initiatives.

What it takes

The Generation Dialogue works best in places where community organisations are already working on development challenges that are related to tensions between traditional, often patriarchal belief/value systems and those

that are more modern and egalitarian. Ideally, it can be introduced when local stakeholders recognise that their existing activities (which are often 'behaviour change communication' campaigns) are not creating the desired changes in attitudes and behaviours amongst their audiences.

At that point, the Generation Dialogue can take such campaigns to a different level, building trust through its respectful approach and allowing local people to express the underlying dilemmas and values that lead them to resist changes that – from an outsider's perspective – appear logical and useful. The Dialogue sessions permit these values and dilemmas to be acknowledged and discussed by young and older participants. The suggestions for change that result from the Dialogue process may be more modest than those of the earlier campaigns, but they will be 'owned' and pursued by all involved community leaders and representatives of community groups.

For this process to work, the Generation Dialogue approach requires sustained support for approximately three years from the agency providing financial and technical assistance. The support should cover a training of at least 4 trainers (2 men and 2 women), who can then conduct 12 successive trainings of facilitator teams, who can conduct up to 36 Dialogue processes at community level. See Annex 1 for a set of graphs outlining this process, from the initial training of trainers to the roll-out over 36 communities.

If possible, the support of the Generation Dialogues should be followed up by small grants for community initiatives that emerge as a result of the Dialogues.

A Generation Dialogue project also requires the commitment of one or more experienced CBO(s) as implementing partner(s). These local organisations must possess the management capacities and community-based networks needed to plan, implement and monitor the trainings and Dialogue processes over this project period and beyond.

To evaluate the results of the Dialogues, the organisation commissioning the CBO(s) should hire an independent team of researchers to document the attitudes and behaviours that community members express before and after the Generation Dialogues in a sample of the intervention communities. This can be done by documenting the Community Consultations, which are held at the start and end of the Dialogue process and by interviews in a sample of households at these points in time. Ideally, to control for confounding factors, such interviews and focus group discussions should also be held in one control community that will receive the intervention at a later date.

The steps of the Generation Dialogue approach

1. **One or more local community-based organisations (CBOs) and a funding agency** agree to partner for the implementation of the Generation Dialogue approach in a particular region or country. They agree on the number of communities they want to cover in the given project phase and plan and budget for the corresponding numbers of trainers, facilitators and trainings.
2. Together, they hold an **introductory stakeholder workshop** to present the Generation Dialogue to national and local partners and to agree in which ways they would like to connect with the project.
3. They invite a master trainer and select suitably qualified professionals (at least two men and two women) with extensive trainer experience to take part in a five-day **training of trainers** for the Generation Dialogue approach.
4. The CBO selects two groups of eight male and two groups of eight female **facilitator candidates** from each of the two first areas in which it plans to implement Generation Dialogues.
5. Under the supervision of the master trainer, the trainer candidates conduct their *first* five-day **trainings of facilitator candidates**: the two female trainers conduct the training of the female facilitator candidates; the two male trainers conduct the training of the male facilitator candidates. The master trainer helps the trainer teams to prepare for the training sessions at the start of each day and gives them feedback, exercise-by-exercise, at the end of each day. At the end of this supervised practice, the master trainer formally assesses the trainer candidates in consultation with them, the CBO and the funding agency. Once trainers have been approved, they can conduct trainings of dialogue facilitators without supervision of a master trainer.
6. Following their trainings of the facilitator candidates, the trainer teams select the four most capable male and the four most capable female facilitator candidates from each of the two areas as **core facilitator teams**. Two further male and female candidates from the same area are selected as **back-up facilitators**. These two core facilitator teams start the Generation Dialogue processes in the first village/community in their area. They are both supervised and supported by one male and one female trainer throughout their initial implementation of the Generation Dialogue approach.

7. The CBO leaders and the facilitators, supervised by their trainers, **meet with community leaders** in the two communities where the approach will be implemented to inform them about the Generation Dialogue and to gain their support for it.
8. The facilitators hold **initial Community Consultations** (focus group discussions) with young women, older women, younger men and older men to learn about their views regarding the issues the Generation Dialogue wants to address.
9. In each community, the facilitator teams select 12 young women, 12 young men, 12 older women and 12 older men as **participants of the Dialogue sessions**.
10. The facilitator teams hold **five Dialogue sessions** (separate for women and men) with the selected participants. There is one session per week, over five consecutive weeks.
11. With the support of the facilitator teams, the Dialogue participants, who have now become 'Dialogue Champions', call a **first Public Meeting** to present the results of their Dialogue sessions as well as their pledges and requests for positive change to the community, its leaders and government officials.
12. For a **follow-up period** of three months, the Dialogue Champions continue to hold Mini-Dialogues with families, community groups, health workers and religious leaders, aiming at engaging more and more of them in the Generation Dialogue process. Once a month, the facilitators meet with the Dialogue Champions to provide supervision and discuss achievements and challenges.
13. Three months after the initial Public Meeting, the Dialogue Champions invite the community and the leaders and service providers for a **second Public Meeting** to present what has been achieved in the meantime and to agree on the next goals.
14. The facilitators hold **follow-up Community Consultations** to discuss the issues raised by the Generation Dialogue.
15. After the facilitator teams have held their first Public Meeting and move into the follow-up period, the trainers can start **training the next two teams of facilitators from two new areas**, moving through the steps described above.
16. Once a facilitator team has successfully completed the Generation Dialogue process in the first village/community, it can move on to repeat this process in two further villages/communities in the same area. These **second and third Dialogue processes will** not require constant trainer supervision, although there should be periodic meetings with a supervisor to provide technical support to the teams and to ensure the quality of the intervention.

The role of the Generation Dialogue trainer

Required qualifications

Generation Dialogue trainers should be:

- experienced in conducting participatory assessments and community interventions with young people and adults;
- experienced in conducting trainings, applying adult learning methods, combining theoretical inputs with interactive exercises;
- experienced in providing supervision to community workers;
- experienced in working on gender issues and on culturally sensitive issues in a respectful manner;
- familiar with the local culture and appreciative of it;
- respected in their professional role as trainer;
- fluent in English or French (spoken and written) and in the local language;
- able to document their work in professional reports;
- available for the steps and tasks outlined below.

Tasks and responsibilities

Trainer candidates initially take part in a five-day training of trainers.

Under supervision of the master trainer and together with another trainer candidate of the same sex, they conduct their first five-day training of sixteen facilitator candidates. Male trainers train male facilitator candidates and female trainers train female facilitator candidates.

Together with a trainer of the other sex, they then guide and supervise facilitator teams as they:

- meet with community leaders to get their approval for the Generation Dialogue (one day);
- conduct the initial Community Consultations (two days);
- conduct five Dialogue sessions and the first Public Meeting (one day per week for six weeks).

After this nine-week process, they can start training and supporting the next group of facilitator candidates.

They return to meet once more with the first facilitator teams to supervise and support them during their second Public Meeting and their first follow-up Community Consultations.

Based on the duration and scale of the Generation Dialogue project, trainers can train and supervise up to six facilitator teams from six different areas over a period of one-and-a-half years.

Working as a Generation Dialogue trainer is not a full-time occupation, except for the times at which facilitator trainings are being conducted (at most two-and-a-half months per year). After these trainings, trainers need to be available for one day a week over six consecutive weeks and again, three months later, for four days (for the second Public Meeting, the follow-up Community Consultations and for a final assessment of the facilitator teams that have now concluded their first complete Generation Dialogue).

How to become an approved Generation Dialogue trainer

To become an approved Generation Dialogue trainer, candidates need to:

1. successfully take part in an introductory five-day training of trainers, conducted by a master trainer;
2. successfully conduct a five-day training of facilitators in the Generation Dialogue approach under full supervision of a master trainer;
3. successfully provide supervision and support to the same facilitator team as they conduct preparatory talks, Community Consultations, Dialogue sessions, Public Meetings and supervision for the participants of the Dialogue sessions;
4. receive a positive evaluation in the formal assessments by the master trainer after having conducted all of these steps.

Preparing the training of facilitator candidates

Selection of facilitators

The facilitators should be selected by the implementing CBO. After their initial training, trainers and CBO representatives jointly select the eight most capable facilitators from the three localities in which they will successively conduct the Generation Dialogues (see chapter 'Assessment of facilitator candidates and selection of core teams', p. 59, on how to formally assess facilitators at the end of their initial five-day training). Facilitators should be:

- well known as a trustworthy person to the CBO;
- motivated to improve relationships between young and old, and between men and women in their community;
- motivated to help overcome female genital cutting in their community;
- respected and listened to by other community members;
- able to work in a participatory, open and respectful manner with the different people in their community;
- able to read and write;
- able to facilitate group sessions in an organised and respectful manner;
- fluent in the local language and know the local culture well;
- available for the following time commitments:
 - a five-day training of facilitator candidates;
 - the facilitation of three successive Generation Dialogues, consisting of two days of initial Community Consultations; five consecutive Dialogue sessions (one day per week for five weeks); a first Public Meeting; supervision and support to the participants of the Generation Dialogue for three months following the Dialogue sessions; one day for the second Public Meeting; two days for the follow-up Community Consultations.

It is especially helpful to have a religious leader, a retired teacher and a retired community health worker amongst the facilitators as they can serve as resource persons for their fellow facilitators throughout the Dialogue process.

Overall, the selection of facilitator candidates should be transparent and based on the above criteria. Selection of candidates based on family ties or other personal relationships should be safeguarded against.

Venue, catering and materials

In consultation with the implementing CBO, ensure that:

- a suitable room is booked for the training. It should be a modest venue, e.g. in a local training centre;
- participants are invited;
- catering for tea breaks and lunch is organised;
- all training materials, including sufficient copies of the facilitator manual, are available.

Programme for the training of facilitator candidates

Day 1

GOALS OF THE DAY

At the end of this first day, the participants:

1. have started to get to know each other and the trainers;
2. understand the principles of the Generation Dialogue approach and its successive steps;
3. know the qualities, tasks and responsibilities of an effective facilitator;
4. understand and are able to practise and explain active listening and Dialogue skills.

REQUIRED MATERIALS

- facilitator manuals for all participants and trainer copies
- flip chart with overview of training programme (see p. 21)



- flip chart paper, 20 markers and pins
- prepared cards with drawings of signs of good listening
- flip chart with the steps of the Generation Dialogue (see p. 11)

EXERCISES

1. Warmly welcome all facilitator candidates, sing a song or say a prayer (10 min)

The opening of this first day of the facilitator training is important as it will set an example of the way in which the facilitators themselves will start the Dialogue sessions in the community. As trainer team, consider beforehand whether it is more suitable to sing a song or to say a prayer, which song or prayer would be best, and how to involve the facilitator candidates in it.

2. Introductions of trainers (5 min)

Introduce yourselves, stating your name and, briefly, your professional background.

3. Participants' introductions with proverbs (50 min)

Ask all facilitator candidates to sit down with another participant whom they don't know very well. Invite these pairs to interview one another and to find out (write the following on a flip chart that is visible to all during the exercise):

- a) each other's names
- b) where they come from
- c) which experiences they have as community facilitators
- d) and how they intend to use what they will learn in this training.

After interviewing each other about these points, they should jointly think about a **local proverb** that has something to do with traditions and with the dialogue between the generations.

After 10 minutes, ask the pairs to come to the end. When all have completed the task, ask all pairs to present one another. To do this, they should both stand up. At the end of their mutual introductions, they should recite the proverb they have selected, both in the local language and in the training language.

At the end of this first exercise, explain what is special about it:

- ✓ It is the first of all exercises that the facilitators will conduct in a community.
- ✓ As it is done in pairs of a young and an older participant, it is also a first practice of a Generation Dialogue.

- ✓ Their joint reflection about a suitable proverb is a way to appreciate local culture right from the start of the Dialogue process.

4. Small group work: Ground rules of the workshop (30 min)

Invite the facilitator candidates to form two groups and to sit in two circles with flip chart paper and markers in their middle. Ask them to agree on some ground rules that should be obeyed by all to ensure a good working atmosphere during this training.

Ask them to draw a symbol for each of the ground rules they come up with (e.g. a clock face for punctuality, an ear for good listening). As trainers, sit with one of the groups and encourage the facilitator candidates to start drawing: Everyone is able to make a simple drawing, encourage them to try.

After 10–15 minutes, ask each group to appoint one person to present the ground rules to the plenary. Put the symbolic drawings up on the wall and use them to remind facilitator candidates of the ground rules when necessary throughout the training.

Daily reporters:

At the end of this exercise, introduce as one further rule for the training that every day, one of the participants should act as the ‘daily reporter’. He or she will be asked to present a summary of the training day at the start of the next training day. Ask for a volunteer to take this responsibility for this first day.

Explain that they should use this opportunity to practise a capacity that is essential for every trainer: to present information in a well-organised and interesting manner that captures the attention of their listeners and is adapted to the audience’s level of understanding.

5. Presentation and discussion: What is different about the Dialogue approach? (30 min)

Tell the participants about how the Generation Dialogue started in Guinea (see also Introduction, p. 3):

Some local organisations had been sensitising the community for many years to get them to abandon female genital cutting: They did health talks and showed films about the harmful consequences, but they were not seeing behaviour changes. The practice continued.

Then someone suggested to them to take a different approach. They needed to find out more about why cutting was so important for community members that they

■ were willing to accept the harmful effects it was having on their women and girls.

In order to find out:

- ✓ they would have to come to the community as interested researchers, not as 'experts';
- ✓ they would have to listen respectfully, not judge or criticise anyone's point of view;
- ✓ they would have to show interest in the local culture and traditions that they would hear about and they would have to show their appreciation of it;
- ✓ and they would have to speak separately to older men, younger men, older women and younger women, so that these groups would all feel free to say what they really thought.

After they had tried this new approach in Community Consultations, the local organisations felt that they had been much more effective than before:

- ✓ The communities had been much more interested and engaged.
- ✓ They had been much more open about their own ideas and concerns.
- ✓ There had also been further discussion of the harmful effects of cutting, although the community organisations had not brought this topic up but just asked questions and listened.

