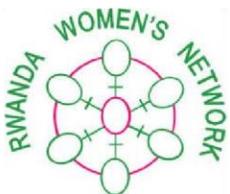


WOMEN'S SPACE FACILITATORS TRAINING MODULE



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Women's Space Facilitators' Module

Acknowledgements

This curriculum attempts to bring together recent learning in the field of GBV prevention in order to create the most effective program possible for the communities where Indashyikirwa will be implemented. As such, the curriculum adapts materials and ideas from several key partners. The curriculum was informed strongly in both structure (Stages of Change) and content (power analysis) by the SASA! approach to preventing violence against women and HIV, developed by Raising Voices and piloted by the Center for Domestic Violence Prevention (CEDOVIP) in Uganda. It also draws on the experience of the Journeys of Transformation curriculum, developed by Promundo and CARE International in Rwanda and implemented in partnership with the Rwanda Men's Resource Center (RWAMREC), as well as the experience of Rwanda Women's

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The lead author of this curriculum is Robyn Yaker, with reviews conducted by a team of CARE, RWAMREC, and RWN staff.

Introduction Overview Summary

This module is tailored to women trained women's facilitators at community level to Foster positive change. The module was developed following the establishment of women's spaces as safe venues for women at community level to interact and exchange of their day to day life challenges mainly on how they can prevent GBV and overcome its consequences. It is intended to improve knowledge, attitudes, skills, and actions of women; facilitate women to connect with

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other women on key GBV issues and support each other to collectively organize themselves for change. The training module also aims at creating an enabling environment for gender equality and GBV prevention and response in communities

The module content focuses on enabling women to know each other and become comfortable. It then strengthens their understanding of the rationale and structure behind Women Space Facilitators (WSFs) and ends with expected behaviour, changes after their trainings. As such the module focuses on the same sessions included in the Opinion Leaders Training Module

Structure of the Sessions

There are 3 total sessions in the curriculum. Each session is a maximum of three hours and generally contains 4 parts:

- *Take-Home reflection*: guided discussion to reflect upon the previous week's Take-Home Exercise.
- *Part 1*: interactive learning exercise that sets the foundation for the given topic.
- *Part 2*: interactive learning exercise to go deeper into the given topic
- *Take-Home Exercise*: introduction of the Take-Home Exercise for the week

Take-Home Exercises and Reflections

All sessions contain Take-Home exercises that are assigned at the end of the session, to help participants reflect upon and apply new ideas in their own lives. These Take-Home exercises are where learning is consolidated and strengthened. Research shows that doing exercises at home following training significantly increases the effectiveness of the program. This means that the Take-Home exercises are essential to the success of this program.

Each session, likewise, starts with a reflection of the Take-Home exercise. The format of this reflection is the same for each session, with different guiding questions to help to facilitate the debrief. **Practicalities**

Who will participate?

The curriculum will be implemented with couples in selected communities, in which the wife is a participant in CARE's Village Savings and Loan (VSL) program.

How many people can participate?

The sessions are written for an ideal group of up to 30 participants. Beyond 30 participants would create conditions that are not optimal for learning.

What supplies are needed?

The curriculum is designed to be easy to implement in low-resources settings; projectors and computers are not necessary. All sessions require simple training supplies including flipchart paper, flipchart stands (or adequate wall space), markers, tape, pens and paper. Sessions are

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designed with the understanding that they will be implemented in an enclosed workshop space. However, accommodations can be made if that is not available.

Many of the sessions do call for photocopying materials and handouts. Therefore, it is important to have access to a printer or photocopier, and to prepare well in advance so that you know which materials are needed for that session.

How do you set up?

It is recommended to arrange chairs in a semi-circle to help build connections and discussion between participants. You may choose to use desks but they are not necessary.

Language

This curriculum uses the language of gender-based violence (GBV) rather than violence against women and girls (VAWG), as was deemed most relevant for the Rwandan context. It recognizes, however, that GBV primarily affects women and girls and is driven by the imbalance of power between men and women. It also uses the term "GBV in couples" rather than "intimate partner violence" for the purpose of simplicity and clarity at community level.

Women's Space Facilitators Training Module objectives

- a) To critically reflect and improve effective facilitation skills and understand importance of facilitation skills during workshop sessions
- b) To build solidarity, network, organize and engage women to find sustainable solutions to issues GBV in their communities
- c) To safely access information and referral to GBV response services including psychosocial, legal and health services.
- d) To make advocacy actions to address power and gender inequalities as well as GBV issues on behalf of women and their communities in general.
- e) To strengthen understanding of the aim and structure of the Indashyikirwa project, Women Space Facilitators (WSFs) and objectives of the WS
- f) To explore what behaviors create a safe space in which we feel comfortable to share personal thoughts, feelings and stories.
- g) To align participants' expectations with the reality of the project and address their concerns about the process

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- h) To strengthen understanding of the four types of power. Make the link between the four types of power and the Indashyikirwa project.
- i) To practice building understanding of the types of power with others

Module coverage:

 Activity	 Time
 Session 1: Facilitation Tips and Guidance	1 hours
1. Introductory activity	10 min
2. Critical self-reflection depicting good/weak facilitator	50 min
3. Introducing the Take Home reflection	15 min
 Session 2: Communication and Attentive Listening skills	2 hours
1. Take-Home Reflection	30 min
2. Introductory activity	10 min
3. Telephone Game	10 min
4. Attentive listening	30 min
5. The how and why of an effective communication and attentive listening	45 min
6. Case scenario of an effective communication and attentive listening	30 min
7. Importance of good communication for women and men, girls and boys	1 hours
 Session 3: Building our skills	9 hrs. 30 min

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1. Take-Home Reflection	30 min
2. Introductory activity	30 min
3. Roles of Women Space Facilitators(WSFs)	45 min
4. Foundations of facilitation: Basic skills	2 hrs
5. Fundamental communication skills for providing support	1hrs 15 min
6. Circles of influence	1 hrs
7. Foundations of advocacy	2 hrs
8. Reporting skills	2 hrs
Total Time	13 hours 15 min

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Session 1: Facilitation Tips and Guidance



I. SUGGESTED TIME: 1 hour

II. SESSION OBJECTIVE:

By the end of this session, participants will be able to:

- ✓ To critically reflect and improve effective facilitation skills and understand importance of facilitation skills during workshop sessions.
- ✓ To refresh and enhance their understanding of a facilitator's role and responsibilities.
- ✓ To differentiate between a good/weak facilitator.

III. ACTIVITIES:

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Activity 1: Critical self-reflection depicting good/weak facilitator

 **Time Required:** 45 minutes

 **Methodology:** individuals, small group, large group discussion, Role play, brainstorming, critical analysis, time keeping, team work

 **Materials and Preparation:** Flipchart, Markers, Room that can allow at least two groups to practice role-plays. Pen and papers for preparations of role play

Steps:

1. Depending on the number of workshop participants, divide group in max. 5-7 participants
2. Have participants in group of few people, ask them to discuss on what they understand about the following points:
 - a. What are facilitation tips?
 - b. What is the importance of emphasizing on facilitation tips and guidance?
3. Ask participants to count off 1 and 2 and 3 (depending on the total number). Assign participants into groups corresponding to the number they call out.
4. There are two categories: One – good facilitator; two – weak facilitator. Split the different groups according to the two categories – if you have an uneven number of groups, it is your choice whether you have more assigned “good facilitator” or “weak facilitator” groups. Category 1: think back to a facilitator you admired, whom you think was very good and impressed you. Act out a role-play depicting the various qualities that you would actually admire in a good facilitator.
5. Category 2: Act out qualities of poor/weak/irresponsible facilitators. After the role plays are acted, engage participants in discussion on what was depicted as good, bad, to be improved qualities and the responsibility/power of a facilitator
6. Refer participants to **Handout 1.1: Do's & Don'ts of Facilitator** and read it with them together.

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7. Refer participants to table below for take home reflection.

Key Learning Points

An effective facilitator **listens** and **learns** along with the workshop participants. Your role is to organize the meetings and guide the participants through the workshop exercises. You do not need to be an expert on the theme of the workshop or know all the answers. Successful discussions will result in participatory input from all the group members.

- ✓ **Steer Conversations:** If an activity or discussion is stuck or derails, your job is to steer the group's conversation in a new direction through thoughtful inquiry. Your job is **not to direct or dictate** the outcome of conversations but **merely to steer the direction** of the discussion while keeping in mind that there are no correct or more valid opinions. In this way you can ensure that everyone contributes to the learning and knowledge sharing. Create a **trusting, non-judging** environment in which everyone feels safe to express their honest opinion without being judged or attacked. This includes helping participants to feel comfortable enough to disagree with others as well as be self-reflective and self-critical with one's own actions and attitudes in a thoughtful and respectful manner.
- ✓ **Stimulate Discussions // be flexible:** As long as the group is engaging in relevant and valuable discussions, feel free to let conversations deviate from the posed questions. You may decide to use different methods, exercises or tactics for probing (self-) critical questions and discussions. If you have identified individual participants who may be shy or require more time to speak up, you can always suggest your own opinion and seek their expertise/experience and opinion in response to what you said. So long, as you remain **sensitive** to the needs of the individual participants and to those of the group. Be tactful **and affirming**, and share the responsibility of mutual learning - you are partaking and enabling effective facilitation.
- ✓ **Keep to the Agenda:** Sometimes facilitators can best guide a discussion by being an effective timekeeper and reminding the group of the session's agenda. It is helpful to encourage participants to keep their comments relatively short, not letting one

Handout 1.1: Do's & Don'ts of Facilitator •

Do involve participants

- Do use visual aids
- Do speak clearly
- Do speak loud enough
- Do encourage questions

