



The Generation Dialogue Toolkit

Tools and guidance for teams implementing Generation Dialogues

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Registered offices
Bonn and Eschborn

Friedrich-Ebert-Allee 36 + 40
53113 Bonn, Germany
T +49 228 4460 -0
F +49 228 4460 -17 66

Dag-Hammarskjöld-Weg 1 - 5
65760 Eschborn, Germany
T +49 61 96 79-0
F +49 61 96 79 -11 15

E info@giz.de
I www.giz.de

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Authors:
Karen Birdsall, Anna von Roenne

Design / Layout:
Karsten van der Oord

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ABOUT THIS TOOLKIT

WHO IS THIS TOOLKIT FOR?

This toolkit was developed for the staff of GIZ projects who are preparing to implement the Generation Dialogue, and for the local organisations, coordinators and facilitators with whom they work. Developed in 2019, it reflects the cumulative learnings from Generation Dialogue processes undertaken in 11 different countries, on a range of thematic topics, over the past 15 years. This [Generation Dialogue website](#) gives you an overview of Dialogue experiences to date.

The toolkit is intended to be used in conjunction with two other resources related to the implementation of Generation Dialogues:

- [Guidance note for organisations implementing the Generation Dialogue](#)
- [Manual for Dialogue sessions](#)

This Generation Dialogue toolkit is also available [online](#).

HOW IS THE TOOLKIT STRUCTURED?

The toolkit is organised into seven sections which reflect the seven steps of the Generation Dialogue cycle.

For each step, you will find information about the overall aim of the step, what the step is about and how it fits into the Dialogue process, what you need to do, how you can monitor and evaluate what you've done, and how to know when you are ready to move on to the next step.

You will also find tips for implementation ('do's and don'ts') and tools which provide you with more specific information and guidance for each step of the process.

HOW SHOULD THE TOOLKIT BE USED?

If you are considering whether to implement the Generation Dialogue, it is recommended that you first read the [guidance note for organisations](#) which will help you to judge whether this is the right approach for what you want to achieve. Next, you can read through the text of all seven steps of this toolkit to gain an overview of what the process entails.

If you decide to proceed with implementation, the information and tools provided in each individual step can guide you through each stage of the process.

WHERE CAN YOU GET MORE INFORMATION ABOUT THE GENERATION DIALOGUE?

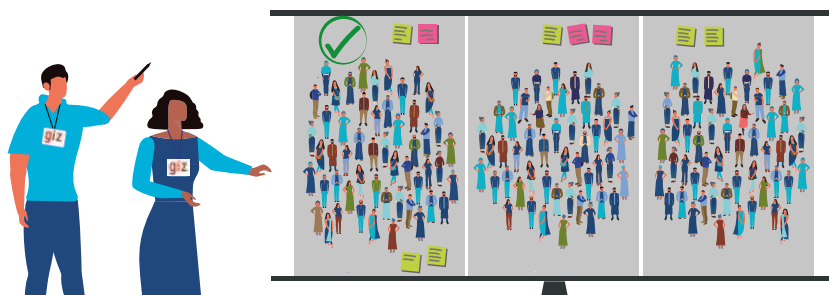
The Generation Dialogue is supported by the Sector Programme ‘Gender Equality and Women’s Rights’, which is implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) on behalf of Germany’s Federal Ministry for Economic Cooperation and Development (BMZ). More information about the Generation Dialogue can be obtained by contacting the [Sector Programme](#) or visiting the [Generation Dialogue website](#).

THE STEPS OF A GENERATION DIALOGUE

STEP 1: IDENTIFYING A COMMUNITY WHERE A DIALOGUE COULD UNLOCK CHANGE

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The first step of any Dialogue process is to find a community where the conditions for its successful implementation are in place.



STEP 2: ENTERING INTO PARTNERSHIP WITH LOCAL AGENTS OF CHANGE

p. 14

Next, a GIZ project and local agents of change make an agreement to collaborate on a Dialogue process.



STEP 3: LISTENING AND LEARNING THROUGH CONSULTATIONS

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In a structured consultative process, community members and the Dialogue team build a trusting relationship.



STEP 4: DESIGNING YOUR DIALOGUE SESSIONS

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The Dialogue team adapts the standard Dialogue sessions so that they are tailored to the specifics of the community and the Dialogue topic.



STEP 5: CONDUCTING DIALOGUE SESSIONS

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Over the course of the Dialogue sessions participants jointly envision a roadmap for change in their community.



STEP 6: WIDENING THE DIALOGUE

p. 65

At a Public Meeting, persons of influence and community members at large are invited to support the envisioned process of change.



STEP 7: SUSTAINING THE MOMENTUM

p. 73

In the months following these structured activities all those involved in the Dialogue need to keep the community's change process alive.



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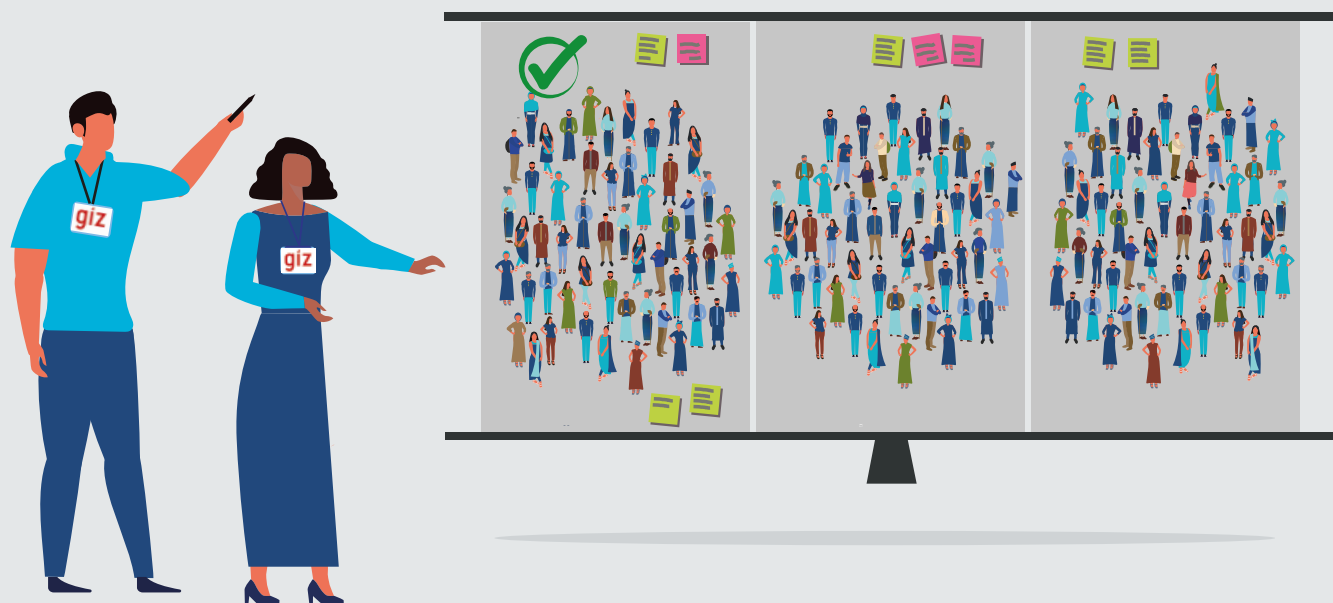
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STEP 1

Identifying a community where a Dialogue could unlock change



STEP 1: IDENTIFYING A COMMUNITY WHERE A DIALOGUE COULD UNLOCK CHANGE



WHAT'S THE AIM?

To find a community where the conditions for a successful Dialogue process are in place.

WHAT IS THIS STEP ABOUT?

The Dialogue can help to unlock processes of social change by creating space for respectful, non-judgmental communication between people of different generations and sexes about practices which relate to cherished traditions and community value systems, but which at the same time cause harm. The Dialogue approach is not suitable in all contexts, and care must therefore be taken in deciding whether or not to use it.

The first step of the Dialogue is to identify a community where the approach *may* be suitable. These are communities where a locally-led change effort has been underway, but has not been successful or has gotten 'stuck', and where those who are trying to bring about change are looking for new ways to tackle an issue.

WHAT DO YOU NEED TO DO?

If you think a Dialogue process might help to unlock progress on a problem central to your project, here's where to start:

- **Conduct an informal scoping exercise.** What activity is going on in relation to this topic in the districts or regions where your project is working? Consult with other organisations, government counterparts and key informants to come up with a shortlist of areas where local groups or actors have been working to change attitudes on an entrenched problem.
- **Talk to local actors and institutions** in the communities you identify. Go beyond NGOs! Search out community based organisations (CBOs), women's associations, or church groups active on your topic. Find out more about their work: what they've tried, where they've made progress, and what hasn't worked as they hoped. What's blocked their progress?

STEP 1 - IDENTIFYING A COMMUNITY WHERE A DIALOGUE COULD UNLOCK CHANGE



- **Meet with community leaders** to understand how they see the issue and, without making promises, to gauge how open they would be to a Dialogue process.
- **Choose a community** where there is a clear interest in change and where local actors are open to try something new. Look for a ‘spark of change’ that is struggling to catch alight.

WHAT RESOURCES CAN YOU USE?

This [checklist](#) (p. 13) can help you narrow down your options when selecting a community.

HOW DO YOU MONITOR THIS STEP?

Prepare a short report which describes what you have done and how the final decision takes into account the criteria in the checklist.

HOW DO YOU KNOW YOU'RE READY TO PROCEED TO THE NEXT STEP?

You're ready to keep going if you have reached a well-reflected decision about a participating community, based on the criteria in the checklist.

Do's & Don'ts

- | | |
|---|--|
| ✓ DO take the time to consult widely. | ✗ DON'T simply pick 'a place' because it is convenient. |
| ✓ DO go beyond the 'usual suspects' (NGOs) when speaking with local actors. | ✗ DON'T use the Generation Dialogue as a way to <i>start</i> a change process where one is not yet underway. |
| ✓ DO be sure to visit more than one community to have a comparison. | ✗ DON'T overpromise in initial conversations. |

Step 1

Identifying a community
where a Dialogue could
unlock change



Tool 1.1: Checklist for identifying a community

This checklist can help you narrow down your options when selecting a community:

- Individuals or groups in this community have tried to bring about change in relation to the issue you are interested in, but these efforts have not been successful or have gotten stuck.
- These individuals and groups are looking for new ways of working.
- Community leaders are open to the idea of the Generation Dialogue.
- The community is large enough that it will be possible to identify enough participants for the Community Consultations and Dialogue sessions (approximately 60 younger women, 60 younger men, 60 older women and 60 older men).
- The community is geographically accessible for GIZ staff, who will need to travel there regularly.
- There is no political or social unrest underway in the community which could undermine the establishment of a respectful dialogue between the generations and the sexes, e.g. by making it difficult for participants to concentrate on the process, by hindering the organisation of Public Meetings, or by making it difficult to secure the participation of community leaders.