Now ask the facilitator candidates:

- ✓ Why do you think that the community members were more interested and engaged after the organisations changed their approach?
- ✓ What was different about the new approach?

The following points should come up in the discussion:

- ✓ People feel more comfortable and free to talk when they do not get judged and criticised for their attitudes, beliefs and practices.
- ✓ People prefer to being involved in a discussion, rather than being told what to do and what not to do.
- ✓ When people feel appreciated and respected, they are more likely to also talk about their doubts and dilemmas about cutting, because they don't have to defend themselves and their traditions.
- ✓ With the new approach, the organisations do not come as 'experts' but as facilitators of discussion and dialogue, and they are much more welcome in this second role.

Tea break (20 min)

6. Principles of the Generation Dialogue approach (10 min)

Explain that Generation Dialogue is based on the principles that the local organisations had applied during the first Community Consultations in Guinea:

- a. The Generation Dialogue approach aims to **appreciate local culture**. This is why the room is arranged like a local meeting place and decorated in a way that celebrates local culture.
- b. This is also the reason why the sessions will be held in the **local language**.
- c. There will be **very few written materials**, so that participants who cannot read and write do not feel excluded. The method relies on the spoken word, on songs, dances, stories and proverbs that represent the local tradition and wisdom.
- d. Another essential element of the method is **mutual RESPECT**. All participants are asked to show appreciation and respect towards each other's points of view – regardless whether they share it or not. Both the old and the young will get the chance to make their voices heard.

7. Keeping a double perspective (10 min)

Explain that all participants of this training should have a 'double perspective' on each exercise:

- ✓ The first perspective is that of a **participant** who takes part in different exercises. This perspective will help them understand the exercises and what they feel like for the Dialogue participants in the communities.
- ✓ The second perspective is that of a **facilitator** who will have to facilitate these exercises with the participants of the Dialogue sessions in a community.

Ideally, they should always first experience the exercise as participant – and then reflect it as a future facilitator.

Invite the participants to remember the first exercise of the day, where they met in pairs, introduced each other and had to find a suitable proverb. These are the three questions for the facilitator's perspective:

- ✓ Can you imagine yourself facilitating this exercise?
- ✓ What could be difficult about it?
- ✓ How could you avoid or manage those difficulties?

At the end of a short discussion of this example, explain that throughout this training you will invite them to first experience the exercises as participants and to then reflect about them from the facilitator's perspective.

8. Presentation: Goal of the training and overview of the training programme (20 min)

Explain that it is the goal of this training to introduce facilitator candidates to the Generation Dialogue methodology. In the course of this week, they will get a thorough understanding of the approach, get to know its central exercises and gain a good overview of how to conduct a full Generation Dialogue process. Very soon after the training, each one of them will receive an individual assessment of the facilitator capacities that they have shown in the course of the training. The eight most capable of them will be appointed as core facilitator teams and they will continue their training by facilitating all the essential steps of a Generation Dialogue under a trainer's supervision. Another four of them will be selected as back-up facilitators and they will be called upon in case one of the core facilitators falls ill or is no longer available for another reason.

Make sure that all facilitator candidates have understood these conditions and assure them that their assessment will be undertaken in a transparent manner and in dialogue with them.

Next, take the participants through the workshop programme that you have copied on flip chart. Highlight at what times you will start and end everyday (e.g. 9 am and 4:30 pm) and point out the topics that will be treated on each of the five days. Clarify any other organisational issues and questions that participants may have.

9. The role of the Generation Dialogue facilitator (30 min)

Hand out the facilitator manuals to all facilitator candidates. Ask them to treat their manual with great care as it will be their essential tool when they work as Dialogue facilitators.

Take them through the table of contents of the manual so that they get an overview of the manual's composition.

Then ask one volunteer to read out the section 'What does it take to become a Dialogue facilitator', p. 5 of the facilitator manual. After it has been read out, ask participants:

- ✓ if they feel that they can play this role;
- ✓ what they would be good at and why;
- ✓ what could be difficult for them and why.

In this discussion, participants may have questions about the steps of a Generation Dialogue project. Explain that you will talk about all the steps of this process in the afternoon session.

Lunch break (60 min)

10. Role-play: Listening exercise (40 min)

Ask the facilitator candidates to form pairs of two. The pairs should not be the same as in the first exercise. They should sit facing each other.

One of them should tell the other something interesting that recently happened to him or her. Explain that at first, the person in the 'listener role' should listen intently until (after about two minutes) you clap your hands. Now they should stop listening completely while the other one continues to tell his or her story. Again, after two minutes you clap your hands to stop the conversation and the pairs should change roles: the listener should now tell something that happened to him or her with the other one listening, for two minutes, and then not listening, again for two minutes.

After this, all facilitator candidates should go back to their places in the big circle of chairs. Ask them what it felt like to be listened to intently. And what it felt like not to be listened to if one tells something important.

Ask them to list the signs of good listening: What exactly did the other person do that made you feel listened to? Have cards ready with drawings of these signs and hold them up. Then pin them to a large sheet of paper on the wall when participants name them. Although such signs are different from culture to culture, they may include:

- ✓ a friendly, interested face
- ✓ nodding
- ✓ a slightly forward leaning posture
- ✓ eye contact.

When facilitator candidates bring up other signs of good listening for which you do not have a card, ask them to draw it and add it to your large sheet.

Then, let all facilitator candidates who now sit in the big circle take a listening posture. Walk around and have a good look at them, commenting on all the typical features of their posture. Next, ask them to take a posture

Training programme

Day 1:

Introduction to participants, trainers and training programme

Role and responsibilities of the facilitator

Principles of the Generation Dialogue approach

Active listening

Dialogue skills

Steps of the Generation Dialogue process

Day 2:

Preparation of talks with leaders

Community Consultations

Standard elements of Dialogue sessions

Day 3:

Dialogue session 1: Listening and Dialogue skills

Dialogue session 2: Life-path exercise

Day 4:

Dialogue session 3: Addressing female genital cutting

Dialogue session 4: Joining the Dialogues of the men and the women

Day 5:

Dialogue session 5: Public Meeting and follow-up period

Facilitators' tasks in the follow-up period

Second Public Meeting and Community Consultations

Evaluation of the training and closure.

■ that conveys that they are NOT listening. Again, walk around and comment on all the typical features of NON-listening.

Summarise that the ability and the motivation to listen to one another is crucial for the Generation Dialogue approach. All facilitator candidates should aim to practise being good listeners throughout the workshop.

Next, ask the participants to 'switch perspective' and to look at this exercise from the facilitator's point of view. Ask everyone to open their facilitator manuals on p. 22. Slowly read the instructions for exercise 6, 'Listening exercise', to them and check whether they are fully understood. Ask the facilitator candidates whether they feel able to facilitate this exercise and discuss any potential difficulties or questions they bring up.

11. Role-play by the trainers: Recognising Dialogue skills (25 min)

Explain that you, the trainers, will now show two role-plays and that all facilitator candidates should watch you carefully and look out for the differences between the first and the second role-play.

Together with your co-trainer, role-play a Generation Dialogue between a young and an older family member in a typical household in your community. Through your posture and movements, make it very obvious that you are a young and an older person.

In the first role-play, the young person does not show any Dialogue skills:

- ✓ The younger person approaches the older person at a bad moment (e.g. the older person is busy, or almost asleep) without asking whether it is a good moment to talk.
- ✓ The younger person starts the Dialogue standing instead of making sure that they can sit down together in a quiet place where both are comfortable.
- ✓ The younger person does not explain what he or she wants to talk about and why.
- ✓ The younger person rushes through several questions and does not listen to what the older person has to say.
- ✓ The younger person interrupts the older person, or laughs.
- ✓ The younger person suddenly ends the Dialogue without thanking the older person for sharing his or her views.

In the second role-play, the young person gets it right and shows the essential Dialogue skills:

- ✓ The younger person starts by asking if it is a good moment to talk and finds a comfortable place where both can sit and talk.
- ✓ The younger person shows the gestures that are customary in the local culture when young people approach older people in a respectful manner.
- ✓ The younger person explains what he or she would like to talk about. ('Can you tell me about how young men and women were prepared for marriage when you were young?')
- ✓ The younger person listens attentively without interrupting.
- ✓ At the end of the Dialogue, the young person thanks the older person for sharing his or her views and stories.

At the end of the role-plays, step out of your roles so that it is clear that you are now again the two trainers. Then ask the facilitator candidates to describe the differences between the young person's Dialogue behaviour in the first and in the second role-play. Highlight the following points:

- ✓ finding a good moment and a good place to talk
- ✓ explaining what one wants to talk about and why
- ✓ listening respectfully and attentively
- ✓ thanking the Dialogue partner for sharing his or her experiences and views.

12. Group Work: Practising Dialogue skills (30 min)

Next, invite the facilitator candidates to practise Dialogue skills in groups of three. The threesomes should move their chairs so that they form a triangle with two facilitator candidates facing one another and the third one watching them from the side. Before they start, they should agree who will role-play a younger and who will role-play an older family member and who of these two will start the Dialogue. The third facilitator candidate will be the observer. Once all threesomes have agreed who is playing which role, let them start their role-play at the same time. After four minutes, clap your hands and ask them to interrupt the role-play.

Ask all observers to give feedback to the person who started the Dialogue:

What went well?

What could be improved?

After five minutes of discussion in the threesomes, ask them to change roles so that another facilitator candidate in their group gets the opportunity to practise Dialogue skills. Conduct the exercise in the same way.

■ **13. Understanding how to facilitate exercises 9, 10 and 11**
(10 min)

Explain that these last few exercises, which they just experienced as participants, are also part of the Dialogue sessions that they will facilitate in the communities. Ask them to open their manuals on p. 26 and invite one facilitator candidate to read out exercise 9, another one to read out exercise 10 and a last one to read out exercise 11. Check whether all three exercises are understood and whether the facilitator candidates feel able to facilitate them. Allow some time for questions.

Tea break (20 min)

14. Presentation: The steps of the Generation Dialogue
(30 min)

Use the flip chart with the steps of the Generation Dialogue process for this exercise:

- a. training of facilitators
- b. talks with community leaders
- c. first Community Consultations
- d. Dialogue sessions (5 weeks)
- e. first Public Meeting
- f. follow-up period: Mini-Dialogues
- g. second Public Meeting
- h. second Community Consultations

Explain the successive steps to the participants and invite them to ask questions. Answer them as well as you can, yet also explain that they should not expect to understand the whole process on the first day: You will look at the different steps in more detail in the course of this training. Later, those who will work as core facilitator teams will be supervised and supported at each step throughout their first Generation Dialogue project.

At the end of this exercise, suggest that tonight, before they go to bed, everyone should read the section 'The steps of the Generation Dialogue' on page 4 and 5 in their manuals.

15. End-of-the-day-exercise (30 min)

Ask all facilitator candidates to stand up and to join you at one end of the room. Invite one volunteer to step forward and say one important thing they learned today. Then invite a second facilitator candidate to join the first, taking his or

her hand, and to also share one important thing they learned on this first day. Successively, all facilitator candidates and finally you as trainers should join the group holding hands until they all stand in one big circle. Thank everyone for their contributions and close the training day.

Day 2

GOALS OF THE DAY

At the end of this second day, the facilitator candidates are able:

1. to give feedback constructively;
2. to conduct preparatory talks with community leaders;
3. to prepare and conduct Community Consultations;
4. to understand the standard elements of Dialogue sessions.

REQUIRED MATERIALS

- flip chart paper and 20 markers
- flip chart with the four feedback rules
- flip chart with the objective of the day
- prepared cards with signs of good listening
- copies of the questionnaires for the first Community Consultations for all trainer candidates

EXERCISES

1. Opening (15 min)

- a) Start the day with a song or prayer.
- b) Welcome the facilitator candidates.
- c) Ask yesterday's reporter to give a brief summary (maximum 5 minutes) of what he or she learned on the previous day. Give him or her feedback: What was good about the summary, what could be improved?
- d) Appoint a daily reporter for this training day.
- e) Give an overview of the objectives of this second day of the training.



2. Presentation: How to give feedback (10 min)

Giving feedback is an important tool for good communication, for trainings and for Dialogue sessions. You will use it on several occasions during this workshop and the facilitators will also use it when they facilitate Generation Dialogues.

Feedback is about letting a person know what effect his or her behaviour is having on other people. Feedback can be positive when behaviour is having a positive effect on you, and it can be more critical when behaviour is having a negative effect on you. Good feedback can help people to adapt their behaviours in order to have the effect they would like to have on others.

There are a few rules that can make feedback more effective and they are summarised on the right. Explain these rules and show them on the flip chart that you already prepared in the morning. Keep that flip chart paper fixed to a wall for the whole training so that you can remind participants of it whenever feedback is given during the workshop.

3. Presentation: How to do role-plays (5 min)

In addition to the feedback rules, it is important that the facilitator candidates understand how to do role-plays during this training. There will be quite a lot of role-plays because they allow facilitator candidates at this training and later the participants of their Dialogue sessions to practise Dialogue and listening skills.

Explain that each time when you do a role-play:

- ✓ you will make sure that the people who take part in it have agreed to play their role;

Feedback rules

Rule 1:

Start with something positive.

Whenever you ask participants to give feedback, make sure to ask them to begin with the positive aspects that they noted before they state what they thought was not done so well. Explain that it is much easier for people to accept more critical feedback if they have first been told what they did well.

Rule 2:

Talk about behaviours, not about people.

Feedback should not be about people, but about a person's behaviour. People will feel less judged or condemned if a critical comment is about one concrete action rather than about them as a person.

Rule 3:

Your feedback is your perception – it is not 'the truth'.

A good way to begin one's feedback is by saying 'I think that...' or 'I have a sense that...'

Rule 4:

Suggest an alternative behaviour.

If a feedback is critical about behaviour, it is always helpful to also suggest how the behaviour could have been different.

