



WAGE

Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues TRAINING OF TRAINERS (TOT) GUIDE



Business and Social Support for Female
Entrepreneurs in Timor-Leste (BEST)

JULY 2022



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About the WAGE BEST Project

Women and Girls Empowered (WAGE) is a global consortium, funded by the U.S. Department of State Secretary's Office of Global Women's Issues (S/GWI), to advance the status of women and girls, led by the American Bar Association Rule of Law Initiative (ABA ROLI) in close partnership with the Center for International Private Enterprise (CIPE), Grameen Foundation, and Search for Common Ground (Search). WAGE works to strengthen the capacity of civil society organizations (CSOs), and private sector organizations (PSOs) in target countries to improve the prevention of and response to gender-based violence (GBV); advance the women, peace, and security agenda (WPS); and support women's economic empowerment (WEE). In this context, WAGE provides direct assistance to women and girls, including information, resources, and services they need to succeed as active and equal participants in the global economy and public life. WAGE also engages in collaborative research and learning to build a body of evidence of relevant promising practices in these thematic areas.

Addressing the intertwined, gendered business and social challenges faced by female-owned micro and small enterprises (MSEs) in Timor-Leste is a critical step to combating widespread household poverty and ensuring a stronger economic future. Given the interlinked nature of poverty and GBV in Timor-Leste, where rates of abuse and domestic violence against women are higher in poorer areas, women MSE owners need a holistic set of services that can address the financial, business, and social constraints (such as GBV) that they face.

WAGE's strategic initiative, Business and Social Support for Female Entrepreneurs in Timor-Leste (BEST) is a multi-disciplinary program aimed at addressing the intertwined social, economic and regulatory challenges faced by women micro entrepreneurs in starting, maintaining and expanding businesses. Launched in 2020 and implemented by Grameen Foundation in partnership with ABA ROLI, this two-year program works to build the capacity of local microfinance institutions (MFIs) and women empowerment-focused civil society organizations (WE CSOs) through technical assistance and small grants. WAGE BEST facilitates the development, piloting, and evaluation of formal linkages between MFIs and CSOs that ultimately enable vulnerable women to succeed as entrepreneurs as well as provide them with increased access to financial, entrepreneurial, and social support.

WAGE believes that if the capacity of leading CSOs, specifically MFIs and WE CSOs, in Timor-Leste is improved to enable women clients' access to not only microfinance, but also business training and GBV awareness raising, then more vulnerable women will become successful entrepreneurs. The BEST initiative aims to provide women micro entrepreneurs in Timor-Leste with access to a more holistic package of financial and social support, leading to enterprise growth and resilience.

Purpose of the TOT Guide

The *Mitigating Unintended Harmful Consequences: Intrahousehold Dialogue Training of Trainers (TOT) Guide* was developed for WAGE BEST trainers to prepare training officers/staff of Civil Society Organizations (CSOs) to facilitate a series of dialogues with beneficiary household members on the topics of sharing household chores, harmful gender norms and joint decision making in order to mitigate the risk of unintended harmful consequences potentially related to mistreatment or gender-based violence (GBV) when women engage in an economic activity. This TOT guide includes activities to provide a foundational understanding of the intersection between GBV and women's economic empowerment (WEE); the purpose of intrahousehold dialogues; the difference between a dialogue and a debate; how to prepare for dialogues and how to facilitate them (including facilitating difficult topics); and steps to practice and receive feedback as an intrahousehold dialogue facilitator.

The Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues TOT Guide is part of a complete training package that includes the following:

1. ***Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues Training of Trainers (TOT) Guide*** – to be used to prepare CSO staff to facilitate dialogues with beneficiary households.
2. ***Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogues TOT Power Point Slides*** – to accompany the TOT guide to prepare CSO staff to facilitate dialogues with beneficiary households.
3. ***Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues Field Guide*** – to be used by training officers to facilitate dialogues with beneficiary households.

Goal

The goal of the Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues training package is to:

Mitigate harmful unintended consequences that may occur as a result of women's participation in decision making and economic activities outside the home as a result of power imbalances, potentially leading to mistreatment or gender-based violence (GBV). Through the strengthening of inclusive decision making at the household level by bringing partners and spouses together to address harmful gender norms, beneficiaries will recognize the limitations that are placed on families when both men and women are expected to adhere to norms that don't allow them to reach their full potential, i.e., lack of joint decision-making, shared efforts to earn an income, or sharing household tasks.

Objectives

By the end of this TOT workshop, the training officers should be able to facilitate dialogues that enable household members to:

1. Define the difference between a debate and a dialogue.
2. Uncover gender roles and norms common in their community and how they influence the lives of both men and women.
3. Communicate about household work and decisions between men and women in a safe space.
4. Identify power imbalances within the household and community and work to find a better balance to promote more gender equitable behaviors.
5. Explore new ways that men and women can work together to increase household income and family harmony.

Audience

This TOT guide is intended to be used by experienced Trainers. The TOT Trainers will use this guide to prepare training officers/local CSO staff to use the *Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues Field Guide* with beneficiaries at the community level. The ultimate beneficiaries are women clients, their spouses and/or partners, and other household members who have key decision-making roles at home.

Recommended TOT Trainer Qualifications

This TOT guide is intended to be used by experienced trainers who have an extensive background in gender and GBV and who have had training in survivor-centered approaches. Trainers who use this TOT guide to train field staff/training officers of local CSOs should have had previous experience designing and/or conducting gender dialogues or gender and diversity trainings. TOT Trainers should have also participated in the WAGE BEST “Gender, Power, and Gender-Based Violence in the Context of Women’s Economic Empowerment” training or comparable training on gender and power dynamics.

Similarly, the field staff trained with this TOT guide should have experience working with survivors, specifically in GBV crisis response and access to solid referral networks, including psychosocial and medical services and understanding of the law. Activity 8 of this guide, titled “How to Facilitate Sensitive Topics,” includes an activity to review local GBV services and to prepare trainers with the information to include in their Field Guides to share with their end line beneficiaries. It is critical that the TOT Trainer review local resources ahead of conducting the TOT to ensure the services are reputable and accessible to beneficiaries.¹

TOT Workshop Agenda and Time Needed

The Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues TOT Guide includes approximately 24 hours of contact time. Acknowledging that this is a significant commitment for both TOT Trainer and participant, it is recommended that the size of the training group does not exceed 25 persons and that activities be spread out over 3 days of training with an ample number of health breaks and networking opportunities. To deal with time constraints where certain activities run longer than planned or unforeseen conversations occur, it is important for facilitators to be flexible in identifying areas within the different activities where time may be saved without jeopardizing attainment of the activity objectives. For example, if an activity has several exercises or questions that are designed to elicit similar information, the facilitators may choose to prioritize some of the exercises or questions.

In consideration of the political unrest in Timor-Leste, it is strongly recommended to finish activities scheduled for the day by 4:00 pm at the latest.

¹ Additional resources can be found at the Safeguarding Resource & Support Hub (<https://safeguardingsupporthub.org/>), which has abundant self-paced training materials on safeguarding issues available in five languages. The Interagency Gender-Based Violence Case Management Training Facilitators Guide (https://gbvresponders.org/wp-content/uploads/2017/04/Interagency-GBV-Case-Management-Training-Facilitator-Guide_Final_.pdf) also has relevant information.

Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues TOT Workshop Agenda and Objectives

Activity Number and Name	Objectives By the end of the activity training officers will have:	Duration
DAY 1		
Workshop Opening	<ol style="list-style-type: none"> 1. Identified workshop goal and objectives 2. Introduced themselves 3. Listed group norms or ground rules 4. Contributed to a safe environment for learning 	1 hour
Review of Agenda Learning Needs and Pre-Test	<ol style="list-style-type: none"> 1. Listed what they most want to learn about conducting intrahousehold gender dialogues 2. Completed the Pre-Test 3. Explored the Field Guide 	45 min
The Role that Gender Plays in the Lives of Beneficiaries	<ol style="list-style-type: none"> 1. Defined sex versus gender 2. Identified harmful gender norms in the local community 3. Identified the effects that harmful gender norms have on the communities that participants are working in 	1 hour 10 min
GBV as an Unintended Consequence of WEE Interventions	<ol style="list-style-type: none"> 1. Identified the risk of GBV as potential unintended consequence of WEE programming 2. Analyzed harmful gender norms and power dynamics underpinning GBV 3. Discussed why integrating gender is critical for WEE/ES to achieve broader impacts 	1 hour
Introduction to Gender Dialogues	<ol style="list-style-type: none"> 1. Identified the difference between dialogue and debate 2. Defined intrahousehold gender dialogue 	40 min
Before, During and After the Dialogues	<ol style="list-style-type: none"> 1. Designed a community entry plan 2. Explored the Field Guide 3. Discussed steps to facilitate an intrahousehold dialogue 	1 hour
Facilitating Gender Dialogues	<ol style="list-style-type: none"> 1. Defined the role and qualities of an effective facilitator 2. Explored the basic rules of adult learning 	1 hour 25 min
DAY 2		
How to Facilitate Sensitive Topics Like GBV	<ol style="list-style-type: none"> 1. Reviewed strategies on creating a safe space in which participants can share their opinions and experiences 2. Discussed troubleshooting difficulties when they arise 3. Identified what to do if a GBV survivor confides in them 	2 hours 10 min
Preparing to practice facilitating dialogues	<ol style="list-style-type: none"> 1. Signed up for a dialogue session to present 2. Discussed principles of giving feedback 3. Prepared to conduct a community dialogue through role-play 	2 hours 35 min

Training Officers Practice Dialogue 2	<ol style="list-style-type: none"> 1. Practiced conducting an intrahousehold dialogue through role-play 3. Received feedback from participants 	2 hours 15 min
DAY 3		
Training Officers Practice Dialogue 3	<ol style="list-style-type: none"> 1. Practiced conducting an intrahousehold dialogue through role-play 2. Received feedback from participants 	2 hours 15 min
Training Officers Practice Dialogue 4	<ol style="list-style-type: none"> 1. Practiced conducting an intrahousehold dialogue through role-play 2. Received feedback from participants 	2 hours 15 min
Training Officers Practice Dialogue 5	<ol style="list-style-type: none"> 1. Practiced conducting an intrahousehold dialogue through role-play 2. Received feedback from participants 	1 hour 30 min
Review of Learning Needs, Post-test and Workshop Evaluation	<ol style="list-style-type: none"> 1. Confirmed whether their learning needs were addressed during the workshop 2. Completed the Post-Test and Workshop Evaluation 3. Received a Certificate of Completion 	1 hour

Mitigating Harmful Unintended Consequences: Intrahousehold Dialogues
Suggested Delivery Schedule for WAGE BEST

Week	Intrahousehold Dialogue	Objectives By the end of the activity beneficiaries will have:	Duration
8-29-2022- 9-2-2022	1. Welcome and Introduction	<ul style="list-style-type: none"> Introduced themselves. Explored characteristics of a dialogue Identified ways to help a dialogue be effective and safe 	2 hours
9-5-2022- 9-9-2022	2. Division of Household Roles	<ul style="list-style-type: none"> Explored men's and women's roles in the household from the opposite sex's perspective. Analyzed the gendered division of domestic work between women and men. Identified that the equitable division of household work can help increase women's income and help the family prosper. 	2 hours
9-12-2022- 9-16-2022	3. Exploring Positive and Negative Gender Norms	<ul style="list-style-type: none"> Explored what society expects of a "typical" man and a "typical" woman. Challenged what society says a man or a woman must be or can do. Identified that negative gender norms can lead to a power imbalance causing mistreatment or violence. 	2 hours
9-19-2022- 9-23-2022	4. Household Decision Making	<ul style="list-style-type: none"> Discussed the positive and negative aspects of individual and joint family decisions. Evaluated women's and men's roles and decision-making power in a household. Practiced dialogue skills to hold productive discussions about the equitable participation of women and men in the household decision-making process. Identified 2-3 ways they can make household work and decision-making practices more equitably distributed in their home. 	1 hour 45 min
9-26-2022- 9-30-2022	5. Family Harmony and Household Action Plans	<ul style="list-style-type: none"> Defined relationships between family members and how they treat each other, and how this relates to family harmony. Discussed positive practices as they relate to family harmony. Developed a family action plan to increase harmony in their household. 	1 hour 15 min

ALL DIALOGUES ARE TO BE COMPLETE BY 10-17-2022

How to Use the TOT Guide

There are a variety of features written into the text and embedded in the format of each activity in the TOT Guide. The intention is to give the TOT Trainer written signals that make the delivery of the activities easier. The following example includes a list of the features, which can be found throughout this manual:

Information Box - The box at the start of each activity has 3 elements in it:

Objectives: what the participants will be able to do by the end of the activity.