DO's

- Do recap at the end of each session

- Maintain good eye contact
- Do prepare in advance

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- Do summarize (and where relevant write on flip chart) key statements after each discussion round
- Do bridge one topic to the next
- Do encourage participation
- Do encourage more silent participants to voice opinion and/or represent a group's work
- Do write clearly and boldly
- Do use simple and practical language
- Do use good time management
- Be flexible and give time for all participants to reflect – be patient
- Do discourage marginalization and judgment
- Do use “parking lots” or a box for concerns and/or questions
- Don't ignore the participants' comments and feedback (verbal and non-verbal)
- Don't read from curriculum and/or PowerPoint
- Don't shout at participants
- Don't dictate the discussions
- Don't speak more than 30-40% of the time
- Don't impose your opinion
- Don't leave controversial and/or harmful comments/views unaddressed
- Don't be stubborn to criticism from the group
- Don't overburden participants with concepts and learning outputs – quality over quantity
- Don't exclusively talk in theory or general concepts – provide practical and concrete real life examples

DON'Ts

- Don't talk to the flip chart
- Don't block the visual aids
- Don't stand in one spot--move around the room

Activity 2: Introducing the Take-Home Exercise

✓ **Objectives** - By the end of the activity, participants will be able to:

- a. Apply the ideas that they have learned in their daily lives

 **Time Required: 15 minutes**

 **Methodology:**

 **Materials and Preparation:**

- Photocopy and cut the Take -Home Exercise at the end of this session (one for each participant)



Steps:

1. Introduce the final part of the first session by explaining that the main purpose of the curriculum is to provide participants with knowledge and skills that they can use in their daily lives. This is where the real growth and change takes place. Therefore, every week participants will be assigned a Take-Home Exercise. The Take-Home Exercises are designed to

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help participants apply the ideas that they have learned in that particular session. Take-Home Exercises involve reflection, discussion, and taking action as an individual or as a couple. Emphasize that:

- a. The Take-Home Exercises are the most important part of the curriculum. Without them, the curriculum would not have any meaning.
 - b. It is essential that all participants do the Take-Home Exercise every week.
 - c. There won't be anyone to watch over them so it is up to everyone to make a commitment and be responsible for themselves.
 - d. The following week there will be designated time to reflect upon the exercise and share their feelings.
2. Introduce the Take-Home Exercise for this week by explaining that:
 - a. It will be important throughout this process for couples to get comfortable spending more time together and speaking about various issues.
 - b. This will be new for many participants and might feel uncomfortable at first. That is ok! The Take-Home Exercises will offer specific steps to guide them. As they complete the exercises each week, they will get more and more comfortable working together.
 - c. To get started, the Take-Home Exercise for this week focuses on scheduling time together as a couple and practicing talking about your ideas.
 3. Explain the Take-Home Exercise, provided in the box below (clarify as needed that participants do not need to write down their answers nor share them with anyone else in the group).
 4. When you have finished introducing the Take-Home Exercise, thank everyone for their active participation today and their commitment to the journey together. Express your excitement to be working together and about the possibilities ahead. Remind participants of the date and time of the next meeting before closing.

Take- Home Exercise

Take some time to reflect upon what was discussed in this session. Ask yourself about the roles of a good facilitator, the **dos** and **don'ts** in facilitation. As a facilitator, how are you prepared to become a good facilitator?

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Session 2: Communication and Attentive Listening Skills



I. SUGGESTED TIME: 2 hours

II. SESSION OBJECTIVE:

- ✓ Be able to understand the concepts of effective communication and attentive listening.
- ✓ Develop better communication skills, including attentive listening, skills, etc.
- ✓ Have an increased understanding of the tools used to build communication and attentive listening skills among vulnerable persons;

III. ACTIVITIES: ✍️ **Activity 1: Take-Home Reflection**

🕒 Time required 30 minutes

👤 Methodology:

✍️ Materials and Preparation: Individual work, Pair-share



Steps:

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1. Welcome everyone to the session. Remind participants that in the last session you too time to get to know each other and the Indashyikirwa project better. You also discussed the different concepts of activism
2. Invite participants to share their reflections about the Take-Home Exercise. You can use the questions below to guide the discussion:
 - a. What are the roles of a good facilitator,
 - b. What are the **dos** and **don'ts** in facilitation.
 - c. As a facilitator, how are you prepared to become a good facilitator?

Activity 2: Introductory activity

 **Time Required:** 10 minutes

 **Methodology:** individuals, small group, large group discussion

 **Materials and Preparation:** Flipchart, Markers



Steps:

1. In large group each participant should tell others only one key lesson he/she has learnt from the previous session (Facilitation tips and guidance) and foster the importance of that session in his/her daily life.
2. Introduce the next session of communication and attentive listening by asking participants on what they understand about:
 - a. Communication (what is communication)
 - b. Attentive listening (what is attentive listening. Let them discuss in pairs then choose some few people in their group to show to a large group what they have discussed together in their pairs.

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Activity 3: Telephone Game

 **Time Required:** 20 minutes

 **Methodology:** individuals, small group, large group discussion, prepare statement for a game

 **Materials and Preparation:** Flipchart, Markers, Game



Steps:

1. Put participants in a stand line or circle, Prepare a sentence only be known to the person starting the game.
2. One person begins the game by whispering a sentence to the person after them. The person who received the message should then whisper it to the person after them, and so on. Rules: Listen carefully, no repeating, share the message very fast
3. By the time the message gets to the final person in the group, this person should say the message aloud. The first person will repeat the sentence that was given, and participants can note how much the two have changed.
4. Ask participants for their impressions and what they learnt from the game.

Key Learning Points

- We have to be aware that messages change.
- It is difficult to remember everything we hear.
- We need to seek clarity if a message is not clear.

4: Attentive Listening

⌚ **Time Required:** 30 minutes

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 **Methodology:** individuals, small group, large group discussion, attentive listening

 **Materials and Preparation:** Flipchart, Markers



Steps:

1. Form groups of 3 persons. In each group, there is a speaker (A), a listener (B) and an observer (C). The roles will change during the exercise. Choose any topic about which the participants can talk easily – it can be related to the workshop like “Tell about a situation where you felt self-confident”, “Share experiences when you felt listened to very well or when you felt you were not listened to at all.” or it can be about any other specific funny or remarkable experience like an interesting mission, a perfect weekend, a challenge overcome
2. First, A will talk to B for 4 minutes. At first, B will only listen, without questions. After 2 minutes give a sign - for the remaining 2 minutes, B is now allowed to ask questions. C observes what is happening.
3. When the 4 minutes are over, ask for a short feedback of the groups.

Guiding Questions:

- How did it feel to be listened to for 4 minutes – was there a difference without and with questions?
 - How it to listen to someone for 4 minutes was – was there a difference without and with questions?
 - What challenges or successful listening strategies did the observers notice?
4. Afterwards, B talks to C for 4 minutes. C will only listen, without questions. After 2 minutes give a sign - for the remaining 2 minutes, C is now allowed to ask questions. A observes what is happening. When the 4 minutes are over, ask for a short feedback of the groups (see guiding questions 3).

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5. Then, C talks to A for 4 minutes. A will only listen, without questions. After 2 minutes give a sign – for the remaining 2 minutes, A is now allowed to ask questions. B observes what is happening. When the 4 minutes are over, share reflections in the plenary

Guiding Questions:

- How did it feel to be listened to for 4 minutes – was there a difference without and with questions?
- How it to listen to someone for 4 minutes was – was there a difference without and with questions?
- What did the observers notice?
- What are some obstacles, which could hinder listening?
- Why is listening and communication important for vulnerable persons?

Key Learning Points

- Active listening needs practice.
- Attentive listening and good communication can strengthen the other - in everyday life as well as in work and facilitation contexts.

5: The how and why of an effective communication and attentive listening

 **Time Required:** 45 minutes

 **Methodology:** individuals, small group work, large group discussion

 **Materials and Preparation:** Flipchart, Markers



Steps:

1. Have participants in small groups (group of 3-4 people). Allow them to discuss on the guiding Questions below:
 - What is communication and attentive listening?
 - Please list attentive listening techniques/skills.
 - What does good communication look like?
 - What does poor communication look like?
 - What are some of the obstacles for women to communicate well?
 - Why is good communication for women important?
 - What are some strategies women can use to effectively communicate in challenging situations?
2. Discussion and conclusion in the plenary. Also, link the importance of attentive listening skills to facilitating participation of impact group members.

Key Learning Points

- Communication is a skill that we can learn and practice. Good communication includes among other things listening with full attention to content, meaning, and feelings of the other, putting judgements aside.

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- Good, supportive communication between members helps members avoid misunderstandings, support each other in difficult times and get information and feedback. There is a need to practice active listening to what women, men

or children express, to create safe spaces for communication and to take some time for exchange of ideas and taking informed, joint decisions.

- While growing up, many women learned that girls are not allowed to have opinions, to have independence or to be angry or disappointed. This means that many girls do not learn how to express themselves, and especially how to convince others of new ideas or express their disagreement with something.

Men often learned as boys not to cry or be sad or disappointed, therefore

many men are able to communicate about anger. However, they are not able to communicate about sadness.

6: Case Scenario on effective communication and attentive listening

 **Time Required:** 30 minutes

 **Methodology:** individuals, small group work, large group discussion, case scenario

 **Materials and Preparation:** Flipchart, Markers, case scenario



Steps:

1. Have a participant read the case scenario below. They can adapt names, behavior and the situation displayed to your context

(5 min)

2. Discuss in the plenary

(15 min)

Guiding Questions:

- What did Mariam want to communicate to her husband? Did he understand her message? If not, why not?
 - What are some different ways that we communicate? (E.g. with words, with our bodies, with our eyes, by walking away from someone while they are talking).
 - How can we ask someone to really listen to us?
 - How do we know if someone is really listening to us?
 - How can we show someone that we really want to listen to him or her?
 - Can we be sure about another person's thoughts or feelings without asking them directly?
3. The facilitator shares some basic ideas about communication that are important when communicating with friends, VSLA members, husbands, wives, etc. While presenting the elements of good communication below, ask for some examples, e.g. what does it mean to be non-judgmental? What does it mean to show empathy?