- ✓ you will ask participants to 'step out' of their role at the end of the role-play;
- ✓ you will then at first ask the main actor, i. e. usually the person practicing a new Generation Dialogue skill, about how he or she felt in that role, what went well and what was difficult;
- ✓ and only after this, the other facilitator candidates, or the Dialogue participants, will be asked to give their feedback according to the feedback rules.

Conclude by saying that you will practise these steps many times over the next few days so that all of the facilitator candidates will know them by heart by the end of this training.

4. Group work and role-plays: How to do the preparatory talks with leaders (50 min)

Ask the facilitator candidates:

- ✓ Why is it important to meet with community leaders to get their support before a Generation Dialogue process is started?

Underline the following points:

- ✓ Community members will feel reassured if they know that their leaders have approved of this project.
- ✓ If leaders feel that they have not been consulted, they can boycott and undermine the Generation Dialogue project.
- ✓ Leaders who can be engaged to take part in the project can make a substantive contribution to its success.

Next, divide the group into two working groups with one of you trainers joining each group. Ask both groups to discuss the following:

- ✓ In a typical rural community in their region, which leaders (male and female) should be informed about the Generation Dialogue?
- ✓ For each of them: Where, how and by whom could they best be approached?
- ✓ Which one(s) of them could be against the Generation Dialogue and what could then be done to change his or her mind?

After 15 minutes of discussion, ask the group to choose one of the leaders they discussed for a role-play of a preparatory talk.

One of the facilitator candidates should play the leader; two others should play facilitators meeting this leader for a preparatory talk.

■ The other five facilitator candidates should observe whether the leader was approached in a respectful manner and whether the objectives of the Generation Dialogue were well explained.

■ After five minutes of role-play, ask the role-players to step out of their roles. Ask the two who played facilitators how they think their preparatory talk went. After this, ask the observers to share their feedback, always applying the feedback rules.

To close the exercise, summarise the main points and thank everyone for their contributions. Then ask everyone to go back to their seats in the big group.

5. Presentation: About Community Consultations (15 min)

Now explain what Community Consultations are:

- ✓ Community Consultations are **open discussions** that facilitators hold separately with young women, older women, young men and older men.
- ✓ Each of the four groups (older women, older men, younger women, and younger men) **meets separately**, so that no one feels embarrassed to speak their mind.
- ✓ Two facilitators meet with approximately **25 community members** of the same age and the same sex.
- ✓ They ask them a series of open questions about the **relationship between the young and the older generation** in their community; and about their views on **female genital cutting**.

Then ask the group why they think that Community Consultations are held at the start of the Generation Dialogue process. Listen to every point the facilitator candidates raise, and make sure that the three following reasons are mentioned:

Involving the whole community: The Community Consultations are a way of involving as many community members as possible in the Generation Dialogue process. They are also a way of showing that you, the facilitators, have not come to preach or teach but to listen and learn what men and women, young and old, think about the issues the Generation Dialogue will address. It is important that everyone who has something to say on the matter feels that you are interested in their views and that you are taking them seriously.

Learning about prominent opinions and concerns before you start the Dialogue sessions: In the Community Consultations with these four groups, you will learn a lot about their particular convictions, hopes and concerns and about current conflicts and tensions between these groups. This is valuable

background information and will help you to be prepared for issues that are likely to come up in the Dialogue sessions.

Monitoring the changes that the Dialogue process brings about: The Community Consultations are conducted *at the beginning* and *at the end* of the Generation Dialogue process. Comparing the views the groups express at these two points in time will show you in which way the Dialogue has influenced intergenerational relationships and communication as well as attitudes and practices in the community. For a proper evaluation, a team of independent researchers should observe, document and evaluate both Community Consultations and report to the funding agency.

Tea break (20 min)

6. Group work: How to facilitate Community Consultations (30 min)

Divide the facilitator candidates into two groups. One trainer sits with each group and discusses the following questions with them:

When you facilitate a Community Consultation meeting,

- ✓ how can you ensure that community members feel comfortable and safe so that they will openly share their views?
- ✓ how can you make sure that all the questions from the questionnaire are asked without reading them from the questionnaire in front of the group?
- ✓ how can you make sure that many different people share their points of view?
- ✓ how can you deal with a person who is always talking and not giving others the chance to say what they think?
- ✓ how can you end a Community Consultation meeting in a kind and respectful manner?

For every question, let the participants come up with their own ideas first. Praise them for every good idea and then help them to think of important points that they have not come up with. When you have gone through all the questions (20 minutes), ask all participants to come back into the large circle.

Together with your co-trainer, summarise and note on flip chart (only the bold sections of) the following recommendations for facilitating Community Consultations:

- a) **Welcome** the community members warmly.
- b) **Explain why** you have invited them and how you will use what you will learn from them.
- c) **Ask open questions** without reading them from the questionnaire.
- d) **Appreciate each point of view.**
- e) **Do not judge or interrupt**; show respect.
- f) **Explore different views.** (When one person has given his/her view, say ‘This is one important perspective, thank you for sharing it. Sometimes some people in the community see this differently. Would somebody like to express a different point of view?’)
- g) **Encourage shy and quiet participants** to also give their views.
- h) **At the end, thank all community members** and tell them that you have learned a lot from them.

7. Group work: Approving and translating the questions for the Community Consultations (40 min)

Open your manual on page 76. This is the questionnaire to be used for the first Community Consultations. In this exercise, the facilitator candidates will help to adapt it to their communities’ situation, and to translate it into their local language.

Before you start this exercise, agree between yourselves, the trainers, who will work on the first two sections of the questionnaire (relationships and communication between the generations; older and younger people learning from one another) and who will work on the third and fourth sections (the views on female genital cutting; the roles of the authorities and the health services).

Then start by dividing the facilitator candidates into two groups. Each of you will sit with one group in a circle at one end of the room.

In your groups, hand out copies of the standard questionnaires for the initial Community Consultations.

Explain that these are the standard questionnaires for Community Consultations in different cultural contexts. However, in some communities, it is not possible to ask certain questions or to use certain words and it is necessary to change the wording of the questionnaires. This is what you want to check with them now.

Invite one of the facilitator candidates in each group to read out the questions. At the end of each question, check whether the question has been understood. Also check whether the facilitator candidates think that it is appropriate to ask

it in this way in their communities. If not, ask for suggestions how it should be changed. Finally, ask how they would translate this question into the local language.

Ask one of the facilitator candidates to note down the questions in the local language so that you can share them with the other group at the end of this exercise.

When both groups have translated all their questions, come back into a large circle. Let one member of each group present their translations and adaptations of the questions to the large group.

8. Role-play: Practising Community Consultations with young people (50 min)

Explain that now and after the lunch break, several of the facilitator candidates will have the opportunity to practise facilitating a Community Consultation in a role-play.

For each role-play, you need 2 of them as facilitators, 12 as community members who take part in the Community Consultation and 2 as observers. Find volunteers for each of these roles for the first role-play.

Explain to the two observers that they should monitor closely whether the two facilitators are following the guidelines for Community Consultation meetings (point them to the flip chart prepared for exercise 6 on which these are noted down).

Explain to the two facilitators that their role-play should be in the local language and that they should use the questions that they developed in the previous exercise. The other participants should role-play young community members of their own sex.

Finally explain that you will at some point interrupt the role-play by clapping your hands.

Ask everyone to start the role-play at the moment at which the young people enter the room and the facilitators welcome them.

After 5–7 minutes, clap your hands to stop the role-play. At first, ask the facilitators as to how it went so far. Then ask the observers to give feedback. (Remind them of the feedback rules!) After the feedback, ask observers and facilitators to swap roles. The two who played observers should now continue to facilitate the same Community Consultation meeting. The two facilitators should now act as observers. Repeat the process as above, interrupting after 5–10 minutes to get feedback.

Finally, thank everyone and explain that there will be more opportunities for practising facilitation skills after the lunch break.

Lunch break (60 min)

9. Role-play: Practising Community Consultations with older people (60 min)

Repeat the exercise to give more facilitator candidates the opportunity to practise their facilitation skills. This time, it should be a Community Consultation session with older community members. As above, find 2 facilitators, 2 observers and 12 participants to role-play older members of the community.

Proceed as in the role-play before lunch. Keep changing facilitators and observers after 10–15 minutes and always give feedback.

After one hour, thank everyone and appreciate that they are now better prepared to start Community Consultations in their own communities. However, there are a few more aspects to be prepared in advance, which will be addressed in the next exercise.

10. Group work: Preparing Community Consultations (30 min)

For this exercise, the eight facilitator candidates from the same community (or the same cluster of three communities) should form a group. One trainer sits with each of the two groups. In these groups, read the section on 'Preparation of the Community consultations', p. 8 of the facilitator manual. Then ask the facilitator candidates to discuss these questions:

- ✓ Where could they hold the Community Consultation sessions?
- ✓ Who should be invited to the sessions?
- ✓ How could they invite them?

At the end of this exercise, the participants should have a realistic plan for the organisation of Community Consultations in their community.

Tea break (20 min)

11. Standard elements of Dialogue sessions (15 min)

Review the training programme and point out that over the next three days they will learn how to facilitate the five Dialogue sessions in their communities. The last exercise of the day will look at some standard elements that they need to

remember for each of these sessions. Ask them to look at the section ‘Standard elements of Dialogue sessions’, p. 15 in their facilitator manuals. Let one facilitator candidate read it out and highlight how you have already used some of these elements in the course of the last two days. Ask participants to be aware of these elements at the start and end of the day throughout the next three training days.

12. End-of-the-day-exercise (15 min)

As the final exercise of the day, do a variation of the exercise you did at the end of the first day. Again, every facilitator candidate should come forward and share something that they learned in the course of this second training day. Instead of standing in a circle holding hands, however, they should this time build a tower of fists. The first facilitator candidate should kneel down and put his or her fist upright on the floor in front of him or her. The next candidate will place his or her fist on top of the first fist and so it continues until all fists are joined to a tower. Explain that they should take good care about the way they position themselves around the tower of fists so that they don’t fall and cause the tower to collapse.

Once the tower is complete, thank everyone for their contributions and close the training day.

Day 3

GOALS OF THE DAY

At the end of this third day, the facilitator candidates have a good understanding of:

1. how to facilitate the first Dialogue session (listening and Dialogue skills);
2. how to facilitate the second Dialogue session (life-path exercise).

REQUIRED MATERIALS

- flip chart paper and 20 markers
- flip chart with objectives of the day
- two pathways of brown paper
- laptop computer, projector and speakers to show the video clip about the life-path exercise



EXERCISES

1. Opening (15 min)

- a) Start the day with a song or prayer.
- b) Welcome the facilitator candidates.
- c) Ask yesterday's reporter to give a brief summary of what he or she learned on the previous day.
- d) Appoint a reporter for this day.
- e) Give an overview of the objectives of this third day of the training.

2. Group work: Practising the facilitation of the first exercises of Dialogue session 1 (50 min)

Ask all participants to open their manuals on p. 19 and to read through the first four exercises of this first Dialogue session. The participants will recognise exercise 1 and 3, but 2 and 4 are new to them. Divide them into two groups. One trainer sits with each group.

- ✓ One group will practise **introducing themselves** as facilitators, and **presenting the aims** of the Dialogue sessions.
- ✓ The other group will practise explaining the **principles** of the Generation Dialogue approach.

Start the group work by explaining what the participants will have to do as facilitators and then let them discuss how they would like to do this. Remind them that they will have to facilitate in the local language.

Each group should choose two participants who will practise facilitating these initial exercises in front of the other participants. Let them think through how they would like to do this and what they want to say. Then come back together in the big group and let the two participants begin introducing themselves and the aims of the Generation Dialogue.

Their presentation should be followed by feedback (according to feedback rules). If they want and if it seems necessary, they can try once more after the feedback. Then move on to the other two facilitators who present the principles of the approach, again followed by feedback from the group and possibly a second try.

3. Reviewing the other exercises of Dialogue session 1 (30 min)

Ask all participants again to look at Dialogue session 1 in their manuals. Guide them through the remaining exercises – without necessarily reading them

word-by-word. It is important that all facilitator candidates remember how they did them as participants and how they discussed them from the facilitator perspective.

If it seems useful to get participants more involved, ask them to consider some of the exercises once more from the facilitator perspective (how would they facilitate them, which challenges do they expect, etc.).

4. Life-path exercise – the video clip (15 min)

Explain that you will now move on to the second Dialogue session. It has one of the most important exercises of the Generation Dialogue approach – the life-path exercise. To give the facilitator candidates a good impression of it, you will jointly watch a video clip of a Dialogue session in Guinea. Before you watch the clip, explain that some of the exercises on the clip are different from the ones in the Dialogue sessions used today. The life-path exercise, however, has remained the same since it was first developed in Guinea.

After watching the video clip, take a tea break, before you look more closely at this exercise.

Tea break (20 min)

5. Clarifying terms: Life stages and transitions (10 min)

Explain that the exercise they just saw in action is about women's (or men's) life-paths. A life-path starts when a child is born and it ends when a person dies. In between these two events there are many life stages.

Ask the participants to name some **life stages** they can think of (e.g. childhood, adolescence, parenthood or old age).

Once they have named a number of **life stages**, explain that between two life stages, there are **transitions**. Often, transitions are marked by celebrations. A good example of such a transition is a wedding. It marks the transition from single to married life.

Ask the participants if they can think of other such **transitions** (e.g. from being childless to having one's first baby, or from being a young child to being a school child).

Next, ask them if there are life stages or important transitions that are different for men and women.

Finally, ask how they would say the words 'life stage' and 'transition' in their local language.

■ The aim of this exercise is to make everyone aware that there are both life stages and transitions that should be considered when setting up a life-path. And that these life stages and transitions are not necessarily the same for men and women.

6. Setting up the life-paths of women (or men) in the past and in the present (50 min)

Before you start this exercise, lay out two pathways of brown paper at the two opposite ends of the room.

