

## Section 2: Note to Users

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*Effective training of facilitators is best done by or with people who have first-hand experience in using community-led approaches.*

*This section makes extensive use of participatory role-plays, with group reflection on the process and how to improve the facilitator's skills.*

*A useful approach, however, is to intermix these activities with the reflective activities promoted in Section 1. For example, if a person who is learning how to facilitate a community-led process shows during a role-play a need for additional practice regarding empathy or asking probing questions, one could have the participant complete that evening the relevant tools on empathy (FAC 4) and asking probing questions (FAC 6).*

# TRN 11. Sample Workshop Agenda for Initial Training of Facilitators

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## A. Background

### Purpose

The purpose of this workshop is to prepare the agency facilitators on how to enable and support community-led processes of child protection. It also brings together key stakeholders, strengthening their understanding and support for a bottom-up approach.

### Objectives

The main objectives of the workshop are to:

1. Promote collective understanding of the community-led approach and its value-adds;
2. Develop in facilitators the necessary skills, self-awareness, and reflection for using a community-led approach;
3. Enable an ethical approach to facilitation;
4. Construct an initial work plan for facilitators.

## B. Facilitator's Notes

The process of this workshop should seek to mirror that of the community-led process. Thus, it should be highly participatory, the participants should make key decisions, and it should be collectively owned. It is highly valuable for the group to decide how to adjust the agenda each day, and to choose and develop particular scenarios and role-plays that will help the facilitators to develop contextually relevant skills.

Although some of the role-plays and activities are scripted in the Toolkit, others are to be creatively constructed by the group. The reflective tools included in the “Facilitation” section of the Toolkit can suggest useful pointers and approaches for the scenarios that the team constructs.

Throughout, the workshop coordinator should model and encourage self-awareness and individual and group reflection. To help the facilitators acquire the skills they need, it can be useful to repeat role-plays or particular parts of them, giving the facilitators an opportunity to criticize how they handled something and to then try to do a better job the next time around.

If a facilitator clearly needs more practice on a particular skill, it is important for the team to provide for that on multiple days of the workshop. Although ethics has its own session, ethical issues and expectations should be discussed throughout the workshop.

## **Agenda**

### ***Monday, Week 1***

- 9:00–10:00 Purpose and overview of this meeting
- Introductions
  - Purpose of the workshop
  - Agenda overview
- 10:00–11:30 The limits of a top-down approach
- Scenario and role-play
  - Collective reflection
- 11:30–12:00 Tea
- 12:00–1:00 Dialogue: the limits of top-down approaches
- 1:00–2:00 Lunch
- 2:00–3:30 What is “community”?
- Small group discussions
  - Gallery walk with plenary reflection
- 3:30–4:00 Tea
- 4:00–5:00 Community power relations: a social justice framework

## *Tuesday, Week 1*

- 9:00–10:00 Example of a community-led approach
- Presentation (e.g., the Sierra Leone case study)
  - Discussion
- 10:00–11:00 How to build the community's trust and respect
- Discussion in pairs of what supports or reduces trust
  - Plenary discussion
  - Reflection on how NGOs frequently develop limited community trust and respect
- 11:00–11:30 Tea
- 11:30–1:00 Deep listening
- Group constructed role-play
  - Reflection, with focus on empathy
- 1:00–2:00 Lunch
- 2:00–3:30 Learning by asking open-ended questions and probing questions
- Practice in pairs, with feedback
  - Plenary reflection
- 3:30–4:00 Tea
- 4:00–5:00 Thinking through the role of facilitators in a community-led approach

***Wednesday, Week 1***

- 9:00–11:00    Enabling dialogue and inclusive participation
- Group role-plays, with reflection
  - Plenary discussion
- 11:00–11:30    Tea
- 11:30–1:00    Enabling full participation of teenagers
- Group role-plays, with reflection
  - Plenary discussion of complexities and how to manage them
- 1:00–2:00    Lunch
- 2:00–3:30    Enabling the participation of younger children
- Group role-plays, with reflection
  - Plenary discussion of complexities and how to manage them
- 3:30–4:00    Tea
- 4:00–5:00    Mentoring
- Group discussion of mentors' roles
  - Discussion of mentor–NGO and management issues

*Thursday, Week 1*

9:00–11:00 Entering the community

- Role-play on engaging with the chief/leaders, and reflection
- Deciding whether to collaborate

