

Training Facilitators Guide

Connecting to Lead: Young Women and Girls taking the lead in challenging inequalities and ending GBV

Facilitation Notes

- The workshop will be co-facilitated by DAWA team and stakeholders from the ministry and other civil society organisations.
- We will use 'parking lots' and 'guardian angels'. The 'Parking Lot' is a flip chart where participants can write their questions, challenges or problems to be answered at the end of each day. If a question pops up on Parking Lot that you don't know the answer to, you can put it on the list to be addressed the next day. It is intended as a vehicle for off-topic issues that arise during sessions.
- Guardian Angels are participants in the workshop that other participants may go to with questions regarding logistics or issues throughout the day during the workshop. They should meet with the facilitator(s) at the end of each day to discuss what was presented to them, and will provide feedback to the group at the opening session of the following day.
- We will use lots of energisers and short breaks as needed to ensure participation is high. There is a lot of content to cover so we may need to adapt on timing to fit it all in.
- The facilitator's guide provides the objectives, aims, resources required, timings and content for each session.
- DAWA will handle expenses and related paperwork, and all logistics.

	1	Welcome and introductions	10:10-11:00 am
--	---	---------------------------	----------------

	Introduce facilitators and participants, icebreaker, outline agenda and set group contract		Setting the scene for the workshop, ensuring everyone has clear and realistic expectations.
	Flipchart paper, pens, markers Handout 1: Agenda Handout 2: Registration Form Handout 3: Pre-training questionnaire		
<i>No. and title</i>	<i>Time allocated</i>	<i>Facilitator Notes</i>	<i>Key Talking Points</i>
Welcome Remarks	10 mins	Set the scene for the workshop	-Share on the district and ward outlook -Importance of efforts to end GBV amongst girls and young women
1. Introduction Exercise	10 mins	<ul style="list-style-type: none"> Introduce the workshop and facilitator(s) Discuss practical information including breaks, expenses, safety, toilets. Ask permission to take photos and share on social media. Ensure everyone has a name badge and agenda, and has registered. 	<ul style="list-style-type: none"> Brief details on purpose of workshop and on-going mentoring

DAWA

Development Agenda for girls & Women in Africa

2. Activity: Pre-Training Questionnaire	5 mins	<ul style="list-style-type: none"> • Complete Handout 3: Pre-training questionnaire. • Introduce the 'parking lot' and where to go with questions • Introduce the idea of Guardian Angels and ask for 2 volunteers to be Guardian Angels for Day 1 	<ul style="list-style-type: none"> • For the pre-training questionnaire, emphasise the importance of including a name so your pre- and post-training questionnaires can be compared.
3. Activity: Icebreaker and Introductions	10 mins	<ul style="list-style-type: none"> • Conduct the Icebreaker: Mingle Mingle Participants to write or mention expectations 	<ul style="list-style-type: none"> • The goal of the icebreaker is to get participants talking to each other, to break the ice and so everyone feels comfortable to speak up.
4. Group Contract	5 mins	<ul style="list-style-type: none"> • Set a list of shared ground rules, and write them on a flip chart in front of the room. Ask every participant to sign them, to show their agreement 	<ul style="list-style-type: none"> • Examples of ground rules may include: respecting different perspectives, listening and not interrupting, arriving on time, mobile phones on silent, no use of laptops during the workshop, challenge constructively

DAWA

Development Agenda for girls & Women in Africa

Session number	2	Session title	Violence Against Women and Girls and Children: What do we need to know and why should we care	Time	11:00-11:40 am
Objectives	Introduce key concepts in violence against women, girls and children gender equality, provide definitions and overview	What and why		Provide information to support grounding advocacy activities in wider context.	
Resources	Flipchart paper, pens, markers				
Activities					
No. and title	Time allocated	Facilitator Notes		Key Talking points	
1. Introduction	20 mins	<ul style="list-style-type: none"> Share on the statistics on VAWGC , global, national, local 		<ul style="list-style-type: none"> See powerpoint for talking points and detailed content 	