When this exercise happens in the second Dialogue session in the community, it is clear who belongs to which generation. In this training of facilitator candidates, those who are age-wise somewhere in between the 'younger' and the 'older' generation must decide to which generation they want to belong. Those who are more familiar with customs and traditions should join the group that works on the life-path in the past. Those who are more comfortable with the 'modern world' can work on the life-path of the present. Make sure that the two groups are more or less the same size (not less than six facilitator candidates per group).

One of you, the trainers, joins each group and helps them set up their life-path, from childbirth to old age for the older generation and from child-birth up to married life for the younger generation.

Remind the facilitator candidates that in the video clip, there were many different traditional and modern objects that the participants used to set up their life-path. The facilitator candidates know best what kind of traditional and modern objects could be found in their community for this exercise. So as they think about setting up the life-path, they should also agree what kind of objects they will bring along to this session when they organise it in their own community. Invite them to draw or write the name of the objects on the large sheets of paper.

Remind them that they can also use short role-plays, songs or dances to present a life stage or an important transition.

Most likely, the women will bring up the issue of girls' initiation and female genital cutting on their life-paths. If they do not mention it, carefully ask about this life event and encourage them to include it on their path. In regions where it is widely practised, the men are likely to bring up rites related to boys' circumcision, but they will not talk about female genital cutting. This is fine as the topic will be talked about in a later session anyway.

Support both groups in setting up complete life-paths and then move on to letting them present the first one before the lunch break.

7. Presenting the life-path of women (or men) in the past (30 min)

The group that has set up the life-path of the past can start their presentation. Suggest to them that different members of their group can present the successive life stages and transitions.

When they have finished, ask them some questions to show your interest and to encourage them to share their traditions and memories:

- ✓ Which were the best times for women (or men) on this traditional life-path?
- ✓ Which were the hardest times?
- ✓ What are they proud of?

Encourage younger participants to pose their questions and ask them:

- ✓ What was new for you as you watched this presentation?
- ✓ What were you most impressed by?

When all has been presented and all questions have been asked and answered, thank the group for sharing this valuable knowledge.

Lunch break (60 min)

8. Presenting the life-path of women (or men) in the present (30 min)

In the same way, the group that has set up the life-path of the present can now do their presentation. When they have finished, ask them the same questions to show your interest and to encourage them to share their perspective on their life-path:

- ✓ Which are the best times for women (or men) on this modern life-path?
- ✓ Which are the biggest challenges for girls and women (or boys and men) on their life-path today?
- ✓ What are you proud of when you look at your life-path?

Encourage older participants to pose their questions and ask them:

- ✓ What was new for you as you watched this presentation?
- ✓ What were you most impressed by?

■ When all has been presented and all questions have been asked and answered,
■ thank the group for their presentation.
■

9. Comparing the two life-paths (30 min)

Now mix the two groups so that you have two new groups with some facilitator candidates who worked on the traditional life-path and others who worked on the modern life-path. One trainer sits with each group. Ask the groups to elect a reporter who will present the results of their discussion to the big group.

Ask the groups to compare the two life-paths and to discuss the most important differences between them. Also ask whether they feel that these differences represent positive changes or whether something valuable has been lost.

In the training of female facilitator candidates, carefully point out any changes regarding female genital cutting and girls' initiation. Encourage the facilitator candidates to talk about both the advantages and disadvantages of the way this has developed from the past to the present.

After 15 minutes of discussion, ask the reporters to present the result of the discussion to the big group. You can help the reporters with this presentation. A good way to report is to stand in the middle between the two life-paths, reporting on differences and their advantages and disadvantages starting from the birth up until old age.

Tea break (20 min)

10. Reflection: How to facilitate the life-path exercise (30 min)

Now ask all participants to imagine how they will facilitate the life-path exercise and the comparison of the two life-paths in their Dialogue sessions. Ask the questions from the facilitator perspective:

- ✓ Can you imagine how you would facilitate this exercise?
- ✓ What could be difficult about it?
- ✓ How could you avoid or manage those difficulties?

These are some aspects to highlight in the discussion:

- ✓ In this exercise, the aim is that the two generations listen to one another and show interest in each other's presentations.
- ✓ If the participants can be encouraged to include short role-plays, songs and dances, the presentation will be more lively and interesting.

- ✓ The facilitators can be models for the participants and show their interest in both life-path presentations. ■
- ✓ During the life-path presentations, it is important not to pass judgements about the way things were done in the past or about the way they are done today: this is the moment to acknowledge how the two generations have lived or live their respective lives. ■
- ✓ When the facilitator candidates compare the two life-paths and identify differences, it is important to look at both sides of those changes: What was gained and what was lost? ■

11. Group work: Organising objects for the life-path exercise (25 min)

One very practical aspect of the life-path exercise is the use of traditional and modern objects that have to be assembled by the facilitators before the second Dialogue session. Ask the two groups to make a list of the objects that they would want when they facilitate the life-path exercise in their communities. Also ask them to be realistic in their selection: Any objects on the list should be available in their community without too much trouble.

After 15 minutes, ask both groups to read out their lists and let the other participants comment whether the list seems realistic and complete.

Keep the lists so that you can bring them along to the first Dialogue session after which the facilitators will have to prepare the objects for the life-path session.

12. End-of-the-day-exercise (15 min)

Ask everyone to come together at one end of the room. Invite all facilitator candidates to start walking around in this part of the room and to move from one to the other without stopping until you clap your hands. At that moment, everyone should turn to the person standing closest to him or her, so that you have pairs of two trainer candidates facing one another. These pairs should now talk for five minutes, exchanging their views about the best and the weakest part of this training day.

After five minutes, thank everyone and close this training day.

In the training of the male facilitator candidates, ask them to come 30 minutes earlier on the next day, because there are two extra exercises for them in the morning.



Day 4

GOALS OF THE DAY

At the end of this fourth day, the facilitator candidates have a good understanding of:

1. how to facilitate the third Dialogue session on female genital cutting;
2. how to facilitate the fourth Dialogue session, in which the women's and men's Dialogues are joined.

HEALTH WORKER

Invite a health worker or an expert on female genital cutting who is well informed about its medical consequences. It should be someone of the same sex as the participants, if possible, so that they feel comfortable asking him or her frank questions. He or she should join you for the first part of the morning session.

Ask him or her to observe and not to interfere as the groups talk about the harmful consequences of female genital cutting, even if some of the ideas that are presented are not correct. When all facilitator candidates have presented what they know, he or she will get a chance to comment, to add consequences that have been left out and to answer any questions that the facilitator candidates may have.

If he or she has information on female genital cutting such as leaflets or brochures to hand out at the session, invite him or her to bring this along. However, do not hand it out before the end of the session.

REQUIRED MATERIALS

- large sheets or rolls of brown paper, red and blue cards, masking tape, glue stick, pins and markers
- several sheets of brown paper glued together (width: 3 metres)
- a small ball for the end-of-the-day-exercise
- drawings on laminated A 4 sheets (4 of each) of the following nine community partners:
 - a young man
 - an older man
 - a young woman

- an older woman
- a local government representative
- a religious leader
- a health worker
- a teacher
- an excisor.

These represent people (or groups of people) who can have an influence on whether female genital cutting is continued or abandoned in their community. They are called ‘community partners’ since it is with their help that progress can be made. Even excisors should be regarded as potential partners in ending female genital cutting. In many places, some of them have ‘laid down the knife’. Where such former excisors can be won for the Dialogue process, they can help to engage other excisors who are still performing the practice.

EXERCISES

1. Opening (15 min)

- Song or prayer.
- Warm welcome by the trainers.
- Short summary of past session by yesterday’s reporter.
- Appoint a reporter for this training day.
- Give an overview of the objectives of this fourth day of the training.

2. Group work: Your expectations of a good wife (25 min)

Ask the facilitator candidates to come back into the two generational groups that they had formed for the life-path exercise. One of you trainers should sit with each group. Each group should appoint a reporter.

Explain that one of the life stages they named on their life-path was marriage and married life, and that you would like to come back to this topic and have a discussion with them about their expectations of a good wife.

- ✓ What should a good wife be like, and why?
- ✓ If this topic is not brought up by any of the facilitator candidates, after a while, ask them whether their wife should be genitally cut or not, and why.

After about 15 minutes, ask the two reporters to come forward to present their discussions about a ‘good wife’. First let the older man speak. Then let the younger man follow.

This exercise and the next are only done in the training of the male facilitator candidates, because they refer to two exercises that will only be done at the beginning of the third Dialogue session of the men’s Dialogues.

Since you need this extra time, it is recommended to start this third training day with the male facilitator candidates at 8:30 am instead of 9 am.

As female trainers training the female facilitator candidates, leave out exercise 2 and 3 and continue directly with exercise 4.

■ After their presentations, one of you, the trainers, should point out the differences between the good wives of the older generation and the good wives of the younger generation. Include the facilitator candidates' views as to whether she should be genitally cut or not, and why.

3. Reflection: How to facilitate 'Your expectations of a good wife' (10 min)

Let one of the facilitator candidates read out exercise 2: 'Group work: Your expectations of a good wife', p. 40 in the male facilitators' manual.

Ask them the following three questions: Can you imagine facilitating this exercise with men in your community? What kind of challenges could you encounter? How could you deal with them?

Point out that it is important that they find a good way to bring up the topic of female genital cutting in the discussion in case it is not mentioned by one of the participants. Ask the facilitator candidates if they can imagine doing this and how.

4. Group work: The reasons for female genital cutting (30 min)

In the training of female facilitator candidates: Explain that in this session, you would like to return to the topic of female genital cutting, which came up in the discussion of the life-paths of both the young and the older women.

In the training of male facilitator candidates: You have already discussed the topic in the previous exercise, so simply start as described below.

Ask the facilitator candidates to form two working groups. Each group is supported by one of you trainers. Give each group a stack of blue cards and markers.

Ask group members to discuss:

- ✓ What are the reasons for which parents continue to have their daughters cut today?

Explain that many of the facilitator candidates in this room will know families who have had their girls cut and other families who are planning to do so, even though they are aware of the risks and harmful consequences. There must be a number of reasons for which they continue the practice. Ask group members to come up with all the reasons they can think of and to write each reason on a blue card.

After ten minutes, ask a representative of the first group to come to the front with all the group's cards. He or she should present each reason. You, the train-

ers, assist by fixing each card to a large sheet of brown paper that you have put up against the wall.

When all cards are up, ask a representative of the second group to come forward. He or she should add the reasons that his or her group found and that have not yet been presented by the first group. You as trainer help him or her to put up the cards that add new reasons which have not been named before.

When all cards are up, you can arrange them in such a way that related reasons are grouped together. Before you end the exercise, point out that there appear to be quite a number of reasons why many families still continue the practice.

5. Group work: The harmful consequences of female genital cutting (30 min)

Ask the facilitator candidates to return to their two groups. Give them another stack of red cards. This time, ask them:

- ✓ Which harmful consequences of female genital cutting do you know of?

If it is not mentioned in the discussion, carefully ask about the following:

- ✓ What is the effect of the cutting on married life, for women and for men?
- ✓ What is the effect on women's fertility and on the way they can give birth?

Conduct the exercise in the same way as the previous exercise: First, let the groups write down all consequences they can think of, one consequence per card. For each harmful consequence, ask the participants if they know of such a case and let them share it so that you are not just talking 'in theory' but about situations that have actually happened and that cause great suffering.

This time, let the other group start presenting their stack of cards with harmful consequences and then let the second group complement the consequences that have not yet been named.

As trainer, help the presenters by fixing their cards to the brown sheet using masking tape. Sort the cards in such a way that similar or related consequences are grouped together. Encourage the presenters to share some of the stories of harmful consequences that they discussed in their groups.

6. Finding out more from a health worker (20 min)

Now invite the health worker to the front of the room and explain that you have invited him or her so that he or she can explain the effects of cutting from

■ a health worker's perspective. Ask him or her to comment on the cards describing the harmful effects. Are these correct? Is anything missing? Encourage the facilitator candidates to ask any questions that they may still have about the effects of cutting.

Then thank the health worker for coming to this session. Ask him or her to let the participants know how they can contact him or her in case they still have questions or concerns in relation to this issue or in case they meet a woman or girl suffering from these consequences and requiring medical attention.

Tea break (20 min)

7. Recap: How to facilitate the exercises on the reasons for female genital cutting and on its harmful consequences (10 min)

Explain to the facilitator candidates that they will facilitate these last three exercises, which they just experienced as participants, in almost the same way when they conduct the third Dialogue session in their communities.

Recapitulate the steps of the exercises with them:

- 1) Forming two groups, one for each generation. Two of the facilitators sit with each group.
- 2) Asking the group to think of all the reasons for which families decide to have their daughters cut.
- 3) Since some of the participants may not be able to read and write, the facilitators should write the cards for them.
- 4) When all the reasons are collected, the facilitators present them. One group will start and the second group will complete the picture.
- 5) Group similar cards together. Highlight that there appear to be many reasons for which families continue to have their daughters cut.
- 6) Then go back into the same groups. This time let group members think about all the harmful consequences of female genital cutting.
- 7) Encourage everyone to share stories about women or girls who have suffered such negative consequences.
- 8) Let a health worker comment on the medical consequences and invite everyone to ask questions they might have in relation to these.

Check if everyone has understood how to conduct the two exercises before you move on to the next.

8. Group work: How to overcome female genital cutting

(40 min)

Ask the facilitator candidates to form two groups as before, representing the younger and the older generation. Ask them to take their chairs and to sit at the two ends of the room. Set up their chairs in half circles as you will later on need space on the floor in front of them.

In each group, explain that many parents must feel like they are 'caught in a trap': On one hand (point to the brown sheet with the reasons), there are all these reasons why they think that their daughters need to be cut. On the other hand (point to the brown sheet with the harmful consequences), many parents are now aware of the harmful effects of cutting and don't feel good about submitting their daughters to it.

Ask the group to discuss:

- ✓ In a typical rural community, who is needed so that this problem can be overcome? In other words: Which leaders and groups need to be involved?