Materials Needed: list of actions or materials that must be ready before the activity can be presented.

Time Needed: an estimated amount of time needed to complete all of the steps designed for the activity.

Steps:

The sequential steps needed to facilitate the activity are listed in the order recommended for implementation.

This TOT Guide uses several formatting features to advise facilitators on how to lead the workshop. Special features used in the following pages include:

Formatting	Meaning
Regular font	Specific information, instructions, or questions for the facilitator to read or closely paraphrase to the participants.
Italics font	Instructions or guidance for the facilitator (not to be read to the participants).
Question symbol (❓)	Highlights specific questions to ask the participants.
Slide Deck image	Images of Slides are embedded in the activities for reference.
[Information in Square brackets]	The “correct” or desired answer to expect in response to a technical question.
Hand graphic (👉)	This symbol represents “thank you” in sign language. Remember to thank participants for their participation whenever you see this graphic.

The *Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogues* TOT workshop is designed to be facilitated by two facilitators, preferably a male and a female, for a group of 15-25 participants. Each facilitator should be knowledgeable in the technical content and the programmatic context as mentioned above in the “Recommended TOT Facilitator Qualifications.”

Below is a list of facilitation skills that can improve the experience and learning outcomes for the participants. These skills should also be emphasized to the facilitators who can use the same skills when they are conducting the intrahousehold dialogues.

- **Asking open questions.** The facilitator asks questions that cannot easily be answered with “yes” or “no.” Open questions encourage participation and dialogue.

- **Probing.** The facilitator asks follow-up questions after a participant has spoken. Probing questions can help clarify a participant's statement, encourage deeper reflection or a more detailed response, and/or demonstrate respect for the participants by showing they have knowledge the facilitator hopes can be shared.
- **Stacking.** The facilitator states the order in which participants will speak. Stacking helps participants remain engaged in the conversation, as they know that they will have a turn to speak and helps prevent everyone from speaking at once.
- **Waiting.** The facilitator waits for at least 5 seconds before responding to participants and/or allows at least 3 participants to respond before s/he responds. Waiting gives participants the time to think before speaking and demonstrates that it is safe to share in the learning environment.
- **Redirecting.** When asked a question by a participant, the facilitator bounces the question back to the group by asking questions such as: "What do others think?" Redirecting builds engagement and peer-to-peer learning, allowing participants to learn from the rich experiences of their colleagues.
- **Summarizing.** The facilitator repeats the main ideas of a conversation. Summarizing reassures participants that their ideas have been heard and provides an opportunity for the facilitator to underscore key technical points.
- **Weaving.** The facilitator refers to a previous topic or to an upcoming topic while facilitating an activity. Weaving draws connections between linked conversations and reinforces important points.

The activities in this guide are designed to encourage participants to think deeply about their own practice and plan to apply their learning when they return to work. By using good facilitation skills, the facilitators can encourage the kind of engagement, reflection and active participation that is required for participants to apply their learning, while also observing the kind of facilitation techniques they may use when hosting community dialogues.

Activity 1: Introduction of Objectives and Group Norms

Objectives
By the end of this activity, participants will have: <ol style="list-style-type: none">1. Identified workshop goal and objectives2. Introduced themselves.3. Listed group norms or ground rules.4. Contributed to a safe environment for learning.
Materials Needed
<ul style="list-style-type: none">• Mitigating Unintended Harmful Consequences: Intrahousehold Dialogue Slide Deck• Projector• Name tags• Markers/pens• Flip charts
Time: 1 hour

Steps

1. Welcome, and introduction activity – 20 minutes

Say:


Good morning/afternoon, everyone! Welcome to our TOT workshop! Together during the next 3 days we will have an opportunity to discuss and practice intrahousehold dialogues that benefit the lives of the beneficiaries you work with!

Show and present the following slides:

WORKSHOP GOAL

Goal
The *Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues* training package is to:

Mitigate harmful unintended consequences that may occur as a result women's participation in decision making and economic activities outside the home as a result of power imbalances, potentially leading to mistreatment or gender based violence (GBV). Through the strengthening of inclusive decision making at the household level by bringing partners and spouses together to address harmful gender norms, beneficiaries will recognize the limitations that are placed on families when both men and women are expected to adhere to norms that don't allow them to reach their full potential, i.e. lack of joint decision-making, shared efforts to earn an income, or sharing household tasks.

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WORKSHOP OBJECTIVES

Objectives

By the end of this TOT workshop, the training officers should be able to facilitate dialogues that enable household members to:

- Define the difference between a debate and a dialogue.
- Uncover gender roles and norms common in their community and how they influence the lives of both men and women.
- Communicate about household work and decisions between men and women in a safe space.
- Recognize power imbalances within the household and community and work to find a better balance to promote more gender equitable behaviors
- Explore new ways that men and women can work together to increase household income and family harmony.
- As GBV doesn't feature here, this strengthens my suggestion to not have it in the title



WORKSHOP ROADMAP



Say:

Much of what we will do together in this workshop will be demonstrating and practicing facilitating the five intrahousehold dialogues YOU will be facilitating for your beneficiaries.

We organized this workshop with the intention of preparing YOU to provide a safe space for couples to communicate about household roles and decision making between men and women.

Let us start today's session by standing in a circle. We are going to play a game to get to know each other better and learn about the life experiences that we have in common. This will be the same game that you use in the first dialogue that you facilitate with your beneficiaries!

I am going to ask some questions and I would like you to stand with those who answer the question the same way you do. For example, if I ask whether you like the color red, you will find others who like the color red and stand with them.

Instruction: Ask the following questions – or adapt as needed so that the questions are relevant to the participant's life. This exercise allows participants to share their experiences. The Trainer should build on participants' experiences to clarify objectives.

Say:

- Who here is married? Who here is unmarried?
- Who here is the head of the household?
- Who does the laundry for your family?
- Who makes important decisions in the family?
- Who cooks for your family?
- Who here earns an income? Who doesn't earn an income?
- Who here has a business?
- Who here is able to decide how they spend their income?
- Who is the first person in their family to wake up in the morning?
- Have you taken part in community or household dialogues before?

Instruction: This activity will help the Trainer to identify issues to discuss during the training and gauge participants' level of understanding and experiences.

Say:



Thank you for your participation! Now I would like us to form a circle again how we started. I would like each of you to share your name and one thing that makes you unique!

2. Creating a safe dialogue environment – 30 minutes

Ensure that everybody is seated on the same level, preferably a semi-circle. This increases the feeling of equality in the room and enables more eye contact and participation in the group.

Say:

Since we will be discussing sensitive topics together and YOU will be discussing sensitive topics with your beneficiaries, we want to create a safe environment where everyone has a voice.

Ask participants to carefully watch four role plays that will be presented by the two Trainers and note the difference in behavior in the two roles.

You should not explain what the two are doing or which dialogue is better – let participants decide as they watch.

Inform participants that they will be asked to provide feedback.

Introduce participants to feedback rules:

- Start and end with positive feedback,
- Feedback should focus on what a person did,
- Be honest and critical but focus on what can be improved,
- Help other person to make improvement, and
- Praise a person for making improvements.

Role Play 1 (a)

One participant plays a young person, and another participant plays an older person in a typical household. The conversation is about the number of children they want. In the first role play, the young person does not show any dialogue skills.

The younger person:

Approaches the older person at a bad moment (e.g., the old person is busy or almost asleep) without asking whether it is a good time to talk.

The younger person should start the dialogue standing, rather than sitting in a quiet place where both are comfortable.

The younger person expresses concerns about problems in the home, health concerns and how tired he/she is and doesn't give the older person a chance to say a word. The younger person does not explain what he/she wants to talk about and why

Suddenly ends the dialogue without thanking the older person for sharing his/her views.

The older person:

Cuts the other person off, dismisses the younger person and blames him/her for any problems.

Turns away, showing no interest.

Says to the other participant that it is up to him/her and that it is now his/her problem.

Role Play 1 (b)

Two people (one male one female) make more effort and show essential dialogue skills.

The younger person:

Starts by asking if it is a good time to talk and finds a comfortable place.

Shows the gestures that are customary for approaching older people in a respectful manner.

Thanks the older person for sharing his/her views and stories with him/her.

The older person:

Welcomes him/her and lovingly asks what is bothering the younger person.

Says that they can talk in confidence and that he/ she won't be judged.

Both people listen attentively without interruptions.

Asks other person questions for clarification, offers suggestions, and asks how the younger person feels about them. The older person shares his/her experiences and related troubles when he/she was young.

The conversation does not solve the problem but is a start to a mutually respectful relationship.

Ask:

- What were the differences between the two dialogues?
- Which was a better dialogue and why?

Role Play 2

Ask two different participants to perform a role play, trying to show all the dialogue skills that they just identified.

Role Play 2a

They should role-play a young person asking an older person in the household about how young people were taught about marriage and parenthood in the past. All the other participants watch the dialogue.

Role Play 2b

Ask another two participants to come forward to do another role play. This time, an older participant should interview a younger participant about his/her worries about growing up, getting married and becoming a parent. What worries him/her most? With whom can he/ she talk about these concerns?

Ask:

- What went well, and what did not go well?
- Did they show respect and active listening skills?
- Would any of you have done anything differently?

Say:



Thank you for your participation!

During the next three days together, it is important that everyone feels safe to share their views and opinions while keeping an open mind to new ideas that can help our families prosper.

3. Discuss Workshop Logistics and Group Norms – 10 minutes

Say:

Let us review logistics about the workshop:

- Each day begins at [insert start time] and ends at [insert end time].
- Each day we will take a 1-hour lunch break and a short break in the morning and another in the afternoon.
- Bathrooms are located [insert location].

Ask:

- Do you have any questions about the logistics?

The dialogues or conversations that you will be facilitating with your beneficiaries will require a very safe environment where everyone can respectfully talk about some sensitive topics. Before we continue, we need to establish some ground rules to ensure that our workshop will be respectful to everyone and that we will be able to achieve our objectives. You'll do a similar exercise when YOU facilitate the dialogues.