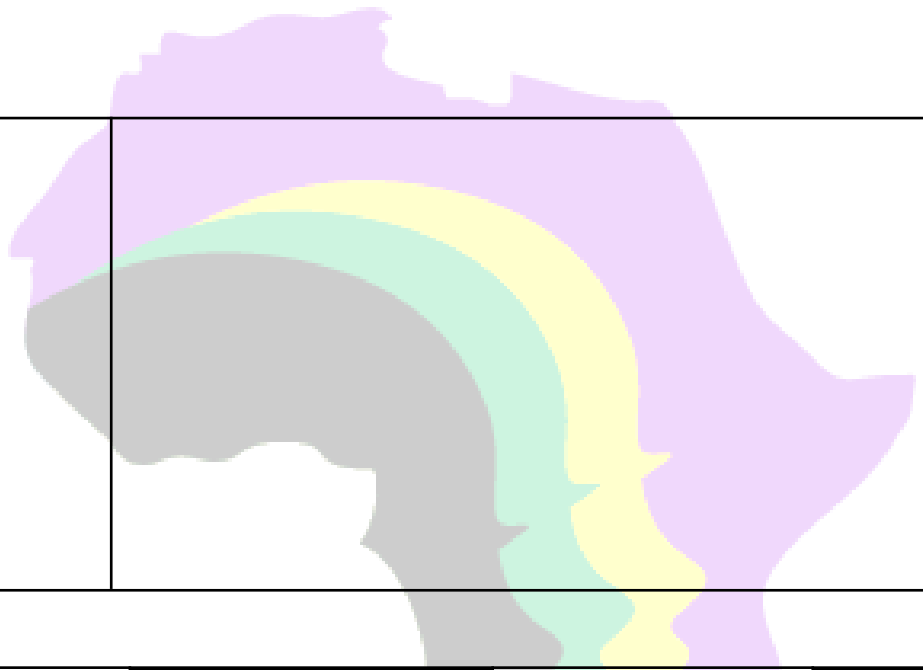
DAWA

Development Agenda for girls & Women in Africa

<p>Activity: whole group work [activity taken from SRHR and HIV 101 workshop, IHAA]</p>	<p>20 mins</p>	<ul style="list-style-type: none"> • Write 'Society' and 'Biology' on two sheets of flip chart paper and stick them on opposite walls. Then ask participants to stand in a straight line in the centre of the room. • Read aloud one statement at a time (see below). After each statement, ask participants to move a step towards the walls labelled 'Society' or 'Biology' depending on whether they think the statement is socio-culturally or biologically based. • After all the statements have been read out, most people should be closer to the 'Society' wall since all but 3 of the 13 statements have a sociocultural basis. The statements that have a biological basis are: 'Women can get pregnant; men cannot', 'Women can breastfeed babies; men cannot' and 'Men's voices break at puberty; women's voices don't'. • Ask participants to discuss the statements and explain their feelings about individual statements to each other. • Ask: Which statements did you not all agree are based on either biology or society, and why did you not all agree? Which statements are examples of how society expects people to be and act based on their gender rather than innate qualities? Do you understand how gender is constructed by society? Can you give other examples of how we learn gender roles? 	<ul style="list-style-type: none"> • Statements to read out: <ol style="list-style-type: none"> 1. Girls are gentle; boys are not. 2. Having sex with her husband is a woman's duty. 3. Women can get pregnant; men cannot. 4. Men are good at logical and analytical thinking. 5. Real men don't cry. 6. Women can breastfeed babies; men cannot. 7. Women are creative and artistic. 8. Women have maternal instincts. 9. Men's voices break at puberty; women's voices don't. 10. Men have a greater sex drive than women.
---	----------------	--	---


DAWA

Development Agenda for girls & Women in Africa



			<p>11. Women like to dress up and wear makeup.</p> <p>12. Men should be the wage earners of a family, not women.</p> <p>13. In a heterosexual relationship or marriage, the man has to be older than the woman.</p>
--	--	--	---

Session number	3	Session title	Unpacking GBV in our context	Time	11:55-13:00 pm
Objectives	Introduction to key concepts on understanding GBV use the previously mapped Problem Tree		What and why	Ensure participants all have a good grounding in understanding GBV, to give context.	
Resources	Flipchart paper, pens, markers				
Activities					
<i>No. and title</i>	<i>Time allocated</i>	<i>Facilitator Notes</i>		<i>Key Talking Points</i>	