STEP 2

Entering into partnership with local agents of change



Step 2 – Entering into partnership with local agents of change



WHAT'S THE AIM?

To have an agreement between a GIZ project and local agents of change to collaborate on a Dialogue process.

WHAT IS THIS STEP ABOUT?

After identifying a community in which the Generation Dialogue may be able to unlock change, the next step is to set up a partnership with local actors to implement a Dialogue process and to agree the terms of the collaboration.

A well-designed partnership should marry the ‘insider’ knowledge and commitment of local change agents with the experience and resources of an outside organisation like GIZ. Community actors know who is who: they understand the tensions and lines of conflict in the community, and also where the desire for change lies. Moreover, they are invested in tackling the problem because they are directly affected by it. GIZ, for its part, brings an outside, developmental perspective and a methodological approach which can help to unlock change. It can also provide the resources to make a structured, community-wide process happen.

WHAT DO YOU NEED TO DO?

In this step of the process you will build upon what you have already begun in Step 1:

- **Identify and choose your partners.** Through your initial visit and consultations, you should already have a general idea of potential partners, but now is the time to go deeper: Which community groups or individuals are actively involved with the topic? What roles do they play? Are they trusted and respected by the community? What skills and experience could they bring to the table?
- **Put together a Dialogue ‘team.’** Together with your partners, agree on two well-organised, motivated and experienced individuals (one man, one woman) to act as *coordinators* for Dialogue activities over the coming months. At the same time, identify at least four men and four women who can be effective *facilitators* of Dialogue Sessions. If the coordinators are willing and have the right skills, consider having them act as facilitators as well to reduce the size of the team.
- **Formalise your agreement.** Work out the details of your collaboration and capture these in a Memorandum of Understanding or similar. Think about the division of tasks and responsibilities, budgets, reporting requirements (M&E) and data protection issues (i.e. participant information/photographs).

Step 2 – Entering into partnership with local agents of change



- **Secure the support of community leaders.** Along with your local partners, meet again with community leaders – traditional and/or elected – to explain the Generation Dialogue approach to them. The explicit backing of community leaders will not only reassure community members, but will also make it more likely that leaders themselves participate in and contribute to the Dialogue process.

WHAT RESOURCES CAN YOU USE?

You can refer to these [criteria](#) (p. 17) when deciding on a suitable partner organisation(s).

These checklists spell out the attributes and responsibilities of Generation Dialogue [coordinators](#) (p. 18) and [facilitators](#) (p. 22).

HOW DO YOU MONITOR THIS STEP?

Prepare a short written report describing how the partner organisation, coordinators and facilitators were selected (i.e. with reference to the specified criteria), and summarising the key points of discussion with community leaders.

HOW DO YOU KNOW YOU'RE READY TO PROCEED TO THE NEXT STEP?

You have signed an agreement with a local partner or partners to jointly implement a Dialogue process. Local coordinators (male and female) have been appointed and male and female facilitators have been named. Community leaders are informed about the Generation Dialogue process and have given their approval.

Do's & Don'ts

✓ DO make sure that the two proposed coordinators have the time and experience needed to successfully oversee a Dialogue process.

✓ DO ensure that the coordinators and facilitators understand that these roles are not full-time jobs, but rather a new set of skills to enable them to do their previous work more effectively.

✗ DON'T automatically work with the largest and best-known NGO. First make sure they are invested in tackling this particular problem and are trusted by the community.

Step 2

Entering into partnership with local agents of change



Tool 2.1: Checklist for selecting a local partner

This checklist can help you narrow down your options when selecting a local partner:

Essential attributes

- A community-based organisation, association or group which has experience working on the issue in question and which is committed to addressing it.
- The group is trusted by the community and has the standing to lead a complex process which engages multiple stakeholders and community leaders.
- There is at least one woman and one man in the group who have the interest, skills and commitment to act as coordinators during the Dialogue process.
- The group has strong networks in the community. It will be able to identify suitable facilitators, as well as participants for Community Consultations and Dialogue Sessions.

Important factors to consider

- The group has a successful track record of implementing activities in the community. It has the management capacity to plan, implement and monitor the seven steps of the Dialogue process.
- The group has a bank account and can meet GIZ's financial reporting requirements for local subsidy agreements.

If working with more than one organisation

- The groups in question either have a track record of working together or are open to entering into a partnership in which the expected roles and contributions of each party are clearly specified.

Step 2

Entering into partnership with local agents of change



Tool 2.2: Attributes and responsibilities of Generation Dialogue coordinators

Essential attributes

Generation Dialogue coordinators should be:

- Personally committed to bringing about change in relation to the issue that the Dialogue is addressing.
- Familiar with and appreciative of local culture.
- Excellent listeners.
- Well-organised and reliable.
- Fluent in English and in the local language.
- Experienced in conducting activities and interventions with young people and adults in the community.
- Experienced in working on gender issues and on culturally-sensitive issues in a respectful manner.
- Able to supervise others, e.g. facilitators, through a multi-step implementation process.
- Able to manage and account for funds.
- Able to document their work in simple written reports.
- Available for the steps and tasks outlined on the next page.

Step 2 – Entering into partnership with local agents of change



Desirable attributes

- Residents of the community in which the Dialogue will take place.
- Experienced in planning, implementing and monitoring community-based activities.
- Experienced in conducting trainings, applying adult learning methods, and combining theoretical inputs with interactive exercises.
- Experienced in supervising others, e.g. outreach workers, facilitators, volunteers.
- Experienced in managing and accounting for funds.

Responsibilities of a Generation Dialogue coordinator

Acting as a Generation Dialogue coordinator is not a full-time job. Rather, it is an opportunity to learn a new approach to social change and to develop a set of skills which can make one's existing work more effective. Estimated levels of input required of coordinators are indicated in brackets below, although these will vary from place to place depending on the approach taken to implementation.

Coordinators' main tasks and responsibilities are to:

1. Identify up to **four male and four female facilitators** who will be part of the Dialogue team in the community. (N.B. Coordinators can also take on the facilitator role. In that case, three instead of four facilitators per sex are needed.)
2. Together with GIZ staff, **meet with community leaders** (elected and/or traditional) to inform them about the Generation Dialogue and to secure their support for the process. (1/2 day)
3. Participate in the **first workshop** organised by GIZ, where coordinators are introduced to the first three steps of the Dialogue process and, together with GIZ staff, begin to **prepare for** Community Consultations. (4 days plus travel time)

Step 2 – Entering into partnership with local agents of change



4. Together with facilitators, **prepare for, guide and supervise Community Consultations** by:
 - ➔ Developing discussion guides (1-2 days)
 - ➔ Helping facilitators practice conducting Community Consultations (1 day)
 - ➔ Overseeing recruitment of groups of older women, younger women, older men and younger men for Community Consultations (1 day)
 - ➔ Observing the Community Consultations and listening carefully and respectfully to the views which are shared there (2 days)
 - ➔ Participating in a debriefing of the Community Consultations with GIZ staff, facilitators and outside researchers (1/2 day)
5. Participate in the second workshop organised by GIZ, where the results of the Community Consultation are presented and discussed and where coordinators are introduced to the final four steps of the Dialogue. (4 days plus travel time)
6. Together with facilitators, **design Dialogue sessions** which are customised to the specifics of the topic and the community. Coordinators help to prepare the facilitators to conduct the Dialogue sessions by practicing the core exercises in the local language and noting any changes that are required. (2-3 days)
7. Prepare for and supervise facilitators as they conduct the **first four Dialogue sessions**, the **first Public Meeting** and the **fifth Dialogue session**. Lead the monitoring and evaluation of these activities by debriefing Dialogue sessions with facilitators, taking notes during Public Meeting, and preparing brief reports. (One day per week for six weeks for the activities, plus 3,5 days for preparing reports)

Step 2 – Entering into partnership with local agents of change



8. Guide the facilitators as they support participants to carry out activities during the **follow-up period**. (up to 4 days)
9. Guide and supervise facilitators to plan and conduct the **second Public Meeting** and the **follow-up Community Consultations**. Take notes during second Public Meeting and prepare a brief report. (3 days for activities, plus 1 day for preparing report)
10. Together with other members of the Dialogue team and the outside researchers, **identify the main results** of the Generation Dialogue and the learnings from implementation. (1/2 day)

Step 2

Entering into partnership with local agents of change



Tool 2.3: Attributes and responsibilities of Generation Dialogue facilitators

Essential attributes

To qualify as a Generation Dialogue facilitator, an individual needs to be:

- Well known as a trustworthy person by the organisation or group which is implementing the Dialogue approach.
- Someone who knows the local culture and local language well.
- Motivated to improve the relationships between young and old, men and women in their community.
- Motivated to bring about change in relation to the issue that the Dialogue is addressing.
- Able to work well as part of a team.
- Able to facilitate group sessions in an organised and respectful manner.
- Of an age young enough to be able to relate to the younger generation of Dialogue participants (i.e. around 30) or old enough to be able to relate to the older generation (i.e. 50 or older).
- Available for the steps and tasks outlined below.

Desirable attributes

- Experienced in conducting focus group discussions with young people and adults.
- Experienced in facilitating interactive exercises or conducting trainings with young people and adults.
- Someone with good note-taking abilities.

Step 2 – Entering into partnership with local agents of change



Responsibilities of a Generation Dialogue facilitator

Acting as a Generation Dialogue facilitator is not a full-time job. Rather, it is an opportunity to develop a new set of skills which can be applied in many different settings. Estimated levels of input required of facilitators are indicated in brackets below, although these will vary from place to place depending on the approach taken to implementation.