Ask:

- What are some ground rules that are important to you? What norms help a workshop run smoothly?

Obtain group consensus for each suggested ground rule and list them on a flip chart. Post the flip chart where all of the participants can see.

Examples of ground rules:

1. Arrive on time.
2. Be present, avoid using cell phones.
3. Ask questions if in doubt or unclear.
4. Participate and contribute to the discussion.
5. Respect others' opinions and views even if you disagree with them.
6. Listen actively when others are speaking.
7. No side conversations.
8. Respect the privacy of participants. Do not share private information beyond this group.
9. Be open-minded!

Ask:

- Before we continue, do you have any questions about the workshop objectives, or about the workshop roadmap?

Respond to questions.

Activity 2: Review of Agenda, Learning Needs, and Pre-Test

Objectives
<p>By the end of this activity, participants will have:</p> <ol style="list-style-type: none">1. Listed what they most want to learn about conducting intrahousehold dialogues.2. Explored the Field Guide3. Completed the Pre-Test
Materials Needed
<ul style="list-style-type: none">• Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogues Slide Deck• Projector• Print and bind one copy of the Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues Field Guide for each participant.• Pens• Post-it notes• Flip paper with the following titles posted around the room:<ul style="list-style-type: none">○ Preparing for Gender Dialogues○ Facilitating Gender Dialogues○ Gender Based Violence (GBV)○ Gender Norms○ Household Decision Making○ Sharing of Household Chores
Time: 30 minutes

Steps

1. Introduce the Field Guide and Agenda – 10 minutes

Distribute the Field Guide to each participant.

Say:

This is the Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogue Field Guide. This is the guide that you will be studying to prepare to facilitate the gender dialogues with your beneficiaries and you will also be using it as a job aid during the dialogues. During the workshop over the next three days, all of you will have the opportunity to practice facilitating an intrahousehold dialogue with the group.

Let's look at what you can expect from today's activities:

Show the following slide:

Day 1 Agenda

- ✓ Workshop Opening
- ✓ Review of Agenda, Pre-test and field guide
- ✓ The Role that Gender Plays in the Live of our Beneficiaries
- ✓ Tea
- ✓ Unintended Harmful Consequences of WEE Interventions
- ✓ Introduction to Gender Dialogues
- ✓ Lunch
- ✓ Before, During and After the Dialogues
- ✓ Tea
- ✓ Facilitation Skills: Open Questions and Encouraging Dialogue



Ask:

- Do you have any questions about the agenda?

Respond to questions.

2. List what they most want to learn about gender dialogues – 15 min

Say:

I am now going to pass out some sticky notes to each of you. On your sticky notes write at least 3 questions that you have about any of these workshop topics that you have. You don't need to write three questions for each topic, just choose which topic or topics interest you and post your question to the flip chart. We will be leaving these flip chart papers and your questions up for the remainder of the workshop. At the end of the workshop, we will review the questions to make sure all of your questions have been answered.

- Flip chart paper with the following titles posted around the room:
 - Preparing for Gender Dialogues
 - Facilitating Gender Dialogues
 - Gender Based Violence (GBV)
 - Gender Norms
 - Household Decision Making
 - Sharing of Household Chores

3. Completed pre-test – 20 min

We ask that you complete a short pre-test at the start and the same post-test at the end of the workshop. This is a test of the trainer, not of you. It also helps us know if the activities used during this workshop help you learn enough to achieve the objectives of the workshop. Do not be concerned if you do not know all the answers. All the information on the pre-test survey will be covered in the workshop.

Please note the number of your pre-test on the upper right-hand side of your test. Write this number in your Field Guide so that you can put this same number on your post-test at the end of the workshop.

Pass out a pre-test to each participant.

You will have 15 minutes to fill out your pre-test.

Ask:

- Do you have any questions?



Thank them for their participation.

Mitigating Unintended Harmful Consequences: Intrahousehold Dialogues Pre and Post-Test

Questions	Answers
Gender norms	<ul style="list-style-type: none"> a. Promote harmony in the community. b. Give men and women a sense of purpose. c. Can negatively affect communities and households and perpetuate GBV. d. Are easy to change with gender transformative activities.
The root cause of GBV is	<ul style="list-style-type: none"> a. Perceptions that women are weak and need discipline. b. Substance abuse, such as drug and alcohol abuse. c. Poverty. d. Power imbalances in relationships.
Economic strengthening programming has been shown to	<ul style="list-style-type: none"> a. Increase GBV. b. Decrease GBV. c. Both increase and decrease GBV. d. Neither increase nor decrease GBV.
Intrahousehold Gender Dialogues	<ul style="list-style-type: none"> a. Provide a platform for households to debate important topics. b. Provide a platform for community leaders to discuss issues facing community members. c. Provide a platform for spouses to address gender norms and decision making in a safe space. d. Provide a way for spouses to engage with each other safely in a public space to solve their problems.
A gender dialogue is successful if	<ul style="list-style-type: none"> a. Every participant has the right to speak out and be heard. b. Promotes social interaction among different members of the community regardless of status. c. Promotes a deeper understanding of opportunities and challenges for a household. d. All of the above.
If a GBV survivor discloses	<ul style="list-style-type: none"> a. Share with him/her ideas on what to do. b. Respect the survivor's wishes. She or he has the right to choose his/her course of treatment. c. Immediately link them to the relevant people to assist. d. Report the case to the police.
Engaging men in some capacity in WEE programs is crucial to positively affecting GBV outcomes	<ul style="list-style-type: none"> a. True b. False
A dialogue is a gentle form of debate.	<ul style="list-style-type: none"> a. True b. False
Respect, Useful Content, Participation and Affirmation are all principles of	<ul style="list-style-type: none"> a. Intrahousehold gender dialogues b. Good facilitation skills c. Adult learning principles d. None of the above
Creating a safe space, being well prepared and engaging all participants are necessary tasks of	<ul style="list-style-type: none"> a. The community leaders b. The dialogue participants c. The dialogue facilitators d. The CSO staff

An effective strategy in dealing with a dialogue that is headed in the wrong direction is to	<ul style="list-style-type: none"> a. Find a new facilitator b. Excuse the troublemaker from the group c. Take a 15-minute break d. Change topics
In order for intrahousehold dialogues to be successful, the facilitator should strictly stick to the script in the field guide	<ul style="list-style-type: none"> a. True b. False

Activity 3: The Role that Gender Norms Play in the Lives of Beneficiaries

Objectives
By the end of this activity, participants will have: <ol style="list-style-type: none">1. Defined sex versus gender.2. Identified harmful gender norms in the local community.3. Identified the effects that harmful gender norms have on the communities that participants are working in.
Materials Needed
<ul style="list-style-type: none">• Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogues Slide Deck• Projector• Flip Charts• Markers• 2 pieces of A4 paper for each participant
Time: 1 hour 10 min

Steps

1. Introduce to the difference between sex, gender, and gender norms – 30 min

Pass out a piece of A4 paper to each participant.

Say:

We are going to pretend that an alien arrived from space and your job is to draw a picture for the alien to teach them what is a man and a woman. Half of you will draw a picture of a man and half of you will draw a picture of a woman.

There will be a prize for the drawing with the most detail!

As you are drawing, answer the following questions:

- How do these individuals look?
- What do they do?
- How do they dress?
- What jobs do they do?
- How and where do they spend their time?
- What are their values and beliefs?
- How are they expected to act/behave in the community?

You will have 10 minutes to work on your drawing.

Instructions: After 10 minutes, ask participants to tape their drawing on the wall and invite participants to do a 5-minute gallery walk.

Ask:

- What were some of the similarities of the pictures?
- What do the pictures of men have in common?

- What do the pictures of women have in common?
- Did anything in the drawings surprise you?



Thank them for their participation.

Say:

You will be facilitating the alien activity in one of the intrahousehold dialogues with your beneficiaries. You can find detailed instructions on how to facilitate this activity in your field guide.

2. Sex versus gender and gender norms – 20 minutes

Let's discuss the definition of sex versus gender.

Ask:

- How would you define sex?

Allow a few volunteers to respond.



Thank them for their participation.

Sex is the biological and physiological characteristics that describe the differences between individuals as male or female. Sex is defined by genetic make-up such as chromosomes, external and internal genitalia, and hormonal status. Sex characteristics are universal for all humans and are naturally unchanging.

Ask:

- When you hear the word gender, what do you think of?

Allow a few individuals to share their definitions.

Say:


Unlike sex, which describes different reproductive capacities, or sex differences, gender can be described as how society expects a man or woman to act, look, or what activities they do in the household or at work.

Show and discuss the following slide:

DEFINING SEX and GENDER

Sex: the biological and physiological characteristics that describe the differences between individuals as male or female.

Gender: the collection of social, cultural, and psychological features that a society often considers as either masculine or feminine.



- Do you have any questions about sex versus gender?

Note to Facilitator

There is a possibility that the participants will want to continue engaging on the definitions and some will want to talk about LGBTQ+ specifics, but remember that the objectives of this activity are to foster an understanding of sex versus gender and the social gender norms that can result. Keep participants on track. In this workshop, the focus is to lay the foundation for understanding where the roots of GBV come from - harmful gender norms.

Ask:

- Have any of you been told to “act like a man” or “that’s not very ladylike?” How did it make you feel?

Say:

People are born as male or female but learn to be girls and boys who grow into women and men. They are taught about appropriate behavior and attitudes, roles and activities for them and how they should relate to other people. This learned behavior is what shapes social roles and practices of men and women in the community. Gender roles can vary greatly from one culture to another.

Ask:

- Which color is most associated with men?

[Participants may say, blue, black and other darker colors]

- Which color is associated with women?

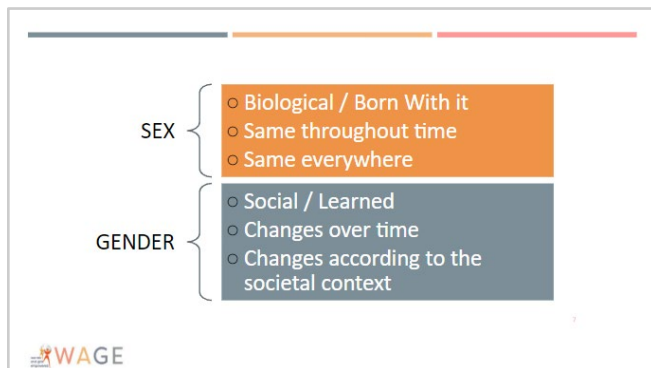
[Participants may say pink, red or similar]

Ask:

- Who decided or who said those colors are gendered?

[Participants may say these were decided by the society and it varies with different cultures]

Show the following slide:



Ask:

- What are gender roles?

Allow participants to define and further say: Gender roles are behaviors, activities, tasks, and responsibilities that females or males learn in society (e.g., cooking, income generation, and decision making).

Gender roles can change over time, are affected by age, race, economic status, culture, education, religion, technology, ethnicity, etc.; and can change based on individual choices, social or political changes, natural disasters, and conflict.