<p>1. Introduction</p>	<p>15 mins</p>	<ul style="list-style-type: none"> Introduce the concept of understanding Gender 	<p>Define “gender”</p> <p>Describe the importance of understanding the concepts of gender when doing GBV work</p> <p>Demonstrate understanding of their own gender roles and gender in their community</p> <p>Describe how issues of gender can put women and girls at risk</p> <p>Describe the concept of gender in their own gender roles and gender in their community</p> <p>Describe the concept of gender in their mother tongue, without using the word “gender”</p>
<p>2. Understanding of Power</p>	<p>20 mins</p>	<p>Concepts of power and abuse of power, vulnerability and lack of choice, different types of violence</p> <p>Activity: Power Walk</p>	<p>Identify four characteristics each of people in the community who have power and those who do not</p>

3. Identifying GBV in our contexts	35 mins	<ul style="list-style-type: none"> Develop a problem tree to analyse the root causes and impacts of GBV in our context 	<ul style="list-style-type: none"> Encourage participants to think about various forms of GBV they know and flesh out the problem tree <p>Describe different types of violence</p>
------------------------------------	---------	---	---

Session number	4	Session title	AGYW Led Advocacy	Time	14:00-14:45 pm
Objectives	Introduction to key concepts on advocacy and participation. Ensure participants understand how/why mentorship is important for participation, which in turn strengthens advocacy.		What and why	Ensure participants all have a good grounding in advocacy and participation, to give context to the mentoring in practice.	
Resources	Flipchart paper, pens, markers Handout 5: Flower of Participation				
Activities					

<i>No. and title</i>	<i>Time allocated</i>	<i>Facilitator Notes</i>	<i>Key Talking Points</i>
1. Introduction	15 mins	<ul style="list-style-type: none"> • Introduce advocacy and Participation – what is it and why is it important? • Explain: What makes an effective advocate? Discuss the skills and knowledge that successful advocates have <p>Introduce participation – what is it and why is it important?</p> <ul style="list-style-type: none"> • Introduce Handout 5: Flower of Participation 	<ul style="list-style-type: none"> • Advocacy is: putting an issue on the agenda, speaking up for your views and experiences, trying to influence change in policies, practice, attitudes or behaviours. • Skills may include: being an effective communicator, being influential, being a leader, or being self-confident • Knowledge may be about the advocacy topic that you are addressing, processes and policies around how to engage with different stakeholders, or advocacy opportunities. <p>Participation is about young people and/or the people most affected by a policy, project or decision, being <i>meaningfully</i> involved in decision-making, research, design, planning, implementation and evaluation.</p> <ul style="list-style-type: none"> • What is ‘meaningful participation’? What does it look like?

DAWA

Development Agenda for girls & Women in Africa

2. Activity: Group Work Barriers to participation	15 mins	<ul style="list-style-type: none"> Exercise: in groups and unpack barriers to participation looking at existing inequalities, gender, social, economic and legal 	<ul style="list-style-type: none"> Encourage participants to think about barriers to decision-making. Give examples. Examples of barriers may include lack of confidence, not being given a platform, stigma. How can these barriers be removed? Examples include advocating for young people to be included, developing public speaking skills, and learning from the experience of others.
3. Online Advocacy	15 mins	<ul style="list-style-type: none"> Ask participants what social media they use or have heard of <p>Ask for ideas of how these could be used in advocacy.</p>	<ul style="list-style-type: none"> Ensure Twitter and WhatsApp are discussed. <p>For advocacy uses: instant connection, reach directly to decision-makers, build alliances across issues/communities, collect and analyse data, real-time engagement, interact with large numbers of people, learn and share with other advocates and campaigns.</p>

Day 2

Session number	5	Session title	Welcome to day 2	Time	15 minutes 9.00am-9.15am
-----------------------	---	----------------------	------------------	-------------	--------------------------