Facilitators' main tasks and responsibilities are to:

1. Together with Dialogue coordinators, prepare for and conduct **Community Consultations** by:
 - ➔ Refining the discussion guides (1 day)
 - ➔ Practicing how to conduct Community Consultations (1 day)
 - ➔ Recruiting groups of older women, younger women, older men and younger men for Community Consultations (1 day)
 - ➔ Conducting the Community Consultations in single-sex pairs: female facilitators conduct Consultations with women, male facilitators conduct Consultations with men (2 days)
 - ➔ Participating in a debriefing of the Community Consultations with GIZ staff, coordinators and outside researchers (1/2 day)
2. Together with Dialogue coordinators, **design Dialogue sessions** which are customised to the specifics of the topic and the community. Practice the core exercises for each Dialogue session in the local language and decide which changes, if any, are required. (2-3 days)

Step 2 – Entering into partnership with local agents of change



3. Prepare for and conduct the **first four Dialogue sessions**, the **first Public Meeting** and the **fifth Dialogue session**. Facilitators work in single-sex teams until the Men's and Women's Dialogues are joined during Dialogue session four, then as a larger, mixed-sex team for the Public Meeting. The fifth Dialogue session is again conducted in single-sex teams. (One day per week for six weeks)
4. Supervise participants as they carry out activities during the **follow-up period**, including organising supervision meetings (0,5 days per week for the duration of the follow-up period)
5. Plan and conduct the **second Public Meeting**. (1 day)
6. Plan and conduct the **follow-up Community Consultations**. (2 days)
7. Together with other members of the Dialogue team and the outside researchers, **identify the main results of the Generation Dialogue** and the learnings from implementation. (1/2 day)

STEP 3

Listening and learning through consultations



Step 3 – Listening and learning through consultations



WHAT'S THE AIM?

To create a trusting relationship between community members and the Dialogue team.

WHAT IS THIS STEP ABOUT?

The Generation Dialogue takes as its starting point that human behaviour always makes sense: even contentious behaviours have an underlying logic which is connected to values which the individual or the wider community hold dear. Behaviours which have negative effects cannot be countered without first understanding the values which motivate them and which are often an integral part of a person's or group's identity. Once these values are acknowledged, it becomes possible to see opportunities to realise them in other ways.

This step of the Dialogue is about understanding and appreciating the community's values through so-called Community Consultations, which are similar to focus group discussions. When community members feel that someone has a genuine interest in their views and listens to them respectfully, they will be more willing to enter the Dialogue process. A trusting relationship between the Dialogue team and community members is essential for the Dialogue's success.

WHAT DO YOU NEED TO DO?

Here are the things you can do to listen to and learn about the topic from community members:

- **Develop your discussion guide.** Think through what you want to know more about and formulate these ideas into questions. The template provided can help you to structure your discussion guide. Review the guide with the Dialogue facilitators and possibly with other selected members of the community. Are you asking the right questions? Are they phrased in neutral, non-judgmental language? Can the questions easily be understood, including by community members with limited education? If there is a need to translate the questions into a local language, this is the time to think about this, as well.
- **Prepare to conduct Community Consultations.** Using the exercises provided below, practice with the facilitators how to conduct Community Consultations with groups of younger women, older women, younger men and older men. Think about where and when to hold the Consultations to engage a good cross-section of the community in the consultations. Make a plan to document the main points discussed during each session, e.g. using an outside researcher.

Step 3 – Listening and learning through consultations



- **Listen respectfully during Community Consultations and appreciate what is said.** The Consultations lay the groundwork for all that follows. It is crucial that you engage with genuine interest and respect, putting aside any preconceived ideas about the issue and listening carefully to how community members speak about it (i.e. what words and phrases they use), which values underpin it, and how they understand it.
- **Compile the main findings from the Community Consultations.** After the sessions are complete, discuss the main themes and insights with the coordinators, facilitators and outside researcher, if you contracted one. Consolidate these so that they can be used when you begin to design your Dialogue sessions (Step 4).
- **Identify participants for Dialogue Sessions.** Together with the facilitators and coordinators, take note during the Community Consultations of potential participants to be invited to the Dialogue Sessions. Refer to the list of criteria for Dialogue participants when making your choice.

WHAT RESOURCES CAN YOU USE?

When planning your Community Consultations, refer to this [list](#) (p. 29) of organisational considerations.

These [exercises](#) (p. 31) can help Dialogue teams to frame the topic of their Generation Dialogue and to identify the right type of questions to ask during Community Consultations. The questions can then be organised and structured with the help of this [template](#) (p. 36).

This [guidance note](#) (p. 40) describes how to conduct Community Consultations, including tips for establishing an open and respectful dynamic with participants. Facilitators can also prepare for the Consultations by practicing these [exercises](#) (p. 42).

This [guide](#) (p. 45) describes how to select Dialogue participants.

HOW DO YOU MONITOR THIS STEP?

Outside researchers (at least one male and one female) should be contracted to document the Community Consultations and to prepare an overview report of the main findings. This [guidance note](#) (p. 46) provides advice on how to analyse and present the results of Community Consultations.

Step 3 – Listening and learning through consultations



HOW DO YOU KNOW YOU'RE READY TO PROCEED TO THE NEXT STEP?

You have conducted Community Consultations with a cross-section of older and younger men and women in the community. Community members who took part in the Consultations felt heard and respected. You have gained new insights into the values which underpin the practice the Dialogue will address, documented these in a report and are ready to use these to design your Dialogue Sessions. Prospective male and female Dialogue participants have been identified.

Do's & Don'ts

✓ **DO** strive to be open and curious: leave pre-conceived ideas about the Dialogue topic behind when preparing and conducting the Community Consultations.

✗ **DON'T** conduct Community Consultations without first testing out the discussion guide to make sure the questions are phrased in a way that is understandable.

Step 3

Listening and learning through consultations



Tool 3.1: How to organise Community Consultations

- **Recruit groups of older men, older women, younger men and younger women to take part in the Community Consultations.** Explain that, in agreement with community leaders, you are starting a dialogue process between the generations, and between men and women in the community, to improve relationships and understanding. Participants will listen to one another as they talk about the communities' traditions and values. Together they will identify important community traditions and practices that they agree should be preserved, as well as others that should be changed because they cause harm. The Community Consultations are the first part of this process.
- **Two to three Consultations should be held with members of each group,** each with up to 20 participants. You will need to recruit 40 to 60 participants from each of these four population groups (160 to 240 people in total).
- Make sure to **invite individuals who play important roles in the community**, such as religious leaders, teachers, health workers, presidents of local clubs and associations, youth leaders etc.
- **Find two rooms or meeting areas** which are suitable for men and women to meet in separately for their respective Consultations. Schools and village halls are often good options. Set up the rooms in such a way that people can sit comfortably and engage in a group discussion. If you arrange chairs or mats in a circle, for example, everyone can see everyone else. Organise tea or cool drinks for each Community Consultation.
- **Schedule the Consultations** and invite up to 20 community members of the same generation and the same sex to take part in each one. Pick times for the sessions which are convenient for each of these groups, bearing in mind the times when younger and older people are most likely to be available. If you are well organised, and male and female teams work in parallel, you can meet and listen to two or three groups of each sex and each generation over the course of two days.

Step 3 – Listening and learning through consultations



- Agree which facilitators will lead the different Community Consultations. Keep the following in mind:
 - ➔ At least two facilitators lead each Consultation.
 - ➔ Women facilitate the women's Consultations; men facilitate the men's Consultations.
 - ➔ For the Consultations with older community members, at least one of the facilitators should also be older.

Step 3

Listening and learning through consultations



Tool 3.2: Exercises for the development of a discussion guide for Community Consultations

1. Exploring the topic for the Generation Dialogue

Aim: This exercise will help the Dialogue team to build a shared understanding of the topic for the Generation Dialogue which the Community Consultations will start to explore. The Dialogue team will also gain a deeper understanding of the underlying values that are linked to the topic and that motivate people to continue practices which can have harmful effects.

What you need to do:

→ Explain that:

- The Generation Dialogue takes as its starting point that contentious community practices which to outsiders appear shocking and harmful are in some way connected to the community's identity and to values which the wider community holds dear.

- It will not be possible to support the community in changing these practices without first understanding and acknowledging these values and, if possible, finding their 'positive core'. In other words, the challenge is to look for aspects of these values that are positive and continue to be relevant and worth supporting in today's world. For example, while the harmful aspects of initiation practices should be abandoned, there continues to be a need for young girls and boys in Africa to learn e.g. about respect and altruism between the generations and positive relationships between men and women.

Examples of how harmful practices are linked to a broader topic that is 'lived' in the community:

Female circumcision in Guinea → Initiation rites and preparing young boys and girls for adulthood

Violence perpetrated by and against herdboys in Lesotho → Becoming a 'strong man' and being prepared for hardship

Sexual and gender-based violence in Zimbabwe → Family life: how men and women live together

- Once this 'positive core' of the underlying values has been found, the Generation Dialogue can help the community find ways to realise these positive aspects in more constructive and non-harmful ways.

Step 3 – Listening and learning through consultations



- It is therefore important that the facilitators do not focus too narrowly on the ‘issue’ or harmful practice in the Community Consultations. Instead, they should create a safe space for openly discussing the broader topic of which the harmful practice is part, and its underlying values.

→ Jointly discuss in plenary:

Framing the broader topic:

- What is the core issue or harmful practice that you want the Generation Dialogue to tackle?
- What is the broader context for this practice in your community? How is it part of community life?
- What are some of the reasons that this practice continues to exist?

Exploring underlying values:

- The fact that this practice persists shows that it continues to be important for some of the people in your community. What about it is important to them?
- Is there anything in the reasons why this practice matters to some people in your community that you can relate to in some way? Anything that you can identify with, if you try to look at it through their eyes?

Defining the topic of your Generation Dialogue:

- Try to find a short name or phrase that stands for the whole topic we just explored, from the practices which can have harmful effects to the underlying values and their positive core.
- This is the topic of your Generation Dialogue which will be introduced and discussed at the Community Consultations.

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→ Summarise the key points:

- The practices the Dialogue aims to tackle
- The underlying values – of the past and today
- Something about these values that you can relate to
- The chosen name for the topic

2. Developing a draft discussion guide

→ **Aim:** Develop a draft discussion guide for the Community Consultations by formulating respectful and non-judgmental questions related to the topic that encourage community members to share their concerns and ideas openly.

What you need to do:

→ Explain that:

- The *way in which the questions are asked* is very important for the success of the Community Consultations and the relationship you want to build with the community.
- You can use this template to structure the discussion guide and develop questions that are specifically tailored to your topic.
 - The discussion guide should be developed in the local language. It is therefore important that the Dialogue team agree on a standard terminology for key words and concepts related to your topic in the local language.
- The questions should:
 - Be neutral, respectful and non-judgmental
 - Be easy to understand, including by community members with limited education
 - Elicit different points of view
 - Explore the practices and values related to the overarching topic

Step 3 – Listening and learning through consultations



→ Ask participants to formulate questions in pairs:

- Discuss with the person sitting next to you and formulate two non-judgmental questions related to the topic of your Generation Dialogue.

→ Ask participants to present their questions in plenary:

- The other participants should give constructive feedback to the pair presenting, starting with the positive points.
- Then discuss the different suggestions together as a group.

→ Ask participants to develop a discussion guide in smaller groups:

- In the groups, jointly read through the template for developing a discussion guide and make sure that everyone has understood the content of the different sections.
- Then, as a group, formulate questions in the local language for each section, following the structure of the template.
- Prepare to present your draft discussion guide in plenary.