Let the group discuss. When they name leaders or groups for which you have a drawing, show it to them and put it on the floor in front of your half circle. If they come up with a leader or group that is not amongst the community partners on your drawings, ask them to make such a drawing and to put it next to the other community actors. If any of the community actors on the drawings is not named, show it to them and ask if they think that this group or leader should also play a role. If yes, put it on the floor, too.

When all relevant community actors are assembled on the floor, ask the group to discuss:

- ✓ What could these different people do to help parents who want to protect their daughters from the harmful consequences but who also want to respect their communities' traditions?
- ✓ In other words: What could each of them do so that the practice can be overcome?

Give the group members enough time to think about each community partner and to come up with some actions.

Remind them from time to time that it is important to think of the two sides of the trap: The need to respect traditions; and the need to protect women and girls from the harmful consequences of female genital cutting.

Also point out to them that there is one drawing that represents their own group (the older women/older men or the young women/young men). What

could their own group do to help overcome female genital cutting in their community? Let them write some action cards for their own group, too.

At the end of this exercise, there should be cards below most of the drawings. Thank the group members for their contribution and ask them to move their chairs back into the large circle. Ask some of them to help you carry the drawings representing the community partners with the action cards to the front of the room.

9. Agreeing on priority actions to end female genital cutting (30 min)

Put up the wide brown sheet that you prepared at the start of the day at a wall or on the floor in front of the room so that everyone can see it. Tape the drawings of the different community partners along the upper rim so that the cards can be put below them.

Now move from one community partner to the next. For each one, ask the facilitator candidates to come forward with the action card they wrote for him or her and tape or place it in the respective column on the large brown sheet.

Where different groups came up with the same action for one community partner, suggest that you stick with the first card that was put up for it.

Once all the cards have been placed below the community partners, invite the facilitator candidates to help you with the last task: Setting priorities. Which are the three most important actions for each partner?

Let the candidates make suggestions and check with the rest of the group if they can agree with them. It is important to get a group consensus for the priority cards.

Move the three priority actions for each community partner to the top of the brown sheet and move the other actions for each group further down.

At the end of this exercise, thank the facilitator candidates for the important work they have just completed: On this large brown sheet, they have mapped out a pathway towards overcoming female genital cutting in their communities.

Lunch break (60 min)

10. Reflection: How to facilitate the exercises ‘How to overcome female genital cutting’ and ‘Agreeing on priority actions’ (10 min)

Ask the facilitator candidates to imagine how they will facilitate the last two

exercises, which you just did before lunch, in their communities. Remind them of the steps of the exercises:

- 1) Forming two groups according to the two generations; two of the facilitators sit with each group.
- 2) In the groups, discussing which community partners are needed to promote constructive change.
- 3) Writing action cards for each community partner, placing them next to the laminated drawing of the community partner.
- 4) Not forgetting action cards for one's own group (young men, older men, young women, older women).
- 5) Coming together in the big group, bringing together all action cards on one large brown paper.
- 6) Jointly agreeing on three priority actions for each community partner.

11. Group work: What we have learned from the other generation (30 min)

Divide the facilitator candidates into the two generational groups. One of you trainers sits with each group. Ask the group members **what they have learned from the other generation** in this training workshop up to now.

Ask one of the group members to act as reporter and to take notes of their learning points to present them to the other generation at the end of this exercise.

When sufficient points have been collected by both generations, come back to the large group.

Let both groups present what they have learned from the other generation.

Point out to all facilitator candidates that a lot of intergenerational learning has happened in just three days of training. This will also happen when they facilitate the Dialogue sessions in their communities.

12. Group work: Formulating pledges and requests (30 min)

Now ask the participants to go back into their generational groups. Again, one trainer sits with each group. Ask them to discuss as if they were participants of Generation Dialogues in a rural community:

- ✓ What can we ourselves (the young women/men or the older women/men) do to improve the dialogue between the generations?

Write the facilitator candidates' suggestions on cards (not more than four words per card) and spread them out on a large sheet in front of the group. When all

- suggestions are on cards, ask the group to agree on the two most effective ac-
- tions that will not be too difficult for them to put into practice over the next few
- months. Explain that these are their ‘pledges’ – i.e. a promise to which they will
- publicly commit themselves.

Next, ask the group members to think about the other generation:

- ✓ How could they, the younger and the older men/women, help improve the dialogue between the generations?

Again, write the suggestions down on cards and spread them out in front of the group. Help the group to agree on one request (or two, but not more) for the other generation. The requests should be realistic so that they can be put into practice over the next six months. Explain that these are their ‘special requests’.

At the end of the exercise, let two group members present the pledges and requests to the big group.

Explain that the facilitator candidates will carry out this exercise in the same way with the Dialogue participants in the fourth Dialogue session. The Dialogue participants will then present these pledges and requests to the Dialogue participants of the other sex whom they meet in the second part of that fourth Dialogue session.

Tea break (20 min)

13. Presentation of the fourth Dialogue session: ‘Joining the men’s and women’s Dialogues’ (30 min)

At the end of this afternoon session, present an overview of the Dialogue session ‘Joining the men’s and women’s Dialogues’. It is a session that can only be practised in part during this training because it involves so many people: all 8 facilitators and 48 Dialogue participants. It is therefore important that you describe it in detail and ensure that the participants can imagine how the session will happen in their community.

The goal of this fourth session is:

- ✓ to make the participants aware of the learning that has happened in the Dialogue sessions of the other sex;
- ✓ to encourage them to join forces:
 - towards their shared objectives to improve the dialogue between the generations;
 - and towards overcoming female genital cutting.

Explain that in the first part of this Dialogue session, the women and the men will start separately, as usual. They will discuss in generational groups:

- a. what they have learned from the other generation in the Dialogue sessions so far;
- b. what they want to do themselves to improve the dialogue between the generations;
- c. what they are asking the other generation to do to help improve the dialogue between the generations.

Once they have prepared these statements, **both groups will meet in one place** that is large enough to accommodate all of them (48 Dialogue participants and 8 facilitators) to **present these statements** to one another.

After a joint lunch, all participants will **jointly work on the pledges and requests** that they want to present to the community partners at the Public Meeting that will be organised after their fifth Dialogue session. They will do this in **seven mixed groups** with members of both generation and both sexes and each group will focus on one of the community partners. (One small group will focus on both younger and older women and another one on younger and older men. This is why there will be seven rather than nine small groups.)

At the end of this joint meeting, the group members will have **agreed on pledges and requests** that they will present in front of their communities at the **Public Meeting**.

Make sure that the facilitator candidates have understood how to facilitate Dialogue session 4 before you move to the final exercise of this day.

14. End-of-the-day-exercise (15 min)

Ask all trainer candidates to stand with you in a large circle and take the ball with you. Ask who would like to begin with a brief feedback on today's training day and explain that the feedback should not be longer than one statement. Throw the ball to that person and ask him or her to first make their feedback statement and to then throw the ball to another person. That person should do the same until everyone has had the ball and has given his or her feedback on the day. Thank everyone and close the training day.

Note for trainers:

In the evening of this fourth day, prepare your assessment of each of the participating facilitator candidates on the basis of the assessment form for facilitator candidates in the Annex 8.



Day 5



GOALS OF THE DAY

At the end of this fifth day, the facilitator candidates understand:

1. the aims of the Public Meeting and how to organise it;
2. the aims of the follow-up period and Mini-Dialogues and how to organise them;
3. their tasks and responsibilities as supervisors during the follow-up period;
4. how to organise the second Public Meeting and the Community Consultations;
5. how to monitor Dialogue sessions and the follow-up period.

REQUIRED MATERIALS

- Flip chart paper and 20 markers
- Flip chart with steps of Generation Dialogue process
- Flip chart on supervision in the follow-up period
- Flip charts with the dates for the next steps
- Copies of monitoring sheets for Dialogue sessions and follow-up supervision meetings
- Two monitoring folders

EXERCISES

1. Opening (15 min)

- a. Song or prayer.
- b. Warm welcome by the trainers.
- c. Short overview of the fourth training day by yesterday's reporter.
- d. Give an overview of the objectives of this fifth day of the training.

2. Review of the Generation Dialogue process up to the first Public Meeting (10 min)

With the help of the flip chart with the steps of the Generation Dialogue process, review with the facilitator candidates what you have covered over the past few days: Preparatory talks with the community leaders, initial Community Consultations and Dialogue sessions 1–4.

In their fifth Dialogue sessions, the Dialogue participants will be prepared for the remaining steps of the Generation Dialogue process:

- ✓ the first Public Meeting;
- ✓ the follow-up period with Mini-Dialogues;
- ✓ the second Public Meeting;
- ✓ the second Community Consultations.

Today, on the last training day, you want to also cover these remaining steps and you will look at the facilitator's role and responsibilities at each of them. Say that you will start with the first Public Meeting.

3. Explain the reasons for the Public Meetings (20 min)

Explain that the main aim of the Public Meeting is to share the spirit and the results of the Dialogue sessions with the whole community so as to motivate as many community members as possible to support the proposals for change that the Generation Dialogue participants present to them.

The community as a whole and its leaders are invited to be informed about the Dialogue process that has been going on in their midst. They see how the participants, who are from now on 'Dialogue Champions', have overcome the silence and lack of interest and respect between the generations. They hear what these Dialogue Champions are committed to doing in order to improve the way younger and older people in their community get on, respect and talk with one another. And what they are prepared to do to find ways of respecting the communities' traditions without submitting their girls to the harmful effects of female genital cutting.

Community leaders and representatives of the community partners that were discussed in the third and fourth Dialogue session are also invited to this meeting so that they can hear the special requests that the Dialogue Champions put to them. If they wish, they can publicly respond right at the meeting.

At the end of the meeting, it is announced that over the next three months, the Dialogue Champions will continue their Dialogue activities in the community and that everyone is invited to join in.

It is also announced that there will be a follow-up meeting in three months' time to review the developments that have taken place in the meantime.

At the end of this presentation, ask the facilitator candidates whether they have any questions about the reasons for and the context of the Public Meeting.

4. Group work: Agreeing on a time and place for the Public Meeting and whom to invite (30 min)

Divide the facilitator candidates into two groups, so that those who come from the same community are in the same group. A trainer sits with each of the two groups. Ask the groups to appoint a reporter who will present the results of their discussion to the big group. Then discuss:

- a. where the Public Meeting could be held;
- b. on which day in the week and at what time the Public Meeting should be best held;
- c. who should be invited as representatives of the different groups/actors.

After 10–15 minutes of group discussion, let the reporters present their results to the big group.

5. Jointly reading and discussing: The programme of the first Public Meeting (10 min)

Ask the participants to open their manuals on p. 63 and to read with you through the section ‘What should happen at the Public Meetings’. Then discuss with the big group:

- ✓ Which other activities (music, dance, role-plays, poetry recitals) could be added to the programme of the meeting to make it attractive for the community to attend?
- ✓ Thank the facilitator candidates for their ideas and ask them to remember these for the Public Meetings that they will have to organise in their communities in about two months time.

6. Presentation on Mini-Dialogues (10 min)

Explain that in the three-months **follow-up period**, the Dialogue Champions should try to maintain and spread the spirit of dialogue in their community. Alone or in pairs of one younger and one older participant, they should visit households, schools, mosques and churches, youth clubs, women’s and men’s clubs in order to involve more and more community members in the Dialogue process.

In these meetings, they should talk about:

- ✓ the importance of appreciation and respect between the young and the old in this community;
- ✓ the reasons for female genital cutting, and about its harmful consequences;
- ✓ the pledges and special requests that were made at the Public Meeting.

These conversations are called Mini-Dialogues.

All participants of the Dialogue sessions should hold **at least one Mini-Dialogue per week**.

When they meet a family for the first time, the main aim is to interest the family in the Dialogue process and to establish trust. It is not a good moment to start talking about more sensitive topics like female genital cutting. Once the trust has been established, the facilitators can meet the family again and then speak with the two generations and the two sexes separately.

7. Role-play by the trainers: Demonstrating and practising an initial Mini-Dialogue (30 min)

Explain that you will now show them in two role-plays how to conduct a **first** Mini-Dialogue with one family. You, the two trainers, will role-play a young and an older Dialogue participant.

Ask for volunteers to role-play the following family members:

- ✓ two grandmothers
- ✓ one grandfather
- ✓ a mother
- ✓ a father
- ✓ two young men
- ✓ two girls.

Create enough space for the role-play in front of the group. Use some chairs to set up a typical family scene in a rural compound. Ask all other facilitator candidates to follow as observers how you conduct the Mini-Dialogue. Then start the role-play:

- a. Introduce yourselves as participants of the Generation Dialogue initiative.
- b. Ask everyone how they are today in order to create a good atmosphere before you start to talk about the topics of the Generation Dialogue.
- c. Explain that many people in this community said in the Community Consultations that there should be more respect and listening between the younger and the older people. Both, the young and the old, often don't feel listened to. How do they see this?
- d. Tell them about the pledges and the special requests that the participant of the Dialogue sessions made (at the Public Meeting) for more respect and listening

■ between the generations. What do they think about these pledges and requests?
■ Is this something they can do in this family?

■ After some discussion with the household members, interrupt the role-play.
■ Ask the observers what they saw you do. These three steps are important to
■ point out:

- ✓ introductions and friendly 'warm-up conversation';
- ✓ asking what family members think about the fact that both generations often feel that the other generation is not listening to them;
- ✓ asking what family members think about the pledges and requests regarding this issue.

Now ask whether anyone else would like to take over and role-play a Dialogue participant visiting a family for a Mini-Dialogue.

After 5–10 minutes, stop the role-play once more and ask the observers for feedback: Were the different steps observed? Make sure that all facilitator candidates have understood how to conduct an initial Mini-Dialogue.

8. Role-play by the facilitator candidates: Demonstrating and practising a follow-up Mini-Dialogue (30 min)

Explain that you will now ask them to practise how to conduct a later Mini-Dialogue in the same household with members of only one sex of the same generation.

Invite five facilitator candidates to act as young men (or as young women – the group should be of the same sex).