Development Agenda for girls & Women in Africa

Objectives	Review day 1, answer any questions, outline agenda for day 2.	What and why	Introduction to the day, welcome participants back.
Resources	Handout 1: Agenda		
Activities			
<i>No. and title</i>	<i>Time allocated</i>	<i>Facilitator Notes</i>	<i>Key Talking Points</i>
1. Review Day 1	15 mins	<ul style="list-style-type: none"> Review day 1, any questions, look at Handout 1: Agenda for day 2. <p>Group Exercise for recap</p>	<ul style="list-style-type: none"> Guardian Angels report back from Day 1 and ask for new volunteers for Day 2 Answer any questions from the Parking Lot of Day 1 that were unanswered. Ask participants to reflect on day 1 and share: 1 thing they liked, 1 thing they learned, and 1 question they have. Use this time to reinforce understanding of the key terms: advocacy, GBV, problem tree etc

DAWA

Development Agenda for girls & Women in Africa

Session number	6	Session title	Understanding the Laws and Policies in Zimbabwe	Time	10:15-11:00am
Objectives	Introduction to key concepts on understanding laws and policies in Zimbabwe and referral pathways for reporting on GBV	What and why		Ensure participants all have a good grounding in understanding the laws and policies in Zimbabwe and referral pathways on reporting on GBV and GBV prevention	
Resources	Flipchart paper, pens, markers				
Activities					
<i>No. and title</i>	<i>Time allocated</i>	<i>Facilitator Notes</i>	<i>Key Talking Points</i>		

DAWA

Development Agenda for girls & Women in Africa

<p>1. Laws and Policies in Zimbabwe</p>	<p>20 mins</p>	<ul style="list-style-type: none"> • Introduce the laws and policies in existence in Zimbabwe 	<ul style="list-style-type: none"> -Share on laws and policies that are in existence -National Gender Strategy -Criminal Law and Codification
---	----------------	--	--

DAWA

Development Agenda for girls & Women in Africa

2.Understanding Referral Pathwaysr	20 mins	Unpack how one can report on GBV	<ul style="list-style-type: none"> -Share with participants on how one can report on GBV cases -Share the limitations of the existing laws
---------------------------------------	---------	----------------------------------	--