→ Ask groups to present in plenary:

- Each group presents their draft discussion guide in plenary
- Ask the other participants to give feedback on the questions that each group has come up with:
 - Will these questions allow community members to share with us what they really think and believe?
 - Will these questions open up a space for further reflection and discussion?
- The participants select the most appropriate questions, reach consensus on the formulation of each question and write them down.

Step 3 – Listening and learning through consultations



3. Test and finalise the discussion guide

Aim: To test whether the questions in the discussion guide are easily understood by community members and stimulate open discussion.

What you need to do:

→ Explain that:

- They should test the discussion guide with community members to make sure the questions are easily understood and encourage people to share what they think and believe.
- Each facilitator should test the discussion guide with two to three community members.
- It is important that the facilitators test the discussion guide with different types of community members (e.g. sex, age, social status etc.).

→ Test the discussion guide off-site:

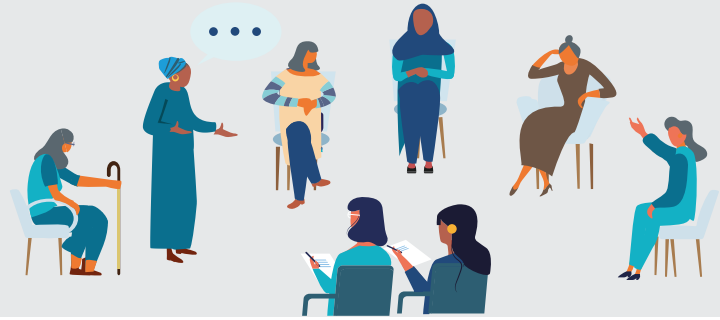
- The facilitators test the discussion guide with community members and note down the feedback.

→ Finalise the discussion guide:

- One person in the Dialogue team should be designated to collect the feedback from the facilitators and to adapt and finalise the discussion guide.

Step 3

Listening and learning through consultations



Tool 3.3: Template for preparing a discussion guide for Community Consultations

This template will guide you as you formulate questions for the Community Consultations. Keep in mind that the questions should be formulated in a **simple and straightforward** way that will be understandable for people of different ages and educational backgrounds.

Use your own words: do not just copy the formulations below! Always consider how you would ask the questions in the **local language**.

Introductory remarks

The Community Consultations should begin with a warm welcome and an introduction to the purpose and the overarching topic of the discussion. You should respect the traditions for public greetings in the community.

The example provided below can be used in all Community Consultations regardless of the specific topic of your Generation Dialogue. However, you can also modify these remarks to tailor them to your specific context.

Sample introductory remarks

Today, we would like to learn from you about the **relations between younger and older people, and between women and men** in your community: what you appreciate about these relationships and whether there are issues you are concerned about.

We are particularly interested in **traditions and customary practices** in relation to [topic] and how you pass them on from one generation to the next.

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Section One: Intergenerational relationships and communication

The first set of questions aims to initiate a discussion about the relationships, ways of communication, and typical areas of conflict between younger and older people in the community.

These questions should be asked in the beginning of all Community Consultations, as the existing intergenerational relationships constitute the foundation for all types of Generation Dialogues. Also, making them stronger and more constructive is one of the aims of the Dialogue.

Areas to explore

Start by asking questions about how younger and older people in the community get along with one another. Explore the following:

- good things about their relationship
- areas of disagreement
- where and when they talk with one another
- how interested each generation is in what the other has to say
- how the relationship between the two generations has changed over time

Finish by asking what, if anything, they would like to change about the relationship between the younger and the older generation.

Section Two: Exploring the topic, traditions and customary practices related to it, potential harmful effects and interest in change

The next section of the discussion guide will explore the topic that you have identified. It will look at how it is lived in the community, which traditions exist in relation to it, and how these affect various groups of people in the community.

It is important that you first discuss core values underpinning the topic before you explore the harmful effects of customary practices that the Dialogue wants to address.

Step 3 – Listening and learning through consultations



Areas to explore

Start this part of the discussion by asking questions about the topic of the Generation Dialogue and what it means to people in the community. Explore the following:

- traditions and practices associated with this topic
- how these have changed over time
- how they feel about these changes

Next, ask questions about the values which underpin the traditions and practices they have just described. Explore the following:

- why these traditions and practices matter to people
- what older men and older women think about them
- what younger men and younger women think about them

Now, ask questions about how these traditions and practices affect different members of the community. Explore the following:

- harmful effects of these customary practices
- who is affected, and how
- how this affects relationships between different groups in the community

Finally, explore whether there is any desire in the community to change these practices. Ask about the following:

- who would like to change these practices, and how
- what people think about this desire for change

Step 3 – Listening and learning through consultations



Sample closing remarks

Thank you very much for this very open and helpful discussion. What we learned from you today will help us prepare the Generation Dialogue sessions that will be held in this community over the course of the next six weeks.

In a few months we would like to meet with you once more to continue this conversation.

Follow-up Community Consultations

About three months after the Dialogue sessions have taken place you will repeat the Community Consultations to find out whether the quality of the relationship between the generations, as well as attitudes and practices, have changed. You should ask the same questions as in the first Community Consultations and, where suitable, add a question to explore whether something has changed since the Generation Dialogue has taken place.

Sample introductory remarks for follow-up Community Consultations

Some months ago we gathered to discuss the relationship between younger and older people in your community. We also spoke about customs and traditions in relation to [topic] and how you pass them on from one generation to the next. Today we would like to speak to you about these questions again.

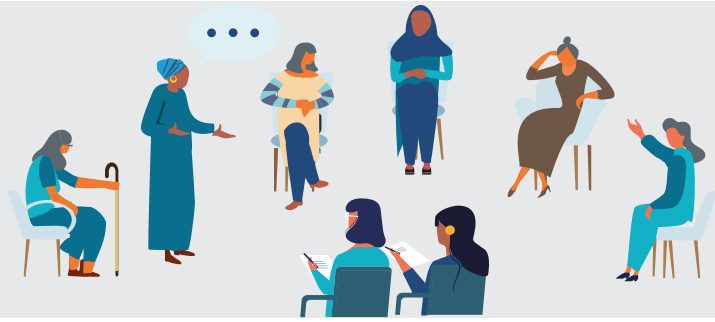
For each set of questions, explore whether over the past few months anything has changed. At the end, explore community members' perception of the Generation Dialogue and its effects.

Ask questions to find out:

- whether people have heard about the Dialogue and, if so, what they have heard
- if and how the Generation Dialogue may have affected relationships between the generations and between women and men

Step 3

Listening and learning through consultations



Tool 3.4: How to conduct Community Consultations

Background: What are Community Consultations for?

As you prepare for the Community Consultations remind yourself what they are meant for:

- **Involving the whole community:** Community Consultations are a way of involving as many community members as possible in the Generation Dialogue process. They are also a way of showing that you have not come to preach or teach, but to listen and learn what men and women, young and old, think about the issues the Generation Dialogue will address. It is important that everyone who has something to say on the matter feels that the facilitators are interested in their views and take them seriously.
- **Learning about main opinions and concerns before you design the Dialogue sessions:** In the Community Consultations with these four groups, you will learn a lot about people's particular convictions, hopes and concerns, and also about current conflicts and tensions between these groups. You will come to understand how community members understand particular practices which are common in the community -- and which values and belief systems underpin them. All of this will help you to design effective Dialogue sessions, and to be prepared for issues that are likely to arise during the Dialogue sessions.
- **Monitoring the changes that the Dialogue brings about:** Community Consultations are conducted *at the beginning* and *at the end* of the Generation Dialogue process. Comparing the views the groups express at these two points in time will show how the Dialogue has influenced intergenerational relationships and communication, as well as beliefs, attitudes and practices and in the community. To undertake this comparison, a team of independent researchers will normally observe both Community Consultations.

Step 3 - Listening and learning through consultations

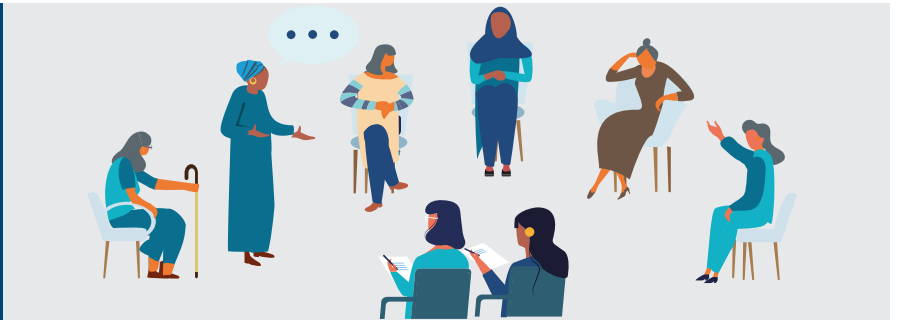


How to conduct Community Consultations step-by-step: Guidance for facilitators

- At the beginning, **introduce yourselves** and explain that you are part of a team that is engaging this community in a Generation Dialogue.
- Explain that the Generation Dialogue is a process that aims to **improve relationships and understanding** between older and younger generations in the community. Through the Dialogue, community members will explore the values and traditions which are important to them, and will listen to others as they do the same.
- Throughout the Consultation session, **show interest and respect** for the different views that are being expressed, whether you agree with them or not.
- **Ask questions about all the topics** on the discussion guide. Do not read them from the document; it is better to ask the questions using your own words.
- Always **ask several people** to give their views, not just one. Make sure to invite many different people to contribute their points of view. Ensure that every participant has the opportunity to contribute.
- If one of the participants talks too often or for too long, **respectfully interrupt**, thank him or her, and then invite someone else to speak.
- At the end of each Consultation session, make sure to **thank everybody** for sharing their views. Tell the participants that you learned a lot from them.
- The Community Consultations are a good opportunity to **identify participants for the Dialogue sessions**. Look out for community members who are motivated to become agents of change in the community, who can express themselves and show initiative in discussion, and who are able to listen respectfully to others.

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Listening and learning through consultations



Tool 3.5: Exercises for facilitators preparing to conduct Community Consultations

Dialogue teams can use the following exercises to help facilitators prepare to conduct Community Consultations.

1. How to facilitate Community Consultations

Aim: This exercise will help facilitators think through and understand **how** they need to facilitate Community Consultations so that participants open up, share their beliefs and values and feel respected.