3. Discuss Harmful Gender Norms and Stereotypes – 20 minutes

Say:

Every culture in the world has social expectations of how men and women should dress, act and feel. Sometimes these expectations are based on stereotypes or assumptions, or widely held beliefs that are harmful, oversimplified, or untrue. In this way, stereotypes can contribute to gender inequality. Gender stereotypes define how people should be, and they limit options and life choices for everyone: women, men, boys, and girls. Research has shown that a possible unintended consequence of women's economic empowerment programs is that when men feel that there is a shift in household power and roles, they act out in violence toward women.

- What are some of the harmful gender norms and stereotypes that are present in the communities in which you work?
- What are some of the effects that harmful gender norms have on the communities in which you work?

Say:

The problem is not that girls/women and men/boys are biologically different; the problem is that society values them differently based on these differences. Gender stereotypes reinforce the power imbalance that exists in society between men and women. The gender power imbalance perpetuates gender discrimination and gender inequalities at all levels, and greatly constrains the advancement of women in a nation. Gender equality demands that people of both sexes are free to develop their personal and professional capacities and make free choices, without being held back by gender stereotypes or prejudices.

Say:

Gender stereotypes do not only perpetuate violence against women but can also be restrictive to men.

Ask:

- How is this possible?

Show the following slides:

How can gender stereotypes be restrictive for men?

- Being the sole provider in a family may cause stress and pressure.
- Feelings of stress can lead to physical illness, risky behaviors (like drug use and alcohol consumption), and suicide.
- Men are not taught to be or allowed to be emotional, so they may have no coping mechanism for such feelings.

WAGE

- ❑ Men may feel they need to be violent even though they do not want to because they feel the need to live up to social expectations of how men react to certain situations.
- ❑ Married men may be expected to have multiple partners.
- ❑ The role of “leader of the house” can sometimes come with violence and emotional distance.
- ❑ Men that do not fit into the social ideal of a big, strong and powerful man may feel that they are not a productive member of society.



Read the bullet points on each slide.

Ask:

- How can gender stereotypes be harmful to women?

Show the following slides:

How can gender stereotypes be harmful to women?

- ❑ Women are taught to be submissive, which can lead to a range of issues in their personal and professional lives.
- ❑ Women can be prevented from securing an education.
- ❑ Women can be pressured not to seek employment.
- ❑ Once employed, women are told to focus on the home, not on their career.



- ❑ Women often do not reach their potential because they are taught to put others before themselves.
- ❑ Women’s workdays are long and arduous because they are tasked with all household chores and all child rearing responsibilities.
- ❑ Women who do not marry and/or do not have children are judged and thought to be a failure.



Read the bullet points on each slide.

Say:

It is worth noting that as you conduct intrahousehold dialogues, these are some of the stereotypes you may encounter. For example, the community elders may expect the facilitator to conform to a certain set of rules and present themselves in a certain way, be it male or female. So, it is important that you address these issues at the beginning of every session.

Say:

These gender stereotypes are visible almost every day, and often perpetuate gender-based violence.

Note to Facilitator

Now that you have spoken about gender stereotypes, it is important to add a group norm to encourage participants from refraining from using any gender stereotypes.

Ask:

- Do you have any questions?

Allow participants to comment and conclude the discussion.



Thank them for their participation.

Activity 4: GBV as an Unintended Consequence of WEE Interventions

Objectives
By the end of this activity, participants will have: <ol style="list-style-type: none">1. Identified the risk of GBV as potential unintended consequence of WEE programming2. Analyzed harmful gender norms and power dynamics underpinning GBV3. Discussed why integrating gender is critical for WEE/ES to achieve broader impacts
Materials Needed
<ul style="list-style-type: none">• Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogue Slide Deck• Projector• 3 Flip Charts (write ES activities; see section 2)• Markers
Time: 1 hour

Steps

1. Group Dialogue on whether ES/WEE increases or decreases the incidence of GBV – 30 min

Say:

Women's involvement in economic strengthening activities can have many benefits for the woman as an individual, but also for her family, the community, and at a larger scale, national development.

- What are some of the benefits of women's involvement in economic strengthening or women's economic empowerment (WEE) interventions?
 - [Examples may include: increased income, greater decision-making power, decreased GBV, involvement in the community, more education for herself and her children, increased food consumption.]
- What are some of the negative consequences of women's involvement in economic strengthening or women's economic empowerment (WEE) interventions?
 - [Examples may include: triple burden of childcare, homecare and income earning activity, backlash from husband, GBV, disapproval of family members or community]

Say:

Women's equal participation in all spheres of life, including the economy, is not only an issue of fairness, social justice, and human rights. There is also a great deal of evidence that women's economic empowerment leads to improved living standards in their households, and increased development in their communities. Women's ability to participate in business activities, fully benefit from the income earned from business activities, and grow their business beyond a micro-level is often limited by existing gender norms.

Let's explore the relationship between WEE and GBV.

Show the following slide:

Does WEE increase or decrease GBV?

Each of you will be assigned to one of two groups:

- ✓ Group One will prepare a presentation on why women's economic empowerment (WEE) activities increase GBV.
- ✓ Group Two will prepare a presentation on why women's economic empowerment (WEE) activities decrease GBV.

You will have 15 minutes to prepare your presentation and then will present to the group.



Say:

We are going to count off by twos in order to divide our group into two groups. Group one will prepare a presentation on why WEE activities increase GBV and group two will prepare a presentation on why WEE activities decrease GBV.

You will have 15 minutes to prepare your presentation and then present to the group.

After 15 minutes ask each group to give their presentations.

Say:

Thank you for your participation! After hearing both sides present, what do you think is the right answer?

- Does WEE increase or decrease GBV?

Say:

Evidence has shown that WEE programs can actually increase AND decrease the incidence of GBV!

2. Deeper dive into the intersection of GBV and WEE – 20 min

Say:

Let's look at this a little deeper:

Show and discuss the following slides:

Economic strengthening programs may increase the risk of GBV because:

- ❑ Backlash due to changing of power scales
- ❑ Anger because women are no longer able to complete all their household caretaking duties
- ❑ Men wanting to assert authority
- ❑ Men insisting on control of woman's decisions and resources
- ❑ Men feel challenged, threatened
- ❑ Expectations of men controlling resources/theft of women's income
- ❑ Fears and suspicion around women leaving the home for extended periods of time for business activities (for example fears about adultery)



Economic strengthening programs may decrease the risk of GBV because:

- Reduced dependency
- Men understand the importance of women's household economic contribution and stop trying to block them
- Financial independence – resources to leave abusive environment
- Economic empowerment reduces the need to rely on risky behaviors (like transactional sex) for money to meet basic needs
- Reduction of stress in provision for family

Say:

Based on a combination of economic and socio-cultural perspectives, we can say WEE could decrease or increase the risk of GBV if these factors are met.

Read bullet points on the following slides:

Factors that May Determine the Impact of WEE on GBV

WEE can decrease GBV if:

- It increases women's household bargaining power and ability to leave a violent relationship;
- Household poverty decreases;
- Women learn skills that help them negotiate household gender power relations, or;
- At the community level, it contributes to shifts in attitudes, gender relations of power and a reduction of the acceptance or impunity surrounding GBV.

Factors that May Determine the Impact of WEE on GBV

WEE could increase risk of GBV if:

- Men use violence as a way to take or control women's income or resources;
- Men use violence to express dissatisfaction about shifting household roles; or
- There is more widespread anger or backlash among men at the community level in response to women's increasing market activity or economic status.

ES programs working with women beneficiaries must take into consideration the gendered barriers to women's participation in economic activities, and how women's economic empowerment can sometimes lead to GBV; and take steps to address these issues in their program design.

- What risks and barriers do women face in the communities in which you work in participating in economic strengthening activities?

Ask:

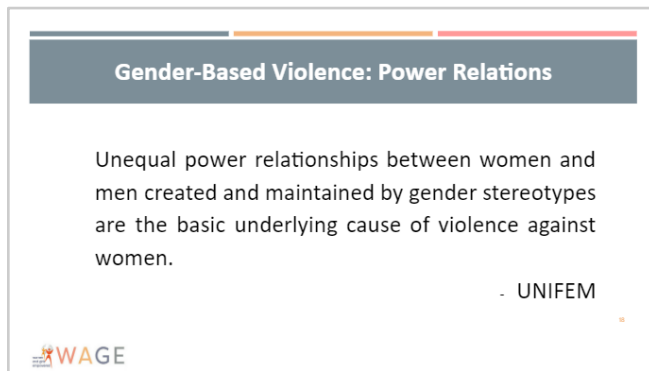
- What questions do you have?

3. Identifying Gender Power Relations as a Driver of GBV – 10 minutes

One of the mandates of WAGE is to reduce the risk of GBV in WEE programming. Evidence has found that one way to reduce this risk is through male engagement, and in particular intrahousehold gender dialogues.

- Why do you think male engagement in a WEE program could decrease the risk of GBV?
- Why do you think intrahousehold gender dialogues between spouses could decrease the risk of GBV?

Show the following slide:



Ask:

- Based on what we have discussed so far in the workshop, what does this statement mean to you?

Say:

GBV ultimately has its roots in gender inequality and gendered power relations between women and men, which are created and maintained by customary societal norms, attitudes, and stereotypes about gender. As we have discussed, these norms socialize males to be aggressive, powerful, unemotional, and controlling, therefore contributing to social acceptance of men's dominance, while socialization of females, position them as passive, nurturing, submissive, emotional, and in this way reinforces women's roles as weak, powerless, and dependent upon men.

Intrahousehold gender dialogues offer beneficiaries the opportunity to explore these gender norms, challenge them and form solutions for the betterment and safety of their families.

- What remaining questions do you have?



Thank them for their participation.

Activity 5: Introduction to Gender Dialogues

Objectives
By the end of this activity, participants will have: <ol style="list-style-type: none">1. Identified the difference between dialogue and debate2. Defined an intrahousehold gender dialogue
Materials Needed
<ul style="list-style-type: none">• Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogue Slide Deck• Projector• 5 sets of cut and match activity cards for dialogue versus debate in 5 plastic bags
Time: 40 minutes

Steps

1. Characteristics of a dialogue game – 20 minutes

Say:

As we have discussed, evidence has shown that gender dialogues within households or communities can reduce the risk of GBV in ES programming. We will be devoting the rest of the workshop to learning about what intrahousehold gender dialogues are, how to safely facilitate them and practicing facilitating them.

Let's start by dividing into groups of 3 or 4. I will provide each group with a plastic bag that contains characteristics of a dialogue and debate. Each group will need to match these characteristics with the correct form of communication. You will only have 3 minutes for this exercise!

Divide the participants into groups and pass out the bags.

Start the timer.

	Debate	Dialogue
Goal	Winning	Understanding
Nature	Combative	Collaborative
Involvement	Usually, two opposing parties	Inclusive
Process	Listening to find flaws and counter-arguments	Attentive listening to understand and find solutions
Type of Communication	One-way communication	Two-way communication
Assumption of Participants	Having the right answer and having to defend it	Having a piece of the answer and wanting to explore the other pieces

Source: Search for Common Ground Community Dialogue Design Manual (2016)

After 3 minutes, show the following slide:

	Debate	Dialogue
Goal	Winning	Understanding
Nature	Combative	Collaborative
Involvement	Usually, two opposing parties	Inclusive
Process	Listening to find flaws and counter-arguments	Attentive listening to understand and find solutions
Type of Communication	One-way communication	Two-way communication
Assumption of Participants	Having the right answer and having to defend it	Having a piece of the answer and wanting to explore the other pieces

Source: Search for Common Ground Community Dialogue Design Manual (2016)



Review the correct answers and award the prize to the winning group (the team that was the first to finish with the most correct).