(10 min)

Key Learning points

Good communication is about:

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✍️ Activity

- Empathy (we need to try to show the other person that we know what it might feel like from their point of view).
- Respect

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- Genuineness (we have to be honest and say what we mean when talking to other people. Otherwise they may not trust us later) Positive regard (means you give the other person the feeling that you really value them as a person)
- Non-judgmental (we do not jump to conclusions about why the person is doing something; we try to understand their reasons and perspectives)
- Positive assumptions (we first assume that the other person has good reasons for the things that s/he says; we really listen to the other person and try to understand the other person's point of view).
- Empowering (the person should feel more in control of her/his life after talking to you; no one knows everything; we should support each other to think through a problem and come to one's own decision). Confidentiality (if a person asks us to keep a secret, we do not share it with others, unless the secret could harm another person)

Case Scenario

Mariam came home from her VSLA meeting and felt very happy after seeing her friends and neighbors there because of interesting conversations they had. The next meeting would be for couples. She comes home and is singing to herself. She sees her husband sitting and says to him, from behind him, while she is walking towards him “So you`re coming next meeting right?” She is really looking forward to including him in these discussions.

Her husband Hitayezu is not paying attention to her and anyway cannot see her face since she is coming to him from behind. He is thinking about the rains this year. In addition, for the first time in his life, he cleaned the baby and put the baby to sleep. He is feeling tired from this, and wishing that Mariam would notice his hard work with the baby and say “congratulations.” He is also thinking about his own hours alone, he does not even really hear Mariam ask him if he will come to the next meeting.

Mariam gets no answer from him. She does not see his face but she notices he does not turn around to her. She starts to think that he must be angry with her for being a VSLA member. She thinks, “I guess he does not like to put the baby to sleep, and now he is angry that I am a member of the VSLA.” She starts to feel angry with him, because actually she enjoys going to the VSLA and does not want to stop going.

Hitayezu wonders what Mariam was asking him, but he feels too tired to ask her to repeat it, and anyway feels it is rude that she talked to him before he had the time to turn around and greet her properly. He feels sad that she does not notice what a good job he did with the baby. Next month, there is a couples meeting with the VSLA group but Hitayezu does not go because he did not know about it.

Adapted from: CARE Austria and CARE Ethiopia 2014: Village Saving and Loan Association (VSLA) Discussion Guide for Food Security Programs Facilitators Manual

Activity 7: Importance of good communication for women and men, girls and boys

 **Time Required:** 60 minutes

 **Methodology:** individuals, small group work, large group discussion

 **Materials and Preparation:** Flipchart, Markers



Steps:

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1. Depending on the context, divide participants into a male and a female group or simply makes two groups to discuss the questions below.
2. Each group discusses the following questions

Male Group:

- Why is communication important in relationships within groups and families?
- What is self-esteem – and why is it important, what can good self-esteem produce? What can poor self-esteem produce?
- How can we communicate with each other in ways that help build each other's self-esteem?
- What are some ways of communication that can destroy the relationships between people?
- Do you think men or women are better at communicating their thoughts and feelings openly? Why?
- Are there some feelings that men have more difficulty than women communicating about? Why? (e.g. fear, sadness)
- How can we support women to communicate what they are really thinking and feeling to us men (as husbands or as male VSLA members)?

Female Group:

- Why is communication important in relationships within groups and families?
- What is self-esteem – and why is it important, what can good self-esteem produce? What can poor self-esteem produce?
- How can we communicate with each other in ways that help build each other's self-esteem?
- What are some ways of communication that can destroy the relationships between people?
- Do you think men or women are better at communicating their thoughts and feelings openly? Why?
- Are there some feelings that women have more difficulty communicating about? Why? (e.g. anger or disappointment)
- What support do we need as women to communicate to men (e.g. husbands or as male VSLA members) what we are really thinking and feeling?

3. Ask the women's group and men's group to join together. Each group should then summarize their discussion results (15 min). The facilitator should guide the final discussion around the question:
 - How and why could/should men support women to communicate to them what they are really thinking and feeling?
4. You can use the points below to summarize discussion

Key Learning Points

- Communication is a skill that we can learn and practice. At any age, we can learn to communicate better.
- Good, supportive communication between members helps members to avoid misunderstandings, to support each other in difficult times and get information and feedback. There is a need to practice active listening to what women, men or children express and create safe spaces for communication. There is also a need to take some time for exchange of ideas and taking informed, joint decisions.
- While growing up, many women learn that girls are not allowed to have opinions, to have independence or to be angry or disappointed. This means that many girls do not learn how to express themselves, and especially how to convince others of new ideas or express their disagreement with something.
- Also due to the social expectations, women often do not communicate much about their needs, desires and problems. This can happen between a woman and her husband, a woman and her neighbors, a woman and a social worker, a woman with development agent etc. This can prevent women from getting their needs met, whether from the social worker, her husband or a service provider.
- Many people did not learn how to communicate as children, neither in school nor in the community. Men often learned as boys not to cry or be sad or disappointed, therefore many men are able to communicate about anger. But they are not able to communicate about sadness.

Key Learning Points (cont'd):

- What is very difficult sometimes but important for communication, is not to jump to conclusions about why a person is doing something. It is important to ask rather than

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to assume things. It is also important to start with a listening ear and to always assume that the other person has

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very good intentions.

- If there is something that troubles us, it is best to say our feeling about the issue, rather than saying anything that has a lot of assumptions or conclusions, e.g. "I feel scared when I see you spending our last savings on alcohol, because I worry about how I will pay our loan back and I want our family to have a good future." Instead of "You are always spending our money without asking me. You are trying to make our family starve to death." Or "I feel sad when I ask you how you would like to use the loan money and you say 'as you wish' because I value your opinion as my wife and want to feel closer to you by hearing your ideas." INSTEAD of

"You never have anything useful to say, do you?"

Adapted from: CARE Austria and CARE Ethiopia 2014: Village Saving and Loan Association (VSLA) Discussion Guide for Food Security Programs Facilitators Manual

Activity 8: Practice good communication

 **Time Required:** 10 minutes

 **Methodology:** individuals, small group work, large group discussion, homework

 **Materials and Preparation:** Flipchart, Markers



Steps:

1. Give Homework Assignment: "Think about one issue lately that you have been having difficulty talking about with a family member. For example, it could be about a more balance approach to sharing housework, budget problems/planning in the household, or issues with

children in the household. Consider some strategies for discussing one of these issues, AND THEN try to communicate with that family member about the issue. There might be various issues – some bigger some smaller. Start practicing your communication skills for the first time on an issue not so big.” (10 min)

2. Explain the Take-Home Exercise, provided in the box below (clarify as needed that participants do not need to write down their answers nor share them with anyone else in the group).
3. When you have finished introducing the Take-Home Exercise, thank everyone for their active participation today and their commitment to the journey together. Express your excitement to be working together and about the possibilities ahead. Remind participants of the date and time of the next meeting before closing.

Take- Home Reflection

Take some time to reflect upon what was discussed in this session.

Ask yourself about the importance of effective communication in a team. What are the importance of good communication for women and men, girls and boys in a society? How are you prepared to create an impact in your community after this training?

Adapted from: CARE Austria and CARE Ethiopia 2014: Village Saving and Loan Association (VSLA) Discussion Guide for Food Security Programs Facilitators Manual



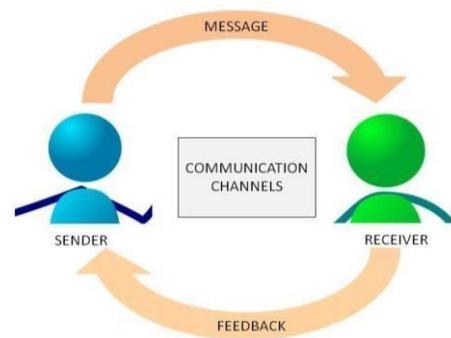
Trainer Notes

Women's Space Facilitators' Module

Communication is simply the act or process of sending and receiving messages through verbal and or nonverbal means. There are various categories of communication and more than one may occur at any time. The different categories of communication include spoken or verbal communication: face-to-face, telephone, radio or television and other media as well as nonverbal communication e.g. Body language, gestures, how we dress or act - even our scent.

Effective communication is an ability to express ourselves both verbally and non-verbally in an appropriate manner.

This means being able to express desires, opinions, and fears and seek assistance and advice in times of need.



Women's Space Facilitators' Module

Attentive Listening is listening obviously and carefully, showing attention. Great listening does not come easily. It is hard work. The following attentive listening skills will help you uncover the true messages your counterparts are conveying.

1. Be motivated to listen. Knowing that the person with the most information is usually, the one in control of a negotiation should give you an incentive to be a better listener. It is wise to set goals for the amount and type of information you hope to receive from your counterpart. The more you can learn, the better off you will be.
2. If you must speak, ask questions. To get specific, useful information and uncover your counterpart's needs and goals, you have to continually ask questions. By moving from broad to narrow questions, you will eventually acquire the information you need to make good decisions.
3. Be alert to nonverbal cues. Although it is critical to listen to what your counterpart says, it is equally important to understand the attitudes and motives behind what he says. A negotiator doesn't usually put his entire message into words. For example, a person's verbal message may convey conviction while his gestures, facial expressions, and tone of voice convey doubt.
4. Let your counterpart tell her story first. Many salespeople have learned the value of this advice the hard way. One printing salesperson told us how he had once tried to impress a new prospect by focusing on his company's specialized work in two-color and four-color printing. The prospect responded that it seemed this printing company was probably not the right one for her, since her primary need was for one-color printing. The salesperson replied that his company did quality one-color work as well, but the prospect had already made up her mind. Had the salesperson let the prospect speak first, he would have been able to tailor his presentation to her needs.
5. Do not interrupt when your counterpart is speaking. Interrupting a speaker is not good business. It is rude and, furthermore, may prevent the speaker from revealing information that could be valuable later in the negotiation. Even if your counterpart says something you think is inaccurate, let him finish. You will find that you can sometimes get the most vital information in a negotiation when your counterpart disagrees with you or shares something that surprises you. If you really listen, rather than interrupt, you will gain valuable insights.
6. Fight off distractions. Interruptions and distractions tend to prevent negotiations from proceeding smoothly and may even cause a setback. When you are negotiating, try to create an environment in which you can think clearly and avoid interruptions. Employees, peers, children, animals, and phones can all distract you and force your eye off the goal.