What you need to do:

- Discuss the following questions together as a Dialogue team:
 - How can facilitators ensure that community members feel comfortable and safe so that they openly share their views?
 - How can facilitators make sure that all the questions on the discussion guide are asked without reading them word for word from the guide in front of the group?
 - How can facilitators make sure that many different people share their points of view?
 - How can facilitators deal with a person who is always talking and not giving others the chance to say what they think?
 - How can facilitators end a Community Consultation in a kind and respectful manner?
- For every question, let the facilitators come up with their own ideas first. Praise them for every good idea and then help them to think of important points that they have not come up with.
- Summarise and note on a flip chart (only the bold sections of) the following recommendations for facilitating Community Consultations:

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- **Welcome** the community members warmly.
- **Explain why** you have invited them and how you will use what you learn from them.
- Ask questions using **your own words**: follow the flow of points in the discussion guide, but don't read the questions out word-for-word.
- **Appreciate** each point of view.
- **Do not judge** or interrupt: show respect.
- Explore **different views**: When one person has given his/her view, say "This is one important perspective, thank you for sharing it. Some people in the community may see this differently. Would somebody like to express a different point of view?"
- **Encourage** shy and quiet participants to also give their views.
- At the end, **thank everyone** and tell them that you have learned a lot from them.

2. Role-play: Practicing Community Consultations

Aim: In this exercise facilitators can rehearse the facilitation of Community Consultations in practice, in the local language. Also, they learn how to manage persons talking too much and eliciting contributions from those who are very quiet.

What you need to do:

- **Set the scene:** Agree on the generation and sex of the community members who you will facilitate in your first role play of a community consultation.
- **Select role players:** Find two volunteers who will role-play the facilitators; find another volunteer who will observe how the facilitators put into practice what they learnt in the previous exercise. All others will role-play community members taking part in the Community Consultation. One of the coordinators (of the same sex as the chosen group) or the Dialogue expert leads this exercise, following these steps:

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- **Brief the ‘community members’:** Take the ‘community members’ to the side of the room. Find a volunteer who agrees to act in an obnoxious and overbearing way during the role-play (e.g. talking too much, being very opinionated, and not letting others express their views). Then find two other volunteers from the group who agree to be extremely quiet, shy, and hesitant to make eye contact.
- **Brief the ‘observer’:** Explain to the observer that he or she should monitor closely whether the two facilitators are following the guidelines for Community Consultation meetings noted on the flip chart in the previous exercise.
- **Brief the ‘facilitators’:** Explain to the two facilitators that their role-play should be in the local language and that they should use the questions from the discussion guide which the Dialogue team has discussed and finalised.
- **Give last instructions to everyone and let them start:** Remind everyone that they should do the role-play in local language. The role-play should begin with the community members entering the room and the facilitators welcoming them. Explain that you will at some point interrupt the role-play by clapping your hands. Start the role-play.
- **Interrupt and let the different players give feedback:** After several minutes, clap your hands to stop the role-play. First, ask the facilitators how they think it has gone so far, what went well, what went wrong? Then ask the observers to give feedback, reminding them to provide their feedback constructively. Summarize the feedback and add your own.
- **Continue the role play:** Let the same facilitators continue and interrupt and get feedback in the same way.
- **Repeat the exercise:** Do the exercise once more, this time with a group of the other sex and generation and with different volunteers playing the roles of facilitators, observer and difficult and very quiet community members.

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Tool 3.6: How to select Dialogue participants

In the course of the Community Consultations, you will get to know different community members. You will see how they behave and interact with one another in these discussions. During the Consultations, look for 12 younger and 12 older men, and 12 younger and 12 older women, who are:

- Capable and motivated to become agents of change for their community.
- Able to express themselves and show initiative in discussion.
- Able to listen to others instead of only talking about themselves.
- Respected by the others.
- Between 18 – 30 years of age (younger generation) or between 50 – 70 years of age (older generation).
- Available to take part in six meetings (one per week for six weeks) that will last for 5-6 hours each.
- Likely to be present in the community for the next six months and willing to help improve relationships and understanding between the generations throughout this period by engaging in dialogue with other men or women in the community.

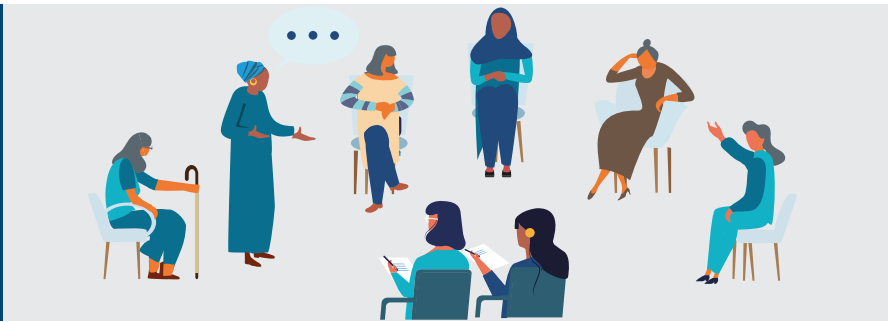
What is meant by 'younger' and 'older'?

For the purposes of the Generation Dialogue, the 'younger generation' is usually defined as 18 to 30 years old and not yet married, and the 'older generation' as 50 to 70. However, every society has its own way to define which community members are 'young' and which are 'old' or 'older.' Discuss the meaning of 'young' and 'older' for your community and then select Dialogue participants accordingly.

Try to include some **youth leaders** amongst the participants as well as respected **older men/women** who know the community's history and traditions. Avoid having members of the same family (siblings, parents, children, cousins) amongst the Dialogue participants.

Step 3

Listening and learning through consultations



Tool 3.7: How to monitor and evaluate Community Consultations

Key M&E questions

At the first Community Consultation:

- What are main convictions, concerns, conflicts and hopes expressed by different Dialogue groups in relation to the issue at stake in the Dialogue?

At the Community Consultations at the end of the Dialogue process:

- How has the Generation Dialogue influenced intergenerational relationships and communication in relation to this issue?
- How has the Generation Dialogue influenced attitudes and practices in the community in relation to this issue?

Roles and responsibilities

Generation Dialogue **facilitators** are responsible for organising and leading the Community Consultations at the start and end of the Generation Dialogue process. They facilitate the discussions on the basis of discussion guides.

A **team of independent researchers** with experience documenting and analysing focus group discussions should attend the Community Consultations. Female researchers should attend the Consultations with female community members and male researchers should attend the Consultations with male community members. It is desirable that the same team of researchers be involved during both rounds of consultations to facilitate the drawing of comparisons between the initial and follow-on discussions.

Step 3 – Listening and learning through consultations



Documenting the first Community Consultations

The researchers should carefully observe and take notes during the Consultations.¹ They should record the main statements that are made in the course of discussion and indicate the breadth and depth of the support within the group (i.e., whether the view is held by few, many or all participants) for these statements. It is important that they pay attention to the dynamics of the discussion, identifying ‘hot’ issues as well as covert or open conflicts between different groups in relation to these, and assessing how much weight is assigned to the opinions voiced by various participants in the Consultation.

Analysing the results of the first Community Consultation

The proceedings of each Community Consultation should first be analysed from the cross-generational perspective. Then, male and female members of the research team should come together to analyse the Consultations across sex groups.

A well-organised baseline report describing the methods, outlining main findings and discussing the results of the initial Consultations should be submitted to the commissioning organisation.

Structure of the report

The baseline report on the initial Community Consultations can be organised according to the following structure:

1. **Introduction:** brief background information about the Generation Dialogue approach and the purpose of Community Consultations
2. **Methods:** section which describes the key parameters for the Community Consultations and explains how the proceedings were documented and analysed
 - How many Community Consultations were held, where, when, with how many people and how they were selected
 - How they were documented, by whom, and approach to analysis

¹ If feasible and appropriate they may also want to make audio recordings

Step 3 – Listening and learning through consultations



3. Results: summary of the main issues which arose during initial Community Consultations, organised according to the sequence of questions in the discussion guide. In presentation of results, attention should be paid to:

- Differences by generation and sex
- Points of overlap and consensus among participants
- ‘Hot issues’ or points of conflict between generations or sexes

4. Discussion and conclusions: final section which highlights most interesting findings and indicates how these are relevant for the Generation Dialogue process. Key questions:

- How close together or far apart are older and younger members of the community in relation to the key issues which will be addressed by the Dialogue?
- What conflicts or sensitivities emerged during the Community Consultations which will need to be handled with particular care during the Generation Dialogue process?

Analysing the results of the Generation Dialogue after the follow-on Consultations

After the follow-on Consultations at the end of the Dialogue process, the team of researchers should carry out a comparative analysis of the main points which arose in the initial and follow-on Consultations, including across generations and sexes. The results of this analysis should be written up in a final report.

Structure of the final report

The final report comparing the results of the initial and follow-on Community Consultations can be organised according to the following structure:

1. Introduction: brief background information about the Generation Dialogue approach, the role of the Community Consultations in the Dialogue process, and the purpose of the final (‘endline’) report

Step 3 – Listening and learning through consultations



2. **Methods:** description of how the final report was developed

- How many initial and follow-on Community Consultations were held, where, when, with how many people
- How and by whom they were documented and analysed
- How a comparative analysis of main points arising in initial and follow-on Consultations was conducted

3. **Results:** summary of the main issues which arose during initial and follow-on Consultations, organised according to the sequence of questions in the discussion guide and with attention to differences between generation and sex. In the presentation of results, attention should be paid to:

- Any reported changes in communication or relationships between older and younger generations
- Any reported changes in attitudes or practices towards the topic(s) at the centre of the Dialogue
- References to the significance/impact of the Generation Dialogue in the community

4. **Discussion and conclusions:** final section which discusses and draws conclusions about the significance of the Generation Dialogue in relation to the following questions:

- Does the Generation Dialogue seem to have contributed to a narrowing of the distance between older and younger members of the community, and between men and women, in terms of their relationship and patterns of communication?
- Does the Generation Dialogue seem to have contributed to a change in how older and younger members of the community, and how men and women, understand the issue at the heart of the Dialogue and how they want to address it?

Step 3 – Listening and learning through consultations



Time requirements

- **8 days** (total) for 2 researchers to document initial and follow-up consultations in the community (one male and one female researcher each attend 6 consultation sessions at both initial and follow-up stages)
- **6 days** (total) for 2 researchers to analyse the initial Community Consultations, jointly and together, and to prepare the baseline report
- **8 days** (total) for 2 researchers to analyse the follow-on Community Consultations, jointly and together; to compare findings with the baseline report; and to prepare the final report

STEP 4

Designing your Dialogue sessions



Step 4 – Designing your Dialogue sessions



WHAT'S THE AIM?

To create customised Dialogue sessions which are tailored to the specifics of the community and the Dialogue topic.

WHAT IS THIS STEP ABOUT?