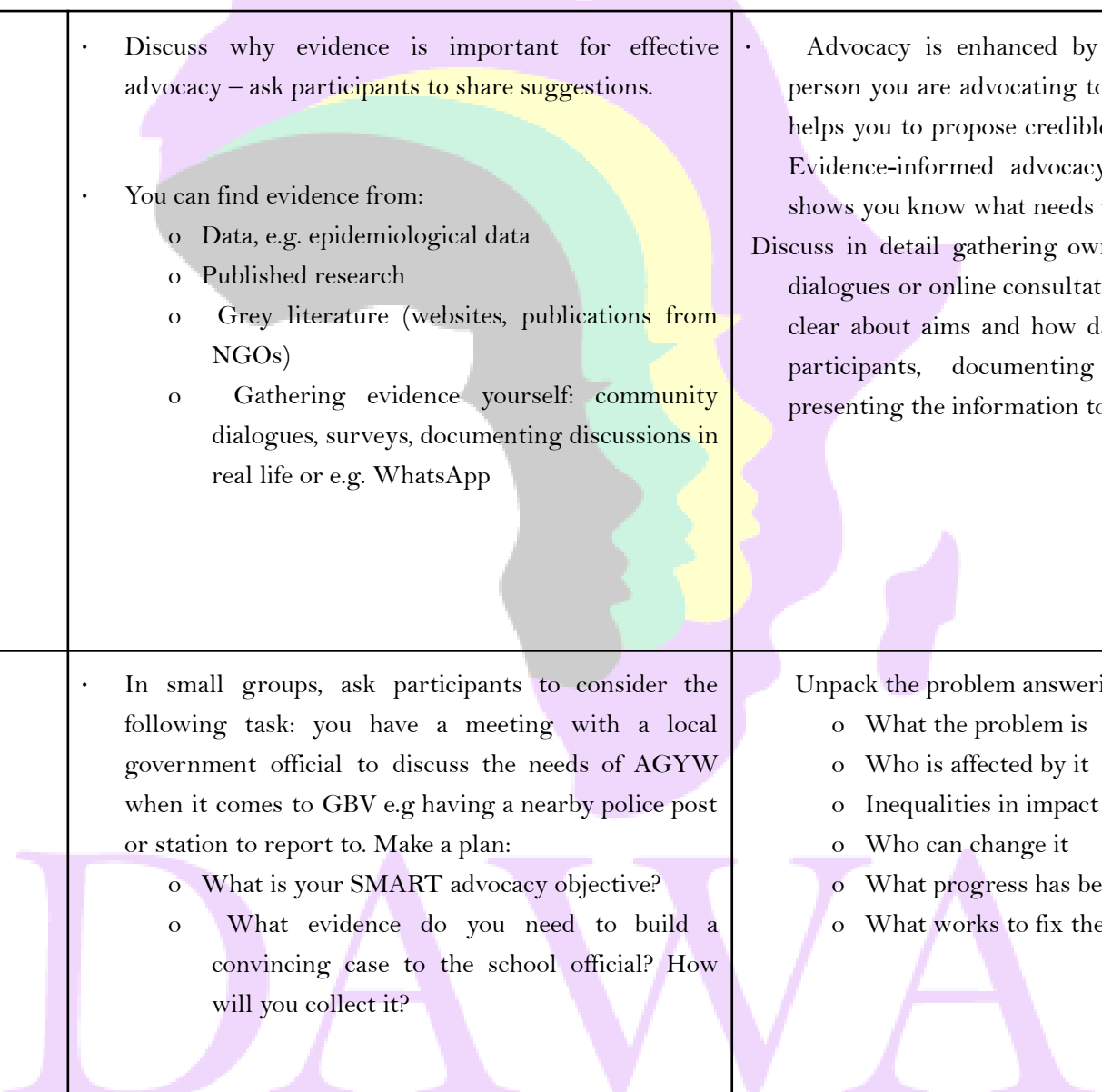
Session number	7	Session title	Planning for Evidence Driven Advocacy	Time	11:15-12:15 pm
Objectives	Outline the role of evidence in supporting effective advocacy and assert mapping	What and why	Support participants to improve their advocacy using evidence and to acknowledge their own knowledge and expertise and leadership		
Resources	Flipchart and markers				
Activities					
<i>No. and title</i>	<i>Time allocated</i>	<i>Notes</i>	<i>Talking points</i>		

<p>1.Assert Mapping</p>	<p>20 mins</p>	<p>Introduce concept with Handout 6: Head, Hands and Heart</p> <p>Each person should work individually at first</p>	<p>Explain that this exercise is a way to understand the skills and strengths each individual is bringing to the project</p> <p>Asset mapping: What knowledge do you have? ('head'); What skills do you have? ('hands'); What are you passionate about? ('heart').</p>
-------------------------	----------------	---	--



DAWA

Development Agenda for girls & Women in Africa



<p>2. Collecting evidence</p>	<p>20 mins</p>	<ul style="list-style-type: none"> • Discuss why evidence is important for effective advocacy – ask participants to share suggestions. • You can find evidence from: <ul style="list-style-type: none"> o Data, e.g. epidemiological data o Published research o Grey literature (websites, publications from NGOs) o Gathering evidence yourself: community dialogues, surveys, documenting discussions in real life or e.g. WhatsApp 	<ul style="list-style-type: none"> • Advocacy is enhanced by evidence, as it shows the person you are advocating to that you are informed and helps you to propose credible alternatives and solutions. Evidence-informed advocacy is more convincing – it shows you know what needs to change, why and how. <p>Discuss in detail gathering own data through community dialogues or online consultations – emphasise need to be clear about aims and how data will be used, recruiting participants, documenting and capturing quotes, presenting the information to use in advocacy.</p>
<p>3. Activity – small group work</p>	<p>20 mins</p>	<ul style="list-style-type: none"> • In small groups, ask participants to consider the following task: you have a meeting with a local government official to discuss the needs of AGYW when it comes to GBV e.g having a nearby police post or station to report to. Make a plan: <ul style="list-style-type: none"> o What is your SMART advocacy objective? o What evidence do you need to build a convincing case to the school official? How will you collect it? 	<p>Unpack the problem answering these questions:</p> <ul style="list-style-type: none"> o What the problem is o Who is affected by it o Inequalities in impact o Who can change it o What progress has been made o What works to fix the problem