Women's Space Facilitators' Module

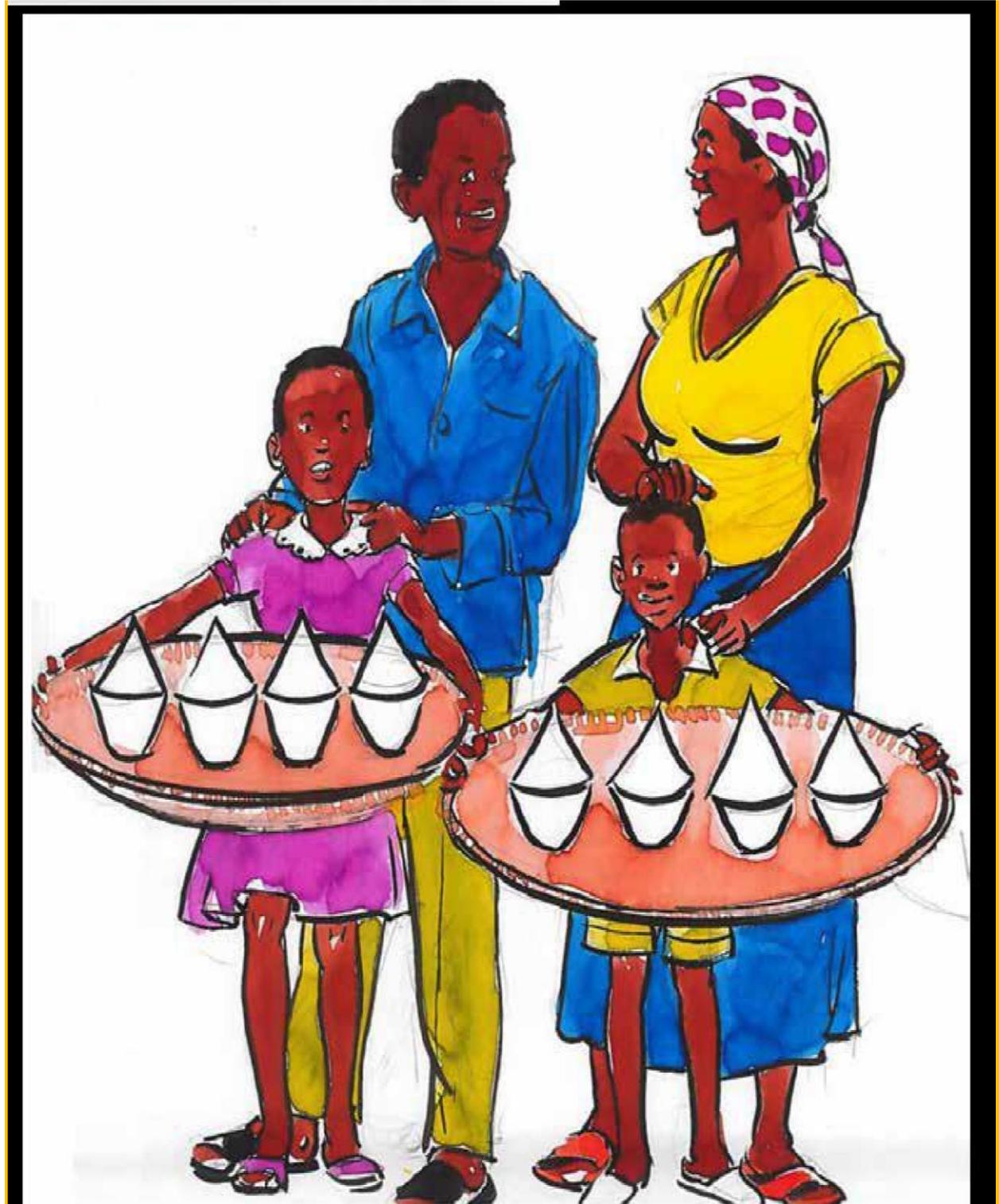
7. Do not trust your memory. Whenever someone tells you something in a negotiation, write it down. It is amazing how much conflicting information can come up later. The ability to refresh your counterpart's memory with facts and figures shared in an earlier session will earn you a tremendous amount of credibility and power. Writing things down may take a few minutes longer, but the results are well worth the time.
8. Listen with a goal in mind. If you have a listening goal, you can look for words and nonverbal cues that provide the information you are seeking. When you hear revealing bits of information, such as your counterpart's willingness to concede on the price, you can expand on that information by asking more specific questions.
9. Look your counterpart in the eye. Research has shown that, at least in Western culture, a person who looks you in the eye is perceived as trustworthy, honest, and credible. If you want your counterpart to be willing to negotiate with you again in the future, you have to convince her that you have these qualities. So look her in the eye and give her your undivided attention. This will also provide you with an added advantage. Many experienced negotiators have found that with careful attention, they can tell what a counterpart is really thinking and feeling. What message are your counterpart's eyes sending? Is she lying or telling the truth? Is she nervous and desperate to complete the negotiation? Careful attention and observation will help you determine everything your counterpart is saying—verbally and nonverbally. Every once in a while a participant will tell us, "I have had a counterpart look me right in the eye and tell me a bold-faced lie." It happens. The good news is that most negotiators are quick participants, and when it does happen, they put safeguards in place to guarantee honesty in future negotiations.
10. React to the message, not the person. It is helpful to understand why your counterpart says the things he says and does the things he does. Elaine Donaldson, professor of psychology at the University of Michigan, says, "People do what they think they have to do in order to get what they think they want." Each counterpart in a negotiation is trying to change the relationship according to his best interests. If your counterpart says or does something you do not understand, ask yourself, would you do the same thing if you were in his shoes? If you find it necessary to react negatively to a counterpart's words or actions, make sure you attack the message, not the person.
11. Do not get angry. When you become angry, you turn control over to your counterpart. Anger does not put you in a frame of mind to make the best decisions. Emotions of any kind can hinder your ability to listen effectively. Anger, especially, interferes with the problemsolving process involved in negotiations, since when you are angry, you tend to shut out to your counterpart. You might want to use gestures that imply you are angry just to create an effect, but make sure you are really retaining control of your emotions.

Women's Space Facilitators' Module

12. Remember, it is impossible to listen and speak at the same time. If you are speaking, you are tipping your hand and not getting the information you need from your counterpart. Obviously, you will have to speak at some point so your counterpart can help you meet your goals, but first learn your counterpart's frame of reference. Armed with that information, you will be in control of the negotiation. In addition, when you are in control, you are the one in the driver's seat—you are acting and your counterpart is reacting.

From: Peter B. Stark, Jane Flaherty 2017: The Only Negotiating Guide You'll Ever Need

Session 3: Building Our Skills



Women's Space Facilitators' Module

I. SUGGESTED TIME: 9 hours/30 minutes

II. SESSION OBJECTIVE:

- ✓ Process the experiences and learning from the previous session
- ✓ Understand the difference between participatory facilitation and traditional teaching/training.
- ✓ Identify skills of a strong facilitator
- ✓ Reflect on strategies for maintaining these characteristics as a facilitator
- ✓ Review and practice communication skills for providing effective support to women experiencing violence.
- ✓ Recognize how the thoughts, beliefs and actions of others influence their own.
- ✓ Learn & improve their advocacy skills in order to take the process further at the women spaces
- ✓ Learn & improve their reporting skills in order for them to understand and undertake documentation & recording as well as reporting on women space activities

III. ACTIVITIES:

Women's Space Facilitators' Module

Activity 1: Take-Home Reflection

 **Time required 30 minutes**

 **Methodology:**

 **Materials and Preparation:** Individual work, Pair-share



Steps:

1. Welcome everyone to the session. Ask participants to share anything new since the last time
2. Invite participants to share their reflections about the Take-Home Exercise. You can use the following questions to guide the discussion:
 - a. Why is important to effectively communication in a team.
 - b. What are the importance of good communication for women and men, girls and boys in a society?
 - c. How are you prepared to create an impact in your community after this training?

Activity 2: Roles of WSFs

 **Time Required:** 1hours 15 minutes

 **Methodology:** individuals, small group work, large group discussion, homework

 **Materials and Preparation:** Markers, Prepare a flipchart with the definition of Community Women space and its purpose.

Women spaces are permanent physical places / forums that are women-driven and led. These spaces are mainly for sharing, interaction, learning and building women's capacities in addressing the problems, issues and needs that they have. These spaces build solidarity between women and help them to work together in sisterhood to identify and prioritize solutions to challenges they face. The spaces are also in celebration and affirmation of women's contributions, agency and resilience.

Women's Space Facilitators' Module

In the Indashyikirwa context, CWSs will avail spaces to discuss and come up with the best ways to prevent gender-based violence in particular communities. The spaces essentially facilitate women to connect with other women on key GBV issues and support each other to collectively organize for change. The key objectives of a community women space are to provide an area where women can: -

- Socialize and engage to find sustainable solutions to issues of GBV in their areas
- Receive/give advice to analyze and understand power, gender and violence in their own lives.
- Safely access information and referral to GBV response services (psychosocial, legal, medical)
- Acquire advocacy skills that can be used to advocate on behalf of other women
- Photocopy and cut the “Roles of a Community WSF s” statements provided at the end of these instructions (enough so that there is one for each participant). Fold each strip of paper and tape them to the walls all around the room, spreading them out so that they are in different areas of the room.