At the heart of the Generation Dialogue are five weekly Dialogue sessions, lasting half a day each, in which 24 younger and older men and 24 younger and older women meet in single-sex groups. The Dialogue sessions are built around six interactive exercises. These allow participants to practice listening respectfully and giving constructive feedback, to discuss the core issues of the Dialogue through the lens of their own life experiences ('life-path exercise'), to identify traditional values which they believe should be upheld as well as practices which should be modified or abandoned, and to consider what individuals and institutions in the community could do to bring about these changes.

This step is about customising the standard Dialogue sessions for the community in which you are working and the topic which the Dialogue seeks to address. Learnings and insights from the Community Consultations (Step 3) are applied to the core Dialogue exercises to create a Dialogue manual tailored to your specific Dialogue process.

WHAT DO YOU NEED TO DO?

To design and prepare the Dialogue sessions, coordinators and facilitators should jointly review and adapt each of the core exercises by going through the steps below. Doing this as a team is the best way to prepare facilitators to conduct the Dialogue sessions in the community:

- **Read through each exercise to understand how it works and the logic behind it.** What is each exercise intended to achieve? How do the exercises build upon one another? How do they create trust, deepen reflection and build a commitment to action among the Dialogue participants?
- **Think about each exercise in relation to the topic of your Dialogue.** What modifications are needed so that the exercise will work smoothly for the topic you are addressing? So that it will make sense in your particular cultural context? The details of certain role-play exercises may need to be adjusted, for example, and the items for the life-path exercise will need to be tailored to your setting.

Step 4: Designing your Dialogue sessions



- **Practice doing the exercise in the local language.** Think through the terms you will use to convey key ideas and concepts. While practicing, listen carefully to the words and phrases you use, and give each other feedback.
- **Note down any changes you wish to introduce.** The Dialogue manual has been designed with extra space for notes next to each exercise. Keep track of the changes you want to introduce during your sessions. If you wish to update the Dialogue manual in electronic form, you can contact the [Sector Programme](#) and request the files as Word documents.

WHAT RESOURCES CAN YOU USE?

Use the generic [Dialogue manual](#) as the basis for designing your Dialogue sessions. The core exercises are explained step-by-step, with space for you to adapt and change them as needed.

These [sample lists](#) (p. 55) of traditional and modern objects for men and women can help you think through the materials you want to have one hand for the life-path exercises in your community.

HOW DO YOU MONITOR THIS STEP?

Prepare a short report about this step of the Dialogue. The report should describe the process you followed to prepare your Dialogue sessions and summarise the types of changes you introduced.

An alternative approach

If your Dialogue team is participating in an introductory workshop about the Generation Dialogue in another country, the coordinators will start adapting the exercises during the workshop. Once back home, the facilitators can be brought into the adaptation process by **doing** each of the exercises, along with the coordinators, and then discussing with them whether it works or if it could be refined further. In this way, the resulting exercises will be the joint product of the whole team – and the whole team will be well-prepared to lead these exercises in the community.

Step 4: Designing your Dialogue sessions



HOW DO YOU KNOW YOU'RE READY TO PROCEED TO THE NEXT STEP?

An adapted Dialogue manual has been prepared by Dialogue coordinators and facilitators. Facilitators grasp the logic behind each exercise and understand how they build upon one another to create trust, deepen reflection, and build a commitment to change among Dialogue participants. They have practiced conducting the core exercises in the local language.

Do's & Don'ts

- ✓ DO have an experienced Dialogue expert look at the adapted exercises and get his or her feedback before conducting them in the community.
- ✓ DO have the facilitators practice the exercises in single-sex pairs and not only in mixed groups. This is because the first four Dialogue sessions are facilitated separately for men and for women.
- ✗ DON'T forget to practice the exercises in the language in which the sessions will be conducted.

Step 4

Designing your Dialogue sessions



Tool 4.1: Traditional and modern objects: some examples

The life-path exercise, which takes place during the second Dialogue session, provides members of the older and younger generations the opportunity to narrate the stages of their life journeys thus far. The members of each generation work together to depict their life-path using drawings and objects which symbolise key life stages and transitions.

The Dialogue team should arrange to have present at the second Dialogue session a selection of traditional and modern objects which relate to men's and women's lives in the community in the past (when the current generation of grandparents were children) and in the present. There should be objects related to:

- Childhood
- School years
- Rites of passage into manhood/womanhood
- Employment/livelihood
- Relationships and marriage

The lists below are of objects which were available during the life-path exercises when the Generation Dialogue was carried out in Lesotho.

Men's Dialogue (traditional objects)

Molamu (stick)	Stone
Reed	Animal skin (cow, sheep)
Knife	Marijuana
Books and ruler	Red cloth loin cover (leqapha) decorated with blanket pins
Slate, slate pen and chalk	Overalls
Black board duster	Mohope (calabash)
Gumboots	Mohoma (plow)
Beer bottle	Clay
Grey blanket	
Teu (rope)	

Step 4 –Designing your Dialogue sessions



Men's Dialogue (modern objects)

Disposable diapers	Animals
Baby bottles	Music
Cans of formula	Car
Toys (cars and dolls)	Cell phone
Health books (vaccination book)	Cigarettes
Food in jars	Condoms
Books	Drugs
Stationery	Rings
School uniform	

Women's Dialogue (traditional objects)

Letsoku (ochre)	Clay pots
Mohope (calabash)	Cooking utensils
Lehlaka (reed)	Plates
Thetana (traditional dress)	Moseme (grass mats)
Horse dung	Seshoeshoe
Broom	

Women's Dialogue (modern objects)

Diapers	Mop
Baby formula	Blow dryer
Baby bottles	Contraceptives
Books	Laptop
Stationery	Car
Toys	Business clothing
Sanitary pads	Cell phone
Make-up/lipstick	Ring

STEP 5

Conducting Dialogue sessions



Step 5 – Conducting Dialogue sessions



WHAT'S THE AIM?

To enable Dialogue participants to jointly envision a roadmap for change in the community.

WHAT IS THIS STEP ABOUT?

The Dialogue sessions are the heart of the Generation Dialogue. In these sessions, groups of male and female participants, both younger and older, come together at regular intervals to learn about and appreciate the life experiences of members of the other generation. Over the course of the first four sessions, they come to understand the values which underpin others' perspectives on the topic of the Dialogue and jointly negotiate – first in single sex groups, and then together – steps which could be taken in the community to change practices that are deeply-held, but also cause harm.

This step is about implementing the first four Dialogue sessions which were designed and adapted in Step 4 of the Dialogue process.

WHAT DO YOU NEED TO DO?

Make the following arrangements to ensure that your Dialogue sessions run smoothly:

- **Identify male and female participants and invite them to be part of the Dialogue.** Twenty-four men (12 older, 12 younger) and 24 women (12 older, 12 younger) should be identified from among the participants who took part in the Community Consultations. Explain to them the purpose of the Dialogue, their role as Dialogue participants, and the time commitment that is required.
- **Arrange suitable venues for the sessions.** You will need two separate venues for the Men's and Women's Dialogues; these should be in different locations, but not too far from one another. Make arrangements for a tea break and a cooked lunch for each of the days when Dialogue sessions will be held.
- **Organise the materials for the Dialogue sessions.** Ensure that the supplies needed to run the Dialogue sessions are available. The facilitators for the Men's and Women's Dialogues must remember to bring the necessary materials to each session, and to pack them up again at the end of each day.

Step 5 – Conducting Dialogue sessions



- **Review the plan for each Dialogue session the evening before.** The facilitator teams should meet and go through the Dialogue manual to ensure that they remember how to facilitate each exercise and to clarify who will lead which part of the session.
- **Prepare the rooms on the morning of each Dialogue session.** Think about how you can decorate the Dialogue rooms to create a welcoming atmosphere. Colorful fabrics, cushions and pillows, and objects from local culture help to make the room feel welcoming and put participants at ease.
- **Facilitate the first four Sessions,** one per week for four weeks, using the Dialogue manual as a guide.

WHAT RESOURCES CAN YOU USE?

This [document](#) (p. 60) summarises the things which must be done before, during and after each Dialogue session. During this step, the Dialogue team should review these, discuss them and agree who will be responsible for which parts.

Refer to this [list of materials and supplies](#) (p. 63) when planning the Dialogue sessions.

HOW DO YOU MONITOR THIS STEP?

The male and female coordinators should debrief each Dialogue session with the male and female facilitators, respectively, and note down key moments. These should be written up into a brief report, as described in this [document](#) (p. 64).

HOW DO YOU KNOW YOU'RE READY TO PROCEED TO THE NEXT STEP?

Dialogue Sessions 1 through 4 have been successfully conducted. The Men's and Women's Dialogues have been joined and the participants have started to move towards a roadmap for change in their community. Pledges and requests are ready to be presented at the first Public Meeting.

Do's & Don'ts

✓ DO take the time to review the plan for each Dialogue session the day before it takes place. The exercises need to be at the front of the facilitators' minds.

✗ DON'T spend a lot of money to rent meeting rooms in hotels for the Dialogues. A more modest venue in the community is more likely to provide the right ambience for open discussion.

Step 5

Conducting Dialogue sessions



Tool 5.1: Things to be done before, during and after every Dialogue session

Four facilitators are required to facilitate a Dialogue session. Male facilitators facilitate Men's Dialogue sessions and female facilitators facilitate Women's Dialogue sessions.

What needs to be prepared before every Dialogue session?

On the day before the Dialogue session, facilitator teams should:

- Confirm the availability of the room.
- Make sure that all materials needed for the session are prepared and ready.
- Arrange for lunch to be prepared and served for participants.

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

- Make sure that the room is clean and decorated nicely with fabrics and objects that symbolise the local culture. Organise chairs or mats upon which participants can sit comfortably.
- If available in the community, provide local instruments to encourage participants to play local music and to share songs and dances that relate to the issues that are being discussed.
- Read the goal and the description of the session in the Dialogue manual and go through all the exercises in the manual to make sure that the members of the facilitation team remember how to facilitate them.
- Agree who will take the lead for which exercise and what the other three facilitators will do to support him or her.

Step 5 – Conducting Dialogue sessions



What are the standard elements of every Dialogue session?

At the start of the session, facilitator candidates should:

- Warmly welcome the participants as they enter the room.
- If participants bring ‘guests’, kindly explain to them that only the invited Dialogue participants can take part in these sessions and make sure that the guests leave again.
- When all have arrived, start the session with a song or a prayer.
- In all but the first Generation Dialogue session, ask one or two participants to give a short summary of what happened in the previous session. Make sure to ask a different participant each time.
- Check feedback from the community: After the weekly sessions, the participants should share what they heard and did with their families and friends. In all but the first Generation Dialogue session, ask the participants whether they have shared last week’s discussions with their families and friends in the community and what these people have said to them. Did any of them have some new ideas? Or some strong reactions?