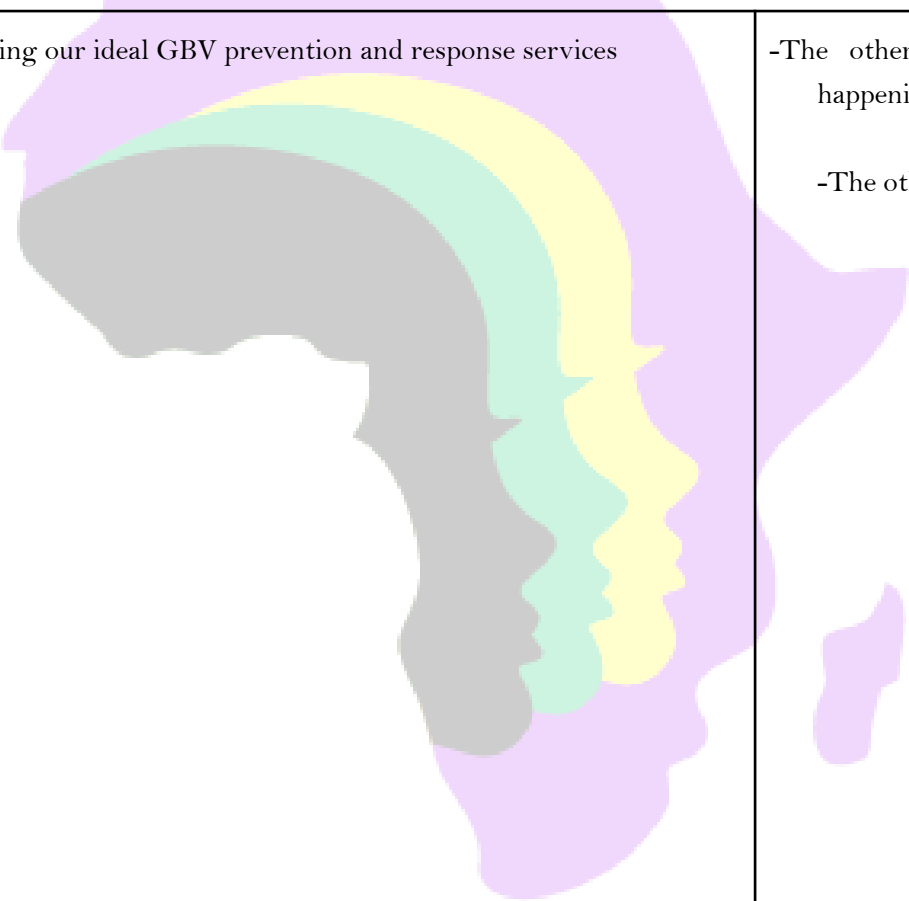
Session number	8	Session title	Mapping our Advocacy Agenda and setting our objectives	Time	12:15-13:15 pm
Objectives	Develop advocacy objectives Identify opportunities and challenges	What and why		Using SMART objectives to set out a practical plan of action	
Resources	Flipchart paper, pens, markers Handout 7: Advocacy Action Plan Template				
Activities					
<i>No. and title</i>	<i>Time allocated</i>	<i>Facilitator Notes</i>		<i>Key Talking Points</i>	
1. Introducing Advocacy Objectives	15 mins	<ul style="list-style-type: none"> Introduce Handout 6: Advocacy Action Plan. Discuss the importance of setting objectives to ensure our advocacy is focused, targeted and SMART. 		<ul style="list-style-type: none"> Share advocacy opportunities that are upcoming (e.g. meetings, conferences, consultations) and discuss how people can be involved in them. 	