Ask the other facilitator candidates to follow closely how you conduct this follow-up Mini-Dialogue:

- ✓ Greet the young members of the household who have come to meet you for another discussion.
- ✓ Ask them how they are and help them to relax in this conversation with you.
- ✓ Then tell them that at the Dialogue sessions, you talked about the reasons for which parents in this community want their daughters to be cut. Which reasons do they know of? What do they think about them?
- ✓ Then tell them about the meeting with the health worker and that you spoke about the harmful effects of cutting. What do they know about the harmful effects of cutting? What do they think about them?

- ✓ Tell them about the pledges that the younger and older participants made in relation to female genital cutting; and about the special requests that were put to them. What do they think about them?

After some discussion, interrupt the role-play and ask the observers what they saw you do. These three steps are important to point out:

- ✓ greetings and friendly conversation to help the young people to relax;
- ✓ asking about reasons for female genital cutting and what they think about them;
- ✓ asking about harmful effects of female genital cutting and what they think about them (and if there is enough time: discussing the pledges and requests).

Now ask two volunteers to repeat the role-play with the same group of young people.

After 5–10 minutes of role-playing, interrupt and ask for feedback.

When all participants have understood how to conduct the follow-up Mini-Dialogues, thank everyone and encourage them to start practising such Mini-Dialogues in their communities.

Tea break (20 min)

9. Group work: Mini-Dialogues with other community partners (30 min)

In this exercise, the facilitator candidates should think about how to conduct Mini-Dialogues with the community partners that they will not meet in the households: with teachers, religious readers, excisors, local authorities and health workers. Divide the group into five small groups and ask each group to focus on one of these five community partners: teachers/schools, health workers, traditional excisors, local authorities, religious leaders.

Ask each group to discuss the following questions:

- ✓ Where and when could you best approach these community partners?
- ✓ How could you best talk with them so that they are motivated to respond to the special requests that were put to them at the Public Meeting?

After 10 minutes of discussion, ask each group to present what they have agreed on to the big group. Allow some time for discussion.

Explain that this is the second exercise on Mini-Dialogues that they will conduct with Dialogue participants in the last Dialogue session. Ask the facilitator

■ candidates to open their facilitator manuals on p. 59 and read through the exercise with them.

■ **10. Presentation on supervision meetings in the follow-up period (15 min)**

■ Explain that during the three months follow-up period, the facilitators will meet the Dialogue Champions once a month to provide supervision and support. You will now present to them how to conduct the supervision meetings.

■ Invite all of them to imagine a first meeting with the 24 Dialogue participants one month after the Public Meeting. Most of the Dialogue Champions will have done four Mini-Dialogues in the meantime. What should happen at the supervision meeting?

■ Explain the following steps to them and note the bold word below on a flip chart:

- a. **Welcome:** Warmly welcome all Dialogue participants.
- b. **Four groups:** Divide the large group into four smaller groups of both generations, so that each facilitator sits in a circle with three young and three older participants.
- c. **Number and type of Dialogues:** Going around the circle, let each participant briefly report from their record books how many Mini-Dialogues they held and with whom. Take notes of this on your monitoring sheet for supervision sessions.
- d. **Results and achievements:** In a second round, ask everyone to report on results and achievements of these Dialogues and in relation to the pledges and requests. Take notes of this on your monitoring sheet. Praise them for their achievements!
- e. **Difficulties and challenges:** In a third round, ask what kind of challenges and difficulties they have encountered. Take notes on your monitoring sheet. Together with the rest of the group, try to find a way forward with these difficulties. Where difficulties are more serious, say that you will discuss them with the other facilitators in the break.
- f. **Support with challenges and difficulties:** Whilst the participants take a break, meet with the other three facilitators and jointly discuss the more difficult challenges and what you want to recommend to the participants who encountered them. After the break, share what the other facilitators have suggested as ways forward.
- g. **Planning for the next month:** Discuss with your group what they are planning to do in the coming month. Before closing the supervision session, praise them once more for their commitment.

Ask all participants to open the facilitator manual and ask one volunteer to read the section on 'What to do in the monthly supervision meetings', p. 66.

Afterwards, ask if there are any questions and respond to them. Explain that you will present the monitoring sheets after the lunch break, for the moment the participants should focus on how to do the supervision.

Lunch break (60 min)

11. Role-play: Practising supervision meetings in the follow-up period (45 min)

Divide the big group into two new groups. Ask the group members to do a role-play of a supervision meeting.

In each group, one group member takes the role of a facilitator doing supervision, four others play Dialogue Champions who report on their activities in the follow-up period, and three observers follow whether the facilitator goes through all the steps that were just presented.

Give the four facilitator candidates who will role-play the Dialogue Champions five minutes so that they can come up with some imaginary positive results and some imaginary difficulties to report to the facilitator during this imaginary supervision session. Then start the role-play.

After about ten minutes, interrupt the role-play. First, let the person who acted as facilitator tell you how he or she felt the supervision went. Then ask the four persons who played the Dialogue Champions: How did it go from their perspective? Thirdly, let the observers report what they thought went well and what could be improved.

Repeat the role-play, but change all actors and observers. Then go through all the above steps once more.

At the end of the exercise, point out that once they have started their work in the communities and the Mini-Dialogues have begun, unexpected challenges may arise that even the four of them don't feel able to address on their own. In such situations, it is important to contact the local CBO for advice.

12. Group work: Understanding the record sheets for process monitoring (45 min)

Ask the facilitator candidates to go to the annex-section at the end of their trainer manual. Point out that there are specific record sheets for the documentation of the successive steps of the Generation Dialogue process, i.e. for Com-

community Consultations, Dialogue sessions, Public Meetings and for the supervision meetings in the follow-up period.

Divide the facilitator candidates into four working groups. Assign one type of record sheet to each working group. (It is sufficient to look at one of the two record sheets for Community Consultations.)

Ask the groups to have a close look at the record sheet that you assigned to them; then they should discuss and answer the following three questions about it:

- a) which information needs to be recorded on it;
- b) when and by whom it should be filled in;
- c) and to whom it should then be submitted (see front page of each record sheet).

Invite them to ask you for help if they are not sure about any part of the record sheet.

Move between the four working groups and make sure that they have all understood their respective sheets.

After about 10 minutes or when all groups appear to have gone through their record sheets ask them to explain their record sheet to the rest of the group.

Allow some time for questions and answers regarding the record sheets.

13. Next steps and dates (5 min)

On a flip chart, note the dates for the next steps in the Generation Dialogue process:

- ✓ the preparatory talks with community leaders;
- ✓ the Community Consultations;
- ✓ the first Dialogue session.

Ask all facilitator candidates to note these down. Also explain when and where the individual assessments will take place at which the core facilitator teams and the back-up facilitators will be appointed.

14. Summary and final feedback round (45 min)

Explain that you have now come to the end of this first theoretical part of the facilitator training. It has been an intense week with many interesting discussions and useful contributions from all of them. Review one last time the many different things the facilitator candidates learned in the course of the week (use the flip chart with the programme presented on day 1).

Ask all of them to contribute to a last round of feedback: At the end of this week, what would they like to share with the trainers and with the other facilitator candidates?

As trainers, you have the last word in the feedback round. Thank everybody for their hard work and their commitment to the development of their communities.

Assessment of facilitator candidates and selection of core teams

The selection of the four male facilitators and the four female facilitators who will form the two core facilitator teams and the two facilitators who will be back-up facilitators in each community should happen after the five-day facilitator training workshop. The CBO's project coordinator and the trainer should meet individually, for about 20 minutes, with each candidate and present their assessment of the candidate's skills and capacities. They also tell each candidate whether he or she will be in the core team, a back-up facilitator or neither of the two for the time being.

This can happen directly at the end of the fifth training day or at a later date, according to everyone's availability. If it happens directly after the training, the trainer needs to fill in the assessment forms on the evening of the fourth training day.

In the assessment session, the trainer can start by asking the facilitator candidate to suggest the score that they would give themselves for the skill or capacity in question and then share his or her own assessment. Comparing the candidate's assessment with the trainer's assessment will allow the trainer and the CBO's project coordinator to find out how realistic the candidate is in his self-assessment and how open he or she is for constructive criticism.

On the assessment form, every skill or capacity should be given a score that indicates to what extent it was shown:

0 = never shown

1 = rarely shown

2 = sometimes shown

3 = often shown

4 = consistently shown

The skills and capacities to be scored are:

1. understands concepts and exercises quickly
2. takes responsibility and leads in group work
3. is respected and listened to by other participants
4. listens to other participants
5. is able to facilitate group discussions
6. ensures that everyone in the group is heard
7. supports others
8. speaks to the big group in a loud and clear voice
9. is able to explain the Dialogue approach, its methods and principles
10. is able to listen actively and to teach others how to do so
11. shows good Dialogue skills and can teach them to others
12. relates respectfully and appreciatively to the other generation
13. is committed to implementing Generation Dialogues
14. is available for the implementation of Generation Dialogues
15. listens to feedback and learns from it.

Standard elements of Dialogue sessions

As you guide and supervise facilitator teams who conduct Dialogue sessions for the first time, make sure that they remember and implement the following standard elements:

Who is needed to facilitate a Dialogue session?

Four Generation Dialogue facilitators are required to facilitate a Dialogue session. A trainer supervises them during each Dialogue session when they implement their first Generation Dialogue. Facilitators who have successfully conducted all Dialogue sessions under supervision can conduct Dialogue sessions independently, i.e. with periodic supervision only, in further communities.

If one of the facilitators has another urgent commitment or is sick, one of the two back-up facilitators can step in and replace him or her.

What needs to be prepared before every Dialogue session?

On the day of the Dialogue session, 45 minutes before the participants arrive, facilitator teams should:

- Make sure that all materials needed for the session, flip charts, and copies of the session record sheet, are prepared and ready.
- Clean and decorate the room with fabrics and objects that symbolise the local culture and arrange mats on the floor so that participants can sit on them in groups during group work.
- Read the goal and the description of the session in the manual and discuss it with the other facilitators.
- Read and remember what must facilitators do as part of every Dialogue session.
- Agree who will facilitate which of the exercises and what the other three will do to support him or her.
- Agree who will take notes on the Generation Dialogue session-record sheet.

What must facilitators do as part of every Dialogue session?

At the start of the session, facilitators should:

- Warmly welcome the participants as they enter the room.
- If participants bring 'guests', kindly explain to them that only the selected Generation Dialogue participants can take part in these sessions and make sure that the guests leave again.
- When all have arrived, start the session with a song or a prayer.
- In all but the first Generation Dialogue session, ask one or two participants to give a short summary of what happened in the previous Generation Dialogue session. Make sure to ask a different participant each time.
- In all but the first Generation Dialogue session, ask the participants whether they have shared last week's discussions with their families and friends in the community and what these people have said to them. Did any of them have some new ideas? Or some strong reactions? Explain to all participants that they were selected because they appear to be people who are good at listening to others and also people that others in the community listen to. The Generation Dialogue can work better the more community members are involved in the discussion. This is why after the weekly sessions the participants should share with their families and friends what they heard and did.

At the end of each session, facilitators should:

- Choose one way of letting the participants assess the session:
 - One option is to invite all participants to say one thing they liked about the session, with the first participant standing up and saying something, the next one joining him or her and holding his or her hand, the next one joining etc. until they all stand in one circle.
 - To vary the first end-of-the-day-exercise, ask participants to build a tower with their fists rather than holding hands. The first participant

kneels down and puts his or her fist on the floor. The next puts his or her fist on the fist of the first one and this continues for twelve participants. Then start building a second tower. Point out to the participants that they need to be good architects and position themselves in such a way that they don't make the tower come down.

- As another variation, ask one young participant to ask two or three older participants about their feedback on the day and one older participant to interview two or three younger participants in the same way. They should then stand in front of the group and present what they just found out from the other generation.
- If there is not enough time or 'energy' left for all to speak, another option is to just ask two volunteers from each generation to say what they liked most and what they found most challenging about the session.

- Before the participants leave, remind them to tell other community members about the Dialogue session and to get their views on the issues that were discussed.
- When the participants have left, sit down together with the other facilitators and evaluate each exercise of the session. Jointly fill in the record sheet for Dialogue sessions.
- Tidy up the room and collect all the things you will need again in next week's session.

Why and how to hold Public Meetings

Why are the Public Meetings held

The aim of the first Public Meeting is to share the spirit and the results of the Dialogue sessions with the whole community so as to motivate as many community members as possible to support the proposals for change that the Generation Dialogue participants present to them.

This meeting is organised jointly with the CBO, which should help to find an appropriate meeting place and to publicise it. A leader of the organisation should chair the meeting, and will need to be informed by the Dialogue team about how the meeting will work. A local dignitary, such as a local government leader or religious authority who supports the Generation Dialogue, may be asked to speak at the beginning of the meeting.

The community as a whole and its leaders are invited to be informed about the Dialogue process that has been going on in their midst. They see and hear how the participants of the Dialogue sessions have overcome the silence and lack of interest and respect between the generations. They have now become 'Dialogue Champions' and present what they are committed to doing in order to improve the way younger and older people in their community get on, respect and talk with one another. They will also present what they want to do in order to respect the communities' traditions without submitting their girls to the harmful practice of female genital cutting.

Representatives of the 'community partners' who were discussed in the third and fourth Dialogue session are also invited to this meeting so that they can hear the 'special requests'. Those who wish can publicly respond to them.

The meeting should not last longer than two hours and it should be scheduled at a time and place that will allow as many community members as possible to attend.

At the end of the meeting, it is announced that over the next three months, the Dialogue Champions will continue their Dialogue activities in the community and that everyone is invited to join in.

It is also announced that there will be a follow-up meeting in three months' time to review the developments that have taken place in the meantime.

Who should be invited to the Public Meetings

- a. The community as a whole, including both sexes and all generations.
- b. Religious and political leaders.
- c. Health workers, midwives and officials of the local health department.
- d. School directors and officials of the local education department.
- e. Excisors.
- f. Any other 'community partner' identified by the participants.