At the end of each session, facilitator candidates should:

- Ask the participants to give their evaluation of the session:
- If there is enough time left, ask all participants to say one thing they learned in this session, with the first participant standing up and saying something, the next one joining him/her and holding his/her hand, and so on until they all stand in one circle holding hands.
- After sessions that were especially long, simply ask two volunteers from each generation to say what they thought was the most interesting thing they learned in this session.
- As another variation, ask one younger participant to ask two or three older participants for their feedback on the day, and one older participant to interview two or three younger participants in the same way. The young participant and the older participant who did the ‘interviews’ should then stand in front of the group and present what they just found out from the other generation.

Step 5 – Conducting Dialogue sessions



- Before the participants leave, remind them to tell other community members about the Generation Dialogue session and to get their views on the issues that were discussed.
- When the participants have left, the facilitator team should sit down together with the Dialogue coordinator (male coordinator at Men's Dialogue sessions, female coordinator at Women's Dialogue sessions) and debrief the session. The coordinator should make notes of what went well, what was difficult, what could be done differently next time, and what the facilitator team learned from participants about the process of change in the community.
- Tidy up the room and collect and pack up all the things you will need again in next week's session.

Step 5

Conducting Dialogue sessions



Tool 5.2: List of materials and supplies

The following materials are needed throughout the course of the Generation Dialogue process:

- 40 markers (10 red, 30 black)
- 48 exercise books
- 48 pens
- 250 cards (size: about a third of an A4 page)
- 3 pin boards (if pin boards are not available, you can use Sellotape to fix large sheets of paper to the wall)
- 250 pins (tacks) or Sellotape
- 80 meters of large, cheap paper such as butcher's paper or newsprint, preferably on a roll
- Two sets of drawings on laminated A4 or A5 sheets of the following four Community Partners (a-d) and four Dialogue groups (e-h):
 - a. A local government representative
 - b. A religious leader
 - c. A health worker
 - d. A teacher
 - e. A young man
 - f. A young woman
 - g. An older man
 - h. An older woman

The people depicted in the drawings should be easily identifiable to community members, and should look as if they come from the community (i.e. in terms of overall appearance and style of dress). For this reason it is best if you find a local artist or someone who can draw well to prepare these illustrations.

Step 5

Conducting Dialogue sessions



Tool 5.3: Monitoring and evaluation of Dialogue sessions

Key M&E questions

- How many participants attended each session? Did they start on time? How long did they take?
- What is the dynamic during the Generation Dialogue sessions (e.g. tensions, breakthroughs, memorable moments)?
- Which exercises do participants respond to positively?
- Are difficulties encountered during of the exercises? Which ones?
- Do any of the exercises need adaptation? Which and why?

Approach

The Generation Dialogue **coordinators** and **facilitators** are responsible for monitoring the implementation of the Dialogue sessions.

At the end of each session, after the participants have left, the coordinator and facilitation team meets for a 15-minute debriefing session. The **coordinator** takes notes during the debriefing. The debriefing should cover what went well, what was difficult, what could be done differently next time, and what was learned about the process of change in the community.

At the end of the fifth Dialogue session, the main findings from the Men's and Women's Dialogues can be summarised into an overall report, structured as follows:

1. **Introduction:** Background to the activity
2. **Method:** Description of what was done, including the number of Dialogue sessions held, where, when and with how many participants
3. **Results:** Summary of the results of the discussions, highlighting differences/similarities between the sexes and generations
4. **Discussion and conclusions,** including suggestions for any changes which should be made in the Generation Dialogue methodology, the design of the sessions, and/or in the preparation of facilitators.

STEP 6

Widening the Dialogue



Step 6 – Widening the Dialogue



WHAT'S THE AIM?

To invite persons of influence and community members at large to support the envisioned process of change.

WHAT IS THIS STEP ABOUT?

The first four Dialogue sessions are transformative for participants. By the end of the fourth session the men and women have examined deeply-held views and identified steps that they and other members of the community can take to reduce the harmful effects of particular practices. If a broader process of change is to take root, however, the spirit of the Dialogue sessions, and the insights the participants have gained, must be shared more widely.

This step is about spreading the Dialogue to other members of the community and building others' support for and commitment to the goals the Dialogue participants have formulated. This is done through the convening of a Public Meeting at which the Dialogue participants present pledges and special requests to community leaders and representatives of different institutions and groups, as well as to the public at large. At this meeting, the Dialogue participants act as role models for other community members, demonstrating that it is not only possible, but also rewarding for both generations to enter into dialogue and to work jointly on the challenges they face.

WHAT DO YOU NEED TO DO?

Do the following when planning and conducting the first Public Meeting:

- **Decide who should be present.** The Public Meeting is a large event involving up to 150 people. In addition to the 24 male and 24 female Dialogue participants and members of the Dialogue team, a wide cross-section of individuals from the community should be invited. Prepare a list of invitees and decide how you will secure their participation.
- **Plan the programme for the Public Meeting.** Give thought to how to respectfully introduce the community leaders so that they feel honoured, and how to introduce the purpose of the Dialogue to those who are hearing about it for the first time. Strive to make the Public Meeting a celebratory event.
- **Organise a suitable venue.** Find a large hall, preferably one with a stage or dais at the front of the room where community leaders can sit and where Dialogue participants can present the pledges and special requests.

Step 6 – Widening the Dialogue



- **Practice presenting the pledges and special requests.** Together with the facilitators, the Dialogue participants should decide who will present each of the pledges and special requests. Before the meeting they should formulate the pledges and special requests and practice presenting these in a respectful way, e.g. through role-play exercises.
- **Think about how the media and social media can amplify the Public Meeting.** In order to spread the spirit of the Dialogue further, consider inviting journalists and local media to cover the Public Meeting. Encourage Dialogue participants and other attendees to share their impressions of the Public Meeting on social media.

WHAT RESOURCES CAN YOU USE?

This [guidance note](#) (p. 68) provides advice on how to plan and conduct a Public Meeting.

HOW DO YOU MONITOR THIS STEP?

One of the coordinators should take notes during the Public Meeting and prepare a short report. Pay particular attention to the responses of community leaders to the special requests presented to them and to the overall atmosphere during the meeting. This [guidance note](#) (p. 71) provides further advice on how to monitor and evaluate the Public Meeting.

HOW DO YOU KNOW YOU'RE READY TO PROCEED TO THE NEXT STEP?

The first Public Meeting has been held with community leaders and members of the general public in attendance. Dialogue participants have publicly presented their pledges and special requests.

Do's & Don'ts

- ✓ DO write down the pledges and special requests on paper and bring these to the Public Meeting in case one of the presenters is absent or needs to be reminded of the agreed formulation.
- ✓ DO think about ways to keep the pledges and requests in the public eye: Can they be posted somewhere in the community where everyone can see them?

- ✗ DON'T forget to follow up with the invited community leaders and community partners to secure their attendance at the Public Meeting. Their presence is of critical importance.

Step 6

Widening the Dialogue



Tool 6.1: How to prepare and conduct Public Meetings

The aim of the Public Meeting

- As you prepare for the Public Meetings remind yourself what they are meant for:
- The aim of the first Public Meeting is to share the spirit and the results of the Dialogue sessions with the whole community, and to motivate as many individuals as possible to support the goals the Dialogue participants have formulated.
- At this meeting, the Dialogue participants act as role models for the other community members. They show them that it is not only possible, but also rewarding for both generations to enter into dialogue and to work jointly on the challenges they face.
- The Public Meeting is also the moment to present pledges and special requests to the community at large and to Community Partners with a specific responsibility, such as local authorities (e.g. chiefs and councillors), religious leaders, teachers and health workers. The more people hear the pledges and special requests, the more they will follow whether these are put into practice, and the more likely they will be to attend the second Public Meeting.

Who to invite

The Public Meeting is a large, open event which can be attended by anywhere from 100-150 people. Coordinators, facilitators and Dialogue participants should come up with a list of individuals from the community to be invited to the Public Meeting. The exact list of invitees will differ from community to community, but the following categories of people should be considered:

- Representatives of local government, especially those whose portfolios relate to the topic of the Dialogue (e.g. health, education, family, youth, social welfare etc)
- Traditional leaders
- Religious leaders
- Teachers and school principals

Step 6 - Widening the Dialogue



- Representatives of the health services
- Representatives of youth groups, women's and men's associations
- Other respected and influential individuals from the community
- Members of the community at large, including both sexes and all generations

Organisational issues

Both the first and the second Public Meeting should not last longer than two hours. They should be scheduled at a time and place that will allow as many community members as possible to attend.

Find a large hall, preferably one with a stage or dais at the front of the room where community leaders can sit and where Dialogue participants can present the pledges and special requests. The room needs to be big enough so that everyone can hear and see the presentations, and for all older people and adults to have seats. Young people and children can sit on the floor if necessary.

In countries where men and women do not attend public events together, think about ways that the room can be divided by a screen or curtain.

Plan the programme

Although the Dialogue tackles serious topics, the Public Meeting should feel like a celebratory event. Think carefully about how to create a positive and inviting atmosphere. In addition to presenting the pledges and special requests which the men and women jointly formulate after the Dialogues have been joined, consider including some music, poetry or a short performance. Give thought to how to respectfully introduce the community leaders so that they feel honoured, and how to introduce the purpose of the Dialogue to those who are hearing about it for the first time.

Working together, the coordinators, facilitators and Dialogue participants should develop a 'choreography', or script, for the meeting. Everyone should know what their roles are, and feel prepared to play them.

Step 6 - Widening the Dialogue



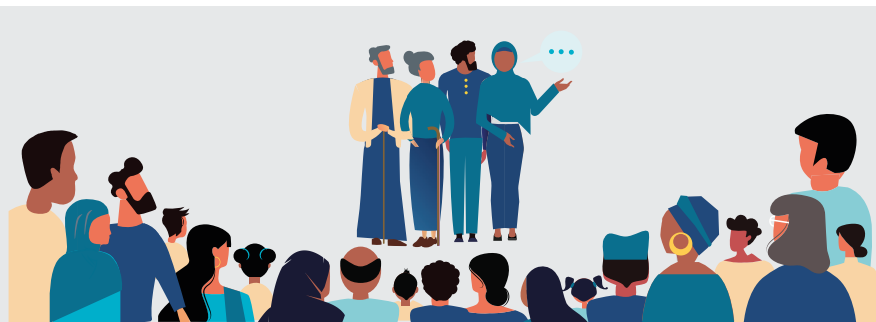
Together with the facilitators, the Dialogue participants should decide who will present each of the pledges and special requests. Before the meeting they should formulate the pledges and special requests and practice presenting these in a respectful way, through role-play exercises. You may want to share copies of the special requests with the community leaders ahead of time, so they have time to prepare their responses.