- Prepare a flipchart with the title “Roles of an WSF ” and the following text:

The role of a WSF is to create a favorable women’s space and raise awareness, as well as offer information and basic knowledge on issues of concern for women, such as prevention of genderbased violence. The role comprises the following activities:

- Mobilizing women to participate actively in the space activities
- Organizing the women to run the space and develop plans and calendars for activities planned.
- Facilitating access to information, referrals, engagement with opinion leaders and service providers, and other partners
- Helping women to transform from being victims and potential victims to advocates and agents of change in the community at decision-making level, as well as changing negative attitudes and practices that support violence against women. The WSF support women in the spaces develop messages based on issues identified in the community.

A WSF is a volunteer and does not charge any fees from the community members who seek their assistance.



Steps:

Women's Space Facilitators' Module

1. Welcome participants to the session and to the team of Community Women space Facilitators (WSFs)! Conduct a short icebreaker or energizer to help participants settle into the space.
2. Congratulate participants on their hard work throughout the WSF training module and appreciate their dedication to promoting positive change within their communities. Explain that over the next few weeks, participants will engage in a series of sessions to build the knowledge, skills, and confidence needed to run women space activities in their communities
3. Introduce the session *by saying that we are going to begin to explore what it means to be an Indashyikirwa Community Women Space Facilitator (WSF). This exploration will continue throughout all of the skills-building sessions. Let us start by reminding ourselves of the meaning of Community women space.*
4. Tell participants to *think back to what we learned during the previous day training what does "Community women space" mean to you?* Listen to responses from 1-2 participants. Uncover the flipchart with the definition of Community women space and read it aloud to participants: Women spaces are permanent physical places / forums that are women-driven and led. These spaces are mainly for sharing, interaction, learning and building women's capacities in addressing the problems, issues and needs that they have. These spaces build solidarity between women and help them to work together in sisterhood to identify and prioritize solutions to challenges they face. The spaces are also in celebration and affirmation of women's contributions, agency and resilience.
5. Underline the words "social change" on the flipchart and ask participants: *In Indashyikirwa, what is the social change that we want to see?* Listen to responses from 1-2 participants. Summarize that *In Indashyikirwa, the social change that we are working towards is communities that are free from gender-based violence. To achieve this, we want to see men and women using their power positively and balancing power in their relationships and communities.*
6. Underline the words "take action" on the flipchart. Explain: *The role of WSFs is to take action. In the next exercise, we will explore what this means for us in reality.*
7. Explain the exercise: *You will notice strips of paper hanging all around the room (Point to the pieces of paper). On each of these pieces of paper is written one role of a women space facilitator, with a number 1-4. When I say "Go!" each of you will walk to a wall and take one piece of paper. You will then form groups of 5 by finding people with each of the other numbers from 1-4 For example, if you choose a paper with #1, you will look for someone with #2, #3, and #4 to form one group. Each group should have 4 people in it and each person in the group should have a different role of an women space facilitator written on their paper. (Note: if the numbers do not work out evenly, then after participants have formed groups you can ask some people to join other groups).*

Women's Space Facilitators' Module

8. Explain that in their *groups they will discuss each of the roles of an community women space facilitator on your papers. For each one, discuss what it means and why it is important. You will have 15 minutes for this discussion.*
9. Ensure that there are no questions and begin (ask participants to go to the walls and take a strip of paper). If participants struggle to form groups, help to guide them. Once the groups have been formed, call out when **5 minutes** are left, **1 minute**, and when time is up (*10 min*). After 10 minutes have passed, ask participants to come back to the larger group.
10. Uncover the “Roles of community women space facilitator” flipchart. Ask for a volunteer to read it aloud or read it aloud yourself:

□ The role of the WSFs as per each women space activity is as follows:-

1. Community Mobilization Dialogues

Under the community mobilization dialogues activities that will be conducted at the Women Spaces, the WSFs will play the following role: -

- Mobilize service providers including local leaders, mediators, GBV committees, national women council, etc. to assist with the mobilization
- Collaborate with Community activists to assist with mobilization activity as well as conducting some of the dialogue sessions
- Mobilize women within the operational Sector to participate in the space dialogues
- Develop plans and calendars for planned dialogues
- Plan, organize and conduct the dialogues at the women spaces and any other location as needed
- Prepare content, facilitation materials and facilitate dialogue sessions on different gender and GBV issues
- Encourage and facilitate personal / individual reflection to promote change among the women as they help them understand the concept of power and how it links to gender and GBV issues
- WSFs will also lead in the organizing of campaigns against GBV (during special events like International Women's Day & 16 days of Activism) and media dialogues
- Keep records (document) and report on dialogue activities implemented.

2. Centre for Access to Information

Women's Space Facilitators' Module

The role of WSFs under this service include the following: -

- In collaboration with RWN staff WSFs will collect, organize and store written and visual information materials at the space to ease access to information for women and any other interested community member
- In collaboration with RWN staff the WSFs inform service providers including local leaders, mediators, GBV committees, national women council, CAs, etc. about the space being a center where women can access information so that these institutions can refer women for this service
- Mobilize women within the operational Sector to use the space as an access point for information on gender, GBV and other women's issues
- The trained WSFs will avail time to share information with women and other members of community who visit the space
- Keep records (document) and report on clients that access information from the space.

3. Solidarity Building for Action

The role of WSFs under this service include the following: -

- The trained WSF will promote and facilitate a safe space of mutual respect and support
- Facilitate and support women in coming up and initiating group solidarity & friendship fostering activities e.g. merry go around, home visits during crisis & celebration, group social funds, etc.
- Mobilize, organize, and encourage women to participate in such activities
- Keep records, feed back to the group on solidarity activities and report on such initiatives at the spaces.

4. Interface and Advocacy Engagement with Service Providers & Opinion Leaders

The role of WSFs under this activity include the following:-

- Participate in trainings and other skills building sessions to improve WSFs' in policy analysis and advocacy

Women's Space Facilitators' Module

- Facilitated and supported by RWN staff, trained WSFs will acquire, do analysis and identify gender & GBV indicators inclusion gaps in Sector policy, plans and budgets, as well as Sector report documents especially the annual Sector Performance Contracts (Imihigo).
- Facilitated and supported by RWN staff, WSFs will develop and implement advocacy action plans on gender & GBV issues identified in Sector policies, women space and the community at large
- Participation in quarterly meetings bringing together CAs & women councilors for knowledge sharing & strategizing for engaging with the opinion/local leaders/service providers
- Facilitated and supported by RWN staff, WSFs will lead and participate in biannual coalition meetings at Sector level where CAs & WSFs interface with local leaders
- Facilitated and supported by RWN staff, WSFs in collaboration with CAs will lead community radio discussions on issues from the women spaces and on the ground
- Share the advocacy objective of the women space and pass on skills to the women at the spaces in order to promote reporting and sharing of information on gender & GBV issues for advocacy purposes
- Negotiate and advocate for change on gender and GBV issues in different settings at the Sector & lower levels
- Keep records (document) and report on advocacy activities implemented.

5. Community outreach activities

The role of WSFs under this activity component include the following:-

- Conduct home visits and other forums to inform community members about activities and services. In this context
- Engage with community structures and opinion leaders e.g. religious leaders, CAs and local leaders to facilitate mobilization of women e.g. through seeking their assistance to refer women in their circles to the space/center.
- Develop more informal spaces around the main physical Community Women's Space in order to reach out to more women. These can take the form of women groups that meet regularly; these can be supported to carry out activities outside of the main center e.g. through facilitated dialogues on the same gender & GBV issues as discussed in the women's space.
- Keep records (document) and report on outreach activities implemented.

Women's Space Facilitators' Module

6. Referral Services & Support to GBV Victims / Survivors

The role of WSFs under this service include the following: -

- The trained WSFs will be familiar with the referral pathway / protocol highlighting the GBV services available within that specific Sector in order to offer referral services to GBV victims / survivors
- WSFs will also provide accompaniment and follow up services for women victims / survivors to ensure GBV case reporting and quality services
- Mobilize, encourage and organize women at the space to support the accompaniment and follow up of GBV victims / survivors
- Keep records (document) and report on referral activities implemented.

Ensure that there are no questions before moving on then after summarize that the role of a WSF is to create a favorable women's space and raise awareness, as well as offer information and basic knowledge on issues of concern for women, such as prevention of gender-based violence. The next topics will enable WSF to build their skills so that they could to effectively assume the above roles.

Activity 3: Foundations of Facilitation: Basic Skills

 **Time Required:** 2 hours

 **Methodology:** individuals, small group work, large group discussion, homework

 **Materials and Preparation:** Flipchart, Markers Prepare two flipcharts with the titles "Participatory Facilitation" and "Traditional Teaching/Training." Hang them on different walls in the training room, or simply spread far apart if multiple walls are not available.