What should happen at the Public Meetings

The first Public Meeting

The chosen chairperson and local dignitary begin by welcoming everyone and presenting the objectives of the meeting:

- Sharing what the participants learned from each other in the Dialogue sessions. Through their Dialogue, the participants learned to appreciate many of their communities' customs and traditions. But they also agreed that some of these traditions should be adapted to today's world.
- Presenting what the younger and the older participants, who are now 'Dialogue Champions', commit themselves to doing differently as a consequence of the Generation Dialogue process.
- Presenting how they believe others could contribute to positive changes in the community.

The core elements of the presentation are:

1. what we learned from the other generation
2. our pledges
3. our special requests.

To make the presentation more lively and colourful, the following can be included:

- suitable proverbs and poems
- short role-plays
- local music and songs.

Representatives of the local government, churches or mosques, health services and schools to whom the Dialogue Champions made requests, can be invited to respond to these right there at the meeting.

At the end of the meeting, a representative of the CBO can remind everyone of the shared vision of positive change to which all of them can contribute:

- that they have a good chance to achieve this change in the coming three months;
- that the Dialogue Champions will be in contact with them during that time;
- that there will be another Public Meeting in a few months so that they can jointly assess whether the pledges and requests have been put into practice.

The second Public Meeting

The second Public Meeting is ideally held in the same place, at the same time of day, and the same people should be invited to attend.

Representatives of the different partners (local government, health services, schools, excisors, community groups) can be asked beforehand to speak at the meeting, so that they themselves can report on the way they have been able to do what was asked of them at the first Public Meeting.

The Dialogue Champions should report on the changes and positive developments that they have seen in the community over the past three months. They can talk about conversations they had with families and they can report on actions taken by leaders and community members.

They should also present how they have done the things they pledged to do at the first Public Meeting.

At the end of the meeting, the Dialogue Champions and motivated leaders can announce any new initiatives that have emerged from the Generation Dialogue process, and invite community members to join these initiatives.

What is the aim of these Dialogues and conversations?

The aim of the Generation Dialogue process is to ignite the spark of dialogue in ever more households and in other places where people meet – in churches, mosques, health centres, hospitals, schools, clubs etc. all across the community. The more people of all ages enter in a respectful exchange with one another about being both proud on their heritage AND aware that some practices need to be adapted to modern times the better. As more and more 'Dialogue sparks' are ignited, the process of change will gain such a momentum that, eventually, it can no longer be halted or reversed.

Monitoring and evaluation of the Generation Dialogue

Roles and responsibilities

The local CBO that has received funding for a Generation Dialogue project is responsible for monitoring its process and results and for reporting on it to the funding agency. However, not all implementing CBOs will have the required capacities to conduct the monitoring as proposed in the following. In this case, either the system will need to be adapted so that it becomes manageable for the CBO, or the funding agency will have to support the monitoring processes until the required capacities have been built within the CBO.

In addition to the local organisation's monitoring as described below, it is recommended that the funding agency commissions a team of independent social scientists to evaluate the impact of Generation Dialogue projects. It is their task to document the initial and the follow-up Community Consultations in a sample of participating communities, in order to analyse the differences in attitudes and reported behaviours between the initial and the follow-up Community Consultations.

At least one facilitator in each core team – preferably someone with good analytical and writing capacities – should be appointed as 'M&E facilitator', who is responsible for monitoring and evaluation. The M&E facilitator will fill in the record sheet after each Community Consultation, each Dialogue session and each follow-up meeting with the Dialogue Champions.

During a facilitator team's second and third Generation Dialogue, it is recommended that the project coordinator reads and checks record sheets regularly and provides feedback to the facilitator teams, both on the content and on the quality of the reporting.

The CBO's coordinator is responsible for summarising these record sheets in the following reports:

1. report on initial Community Consultations
2. report on Dialogue sessions
3. report on follow-up period
4. report on follow-up Community Consultations.

The CBO should also prepare a short report after each Public Meeting (see below for the relevant information).

Community Consultations

Information to record

After each Community Consultation session, the two facilitators who conducted it should jointly fill in a record sheet with the following information:

1. time and date
2. names of facilitators
3. number and sex of participants
4. age range (estimate age of youngest and oldest participant in the group)

5. for each topic:
 - a. majority views: statements that were supported by many
 - b. minority views: statements that were only supported by one or very few
6. overall impressions
7. issues that seem relevant for the success of the Generation Dialogue in this community (i.e. ongoing conflicts, significant events, influential personalities).

Reporting

After the initial Community Consultations are held, the CBO coordinator should analyse the record sheets for each Consultation session and then write and submit a report with the following outline:

Introduction: brief background information about the Generation Dialogue project.

Method and Sample: Describe how many Community Consultations were held, where, when, with how many people and how these people were invited or selected.

Results: Topic by topic, summarise the statements according to the above outline of the session reports, highlighting the differences and similarities between the sexes and the generations.

Discussion: Summarise the findings, including the overall impressions, and highlight issues that should be addressed by the Generation Dialogue project.

After the follow-up Community Consultations, the record sheets should be analysed and summarised in the same manner. In addition, the results and the discussion section should always be compared to the results obtained at the initial Community Consultations, highlighting whether attitudes and reported behaviours have changed or not.

Generation Dialogue sessions

Information to record

After each Dialogue session, the M&E facilitator should fill in a record sheet, reporting on the following items:

1. time, date and number of Dialogue session (i.e. is it the first, second, etc. session)
2. community
3. names of facilitators
4. number of young participants

5. number of older participants
6. feedback from the community
7. for each exercise:
 - a. number of exercise
 - b. participants' participation and reactions
 - c. facilitators' achievements and difficulties.

Reporting

At the end of the Dialogue process in a community, the CBO project coordinator should write and submit a report with the following outline:

Introduction: brief background information about the Generation Dialogue project.

Method and Sample: Describe how many Dialogue sessions were held, where, when and with how many participants.

Results: Summarise the results of the discussions according to outline of session reports, highlighting:

- differences/similarities between the sexes and the generations;
- particular difficulties facilitators had in implementing specific exercises and recommendations how to change or adapt these.

Public Meetings

Information to record

The project coordinator who attends the meeting should record the following:

1. date and time (beginning and ending times)
2. community
3. size of the audience (estimate)
4. prominent invitees (representatives of the local government, education department and schools, health services, religious leaders, and excisors)
5. site of the meeting, including a description and photographs of it
6. programme of the meeting
7. all pledges and requests
8. responses to these by prominent invitees
9. atmosphere and reactions by the audience
10. other observations.

Reporting

The project coordinator should write and submit a report that includes all the above information. It should also include photographs of the different parts of the meeting's programme and of the audience's reactions.

Follow-up meetings with facilitators

Information to record

1. date and time
2. facilitators
3. Dialogue Champions
4. number of Mini-Dialogues held by women in households
5. number of Mini-Dialogues held by women with other groups or audiences
6. number of Mini-Dialogues held by men in households
7. number of Mini-Dialogues held by men with other groups or audiences
8. summary of positive results
9. description of difficulties encountered
10. for each pledge and each request, there should be a summary of developments observed by Dialogue participants.

Final Report

The CBO project coordinator should submit a final report with the following outline

Introduction:

brief background information about the Generation Dialogue project.

Method and Sample:

Describing how many follow-up meetings were held, where, when and with how many participants.

Results:

Include the number of Mini-Dialogues held by men and women and with whom; summarise positive results of Mini-Dialogues; describe difficulties and how these were addressed; describe any impacts related to the pledges and requests.

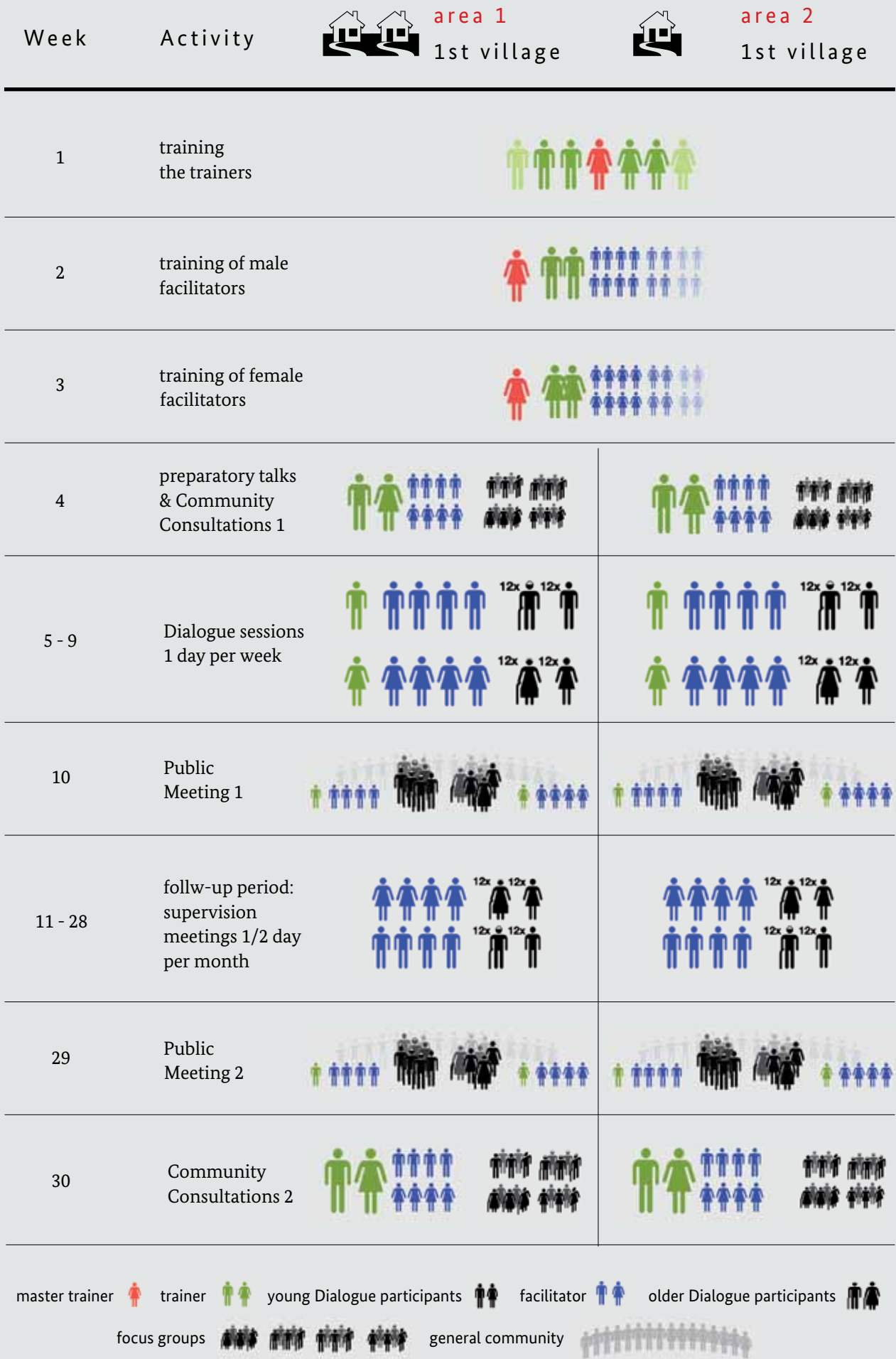
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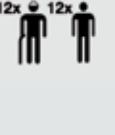






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Annex 1

GRAPHS EXPLAINING A
GENERATION DIALOGUE PROJECT

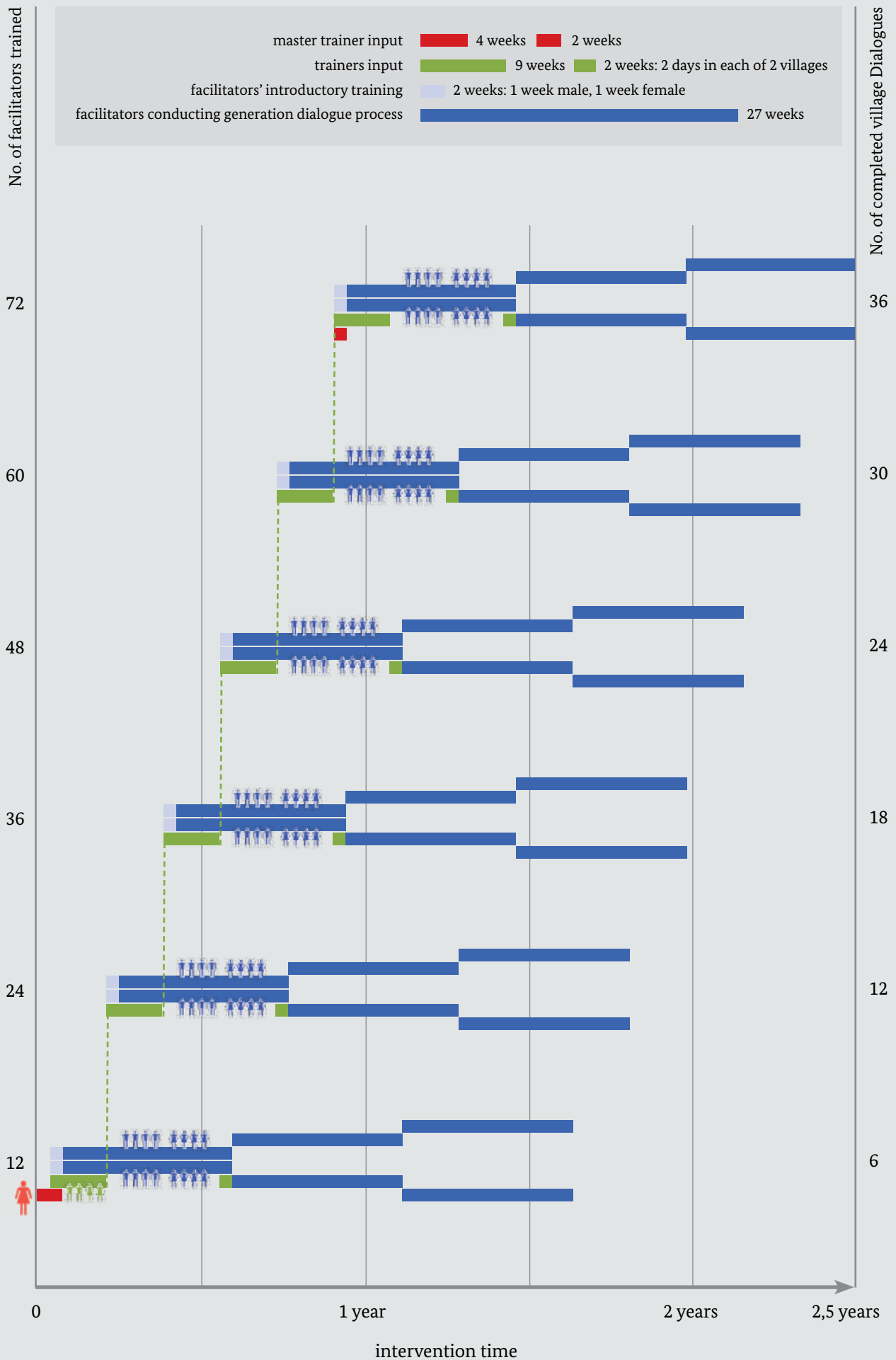


Graph 1: Starting a Generation Dialogue project: trainings and first two Dialogues (copyright by Anna & Franz von Roenne, 2012)