11:00–11:30 Tea

11:30–1:00 How to explain your purpose and role

- Role-play of initial discussion with the full community
- Development of key elements of a scripted explanation

1:00–2:00 Lunch

2:00–3:30 Managing conflict in a constructive manner

- Group constructed role-play, with facilitator practice and reflection
- Plenary discussions, with tips on handling one's own anxiety
- Repeat the process as needed

3:30–4:00 Tea

4:00–5:00 Engaging with people on the margins

- Learning when and how to engage
- Role-play: transect walk and discussions

*Friday, Week 1*

- 9:00–11:00 Ethical considerations in facilitation
- Group discussion on key ethics issues
  - Child safeguarding
  - Discussions of pros and cons of mandatory direct reporting of violations against children in the context
- 11:00–11:30 Tea
- 11:30–1:00 Managing the ethics issues
- Thinking through how the facilitator should respond when they have learned of a violation against children
  - Possible adjustments in agency expectations and procedures for the facilitator
  - Ongoing importance of reflection and mentor’s advice
- 1:00–2:00 Lunch
- 2:00–3:30 Helping communities to avoid exclusive focus on poverty and health issues in deciding which harm to children to address
- Role-play and discussion
  - Group discussion of framing and setting boundaries
- 3:30–4:00 Tea
- 4:00–5:00 Participant observation (see Learning Tools)

## ***Monday, Week 2***

- 9:00–10:00 Gender and inclusivity
- Role-play on learning from girls and women in mixed gender context
  - Discussion of the limits of such an approach
  - Reflection on limits on trust and learning imposed by one’s own gender
- 10:00–11:30 Helping the community to decide through an inclusive process which harm(s) to children to address
- Scenario and role-play
  - Collective reflection
- 11:30–12:00 Tea
- 12:00–1:00 Going deeper on inclusivity: Enabling everyone to have a voice and influence on decisions
- Discussion of contextual problem-solving by the community
  - Locally relevant ideas
- 1:00–2:00 Lunch
- 2:00–3:00 Going deeper on inclusivity, cont.
- Sierra Leone approach (with cautions about imposing it)
  - Plenary discussion of strengths and limits
  - Reflection on facilitator’s responsibility for enabling inclusive participation
- 3:30–3:30 Tea
- 3:30–5:00 Creating space for community dialogue and decision-making
- Role-play on “facipulation”
  - Reflection on how to do facilitation in a way that creates adequate space for communities and places power in the hands of the community



## *Tuesday, Week 2*

- 9:00–11:00    Enabling inter-community planning
- Discussion of possible benefits of collaboration
  - Supporting communities in deciding how to work together (e.g., forming and supporting an inter-community planning group, with roles and functions identified)
  - Facilitator’s and mentor’s roles in enabling collaboration
- 11:00–11:30    Tea
- 11:30–1:00    The planning cycle: group discussion and problem-solving
- Linking the inter-community discussions with individual communities
  - Feeding from communities (large group discussions, small group discussions, and home visits) to inter-community discussions
  - Narrowing down options, and finding common ground
- 1:00–2:00    Lunch
- 2:00–3:30    Linkage and collaboration with formal stakeholders
- Discussion of how action considerations could arise even in discussions of which harm(s) to children to select
  - Background, exploratory discussions with formal stakeholders—role-play
  - Planning how to scope out the formal stakeholders’ interest and capacity to deliver
- 3:30–4:00    Tea
- 4:00–5:00    Documentation
- Keeping regular records
  - Agency expectations
  - Value of a journal

## ***Wednesday, Week 2***

- 9:00–10:00 Role-play on community entry
- Group role-plays, with reflection
  - Plenary discussion
- 10:00–11:00 Managing people who dominate discussions
- Role-play
  - Group discussion of management strategies
- 11:00–11:30 Tea
- 11:30–1:00 Managing difficult people
- Group role-plays, with reflection
  - Plenary discussion of complexities and how to manage them
- 1:00–2:00 Lunch
- 2:00–3:30 Role-play on community discussions of which harm(s) to children to select
- Group role-plays, with reflection
  - Plenary discussion of complexities and how to manage them
- 3:30–4:00 Tea
- 4:00–5:00 Work planning for facilitators, with focus on first two months
- Group discussion of key elements of work plans
  - Plan who develops full work plan
  - Wrap-up and group reflection on the workshop