Think about how the media and social media can amplify the Public Meeting

In order to spread the spirit of the Dialogue further, consider inviting journalists and local media to cover the Public Meeting. Encourage Dialogue participants and other attendees to share their impressions of the Meeting on social media. Doing this also increases the likelihood that community leaders act upon the requests that are put to them (accountability).

Step 6

Widening the Dialogue



Tool 6.2: How to monitor and evaluate the Public Meetings

Key M&E questions

- How many people attended the Public Meetings? Which community leaders were present?
- How did Community Partners react to the pledges and special requests made by Dialogue Champions at the first Public Meeting?
- [Second Public Meeting only] What actions, if any, did Community Partners take in response to the requests put to them at the first Public Meeting?

Approach

The proceedings of the first and second Public Meetings can be documented by one of the **coordinators**. Prior to each Public Meeting, the two coordinators should meet and agree which of them will play this role.

The coordinator who is taking notes should pay particular attention to:

- The **number of people present** at the meeting (an estimate is sufficient, paying attention to the rough proportion of children, young people and older people);
- Which **community leaders and Community Partners** are in attendance, and which institutions and organisations they represent;
- The **statements of the community leaders** in response to the special requests presented to them;
- Any **other remarks about the Dialogue process** made by officials, e.g. in their welcoming comments; and
- General observations about the **atmosphere of the meeting**, e.g. dynamics in the room, level of interest shown by attendees, etc.

Step 6 - Widening the Dialogue



Following the Public Meetings the coordinator should develop a brief report which covers:

- 1. Introduction:** Background to the activity
- 2. Method:** Description of when, where, and in what setting the meeting was held, as well as overview of number and type of participants
- 3. Results:** Main results of the Public Meeting
- 4. Discussion and conclusions**

STEP 7

Sustaining the momentum



Step 7 – Sustaining the momentum



WHAT'S THE AIM?

To keep the change process alive in the community.

WHAT IS THIS STEP ABOUT?

The final step of the Generation Dialogue is about nurturing the ‘spark’ of change which has emerged through the Dialogue process and ensuring that it takes root within the community.

Just as a small flame will die down if the conditions for it to burn are missing, the Dialogue process also requires continued inputs to grow and flourish. These inputs can take different forms, from face-to-face conversations among friends, neighbours and relatives, to social media postings, follow-on projects and additional community meetings.

WHAT DO YOU NEED TO DO?

The following are actions you can take after the Public Meeting to grow and sustain dialogue in the community:

- **Debrief the Public Meeting.** The facilitators should bring the male and female Dialogue participants back together for the fifth and final Dialogue session, again in single-sex groups. Begin the session by reviewing what happened at the Public Meeting. What went well and what could have gone better? How did the community leaders respond to the pledges and special requests? What was surprising?
- **Plan the next steps to keep the Dialogue process alive.** Together with the male and female Dialogue participants think about the steps you can take to sustain the Dialogue. You could consider supporting a series of Mini-Dialogues (face-to-face conversations between Dialogue participants and family members, neighbours and other members of the community), promoting the Dialogue through the media or via social media, making presentations to community groups, or designing follow-on projects to address ideas which emerged during the Dialogue.

Step 7 – Sustaining the momentum



- **Meet every month with the Dialogue participants.** The male and female facilitators should hold a supervision meeting once per month with the male and female Dialogue participants respectively. These meetings provide an opportunity for the Dialogue participants to report back on activities, share highlights and discuss challenges.
- **Convene the second Public Meeting.** To hold community leaders and community partners accountable for the requests put to them in the first Public Meeting, hold a second Public Meeting approximately 2 to 3 months after the first. Community leaders and partners should be invited to publicly report on how they have responded to the requests which were put to them; Dialogue participants should speak about their activities during the follow-on period and on the changes and positive developments they've witnessed in the community.
- **Hold follow-up Community Consultations.** Just as you did during Step 2, hold a series of Community Consultations with groups of younger and older men and women. The objective of these sessions is to find out whether and how the Generation Dialogue has influenced the beliefs, attitudes and practices of the different community members.

WHAT RESOURCES CAN YOU USE?

This [document](#) (p. 77) describes how to organise supervision meetings with Dialogue participants during the follow-up period and what to cover during those meetings.

When planning the second [Public Meeting](#) (p. 68) and the follow-up [Community Consultations](#) (p. 29), you can refer to the respective guidance notes from the previous steps.

HOW DO YOU MONITOR THIS STEP?

Take notes on the **fifth Dialogue session** just as you did with the first four. Document the **second Public Meeting**, paying particular attention to actions which have been taken by community leaders and partners in response to the requests put to them at the first Public Meeting.

Step 7 – Sustaining the momentum



Outside researchers should be contracted to document and analyse the **follow-up Community Consultations**, just as they did in the initial Community Consultations. In their report the researchers should highlight how the Generation Dialogue has influenced intergenerational relationships and communication on the Dialogue topic, and how it has influenced practices in the community. This [document](#) (p. 46) provides guidance on the preparation of the analysis and report.

HOW DO YOU KNOW YOU'RE FINISHED WITH THE GENERATION DIALOGUE CYCLE?

Actions to spread and sustain the Dialogue have been undertaken in the community. A second Public Meeting has been held and community leaders and partners have reported back publicly on the requests put to them. A series of follow-up Community Consultations have taken place, and the Dialogue team has used these to assess whether and how practices have shifted in the community as a result of the Generation Dialogue.

Do's & Don'ts

- ✓ DO be creative when planning activities to keep the Dialogue spirit alive in the community. Dialogue participants often come up with good ideas how this could be done.
- ✓ DO ensure that the community leaders and community partners who were present at the first Public Meeting attend the second one as well.
- ✓ DO work with the same outside researchers for the follow-up Community Consultations. The analysis of changes brought about by the Generation Dialogue will be more sound if they are prepared by the same individuals.



DON'T invite participants from the Dialogue sessions to be part of the follow-on Community Consultations. They are 'too close' to the Dialogue to be able to reflect upon its effects objectively.

Step 7

Sustaining the momentum



Tool 7.1: How to supervise Dialogue participants during the follow-up period

What are supervision meetings?

During the three-month follow-up period after the first Public Meeting, the facilitators should regularly meet the Dialogue participants to provide supervision and support. The purpose of the supervision meetings is to:

- Learn from the Dialogue participants what activities they have undertaken to sustain the Dialogue;
- Exchange views on what is going well and what is difficult;
- Provide support and advice on how to deal with difficulties;
- Encourage the participants and praise them for the work that has been done;
- Monitor the activities which have been undertaken; and
- Help to plan the Dialogue participants' activities for the coming month, including generating new ideas about how the spirit of the Dialogue can be spread **in the community**.

Organising the supervision meetings

The supervision meetings should happen in single-sex groups: male facilitators should meet with male Dialogue participants and female facilitators should meet with female Dialogue participants. Aim to hold a supervision meeting once per month with the men and once per month with the women.

All the Dialogue participants (24), the full facilitator team (4) and the male or female coordinator should be present at the supervision meetings. Arrange to hold the meetings in a quiet place where you can meet for approximately two hours without being disturbed.

Step 7 – Sustaining the momentum



What happens at supervision meetings?

The men's and women's facilitator teams should decide ahead of time how to structure the meetings. The following are elements you may want to include:

- **Welcome:** Warmly welcome all the Dialogue participants. Do an opening game or exercise to break the ice and reacquaint the Dialogue participants with one another.
- **Four groups:** Divide the large group into four smaller groups of both generations, so that each facilitator sits in a circle with three younger and three older participants.
- **Reporting on activities undertaken:** Going around the circle, invite each participant to briefly report on what they've done to spread the Dialogue since the last time you met. Have they held Mini-Dialogues in the community? Have they had follow-up meetings with any community partners or leaders? Have they been active on social media? The facilitators should take notes as the Dialogue participants report back.
- **Discussion of results and achievements:** Go around the circle again asking everyone to report on the highlights of the previous month: Have there been results in relation to the pledges and special requests? What do they feel most positive about, and why? Take notes as they speak. Praise them for their achievements!
- **Discussion of difficulties and challenges:** Go around the circle a third time, asking what kind of challenges and difficulties they have encountered. What is frustrating them? Who needs new ideas or a new direction? Take note of the points that are raised. Together with the rest of the group, try to find a way forward. Where difficulties are more serious, you may want to discuss them with the other facilitators and then share suggestions with the participants.
- **Planning for the next month:** Discuss with the members of the small group what they are planning to do in the coming month. Before closing the supervision session, praise them once more for their commitment.
- **Share highlights with the full group:** Use the last 15 minutes of the meeting to bring the Dialogue participants back together in a full group. Have a member of each small group share a particular highlight which was reported, and a particular challenge which the group discussed and agreed how to tackle.

Step 7 – Sustaining the momentum



- Agree details of the next meeting. Before everyone leaves, agree when and where the next supervision meeting will be held. Close by appreciating any positive developments, even if these are only small steps.

The third supervision meeting: plan the Public Meeting

- At the third and final supervision meeting, help the Dialogue Champions to plan the second Public Meeting. You can refer to the tool on organising and conducting Public Meetings for guidance on the issues you need to think about when preparing the meeting.

The third supervision meeting: plan the Public Meeting

At the third and final supervision meeting, help the Dialogue Champions to plan the second Public Meeting. You can refer to the tool on organising and conducting Public Meetings for guidance on the issues you need to think about when preparing the meeting.

Documenting the supervision meetings

At the end of each supervision meeting, the facilitators and coordinator should spend another 30 minutes verbally debriefing the meeting:

- What are the main themes which emerged?
- Where are there signs of progress and how can these be supported?
- Where are there difficulties and what can be done to overcome them?

The coordinator should note down the main conclusions from the debriefing meeting and develop these into a brief report. Prior to the next supervision meeting, the coordinator and the facilitators should review these points again and be sure to touch upon them in the discussions with Dialogue participants.



Deutsche Gesellschaft für
Internationale Zusammenarbeit (GIZ) GmbH

Registered offices
Bonn and Eschborn

Friedrich-Ebert-Allee 36 + 40
53113 Bonn, Germany
T +49 228 44 60-0
F +49 228 44 60-17 66

Dag-Hammarskjöld-Weg 1 - 5
65760 Eschborn, Germany
T +49 61 96 79-0
F +49 61 96 79-11 15

E info@giz.de
I www.giz.de

On behalf of



Federal Ministry
for Economic Cooperation
and Development