Week	Activity	 area 1 2nd/3rd village	 area 2 2nd/3rd village
1	preparatory talks & Community Consultations 1	 	 
2 - 6	Dialogue sessions 1 day per week	   	   
7	Public Meeting 1		
8 - 25	follow-up period supervision meetings 1/2 day per month	   	   
26	Public Meeting 2		
27	Community Consultations 2	 	 

master trainer 
 trainer 
 young Dialogue participants 
 facilitator 
 older Dialogue participants 
 focus groups 



 general community 

Graph 2: Process for second and third Dialogue (copyright by Anna & Franz von Roenne, 2012)



Graph 3: A Generation Dialogue project: activities and coverage over time (copyright by Anna & Franz von Roenne, 2012)

Annex

2

QUESTIONNAIRES FOR COMMUNITY CONSULTATIONS

QUESTIONS FOR THE FIRST COMMUNITY CONSULTATIONS

Relationships and communication between the young and the older generation (today, in the past and in an ideal world)

Start the discussion with questions about the relationships and the communication between the young and the old within families.

- a. In your families today, are the young people listening to and showing respect for the older people? (If participants say yes, ask them 'How do they do this?' If they say no, ask them 'Why not?')
- b. Are the older people listening to and valuing the young people? (If participants say yes, ask them 'How do they do this?' If they say no, ask them 'Why not?')
- c. *This question should only be put to the older generation:* Compared to when you were young, what is different about the way young and older people behave towards one another and talk to one another today?
- d. What would you like to change about the way young and older people in this community get on with one another?

Older and younger people learning from one another

- a. If younger people listened more to the older people, what could they learn from them?
 - What could the younger women learn from the older women?
 - What could the younger men learn from the older men?

- b. If the older people listened more to the younger people, what could they learn from them?
- What could the older women learn from the younger women?
 - What could the older men learn from the younger men?

The views on female genital cutting

Next, explain that you would like to talk about the issue of female genital cutting. (*Use a locally acceptable term for cutting that does not imply a negative or positive judgement about it.*) Say that you know that there are different opinions on this issue. Make it clear that you are not here to judge, but to learn.

- a. In your view, what are the reasons why people in this community decide to have a girl/young woman cut?
- b. What are the reasons why some people today want to abandon the practice?
- *If this has not come up in the discussion, ask:* In this community, has cutting ever been part of a **rite of passage from girlhood to womanhood**? Can someone briefly describe this rite?
 - *If this has not come up in the discussion, ask:* Does the cutting cause any health problems? What kind of **health problems** and how do you deal with them?
- c. In your families, how is the issue of female genital cutting talked about?
- d. Are there any family disagreements about female genital cutting?
- Between the younger and the older generation? How?
 - Between husbands and wives? How?
- e. If you could change something about female genital cutting in your community, what would you change?

The role of the authorities and the health services

- a. What is the position of the local government towards female genital cutting? What are they doing about it?
- b. What is the position of the health services towards female genital cutting? What are they doing about it?
- c. In your view, what should the local government and the health services be doing about the practice?
- d. Who else should be doing something about the practice, and what?

QUESTIONS FOR THE SECOND COMMUNITY CONSULTATIONS

Relationships and communication between the young and the older generation (today, in the past and in an ideal world)

Start the discussion with questions about the relationships and the communication between the young and the old within families.

- a. In your families today, are the young people listening to and showing respect for the older people? (If participants say yes, ask them ‘How do they do this?’ If they say no, ask them ‘Why not?’)
- b. Are the older people listening to and valuing the young people? (If participants say yes, ask them ‘How do they do this?’, if they say no, ask them ‘Why not?’)
- c. *This question should only be put to the older generation:* Compared to when you were young, what is different about the way young and older people behave towards one another and talk to one another today?
- d. After the Generation Dialogue, has anything changed about the way the young and the older people listen to each other? *If the answer is ‘yes’, ask what has changed.*
- e. What would you like to change about the way young and older people in this community get on with one another?

Older and younger people learning from one another

- a. If younger people listened more to the older people, what could they learn from them?
 - What could the younger women learn from the older women?
 - What could the younger men learn from the older men?
- b. If the older people listened more to the younger people, what could they learn from them?
 - What could the older women learn from the younger women?
 - What could the older men learn from the younger men?

The views on female genital cutting

Next, explain that you would like to talk about the issue of female genital cutting. (*Use a locally acceptable term for cutting that does not imply a negative or*

positive judgement about it.) Say that you know that there are different opinions on this issue. Make it clear that you are not here to judge, but to learn.

- a. In your view, what are the reasons why people in this community decide to have a girl/young woman cut?
- b. What are the reasons why some people today want to abandon the practice?
 - *If this has not come up in the discussion, ask:* In this community, has the cutting ever been part of a **rite of passage from girlhood to womanhood**?
 - *If this has not come up in the discussion, ask:* Does the cutting cause any **health problems**? What kind of health problems and how do you deal with them?
- c. In your families, how is the issue of female genital cutting talked about?
- d. Are there any family disagreements about female genital cutting?
 - Between the younger and the older generation? How?
 - Between husbands and wives? How?
- e. After the Generation Dialogue, has anything changed about female genital cutting? *If the answer is “yes”, ask what has changed.*
- f. If you could change something about female genital cutting in your community, what would you change?

The role of the authorities and the health services

- a. What is the position of the local government towards female genital cutting? What are they doing about it?
- b. What is the position of the health services towards female genital cutting? What are they doing about it?
- c. In your view, what should the local government and the health services be doing about the practice?
- d. Who else should be doing something about the practice, and what?

Annex 3

RECORD FORMS FOR COMMUNITY CONSULTATIONS

RECORD FORM FOR THE FIRST COMMUNITY CONSULTATIONS

Date:

Community:

Facilitators:

Number of participants:

Participants' sex:

Participants' generation:

Age range:

Estimated age of youngest participant:

Estimated age of oldest participant:

Results of the discussion

For each topic, note down points of view that appear to be supported by many participants. These are called 'majority views'.

If one or a few participants express other points of view that do not appear to be supported by many, note them down under 'minority views'. For some points, most participants may be of the same opinion. In that case, you don't need to note down any minority views.

1. Relationships and communication between the young and the older generation today

Majority views:

Minority views:

2. Relationships and communication between the young and the older generation in the past

Majority views:

Minority views:

3. How participants would wish the relationships and communication between the young and the older generation to be

Majority views:

Minority views:

4. What younger people can learn from older people

Majority views:

Minority views:

5. What older people can learn from younger people

Majority views:

Minority views:

6. Reasons for female genital cutting

Majority views:

Minority views:

7. Reasons for abandoning female genital cutting

Majority views:

Minority views:

8. Talking about female genital cutting

Majority views:

Minority views:

9. What would you change about female genital cutting

Majority views:

Minority views:

10. The local government and female genital cutting

Majority views:

Minority views:

11. The health workers and female genital cutting

Majority views:

Minority views:

12. What others should do about female genital cutting

Majority views:

Minority views:

Observations and comments

Describe the atmosphere and any difficulties you encountered.

Also point out anything that might be important for the Generation Dialogue in this community.

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**RECORD FORM
FOR THE SECOND COMMUNITY CONSULTATIONS**

Date:

Community:

Facilitators:

Number of participants:

How many of the participants took part in the first Community Consultation?

Participants' sex:

Participants' generation:

Age range:

Estimated age of youngest participant:

Estimated age of oldest participant:

Results of the discussion

For each topic, note down points of view that appear to be supported by many participants. These are called 'majority views'.

If one or a few participants express other points of view that do not appear to be supported by many, note them down under 'minority views'. For some points, most participants may be of the same opinion. In that case, you don't need to note down any minority views.

**1. Relationships and communication between the young
and the older generation today**

Majority views:

Minority views:

2. Relationships and communication between the young and the older generation in the past

Majority views:

Minority views:

3. How the relationships and communication between the young and the older generation changed because of the Generation Dialogue

Majority views:

Minority views:

4. How participants would wish the relationships and communication between the young and the older generation to be

Majority views:

Minority views:

5. What younger people can learn from older people

Majority views:

Minority views:

6. What older people can learn from younger people

Majority views:

Minority views:

7. Reasons for female genital cutting

Majority views:

Minority views:

8. Reasons for abandoning female genital cutting

Majority views:

Minority views:

9. Talking about female genital cutting

Majority views:

Minority views:

10. After the Generation Dialogue, what has changed about female genital cutting

Majority views:

Minority views:

11. What would you change about female genital cutting

Majority views:

Minority views:

12. The local government and female genital cutting

Majority views:

Minority views:

13. The health workers and female genital cutting

Majority views:

Minority views:

14. What others should do about female genital cutting

Majority views:

Minority views:

Observations and comments

Describe the atmosphere and any difficulties you encountered.

Also point out anything that appears to be a result of the Generation Dialogue in this community.

Annex

4

**RECORD FORM
FOR DIALOGUE SESSIONS**

Date:

Community:

Facilitators' names:

Number of older participants:

Number of younger participants:

Participants' sex:

Session number:

Feedback from community:

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Report on exercises

Exercise number	Participants' reactions	Facilitators' achievements and difficulties

Other observations:

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Annex 5

RECORD FORM FOR PUBLIC MEETINGS

Date of the meeting	
At what time did the meeting start?	
At what time did the meeting end?	
Community	
How many people attended?	
Which authorities and prominent guests and leaders attended?	
Where was the meeting held? Describe the site and include photographs.	
What was the programme of the meeting?	

<p>What was the programme of the meeting?</p>	
<p>List all pledges and requests and who made them.</p>	
<p>What did the authorities and leaders respond to the pledges and requests?</p>	
<p>How would you describe the atmosphere and the audience's reactions?</p>	
<p>Any other observations?</p>	

Annex 6

RECORD FORM FOR THE FOLLOW-UP PERIOD

Date:

Number of supervision meeting:

Community:

Facilitators:

Number of older participants:

Number of younger participants:

Participants' sex:

Report on Mini-Dialogues

Number of Mini-Dialogues held in households:

Positive results of Mini-Dialogues in households:

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Difficulties encountered in Mini-Dialogues in households:

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.....

Other Mini-Dialogues:

Dialogue partner	Positive results	Difficulties

Report on pledges and requests

For each community partner's pledge and request, note down the developments that Dialogue participants have observed.

Community partner and their pledge or request	Developments that participants observed

Other observations:

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Annex 7

RECORD FORM FOR INDIVIDUAL ASSESSMENTS OF TRAINER CANDIDATES

Name of the trainer candidate:

Organisation:

Name of the assessor (master trainer):

Date and place:

The assessor/master trainer gives a score for every skill or capacity that indicates at what extent it was shown by the trainer candidate during the five-day training:

0 = never shown

1 = rarely shown

2 = sometimes shown

3 = often shown

4 = consistently shown

To become a trainer the candidate needs to show the following skills and capacities:

	0 = never shown	1 = rarely shown	2 = sometimes shown	3 = often shown	4 = consistently shown
1. Understands concepts and exercises quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is able to present and explain Dialogue concepts and exercises in an engaging and easy-to-follow manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Takes responsibility and leads in group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Prepares well for sessions (homework and materials)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is respected and listened to by other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is able to facilitate group discussions, making sure that everyone is heard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Shows good Dialogue skills and can teach them to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can deal creatively with unexpected challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Can manage conflicts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is committed to and available for the Generation Dialogue project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Listens to feedback and learns from it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

.....
Signature of assessor

.....
Signature of trainer candidate

Annex 8

RECORD FORM FOR INDIVIDUAL ASSESSMENTS OF FACILITATOR CANDIDATES

Name of the facilitator candidate:

Organisation:

Name of the assessor (trainer):

Date and place:

The assessor/trainer gives a score for every skill or capacity that indicates at what extent it was shown by the facilitator candidate during the five-day training:

0 = never shown

1 = rarely shown

2 = sometimes shown

3 = often shown

4 = consistently shown

To become a facilitator the candidate needs to show the following skills and capacities:

	0 = never shown	1 = rarely shown	2 = sometimes shown	3 = often shown	4 = consistently shown
1. Understands concepts and exercises quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Takes responsibility and leads in group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is respected and listened to by other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Listens to other participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is able to facilitate group discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Ensures that everyone in the group is heard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Supports others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Speaks to the big group in a loud and clear voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is able to explain the Dialogue approach, its methods and principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is able to listen actively and to teach others how to do so	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Shows good Dialogue skills and can teach them to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Relates respectfully and appreciatively to the other generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is committed to implementing Generation Dialogues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is available for the implementation of Generation Dialogues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Listens to feedback and learns from it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

.....
Signature of assessor

.....
Signature of facilitator candidate

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