- What surprised you the most about the differences between a debate and a dialogue?

Let several participants answer.

You will be able to find information in your Field Guide beginning on page 8 that discusses the differences between a dialogue and debate. Please feel free to turn to that page now and take notes as needed.

Note that debates identify facts and opinions while dialogues are solution-driven and involve working towards a mutually beneficial outcome.

2. Defining an intrahousehold gender dialogues – 20 min

We've looked at the differences between a debate and a dialogue, now let's explore what an intrahousehold gender dialogue is as part of a program intervention.

- When you hear intrahousehold gender dialogue, what comes to your mind?
- Have any of you participated in or facilitated a dialogue in a household or community as part of a program intervention? If so, can you please tell us about your experience?
- For those of you who have attended a facilitated dialogue in a household or in a community, have you experienced a time when a participant changed from dialogue to debate? How was it resolved?

You will be able to find information in your Field Guide beginning on page 7 that relates to this session. Please feel free to turn to that page now and take notes as needed.

Show the following slide:

Intrahousehold Gender Dialogues

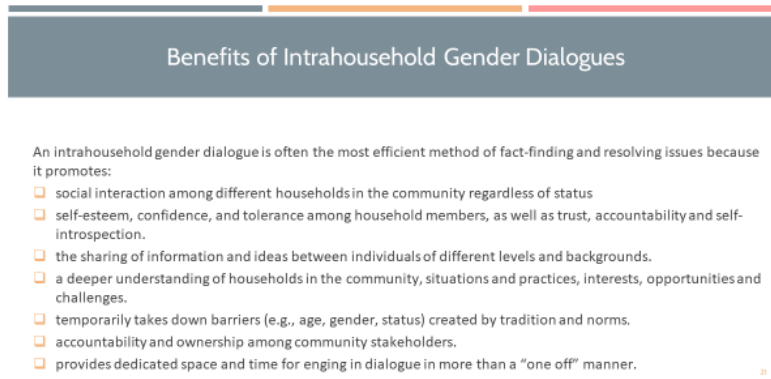
A structured but safe form for men and women, spouses and partners to engage face-to-face over multiple sessions to address gender norms and decision making at the household level. Dialogues should include developing solutions specific to that particular household.

A dialogue is about listening, sharing, and questioning. It is aimed at developing a common understanding through the exchange of ideas and perspectives.

- What do you think are some of the benefits of conducting intrahousehold dialogues?

Note answers on a flip chart. Answers may include: a way for couples to learn from each other, to come up with shared solutions, learning new perspectives, exploring difficult topics in a safe environment.

Show the following slide:



Benefits of Intrahousehold Gender Dialogues

An intrahousehold gender dialogue is often the most efficient method of fact-finding and resolving issues because it promotes:

- social interaction among different households in the community regardless of status
- self-esteem, confidence, and tolerance among household members, as well as trust, accountability and self-introspection.
- the sharing of information and ideas between individuals of different levels and backgrounds.
- a deeper understanding of households in the community, situations and practices, interests, opportunities and challenges.
- temporarily takes down barriers (e.g., age, gender, status) created by tradition and norms.
- accountability and ownership among community stakeholders.
- provides dedicated space and time for engaging in dialogue in more than a "one off" manner.



Ask:

- How could the beneficiaries that you work with benefit from intrahousehold gender dialogues?
- What specific topics do you think the beneficiaries that you work with would benefit from dialoguing about?
- What challenges do you foresee as your role as a trainer in facilitating the intrahousehold gender dialogues?

Ask:

- What questions do you have?



Thank them for their participation.

Activity 6: Before, During, and After the Dialogues

Objectives
By the end of this activity, participants will have: <ol style="list-style-type: none">1. Designed a community entry plan2. Explored the field guide3. Discussed steps to facilitate in intrahousehold gender dialogue
Materials Needed
<ul style="list-style-type: none">• Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogues Slide Deck• Projector• “Before the Dialogues” Checklist for each participant• Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogues Field Guide
Time: 1 hour

Steps

1. 5 steps to complete before the dialogues – 35 min

Say:

Please refer to your Field Guide beginning on page 10 for this session. Please feel free to take notes as needed.

We are going to begin this activity by discussing and completing as much as possible the 5 steps in organizing intrahousehold gender dialogues.

Show the following slide:

5 Steps in Organizing an Intrahousehold Dialogue

1. Build a Dialogue Team
2. Determine the Group of Participants
3. Define the Date, Time and Place of the Dialogue
4. Select and Invite the Participants
5. Prepare materials, presentations, and notes



Say:

We would like you to take advantage of this session to complete as much of the prep work for your upcoming dialogues as possible. Please gather according to your dialogue teams to complete your “before the dialogues” checklist.

Pass out the “Before the dialogue” checklist to each group.

Before the Dialogues Checklist (See page 13 in your field guide for more details about each step)			
Step	Tasks to be completed	Who will lead this activity?	Activity Due Date
Step 1: Build a Dialogue Team	Who will be on the Dialogue Team? Training Officers: Male: Female: CSOs: Community Leaders: Who will gather the dialogue team to discuss the purpose of the intrahousehold dialogues and to set clear expectations and roles and when?		
Step 2: Determine the Group of Participants	Talk to community leaders to help identify households who would be good candidates for the dialogues. Good candidates include: <ul style="list-style-type: none"> • Married couples or partners who can both commit to attending all 5 sessions together. • Married couples or partners who are interested in participating and discussing the dialogue topics for the benefit of their household. • Married couples or partners who are open to change and ready to participate in discussions around gender and household roles. • Have a list of backups/alternates. • Participants can be any beneficiaries of partner organizations (they don't have to be previous participants of WAGE). • Consider the location of the beneficiaries and the travel requirements for the dialogue facilitators. Municipalities to consider would be Dili, Liquica and Ermera (but you should not feel limited to these areas). • The ideal number of participants is 20, or 10 couples. Consider the age, knowledge levels, position, level of education to design activities that will be age appropriate and in the local language.		
Step 3: Define the Date, Time, and Place of the Dialogue	Date/Time 1. Consult with community leaders and the target group of participants to determine their most convenient days and time to encourage attendance. 2. Consider the availability and travel needs of the training officers as you plan the date, time and place.		

Before the Dialogues Checklist
(See page 13 in your field guide for more details about each step)

Step	Tasks to be completed	Who will lead this activity?	Activity Due Date
	Place 3. Determine a centrally located easily accessible meeting place for the participants with plenty of room for dialogue activities. 4. What resources are available in the community? e.g., infrastructure 5. What referral resources are within the radius of the venue: Health facility, CSOs, police stations, etc. (Make sure you have contacts for these resources.)		
Step 4: Select and Invite the Participants	1. Be sure to convey the objectives of the dialogues and the potential benefits to the target participants' families and businesses. 2. The invitation should include the dates, location, time, topics and reason why they are invited. 3. Determine what method will be used to extend invitations, i.e., house visits, calls, or social networking platforms. 4. Remind all participants one week and one day before the scheduled sessions to increase the likelihood of attendance.		
Step 5: Prepare materials, presentation and notes	1. Dialogue facilitators should have attended the Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogue TOT. 2. Practice, practice, practice the sessions. 3. Prepare materials listed at the top of each activity in the field guide. 4. Make any needed adaptations to the activities based on the needs of the participants.		

2. During the Dialogue – 20 min

Please turn to page 17 of your Field Guide and follow along as we discuss the steps of what to do during the dialogue:

Step 1. Introduce the Dialogue

Say:

The first session particularly focuses on building an environment of comfort, safety, and trust among participants and the dialogue team. It sets the tone for the next sessions by laying down the main purpose, setting expectations, and establishing guidelines or ground rules.

Step 2. Animate the Dialogue

1. The first step in every dialogue (except the very first dialogue) is to review the “action step” or commitment to action that was given to the beneficiaries during the previous dialogue. This step is critical in allowing participants to share with the group about the application of what they learned in the previous session.

The dialogue then introduces the new topic through various types of exercises such as small group discussions, role-plays and stories.

2. The second part is the group discussion based on the topic presented. The session guides offer a set of semi-structured questions to help navigate the discussion with participants. They highlight the major items that should be covered in the dialogue. However, do not be confined by these questions. Feel free to ask additional questions or probe into participants’ ideas. You can also skip some questions depending on the flow of the discussion, for example if participants address several questions simultaneously.

3. The last step of the dialogue is called the “action step.” This is an opportunity for the facilitator to close the dialogue with a commitment to action for the participants to apply what they have learned at home.

- What questions do you have about the three steps of the dialogue?

Say:

Regulating the flow of discussion is important. Encourage everyone to participate in the dialogue but do not force or pressure anyone to talk if they do not feel like talking. During small group discussions or activities, co-facilitators can help ensure that everyone is involved and that no one is excluded. Be aware of the time spent on each question but ensure that participants are not left hanging from the discussion. As a facilitator, you may also want to use a “Parking Lot” or a large sheet of paper or flipchart where you take notes of any remaining questions or issues that come up in the dialogues.

During the dialogue, ask a member of the dialogue team to help with note taking and documenting the process, discussion, and action points, including points of disagreement and consensus. Highlight quotes and stories from participants. These can serve as evidence of action and change in reports and can be used to further advocate for support to the household dialogues.

It is also recommended that after the end of each dialogue, meet with members of the dialogue team present in the session to evaluate and debrief about the session and to make appropriate adjustments for the next one. Some example questions to ask the team could be:

- What went well about how we facilitated the dialogue?
- What should we improve upon next time?
- Did we observe any participant breakthroughs?
- Were there any moments of concern?

3. After the Dialogue – 5 minutes

Say:

The community dialogues do not end with the five sessions. A critical component of the dialogue is monitoring the progress of the implementation of decision and action steps set in each session. Follow-ups can be integrated into regular weekly or monthly meetings of members of the financial institutions/organizations. The dialogue team can also organize focus group discussions with participants who completed the dialogues after 3 months or 6 months to check on the changes they have made in their households/communities, and to gather feedback on any challenges, lessons learned, and good practices they experienced.

- What questions do you have?



Thank them for their participation.

Activity 7: Facilitating Gender Dialogues

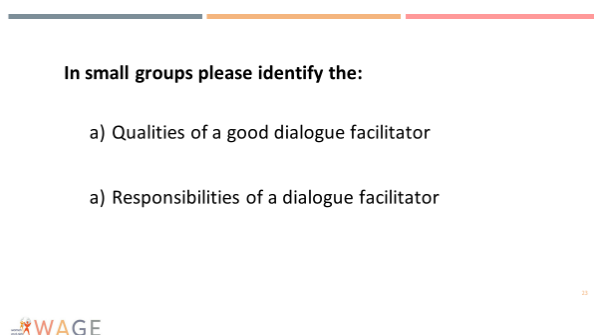
Objectives
By the end of this activity, participants will have: <ol style="list-style-type: none">1. Defined the role and qualities of an effective dialogue facilitator2. Explored the basic rules of adult learning
Materials Needed
<ul style="list-style-type: none">• Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogue Slide Deck• Projector• Sticky notes• Flip Chart paper• Markers
Time: 1 hour 25 minutes

Steps

1. Facilitate a discussion about the qualities of an effective dialogue facilitator and what roles they need to play. - 45 min

In this activity, we are going to discuss YOUR role as a dialogue facilitator. Please divide into groups of 5.