- Photocopy and cut the Characteristic Statements for Participatory Facilitation and Traditional Teaching/Training, provided at the end of these instructions.
- Prepare a flipchart with title: "Skills of a Strong Facilitator" and the following bullet points:
 - Creates a safe environment for learning
 - Listens

(genuinely) ○ Trusts the group and values opinions ○ Challenges without

arguing ○ Guides without dictating (or getting "stuck in the mud") ○

Summarizes ideas ○ Is engaging and dynamic Prepares well

Women's Space Facilitators' Module



Steps:

Part 1: Participatory Facilitation (60 min)

1. Welcome participants to the session. Conduct a short-energizer to help participants settle into the space.
2. Introduce the session: *As WSF, you will be facilitating creative activities and discussions with women who come in women spaces. In this session, we will look at the characteristics that make a strong facilitator and the skills we need to maintain these characteristics in our mobilization dialogues.*
3. Write the word "Facilitate" on a flipchart and ask participants: *What does the word 'facilitate' mean to you?*
4. Listen to responses from a few participants and then summarize: *To 'facilitate' means to make something easier. In the case of our daily work, we want to make it easier for people to understand and discuss power dynamics and relevant said topics above. Therefore, we **facilitate** activities and discussion amongst women. We will do this in creative and participatory ways that are different from traditional teaching or training. In the next exercise, we will examine the difference between 'participatory facilitation' and traditional teaching/training.*
5. Explain: *In a moment, I am going to give each of you a piece of paper with a statement that describes a characteristic of either 'participatory facilitation' or 'traditional teaching/training.' Each statement has a number and a letter, either "a" or "b." When I say go, you will get up and walk around the room and pair off by finding the person whose statement has the same number and opposite letter as yours. For example, if you have statement 1a then you will look for 1b; 2a will look for 2b, etc. Once you find your pair, you will read your statements together and decide whose statement is a characteristic of participatory facilitation and whose is a characteristic of traditional training/teaching. Each of you will then move to the corresponding sign, so that we form 2 groups, 1 for Participatory Facilitation and 1 for Traditional Teaching/Training (Point to the signs for "participatory facilitation" and "traditional teaching/training"). I will then give you further instructions. You will have 7 minutes to do this.*
6. Hand out the pieces of paper and begin (If there are more participants than pieces of paper, then some participants can work in pairs).
7. Circulate around the room as participants are looking for their pairs and provide assistance as necessary. Encourage them to move to the relevant flipchart once they have made their decisions. Call out when there are **2 minutes left** and when time is up. (7 min)
8. After 7 minutes have passed and/or participants are divided into 2 groups- participatory facilitation and traditional teaching/training- give instructions for the next part of the exercise: *In your new groups- participatory facilitation and traditional training/teaching- you*

Women's Space Facilitators' Module

will review all of the statements that the group members are holding. Together, you will confirm whether all of these statements correctly describe your category or whether there are any that you feel do not belong. Tape the statements that you believe correctly describe your category to the flipchart in order from 1-10. Leave aside any statements that you feel do not describe your category. After 7 minutes have passed, I will announce that you can now make a "trade." At that time, you may approach the other group and ask them to trade any statements that you feel do not belong to your group in exchange for those that you feel do belong to your group. For example, if you believe that statement 1a does not describe your group accurately, then you may ask the other group to trade for statement 1b. Once you have made any trades, tape the new statements to your flipchart to create a final list of characteristics for your group. We will then gather back in plenary and both groups will have the opportunity to present their list of characteristics for participatory facilitation or traditional training/teaching.

9. Ensure that there are no questions and begin the second part of the exercise. Call out when **5 minutes** have passed.
10. After **7 minutes** have passed, call out "It's time to make your trades!" Observe whether either of the groups would like to trade any statements and support them as needed. If neither group wants to make any trades, then call participants back to plenary for presentations.
11. In plenary, invite one representative from each group to come to the front, at the same time, to present their list of characteristics. Hang the two lists side by side. Ask the representative of the group with statement #1a to read that statement aloud, followed by the other group reading statement #1b. Continue in this manner, alternating between the 2 groups to read each pair of statements, 1-10.
12. After the groups have presented their final lists of characteristics, ask the larger group whether they agree with these lists. Discuss any concerns or disagreements. (2 min) *What can we see from this exercise?* (key points include: during our community mobilization dialogues will utilize participatory facilitation rather than traditional teaching or training, this is a different style than we may be used to, it is more personal, values experiences of participants and involves balancing power between facilitator and participants).

Remind them that: *In order to maintain these positive characteristics, a facilitator needs to have certain skills. In the next exercise, we will look what these skills are and how we can use them.*

----- (BREAK- 15 min) ----- **Part 2:**

Skills of a Strong Facilitator

Women's Space Facilitators' Module

1. Explain that you are now going to explore the important skills for a facilitator to have in order to create the kind of participatory environment described in the first session. Ask them to close their eyes and imagine a process that they have participated in that had a great facilitator. It could be a workshop, training, activity, discussion, or something else. If they have not been involved in a process with a great facilitator then they can imagine what one would be like. Ask them to think about what made that facilitator great. What did they like about the facilitator? Why did they think the facilitator did a great job? What did she/he do? What did she/he not do? Then ask them to open their eyes.
2. Ask volunteers to share their ideas about the characteristics of a great facilitator. Write their contributions on a flipchart. (5 min)
3. Uncover the flipchart with the title "Skills of a Strong Facilitator." Review each one quickly, not being stuck on any one point, and highlight the similarities with participants' contributions (key points are noted below for reference though not necessary to say each one). (7 min)
 - a. **Creates a safe environment for learning:** participants feel safe to share their thoughts with the group without being judged or criticized, participants are confident that what they share will be kept confidential, all participants are treated the same way, facilitator respects opinions that are different from their own, responses are not considered 'right' or 'wrong' but are discussed)
 - b. **Listens (genuinely):** Listens to participants' contributions and helps to reflect on them, rather than just asking questions and gathering many different answers, makes links between different ideas, is sincere in valuing others' opinions and trusting the group
 - c. **Trusts the group and values opinions:** is not afraid to let learning come from the adults, doesn't fall back on the idea that they must teach everything but gives the group space to share and learn, truly believes that the contributions of participants are important and that no contribution is "stupid" or "wrong," believes in participatory learning, does not judge differences of opinion and creates space to explore them
 - d. **Challenges without arguing:** helps participants to consider alternative ways of thinking without arguing or saying the person is wrong, non-judgmental, is provocative and introduces new ideas in a respectful way
 - e. **Guides without dictating (or getting "stuck in the mud"):** helps to keep the process on track and moving towards the objectives, knows how to gently cut things off or move them in a different direction and when to dig deeper, doesn't get stuck for a

Women's Space Facilitators' Module

- long time on tangential issues or things that overtake the whole session, leads in a participatory way
- f. **Summarizes ideas:** ensures that there is one or two clear take-home ideas, uses participants contributions to highlight the main idea, helps to find the connections between participants' ideas and contributions, reflects participants' ideas back to them.
 - g. **Is engaging and dynamic:** tries to engage a wide range of participants (though also respects that some participants engage more quietly than others), is interesting to listen to, has energy, uses creative methods, etc.
 - h. **Prepares well:** knows the content, plans for where and when to do activities, knows what materials they will need and has them ready, participates in training and skillsbuilding that is provided, practices with others
4. Explain that it can be easy to identify the skills we should have to be strong facilitators. The challenge is to figure out *how* to do those things. For example, we all know that it is important to create a safe environment for learning. But the question is *how* do we create a safe environment for learning? What are the specific, practical things that we can do to create a safe space?
 5. Explain that you will now divide into groups of 3-4 people, by teaming up with the people sitting next to you. Each group will be assigned one of the skills of a strong facilitator. As a group, they will try to come up with **2 specific examples** of things that you can do as a facilitator to demonstrate that skill. In your groups, ask yourselves **how** you can show that skill. Each group will receive card and markers and they will write one example on each card. Try to be as specific and practical as you can. For example, one technique for summarizing ideas is to identify 1 key take-home idea for each session prior to facilitating it. Therefore, when the conversation goes in different directions, you are always clear on the main point. You will have 7 minutes to do this.
 6. Divide into groups by participants teaming up with the people next to them. You should have 8 groups. Assign each group one of the skills, give out the cards and markers and begin. Circulate between the groups and answer any questions. Alert participants when 5 minutes have passed and when time is up.
 7. After 7 minutes have passed, ask volunteers to share their answers. When each group shares, hang their cards on the wall next to the corresponding line on the flipchart. Continue until all groups have shared. (some ideas highlighted below for reference)

Women's Space Facilitators' Module

- a. **Creates a safe environment for learning:** conduct activities where people already are, don't sit above everyone else, speak in a tone that is encouraging, do not judge answers
 - b. **Listens (genuinely):** do not do other things while facilitating (like checking phone), make reference to participants' contributions, validate feedback by nodding or other gestures
 - c. **Trusts the group and values opinions:** ask questions that help participants to think for themselves, don't give messages "at" people but engage them in discussions
 - d. **Challenges without arguing:** Do not try to convince people of your idea, allow for discussion, do not tell someone they are wrong, ask questions such as "what would happen if you tried that a different way?" "what might be the benefits if you...?" to help people consider new ways of thinking
 - e. **Guides without dictating (or getting "stuck in the mud"):** don't just cut people off without explanation, let them know when and how you WSF and come back to ideas that are off track, ask questions that bring the group back on track, don't think you have to discuss everything at length just to be participatory if it's gone off topic
 - f. **Summarizes ideas:** identifies 1 take-home idea prior to conducting the session, find the connection between different contributions and highlight the link, reflect people's ideas back to them
 - g. **Is engaging and dynamic:** smile, use an energetic tone, don't show that you're tired, try to illicit response from many participants by calling on those who haven't spoken or asking questions
 - h. **Prepares well:** review the activity before you do it, attend meetings and training, ask questions to WSFs to better understand content and facilitation skills, make sure you have the materials you need, plan for day and time of activities
8. Ask if there are any questions and answer accordingly, allowing participants to support each other with answers.
 9. Summarize the session, highlighting the key points:
 - a. Indashyikirwa activism relies on participatory facilitation, which is more effective in engaging adults and promoting social change.
 - b. Participatory facilitation values the existing knowledge and life experience of adults and requires practice.

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- c. A strong facilitator has skills to help create a participatory learning environment that balances power between the
- d. Our mobilization dialogue activity is not about “targeting” women with “messages” but rather **engaging** them in critical thinking.

Activity 4: Fundamental Communication Skills for Providing Support¹

 **Time Required:** 1 hours 15 minutes

 **Methodology:** individuals, small group work, large group discussion, homework

 **Materials and Preparation:** Flipchart, Markers On separate pieces of flipchart paper, write each of the following in big bold letters (full sheets of flipchart are not necessary. You may cut flipcharts in half). Hang them in the front of the room and cover them up:

- Open Not Closed ○
- Encourage Don't Push ○
- Support Don't Judge ○
- Listen More, Speak Less ○ Give
- Options, Not Advice

On three separate flipcharts, write each of the scenarios found in Step 9.