Show the following slide:



Say:

In small groups, please list two things on your flip chart paper:

1. Qualities of a good and efficient dialogue facilitator
2. Responsibilities of a dialogue facilitator

You will have 10 minutes for discussion. Be prepared to share what you discussed with the larger group.

After about 10 minutes

Ask groups to return to the larger group and allow each team to share their lists. Compare similarities. Ask presenters not to share what has already been shared.

On page 18 and 19 of your Field Guide you will find a list of qualities of a good facilitator. Please review them in your guide and raise your hand if you find a quality that wasn't already shared.

Show the following slides and point out any qualities that weren't mentioned:

The Qualities of a Good Dialogue Facilitator

- ensures that the dialogue objectives are clearly understood by participants
- endeavors to know participants
- does not control the content of the discussion
- ensures meaningful participation of all participants
- creates a safe environment for openness
- speaks clearly, uses simple terms, and avoids jargon



The Qualities of a Good Dialogue Facilitator cont.

- listens actively and encourages participants to do the same
- avoids negative comments
- is flexible and knows how to make adjustments to schedules and dialogue processes when necessary
- engages participants in a conversation to understand their insights
- encourages ownership and control of participants over their decisions and actions



- How do you think being a dialogue facilitator is different from being a workshop trainer?
- For those of you who have facilitated dialogues before, or participated in dialogues, how has your experience been different from participating in a workshop?
- What are the responsibilities of a good dialogue facilitator?

Let several participants respond and they say:

The key difference is that a dialogue facilitator encourages a sense of ownership of the participants over the content and guides the participants to uncover their own solutions to problems that their community or household is facing. The facilitator is not expected to have all of the answers. The participants come to the session with a great deal of life experience and may have many ideas to contribute.

The facilitator should focus on asking open questions and allowing participants to dialogue with each other – exploring opinions and facts and new ideas in a safe environment. The dialogue facilitator keeps the dialogue objectives in mind and gives accurate technical information while at the same time allowing the participants to shape the discussion and share their honest opinions without judgement.

Share the following slide:

Responsibilities of a Good Dialogue Facilitator

- listens actively and encourages participants to do the same
- avoids negative comments
- is flexible and knows how to make adjustments to schedules and dialogue processes when necessary
- engages participants in a conversation to understand their insights
- encourages ownership and control of participants over their decisions and actions
- Is patient after asking a question and allows for silence
- Probes and/or clarifies points when needed, especially during disagreements



2. Reviewing 4 key Adult Learning Principles – 20 minutes

There are four key adult learning principles that can make a significant difference in a successful dialogue environment and experience. Let's discuss each one:

Show the following slide:

ADULT LEARNING PRINCIPLES

These simple rules of learning can make a significant difference in a successful dialogue environment and experience.

- ☐ Respect
- ☐ Useful Content
- ☐ Participation
- ☐ Affirmation



1. Respect

Learners deserve to be respected for:

- Their life experience;
- Their ability to solve their own problems; and their ability to make their own decisions or arrive at their own conclusions.
- How can you show respect to your participants as you facilitate the dialogues?

2. Useful Content

Learners want to:

- Learn skills and information they can use immediately in their daily life;
- Address problems that they are experiencing in their life; and
- Recognize their needs, their hopes and their problems in the methods and materials that are used.
- How can you ensure that the dialogue content is useful?

3. Participation

Learners want to:

- Dialogue with others and learn from each other's experiences and
- Practice using the new information or skills.
- How can you ensure participation from ALL participants?

4. Affirmation

Learners want to:

- Be recognized for their efforts, such as sharing and putting in a good effort, not just for getting the answer “right” and
- See their suggestions and ideas written down and referred to.
- How can you show affirmation for the participant as you facilitate the dialogues?

3. Asking Open Questions – 20 minutes

Now we are going to discuss one of the most important aspects of facilitating dialogues. Asking open questions!

Sit in a chair in the center of the room so that the participants are surrounding you. Make sure you have a piece of paper folded in half and a pen to write down questions from participants.

Ask:

- What questions do you have about me (or this workshop)?

Do not answer the questions, instead write each question on a half-sheet of flip-chart paper—1 question per paper— but do not answer the question. Stop after you have 3 open questions and 3 closed questions, or after 5 minutes. Post the open questions on the wall in 1 cluster and the closed questions on the wall in another cluster.

First, answer all the closed questions and then answer all the open questions.

Say:

I put these questions into 2 different categories because they are 2 different types of questions. Category 1 is called “open questions” and category 2 is called “closed questions.”

- Why are these questions “open” and the others “closed” *point to each cluster of questions*
[Open questions take longer to answer and have many answers, and closed questions have a short answer or a “yes” or “no” answer.]

Post the following flip chart and use it to further confirm or correct trainees’ responses.

Definitions Closed Questions. Closed questions can be answered with either “yes” or “no.” An example is, “Do you cook any meals for your family?”

Open Questions. Open questions are likely to receive long answers. They cannot easily be answered with “yes” or “no.” An example is, “Who cooks the meals for your family and why?”

Ask:

- What do most of the open questions start with?

Make sure trainees mention the following: which, what, when, where, why, how.

Then ask:

- Which category of questions is best for encouraging a dialogue among trainees? *[Open questions]*

Then say:

Although the Field Guide recommends which open questions to ask, it is important to know how to spontaneously create open questions in order to stimulate dialogue and draw out information trainees already know about the topic. You are going to have a chance to practice this later in the workshop!

Please also refer to page 19 in your Field Guide for additional tips for dialogue facilitators!

- What other questions do you have?



Thank them for their participation.

Activity 8: How to Facilitate Sensitive Topics

Objectives
By the end of this activity, participants will have: <ol style="list-style-type: none">1. Reviewed strategies on creating a safe space in which participants can share their opinions and experiences.2. Discussed troubleshooting difficulties when they arise.3. Identified what to do if a GBV survivor confides in them.
Materials Needed
<ul style="list-style-type: none">• Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogues Slide Deck• Projector• Flipcharts• Markers
Time: 2 hours 10 minutes

Steps

1. Discussion on creating a safe and inclusive environment – 20 minutes

To introduce the subject, ask the following questions:

- Have you ever been in an environment where people were talking about an issue that affected you negatively?

Allow participants to share and make some comments.

- How did it feel?

Further engage on how they felt being in an uncomfortable space.

- Were you able to join in the discussion and contribute towards what was said?

[Participants are likely to say, it was a very uncomfortable experience. They felt like immediately leaving the space. The conversation took me back to thinking about the bad experience.]

Say:

Most of the time community members are not educated about stigma and how they can safely engage in dialogue without making other participants uncomfortable or potentially triggering GBV survivors.

It is important to create a safe, inclusive, and respectful environment when talking about sensitive topics such as gender-based violence.

Ask:

- What are the elements of a safe, inclusive, and respectful environment?

Prepare a flip chart and ask:

- What ground rules can we establish to create a safe environment?

[Participants may cite examples like, do not interrupt others when they are talking, ensure the confidentiality of participants' contribution, do not use identifying names or information if talking about someone else, allow everyone a chance to speak, do not discount others' experience.]

Say:

Being a facilitator, you are likely to encounter GBV survivors, whether they are aware of it or not. The topics may potentially touch upon participants' own experiences, memories, or ongoing struggles; therefore, it is critical to approach these topics with care.

Show the following slides and have volunteers read each point:

FACILITATING SENSITIVE TOPICS

1. **Set the stage:** In order for participants to express their opinions and participate in a dialogue about sensitive subjects, they need to feel safe and not fear retaliation for comments they make during the discussion.
2. **Know yourself:** Before facilitating a discussion about possibly sensitive topics, it is important that you consider your own biases or confusion surrounding the issue.
3. **Recognize the diversity of your participants:** It is important to remember that each participant comes from a unique background (regardless of race) and has had different experiences. See this diversity as an asset.
4. **Set a framework and objective for the discussion:** To get the most out of your discussion, when possible, state an objective for the discussion that connects to the subject.
5. **Provide a common base for understanding:** Provide reading material or start the dialogue with a video clip of a similar subject.

6. Be an active facilitator: As the facilitator you should neither dominate the discussion nor passively observe. Your role as the facilitator should include intervening in the discussion to:

- a. Provide reminders about respecting the right of others to have differing opinions
- b. Re-word questions posed by participants, correct misinformation, ask for clarification, review the main points, and make reference to relevant reading materials

7. Foster civility: There is a good chance that discussions about sensitive topics may become heated.

8. Be prepared to deal with tense or emotional moments. When discussing sensitive issues or difficult topics, it is very possible that some participants will get angry or upset.

9. Summarize: At the end of the discussion, summarize the main points. You can also ask participants for quick written feedback about the discussion, which you can discuss during the next dialogue.

10. Reflect: Encourage participants to actively reflect on the comments made by other participants, especially those they may disagree with.

1. **Set the stage:** In order for participants to express their opinions and participate in a dialogue about sensitive subjects, they need to feel safe and not fear retaliation for comments they make during the discussion.
2. **Know yourself:** Before facilitating a discussion about possibly sensitive topics, it is important that you consider your own biases or confusion surrounding the issue.
3. **Recognize the diversity of your participants:** It is important to remember that each participant comes from a unique background (regardless of race) and has had different experiences. See this diversity as an asset.
4. **Set a framework and objective for the discussion:** To get the most out of your discussion, when possible, state an objective for the discussion that connects to the subject.
5. **Provide a common base for understanding:** Provide reading material or start the dialogue with a video clip of a similar subject.
6. **Be an active facilitator:** As the facilitator, you should neither dominate the discussion nor passively observe. Your role as the facilitator should include intervening in the discussion to:
 - a. Provide reminders about respecting the right of others to have differing opinions
 - b. Re-word questions posed by participants, correct misinformation, ask for clarification, review the main points, and refer to relevant reading materials

7. **Foster civility:** There is a good chance that discussions about sensitive topics may become heated.
 8. **Be prepared to deal with tense or emotional moments.** When discussing sensitive issues or difficult topics, it is very possible that some participants will get angry or upset.
 9. **Summarize:** At the end of the discussion, summarize the main points. You can also ask participants for quick written feedback about the discussion, which you can discuss during the next dialogue.
 10. **Reflect:** Encourage participants to actively reflect on the comments made by other participants, especially those they may disagree with.
- What questions do you have about these strategies?
 - From your experience, would you add any additional strategies to this list?

2. Preparing for difficult situations – 20 minutes

As we just discussed, being prepared ahead of time for difficult situations will contribute to a safe environment for your beneficiaries.

- From those of you who have facilitated dialogues before, what difficult situations have you experienced with participants and what did you do about it? Was it successful? Why or why not?

Say:

It is important to know steps when difficulties arise.