Steps:

1. Welcome participants to the session. Conduct a short-energizer to help participants settle into the space.
2. Introduce the session: *One of the important roles of Community Women space Facilitators is to support other women who are experiencing GBV. Women from the Community members might come to you in community women space with various problems or you might become aware that someone has a problem and could use your support. When providing support to others, you have the power to let others feel accepted for who they are and the situation they are experiencing. You can achieve this by showing interest and listening. This is harder than it*

¹ Adapted from Michau, L. *The SASA! Activist Kit for Preventing Violence Against Women and HIV*. Support Phase Training Module, p 9-11. Kampala: Raising Voices, Dec. 2008.

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seems and requires specific communication skills. In this exercise, we will practice some of those skills.

3. Explain that you will now review five communication skills that are essential for providing effective support. After discussion, everyone will have an opportunity to practice them.
4. Uncover the first of the five prepared flipcharts. Ask participants what this means to them. Explain and then discuss briefly. Demonstrate what it means and/or ask a participant to demonstrate. (2 min)

- a. Open Not Closed

Mind your body language! By uncrossing your arms, looking at the other person, and leaning forward you can show that you are interested in communicating.

5. Repeat this process (Step 5) for each of the remaining flipchart, demonstrating or giving examples of each:
 - a. Encourage Do not Push. Give people time to think, by making small comments like 'tell me more about that,' 'What was that like for you?' or by just nodding your head, you can help people feel safe and open up. Avoid bombarding the person with questions or rushing them through their story.
 - b. Support, Do not Judge. Simply reminding people that we are there to support them, without judging, can help women feel accepted—reducing their feelings of stigma and shame.

Note: you may remind participants of the exercises you did about shame and stigma- ask them to remember some of the negative responses and supportive responses

- a. Examples of negative response: "I told you not to go out late at night," "What were you doing out at that hour?" "Nobody will believe you," "This can bring you a lot of shame."
- b. Examples of supportive responses: "I am here for you," "This was not your fault," "It was brave of you to come forward," "I am glad that you told me. I am here to support you"
- c. Listen More; Speak Less Giving people the opportunity to speak can make people feel heard and important.
- d. Offer Information and Support, Not Advice

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Remember that empowering support fosters someone's power within. If someone comes to you with a problem, offer your support without telling him or her what to do. You may let them know about services that are available to help them in your area (e.g. healthcare, counseling), but ultimately, give them the opportunity to make their own decisions and respect their wishes.

6. Explain: *In a moment, we will form three groups. In your groups, you will act out three scenarios, one after another. For each scenario, one group member will be the person experiencing violence, another group member will be the person providing support, and the remaining group members will be observers..*
7. Ensure there are no questions and continue explaining: *After 2 minutes of role-playing each scenario, I will call "stop!" At this time, two observers will become the "actors." They will continue the scenario starting from the point when the former actors stopped. At the end of each scenario, the observers will share with the actors in their groups what went well and what could be improved in their use of the five communication skills.*
8. Explain the three scenarios, and hang the flipcharts with their written descriptions:
 - a. *Scenario 1 is about an adolescent girl was forced into sex by her boyfriend. She goes to a health clinic for help. However, she feels a lot of shame for having lost her virginity so young and unmarried.*
 - b. *Scenario 2 is about a woman who hears her neighbor being beaten by her husband, as he shouts that he is going to get another woman. When she hears the husband leave, she decides to visit and offer her support. She knows it will be difficult to talk with her neighbor, because she knows the woman feels a lot of shame about having a violent husband.*
 - c. *Scenario 3 is about a man who has been married eight years and who recently started having an affair. He confides in his friend that he is worried his girlfriend might be pregnant. He hasn't been using any protection with her.*
9. Divide participants into 3 groups, by counting off from 1-3 or any other way. Give each group **1 minute** to decide who, for each scenario, will be actors for the first 2 minutes and who will be actors for the last 2 minutes, ensuring each group member is an actor at least once.
10. Call out for groups to begin and guide the exercise as follows. Circulate between the groups to observe and ensure that they are on the right track. (being careful not to interrupt their role-plays):

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- a. After **2 minutes** have passed, call out for participants to stop and switch roles. Wait a moment while the second set of actors take their places before telling them to start again in their new roles.
- b. After another **2 minutes** have passed, call for participants to stop. Ask for observers to please briefly share their feedback with the actors about their use of the five communication skills for 2 minutes.
- c. After **2 minutes** of discussion call out for participants to Stop and proceed to Scenario 2. Wait a moment while the next set of actors take their places before saying "go!"

Repeat these steps until participants have completed all scenarios.

11. At the end of the exercise, gather participants in a large circle and ask two people from each group to play one of the scenarios, while the other participants observe. Let each scenario continue for **3 minutes**. After each scenario, ask participants:
 - a. *Which of the communication skills did you recognize?*
 - b. *Are there any comments on the skills used?*

Debrief the exercise as follows:

How did it feel being the person providing support? What was easy? What was difficult?

How did it feel being the person asking for help? What was easy? What was difficult?

12. Summarize the exercise with a focus on the following:

- a. Providing effective support requires us to respect the other person and help to foster their power within. There are communication skills that can help us to do this.
- b. These communication skills take practice but with practice, they will come naturally.
- c. You can practice these skills when talking with friends and family.

Activity 5: Circles of Influence

 **Time Required:** 1 hours

 **Methodology:** individuals, small group work, large group discussion, homework

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 **Materials and Preparation:** Flipchart, Markers, Bring masking tape, chalk or something else that you can use to mark/draw on the floor.

- Mark four concentric circles on the floor with masking tape, large enough for all participants to stand inside of each layer.

INSERT IMAGE OF THIS

- Make 30 numbered nametags by photocopying and cutting the nametags provided at the end of this session.
- Prepare 30 small pieces of tape in advance (for participants to be able to tape the nametags onto their chests).

Photocopy and cut out the character statements, provided at the end of these instructions. Fold the character statements in half so no one can read them. Clip or pile each one with the corresponding numbered nametag. Create 30 small piles for participants to choose from (with the nametag and the corresponding character statement). Have the 30 pieces of tape nearby.



Steps:

1. Introduce the session: *One of the challenges to GBV in couples is that we view it as a “private issue” between a wife and husband. We often expect there to be some violence within the home and view speaking about GBV between partners as “meddling” or “interfering.” So we keep silent. Or we say things that reinforce the idea that GBV in couples is normal. In this session, we are going to explore how GBV within couples is actually a community problem, not a private issue. We all contribute to the problem and all must be part of the solution.*
2. Holding the piles of paper (consisting of a nametag and piece of paper) in your hand, ask the participants to come and take one pile and a piece of tape. Ask participants to tape the nametags to their chests. Tell them they can read their pieces of paper, but only to themselves. (Note: if participants cannot read, they may pair up with others).
3. Those who have chosen the characters of “woman” and “man” should stand inside the smallest, innermost circle on the ground. Remind them that *the woman and man are Kabanyana and Kabera. Kabanyana and Kabera, please introduce yourselves to the group by each reading the first sentence only on your piece of paper.* Have Kabanyana and Kabera read their first statements (stop them if they try to continue to the second statement).

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4. Once Kabanyana and Kabera have introduced themselves, ask participants:
 - a. *All of you who have numbers 3 to 9, please come stand in this next circle around Kabanyana and Kabera.*
 - b. *All of you who have numbers 10 to 25, please come stand in this next circle.*
 - c. *All of you who have numbers 26 to 30, please come stand in this outer circle.*
5. Explain the first part of the exercise as follows:
 - a. *I will ask a participant to introduce her/himself and to read their **first sentence** aloud to Kabanyana and Kabera.*
 - b. *This participant will then tap someone else who will do the same, until all participants have had a turn. Ensure there are no questions.*
6. Start the exercise by randomly choosing one of the participants to go first. Ask them to read their first statement only. Then have them tap the next person. Continue like this until everyone has had a chance to read his or her first statement.
7. Then conduct a short debrief using the following questions (make sure participants remain in position):
 - a. *Which circle do you think has the most influence on Kabanyana and Kabera? Why? (response: The inner circle- those are the people whom they see and interact with every day and have direct influence on them)*
 - b. *Do any of the circles NOT have influence on Kabanyana and Kabera? Why or why not? (response: No. All circles have some influence on Kabanyana and Kabera, some more directly than others)*
 - c. *What does this exercise tell us about community norms? (response: everyone plays a role in shaping and upholding community norms- men and women, at all different levels of society. These norms influence our individual relationships).*
 - d. *What does this mean for our work together? (response: IPV is a community issue, not a private problem. Therefore, we must be willing to talk about the problem, support others who are experiencing violence, and help each other to change).*
8. Summarize key points:
 - a. *Though we do not always realize it, many different people and things influence us as individuals.*

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- b. People are usually influenced the most by the people who are the nearest to them. They influence us in everyday life.*
 - c. Even community members who are not as close to us as friends and family influence how we think and act.*
 - d. Broader societal influences like the media, national laws and international conventions, also affect individuals, even if it is not as direct or immediate.*
 - e. Around all of us are circles of influence: family and friends, community members and society. We are all part of the problem and must all be part of the solution!*
9. Explain to participants that they will now continue the exercise as they did before but this time participants will read their **second statements** aloud to Kabanyana. You will tap someone on the shoulder to start. The game will continue as last time until all participants, except Kabanyana and Kabera, have had the chance to read their second statement.
10. When everybody has read their second statement, ask Kabanyana and Kabera to read their second statements.

Debrief the game as follows:

- a. What happened when more people were convinced of the benefits of a violence-free relationship?*
- b. What does this exercise show us about the GBV in couples (response: that it is a community problem, not a private one).*

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- c. *What can we learn about effective GBV prevention from this exercise? (response: we need to engage people at all different levels of society; we need to have different strategies to reach different people; we need to break the silence; appreciate GPV as a community problem)*

11. Summarize key points:

Key Learning Points

- a. *Norms in the community can change. It is up to all community members.*
- b. *GBV in couples is a public issue, not a private one. Everyone has a role to play.*
- c. *It is up to everyone in the community to create a supportive environment for preventing GBV in couples and creating positive new behaviors and norms*
- d. *The more people who take on this issue the more likely we are to succeed in preventing GBV in couples.*

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Session 4 – Part 3 - Circles of Influence Character Name Tags (Photocopy and Cut)

1. Kabanyana	2. Kabera	3. Parent
4. Kabanyana's Friend	5. Elder	6. Relative
7. In-Law	8. Kabera's Friend	9. Neighbor
10. Adolescent	11. Priest/Imam	12. Health Care Provider
13. Food Seller	14. Police Officer	15. Farmer
16. Taxi Driver	17. Market Seller	18. NGO Staff
19. Local Leader	20. Pharmacist	21. Teacher
22. Doctor	23. Social Welfare Officer	24. Judge
25. Parliamentarian	26. Donor	27. Radio Announcer

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28. UN Official	29. Minister of Health	30. Newspaper Editor
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Session 4 – Part 3 - Circles of Influence Character Statements (Photocopy and Cut)

<p>1. i) My name is Kabanyana. I am married to Kabera. We used to be okay, but nowadays Kabanyana shouts at me a lot and even sometimes hits me. I fear him and so do my children.</p> <p>ii) My name is Kabanyana. My husband now respects me. We talk about our problems and solve them together. There is no more fear in my heart or in my house.</p>
<p>2. i) My name is Kabera. I am married to Kabanyana. For some time now things at home have not been so good. My wife annoys me, and I have no choice but to shout at her. Sometimes I even beat her. I guess this is what happens in marriage.</p> <p>ii) My name is Kabera. I made a commitment to Kabanyana and my children that I will not solve problems or frustrations through shouting or hitting. Our house is now a happier place, even the children are doing better.</p>
<p>3. i) I am your parent. We were raised knowing that men can discipline women. This is how things should be. ii) I am your parent. Violence is not acceptable in our family/clan.</p>
<p>4. i) I am a friend. We go to the drinking joint together. I see how you drink and then go home angry. However, it is normal for men.</p> <p>ii) I am a friend. When we are out drinking, I advise you to stop before taking too much, so you will not go home drunk.</p>
<p>5. i) I am an elder. You respect me and follow my advice. Men have to make all the decisions for a family. ii) I am an elder. I advise you to make decisions together as a family.</p>
<p>6. i) I am your relative. I ensure you respect the family customs.</p> <p>ii) I am your relative. In my house, we are non-violent. Why don't you do the same to make your family peaceful and happy?</p>

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Activity 6: Foundations of Advocacy: Basic Skills

 **Time Required:** 2 hours

 **Methodology:** individuals, small group work, large group discussion, homework

 **Materials and Preparation:** Flipchart, Markers, Write the following definition on a flipchart, and hang it on the wall:

“Advocacy is a **strategic** process over time targeting decision makers (duty bearers) and directed at changes in **policies, strategies, programs and plans** at national or regional or local level; in public and / or private sector. Advocacy entails well-designed activities based on **SMART** (specific, measurable, attainable, realistic, and time-bound) **objectives**”.

- Hang one blank flipchart on the wall.
- Prepare eight flipcharts, each with one of the following titles, and set them aside:
 1. Defining the Issue
 2. Setting a Goal and Objectives
 3. Identifying a Target Audience
 4. Building Support
 5. Developing the Advocacy Message
 6. Selecting Channels of Communication
 7. Identifying Resources
 8. Develop an Implementation Plan
- Prepare enough flipcharts and other materials for advocacy skills practice
- Prepare and have ready two (2) sample sector imihigo for advocacy skills practice
Photocopy the imihigo provided at the end of these instructions.



Steps:

Trainer's Note:

The practice session is not for the WSFs to come out as experts in advocacy but rather for them to start engaging with the process of advocacy as well as building confidence. And for RWN staff

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to start identifying where further support is needed so that it is integrated in further training with WSFs.

1. Introduce the activity: Women Spaces have a very a big role to play in interfacing and advocacy engagements with local leaders and WSFs will take a lead in organizing and ensuring that this is done effectively to bring the voice of women and communities to the table and prioritize power imbalance, gender and GBV issues in Sector policy & plans. *We hear the term advocacy a lot. But what is 'advocacy'? Do we know what it really means?*

2. Ask one participant to read the statement on the flipchart or read it aloud yourself if reading is sensitive or challenging in the group:

*"Advocacy is a **strategic** process over time targeting decision makers (duty bearers) and directed at changes in **policies, strategies, programs and plans** at national or regional or local level; in public and /or private sector. Advocacy entails well-designed activities based on **SMART** (specific, measurable, attainable, realistic, time-bound) **objectives**".*

3. Explain to participants that the definitions can seem complicated, so you will now read the definition again, line by line, and stop to discuss the different aspects.

4. Read the first line of the definition and then stop. Ask participants what they think we mean when we say that. Take responses from 1-2 participants and highlight the key points that clarify the definition.

5. Explain: *There are a number of steps that are usually followed when doing an advocacy plan. They are categorized into the following eight steps: defining the issue, setting a goal and objectives, identifying a target audience, building support, developing the advocacy message, selecting channels of communication, identifying resources and develop an implementation plan.*

6. Hang the four prepared flipcharts on the wall, not too close to each other.

7. In plenary go through each of the steps and ask participants what each step means / entails.

8. Conclude this by asking participants if there are any questions about the meaning of advocacy and the eight steps involved. Answer any questions.

Remind them that: In this next exercise, we will have an opportunity to practice our advocacy skills.

9. Explain that in a moment you will divide into 2 groups. Each group will receive a sample sector imihigo to do an analysis that will help the group to go through the first 6 steps of an advocacy

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plan. Each group will read the sample imihigo content together and then use the data to go through the first 6 steps in preparing an advocacy plan. Each group will have 30 minutes to discuss and 10 minutes for reflection on the exercise.

10. Put learner into groups small groups by counting off 1-2 or any other way. Give out the sample imihigo (1 to each group) and begin the exercise. Alert the participants when there are **5 minutes** remaining, **1 minute**, and when time is up
11. Ask participants to hang their flip charts on the wall for a gallery walk. Invite the first group to reflect on their experience highlighting what was easy, more challenging, disagreements in the group, lessons learnt, etc. After the first group has finished their reflection, ask participants whether they have any questions or feedback. Continue in this way with the remaining group. Ask if there are any further questions. Answer any questions.
12. Conclude session with: *Facilitation is an acquired skill and gets improved and better as we continue to practice and get experience. There is no expert in facilitation – it's a continued learning process which we hope to strengthen as we continue to engage with the women spaces and receive RWN staff support as well as assistance and feedback from our fellow WSFs.*

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Activity 7: Reporting Skills

 **Time Required:** 2 hours

 **Methodology:** individuals, small group work, large group discussion, homework

 **Materials and Preparation:** Flipchart, Markers Have 2 blank flipcharts on the wall.

Photocopy monitoring and reporting templates provided at the end of these instructions



Steps:

1. Ask participants what they think we mean when we talk about monitoring and reporting. Take responses from participants and highlight the key points that clarify the definition.
2. Make linkage between monitoring and reporting especially at the women's space and brainstorm with participants on why it is important to monitor and report.
3. Explain that different tools will be used at the women space and by the WSFs to record and report on activities at the space and they include the following:
 - ○ Women Space Registry; for recording and documenting clients and services given at the spaces on a daily basis.
 - WSF's Registry; for recording and documenting individual WSF activities e.g. meeting / event preparations, meeting / event agendas / programs, clients/cases received at home, etc. on a regular basis or as each activity occurs.
 - Activity / Event Report Templates; this is to capture comprehensive information on each activity / event implemented by WSFs be it at women space or outside of the space e.g. to get full information on dialogues / conversations at the women spaces, meetings with local leaders, etc. These reports will be submitted as monthly reporting.
 - Referral Forms; these will mainly be utilized to facilitate women with referral to GBV services.
 - Clients Received Monthly Report Template; this is to provide summarized information on all clients received and services provided during the month at each women space.
4. Distribute the different monitoring and reporting templates to the participants in plenary and take the participants through each of the tools to explain the information / data to be collected and reported on in each and how often the data is to be collected or reported. Ask if there are any questions then try to give answer to the questions asked.

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Session 4 – Part 5 – Photocopy & distribute

Activity / Event Report Template

Title of Activity / Event	
Place and Date of Activity / Event:	
Duration of Activity / Event (from-to):	
Authors of Report:	
Project staff / resource persons who participated in the Activity / Event:	
External partners / individuals / organizations who participated in the Activity / Event:	
Total number of participants (M/F) at the event:	
<p>Type Of Activity / Event:</p> <p>Check relevant box :</p>	<p>Community Mobilization Dialogues <input type="checkbox"/></p> <p>Solidarity Building for Action <input type="checkbox"/></p> <p>Advocacy Action <input type="checkbox"/></p> <p>Community outreach activities</p> <p>Other(specify) <input type="checkbox"/></p> <p>_____</p>

Objectives of the activity / event:

Activity / Event Proceedings & Content:

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Event Outcomes (including outputs, commitments & plans):

What worked well and what did not (logistics, process, content):

Recommendations and any Future Actions:

Other Observations / Remarks:

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Session 4 – Part 5 – Photocopy & distribute

RWANDA WOMEN NETWORK – INDASHYIKIRWA PROJECT					
WOMEN SPACE CLIENT RECEIVED - MONTHLY REPORTING TEMPLATE					
			Women Space Name:		Date: ____/____/____
			District:		Phone Contact:
			Sector:		Monthly Report For:

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			Cell		Village:
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N°	Client Names	Address (Sector, Cell & Village)	Sex	Age	Marital Status	Cas e	Date Case Receive d	Service Provided

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How the Challenges Were Addressed & Lessons Learnt

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Any Other Observations / Remarks

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