Share the following slide:

Trouble shooting when difficulties arise	
How to navigate a discussion where participants violate confidentiality	From the beginning, ask participants not to share identifying names or information when talking about someone else's experiences. If someone begins a statement with identifying information, politely stop them and remind them of the ground rules. If the subject of the story has already been identified, ask the participant not to share the story
How to deflect and redirect statements of blame	When discussing gender-based violence, it is possible that participants will make statements that place blame on the survivors. This is dangerous because it makes it more difficult for survivors to report abuse and can reinforce self-blame. In these cases, redirect the conversation. Make it clear that no one's behavior warrants blame.
How to ensure everyone has an opportunity to participate in the discussion	In some cases, breaking the group into smaller groups provides an opportunity for everyone to contribute ideas and opinions. However, you may encounter instances where a few individuals dominate the discussion while others remain quiet. In these cases, you may thank those individuals for their contributions, but suggest that the group hear from everyone.
How to end a session that is headed in an unhealthy direction	If a group discussion escalates to the point where it is unwise to continue, calmly tell the group that everyone will take a 15-minute break before transitioning to a new topic. If necessary, you can speak to individuals during the break about comments made during the session.

Use the following table in leading an open discussion about trouble shooting when difficulties arise during a dialogue.

Trouble shooting when difficulties arise	
How to navigate a discussion where participants violate confidentiality	From the beginning, ask participants not to share identifying names or information when talking about someone else's experiences. If someone begins a statement with identifying information, politely stop them and remind them of the ground rules. If the subject of the story has already been identified, ask the participant not to share the story
How to deflect and redirect statements of blame	When discussing gender-based violence, it is possible that participants will make statements that place blame on the survivors. This is dangerous because it makes it more difficult for survivors to report abuse and can reinforce self-blame. In these cases, redirect the conversation. Make it clear that no one's behavior warrants blame.
How to ensure everyone has an opportunity to participate in the discussion	In some cases, breaking the group into smaller groups provides an opportunity for everyone to contribute ideas and opinions. However, you may encounter instances where a few individuals dominate the discussion while others remain

	quiet. In these cases, you may thank those individuals for their contributions, but suggest that the group hear from everyone.
How to end a session that is headed in an unhealthy direction	If a group discussion escalates to the point where it is unwise to continue, calmly tell the group that everyone will take a 15-minute break before transitioning to a new topic. If necessary, you can speak to individuals during the break about comments made during the session.
How to handle a situation when a woman will not share her views because her husband is there.	Separate the men and the women so that they can speak freely with their same sex. This also highlights the importance for one male and one female facilitator.

Say: You may encounter group dynamics that are difficult. Page 20 in your field guide includes some different group types that you may face, what the facilitator's role is and example strategies to help. We will be practicing some of these strategies later in the workshop!

3. When a survivor discloses – 30 minutes

Another part of creating a safe environment is being prepared if a GBV survivor discloses violence to you.

Share the following slide:

How to react if a participant discloses violence

If a participant confides in you, it is important to listen without judgment and help the survivor feel calm. Possible responses could include:

- "I'm very sorry. This shouldn't have happened to you."
- "It's not your fault. You didn't do anything to deserve this."
- "You're not alone. I'm here to listen or help in any way I can."
- "How can I help you?"
- "I can provide information about possible actions to take, but the decisions regarding how to move forward are yours."
- "If you have questions I cannot answer, I will do my best to find the answers for you."

Respect the survivor's right to make their own decisions.

Use the table below to discuss how to react if a participant discloses violence to you. (It is the same info that is on the above slide.)

How to react if a participant shares their experience as a GBV survivor
<p>If a participant confides in you, it is important to listen without judgment and help the survivor feel calm. Possible responses could include:</p> <ul style="list-style-type: none"> • "I'm very sorry. This shouldn't have happened to you." • "It's not your fault. You didn't do anything to deserve this." • "You're not alone. I'm here to listen or help in any way I can." • "How can I help you?" • "I can provide information about possible actions to take, but the decisions regarding how to move forward are yours." • "If you have questions I cannot answer, I will do my best to find the answers for you." • Respect the survivor's right to make their own decisions.

- What questions do you have about how to react if a participant shares their experience as a GBV survivor?

Say:

Let's discuss some other ways of how you can support a GBV Survivor:

HOW TO SUPPORT A GBV SURVIVOR

- Always act in the best interest of the survivor.
- Respect the survivor's wishes. She or he has the right to choose their course of treatment.
- Ask for the survivor's consent. Survivors have the right to choose their path of healing, and this helps to empower them and build their coping skills.



- Guarantee confidentiality. Respect the rights and dignity of each survivor.
- Ensure nondiscrimination.
- Ensure physical safety of the survivor and responders.
- Provide swift access to medical care and psychosocial support.
- Understand local laws, judicial procedures, traditional justice, and customary law. Know how they are enforced in practice. Provide referrals for legal counsel.
- Consider the possibility of re-victimization, stigmatization and victim blaming.



Use the following table in leading a discussion on how to support a GBV survivor (it is the same as what is on the slides).

How to support a GBV survivor ²
<ul style="list-style-type: none"> • Always act in the best interest of the survivor. • Respect the survivor's wishes. She or he has the right to choose their course of treatment. • Ask for the survivor's consent. Survivors have the right to choose their path of healing, and this helps to empower them and build their coping skills. • Guarantee confidentiality. Respect the rights and dignity of each survivor. • Ensure nondiscrimination. • Ensure the physical safety of the survivor and responders. • Provide swift access to medical care and psychosocial support. • Understand local laws, judicial procedures, traditional justice, and customary law. Know how they are enforced in practice. Provide referrals for legal counsel if requested. • Consider the possibility of re-victimization, stigmatization and victim blaming.

Ask:

- What questions do you have about supporting a GBV survivor?

² Adapted from: [Interagency-GBV-Case-Management-Training-Facilitator-Guide_Final_.pdf](https://gbvresponders.org/wp-content/uploads/2017/04/Interagency-GBV-Case-Management-Training-Facilitator-Guide_Final_.pdf) (2017) (https://gbvresponders.org/wp-content/uploads/2017/04/Interagency-GBV-Case-Management-Training-Facilitator-Guide_Final_.pdf)

4. Safeguarding and Do No Harm – 30 min

Please turn to page 9 of your Field Guide. On this page you will find information about Safeguarding and Do No Harm.

- As you have participated in the WAGE project, what have you learned about Safeguarding and Do No Harm?

Safeguarding involves actions to protect implementing staff and beneficiaries from harm by inadvertent or deliberate actions that place them at risk resulting from WAGE project activities. It is crucial to successful programming, the reputation of the program, and the wellbeing of beneficiaries and staff.

Safeguarding includes a concept called “Do No Harm” (DNH). DNH means that our intentions to do good or provide help must outweigh the potential for harm. In order to reduce the risk of harm, an assessment of potential risks and mitigation strategies must be conducted before facilitating gender dialogues due to the very sensitive topics being discussed - such as GBV. While it is never possible to predict every possible outcome of an intervention with proper analysis of the potential risks involved and potential harm, strategies can be put in place to mitigate these risks.

Please gather into groups with each of your organizations. Work together to fill out the Local GBV Support information on page 9 of your field guide. You can ask other groups for help as well. Make sure every member of your group has this information filled out in the field guide in preparation for facilitating the dialogues.

Local GBV Support Center Phone Number _____

Local GBV Support Center Address _____

After about 5-10 minutes say:

Please stay in your groups and turn to Annex A of your Field Guide. Annex A contains a Safeguarding Plan for conducting intra-household dialogues in Timor-Leste. In your group, please carefully review the Safeguarding Plan; all mitigation strategies should be in place before any dialogues are conducted.

Note that the Safeguarding Plan is not exhaustive of all potential risks. It is your job to carefully identify any additional risks that are present in the communities in which you work and design appropriate mitigation strategies. The safeguarding plan in Annex A provides space for additional risks and mitigation strategies that you identify. You will have 20 minutes to read through the safeguarding plan and add any additional risks and mitigation strategies.

After about 20 minutes, say:

Let’s take an opportunity to learn from each other’s ideas about risks and mitigation strategies.

- Which group would like to share additional risks and mitigation strategies that you have identified?
- What other questions do you have about safeguarding and do no harm?



Thank them for their participation.

Activity 9: Preparing to Practice Facilitating a Dialogue

Objectives
<p>By the end of this activity, participants will have:</p> <ol style="list-style-type: none"> 1. Signed up for a dialogue session to present. 2. Discussed principles of giving feedback. 3. Prepared to conduct a community dialogue through role-play.
Materials Needed
<ul style="list-style-type: none"> • Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogue Slide Deck • Projector • Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogue Field Guide • Dialogue sign-up on a piece of flip chart paper • Stop Sign and Go Sign drawn on a piece of flip chart paper • 3 Feedback principles listed on a piece of flip chart paper
Time: 2 hours 35 min minutes

Steps

1. Practicing Facilitating Community Dialogues - 15 minutes

The remaining time of the workshop will be devoted to practicing the five dialogue sessions in the field guide. This will not only allow you each an opportunity to facilitate an activity with the rest of the group, but it will also allow all of you to participate in every dialogue before you facilitate them in the field.

Show the following on a flipchart:

Intrahousehold Dialogue	Dialogue Facilitators
1. Welcome and Introduction	This dialogue was demonstrated in this workshop on the first day
2. Division of Household Roles	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.
3. Exploring Positive and Negative Gender Norms	<p>Everything except the alien activity which was demonstrated on the first day of the workshop</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
4. Household Decision Making	<ol style="list-style-type: none"> 1. 2. 3. 4.

	5.
5. Family Harmony and Household Action Plans	1. 2. 3. 4. 5.

Say:

Now I would like you to take some time and organize into groups of five facilitators. Make sure you have at least one man and one woman and one person from Mane ho. With your group you will choose one of the four dialogues that you will facilitate with the rest of the group who will be pretending to be beneficiaries. Remember, you will be using your field guide as a job aid to facilitate the dialogue – just as you would in the field with the beneficiaries. You will have plenty of time to practice and prepare.

- What questions do you have?

Say:

You may begin to organize into groups and sign up for your dialogue on the dialogue sign-up sheet.

2. Principles of giving feedback – 20 min

Say:

After your group facilitates your dialogue, the rest of the group will offer comments and suggestions. These comments and suggestions are called “feedback.”

Post the following on a flip chart:



There is feedback that cautions you to stop doing something, such as a STOP sign. And there is feedback that affirms what you are doing so you know to continue, such as this sign (point to second sign).

After you practice your dialogue in front of the full group, you will give yourself feedback and then the rest of the participants will give you feedback as well.

It is important to know how to give feedback. There are three feedback principles that we will be focusing on for this exercise. Let’s review them:

Share the following slide:

Feedback Principles:

1. Be specific and provide suggestions for improvement

Option A: "When you told the story, some of the trainees could not hear you."

Option B: "When you told the story, some of the trainees could not hear you. Next time, arrange the trainees into a circle and sit with them so they are closer to you."

2. Discuss examples of what went well, not just what needs to be improved

Option A: "Let me tell you what skills you need to improve..."

Option B: "You demonstrated some good facilitation skills. Let us talk about them so you can remember to keep doing them and then talk about skills that you could improve."

3. Understand the reasons for his/her actions

Option A: "You should follow the steps as they are written in the activity."

Option B: "What was your reason for leaving out the last 2 steps in the activity?"



Discuss the following as you read through the slide of Feedback Principles:

1. Be specific and provide suggestions for improvement

Option A: "When you told the story, some of the trainees could not hear you."



Option B: "When you told the story, some of the trainees could not hear you. Next time, arrange the trainees into a circle and sit with them so they are closer to you."

2. Discuss examples of what went well, not just what needs to be improved

Option A: "Let me tell you what skills you need to improve..."



Option B: "You demonstrated some good facilitation skills. Let us talk about them so you can remember to keep doing them and then talk about skills that you could improve."

3. Understand the reasons for his/her actions

Option A: "You should follow the steps as they are written in the activity."



Option B: "What was your reason for leaving out the last 2 steps in the activity?"

- What questions do you have about the 3 feedback principles?

Post a piece of flip chart paper with the following 3 feedback principles on it:

1. Be specific and provide suggestions for improvement)

2. Discuss examples of what went well, not just what needs to be improved

3. Understand the reasons for his/her actions

After your group facilitates your dialogue, we will give feedback according to the following steps:

Show the following slide:

Feedback Steps:

1. The Facilitators who demonstrated the dialogue will share what they liked about their facilitation and what they would change next time they facilitate.

2. The Trainer (Rio or Tino) will provide feedback in any of the 4 following areas:

- Conducting the dialogue according to the Field Guide
- Accurately presenting all key technical information
- Using open questions
- Encouraging dialogue

3. Other participants (pretending to be beneficiaries) will add any comments they have. Feedback will be limited to 3 participants.

Remember to use the 3 principles of feedback!



Discuss the following as you read through the slide:

Feedback steps:

1. The Facilitators who demonstrated the dialogue will share what they liked about their facilitation and what they would change next time they facilitate.

2. The Trainer will provide feedback in any of the four following areas:

- Conducting the dialogue according to the Field Guide
- Accurately presenting all key technical information
- Using open questions
- Encouraging dialogue

3. Other participants (pretending to be beneficiaries) will add any comments they have. Feedback will be limited to 3 participants.

Remember to use the 3 principles of feedback!

- What questions do you have?

3. Facilitator Groups Practice the Dialogue that they signed up for – 2 hours

You will now have the following 2 hours to practice your dialogue that you will facilitate with the full group. Be sure to gather any materials that you will need for your dialogue according to the field guide. We will be here to answer any questions that you have!

You may begin.

Activity 10-13: Practicing Dialogues 2-5

Objectives
By the end of this activity, participants will have: <ol style="list-style-type: none">1. Demonstrated a community dialogue and their facilitation skills with the larger group.2. Received feedback from participants
Materials Needed
<ul style="list-style-type: none">• Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogues Field Guide• Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogues Slide Deck• Materials needed for each dialogue according to the Field Guide
Time: 8 hours 30 minutes

Steps

1. Facilitating community dialogues to the larger group – 8 hours 30 min

Say:

Now we will participate in all of the dialogues in the field guide as if we were beneficiaries while our colleagues practice facilitating their assigned dialogue. Feel free to engage as if you were a beneficiary!

- What questions do you have before we invite our first group to facilitate?

Each group facilitates their assigned dialogue with the rest of the group acting as beneficiaries.

At the end of the dialogue, follow the feedback steps on the following slide:

Feedback Steps:

1. The Facilitators who demonstrated the dialogue will share what they liked about their facilitation and what they would change next time they facilitate.

2. The Trainer (Ho or Tino) will provide feedback in any of the 4 following areas:

- Conducting the dialogue according to the Field Guide
- Accurately presenting all key technical information
- Using open questions
- Encouraging dialogue

3. Other participants (pretending to be beneficiaries) will add any comments they have. Feedback will be limited to 3 participants.

Remember to use the 3 principles of feedback!

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Activity 14: Review of Learning Needs, Post-Test and Workshop Evaluation

Objectives
By the end of this activity, participants will have: 1. Confirmed whether their learning needs were addressed during the workshop. 2. Completed the Post-Test and Workshop Evaluation. 3. Received a Certificate of Completion.
Materials Needed
<ul style="list-style-type: none">• Flipcharts with sticky notes created on day one of the workshop• Post-test for each participant• Workshop evaluation for each participant• Certificates of Completion
Time: 1 hour

Steps

Post-Test and Workshop Evaluations – 20 minutes

Say: At the beginning of this workshop, you did a Pre-Test. I am going to distribute the same test again so you can measure your own progress. The purpose of this test is to help you see how much you learned in the past 4 days. It will also show me if I need to improve how I present the most important content in each activity. You will have 10 minutes.

Place the Workshop Evaluations on a table at the front of the room.

Then say:

Once you have completed your Post-Test, please place it face down on this table and take a Workshop Evaluation. This helps us gather feedback on what worked well during this workshop and what needs improvement. You will have an additional 10 minutes for the evaluation.

Ask:

- What questions do you have?

Respond to questions. Then, distribute Post-Test handouts to each participant. Ask the participants to write their designated number in the upper right-hand corner of the page. Allow participants 20 minutes to complete both the Post-Test and the Workshop Evaluation.

After 20 minutes, collect the Workshop Evaluations.

1. Read out the correct answers to the pre- and post-test. Answer any questions.

2. Confirm whether learning needs were met during the workshop. – 15 min

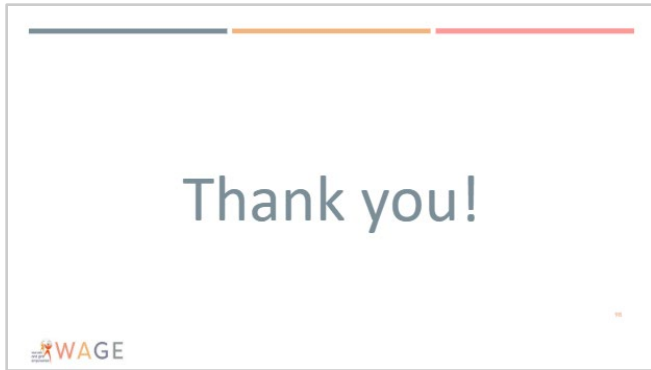
We have covered a lot of material during these three days! Let's review the sticky notes that you placed on the flip charts at the beginning of the workshop and make sure that everyone's learning needs were met.

Walk to the flip charts posted on the wall and read out each sticky note. Ask the group if the questions were answered. If there are remaining questions, re-direct the question to the group to answer.

3. Close the Workshop – 15 minutes

Say:

Congratulations on completing this three-day workshop! I would like to present a certificate of completion to each of you. I will present the first certificate and then that person will present the next person's certificate and so on. Let's begin!



Thank participants and remind them of the resources they have been given to help them confidently and successfully facilitate the intrahousehold dialogues.

Annex A: Pre and Post-Test

Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogues Pre and Post-Test	
Questions	Answers
Gender norms	Promote harmony in the community. Give Men and Women a sense of purpose. Can negatively affect communities and households and perpetuate GBV. Are easy to change with Gender Transformative activities.
The root cause of GBV is	Perceptions that women are weak and need discipline. Substance abuse, such as drug and alcohol abuse. Poverty. Power imbalances in relationships.
Economic strengthening programming has been shown to	a. Increase GBV. b. Decrease GBV. c. Both increase and decrease GBV. d. Neither increase nor decrease GBV.
Intrahousehold Gender Dialogues	a. Provide a platform for households to debate important topics. b. Provide a platform for community leaders to discuss issues facing community members. c. Provide a platform for spouses to address gender norms and decision making in a safe space. d. Provide a way for spouses to engage with each other safely in a public space to solve their problems.
A gender dialogue is successful if	a. Every participant has the right to speak out and be heard. b. Promotes social interaction among different members of the community regardless of status. c. Promotes a deeper understanding of opportunities and challenges for a household. d. All of the above.
If a GBV survivor discloses	Share with him/her ideas on what to do. Respect the survivor's wishes. She or he has the right to choose his/her course of treatment. Immediately link them to the relevant people to assist. Report the case to the police.
Engaging men in some capacity in WEE programs is crucial to positively affecting GBV outcomes.	a. True b. False
A dialogue is a gentle form of debate.	a. True b. False
Respect, Useful Content, Participation and Affirmation are all principles of	a. Intrahousehold gender dialogues. b. Good facilitation skills. c. Adult learning principles. d. None of the above.
Creating a safe space, being well prepared and engaging all participants are necessary tasks of:	a. The community leaders. b. The dialogue participants. c. The dialogue facilitators. d. The CSO staff.

An effective strategy in dealing with a dialogue that is headed in the wrong direction is to...	<ul style="list-style-type: none"> a. Find a new facilitator. b. Excuse the troublemaker from the group. c. Take a 15-minute break. d. Change topics.
In order for intrahousehold dialogues to be successful, the facilitator should strictly stick to the script in the field guide.	<ul style="list-style-type: none"> a. True b. False

Annex B: Workshop Evaluation

Please provide feedback on the workshop so that we can improve it for you and others in the future. For each statement, place a checkmark in 1 of the boxes to indicate whether you “strongly agree,” “agree,” “disagree” or “strongly disagree.”

Trainer				
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The trainer of the workshop was well-prepared.				
2. The trainer was knowledgeable about the topics presented.				
3. The trainer presented the information and activities clearly.				
4. The trainers were effective in encouraging participation from the participants.				
5. The trainers encouraged us to apply our own experience and knowledge to the topics presented in the workshop.				
6. The trainer managed the time well.				
How could the trainer have been more effective?				
Workshop Content				
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The workshop increased my understanding of the inherent risk of GBV in ES/WEE programming.				
2. Because of this workshop, I feel more confident in my ability to:				
a. Identify risks of GBV in ES/ WEE programming				
b. Design and plan gender dialogues to mitigate the risk of GBV in ES/ WEE interventions.				
c. Facilitate intrahousehold dialogues.				
d. Facilitate sensitive topics in an intrahousehold dialogue.				
3. I gained practical information and/or skills that will help me in my job.				
4. The amount of time given to each topic was about right.				
If you disagreed with any of the above items, please suggest what we could do differently.				

Describe one way your organization will be more effective at integrating GBV mitigation strategies.				
Logistics and Materials				
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The training site was conveniently located to transportation, lodging and food.				
2. I could easily see and hear the trainer and visual aids.				
3. The training room had enough space to comfortably carry out the activities.				
4. The training room had the supplies and equipment required for the activities.				
5. The handouts were useful for the topics discussed.				
6. Accurate information about the workshop (e.g., dates, location and requirements) was provided early enough for me to make adequate preparations.				
7. The workshop lasted the appropriate length of time for the topics discussed.				
8. The workshop started and ended on time each day.				
9. Sufficient time was provided for breaks and lunch.				
10. How could we have improved the logistics of the training?				

OPEN QUESTIONS

1. What did you like most about this workshop and why?
2. What did you like least about the workshop and why?
3. What was most valuable for you in the workshop and why?
4. What was least valuable for you in the workshop and why?
5. Would you recommend this workshop to your colleagues or partners? Why/why not?

Annex C: Certificate of Completion



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Certificate of Completion

[Insert Participant Name]

has successfully completed the workshop entitled:

Mitigating Unintended Harmful Consequences: Intrahousehold Gender Dialogues

In [Insert Location] on [Insert Workshop Dates]

Given with respect and affirmation on *[Insert Date]*

	[Insert Facilitator 1 Name] [Insert Facilitator 1 Job Title]			[Insert Facilitator 2 Name] [Insert Facilitator 2 Job Title]