<p>2. Activity: Identifying advocacy priorities</p>	<p>20 mins</p>	<ul style="list-style-type: none"> For this activity, form participants into small groups and ask them to think about the situation for young women in their community? Are they able to fulfil their rights and access the choices, services and information they want and need? What helps or hinders them in doing so? 	<ul style="list-style-type: none"> Put two pieces of flipchart on the wall, one labelled 'makes it easier' and one labelled 'makes it harder'. Get groups to discuss and write on individual post-its and stick them up on the appropriate post-it.
---	----------------	--	--



DAWA

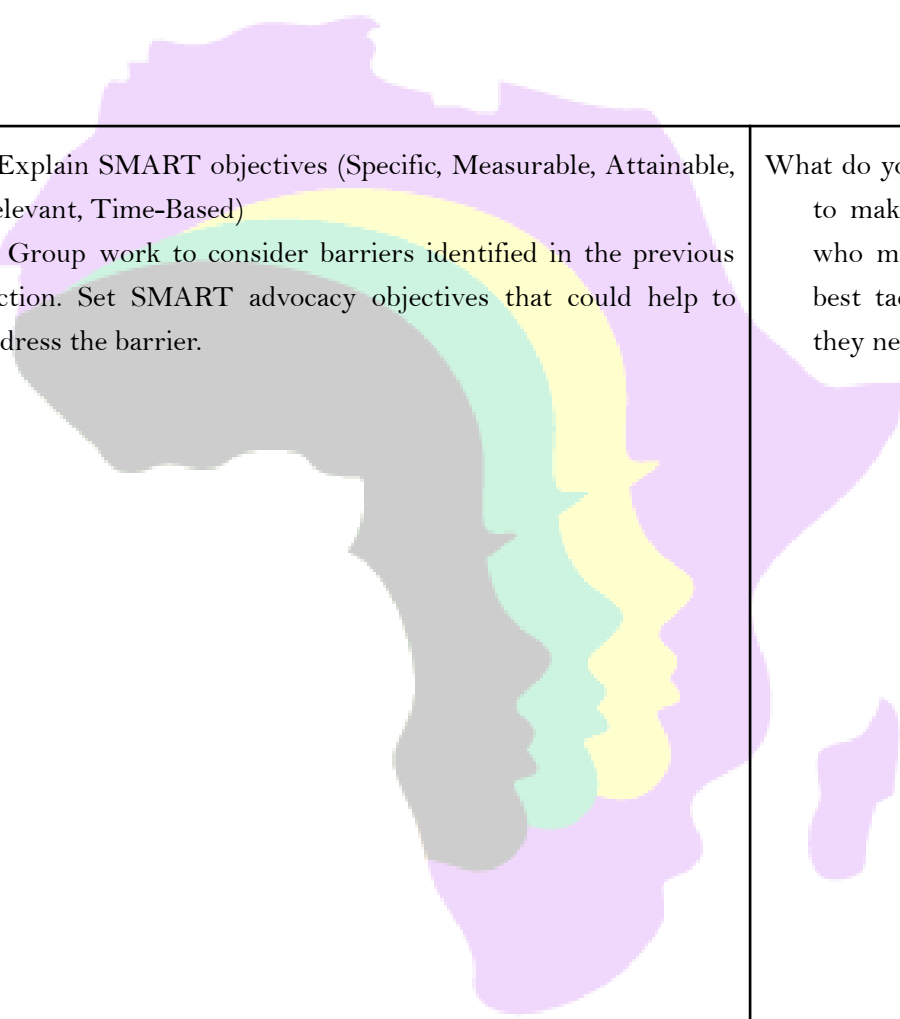
Development Agenda for girls & Women in Africa

3. Activity	25 mins	Mapping our ideal GBV prevention and response services 	<ul style="list-style-type: none"> -The other group to draw what is currently happening -The other group to draw what would be ideal
-------------	---------	---	--

DAWA

Development Agenda for girls & Women in Africa

<p>3. Setting SMART Objectives</p>	<p>30 mins</p>	<ul style="list-style-type: none"> • Explain SMART objectives (Specific, Measurable, Attainable, Relevant, Time-Based) • Group work to consider barriers identified in the previous section. Set SMART advocacy objectives that could help to address the barrier. • 	<p>What do you want to change? Who has the power to make that change? Who can support, and who might oppose the change? What are the best tactics and approaches to take? What do they need to hear and who from?</p>
------------------------------------	----------------	---	---



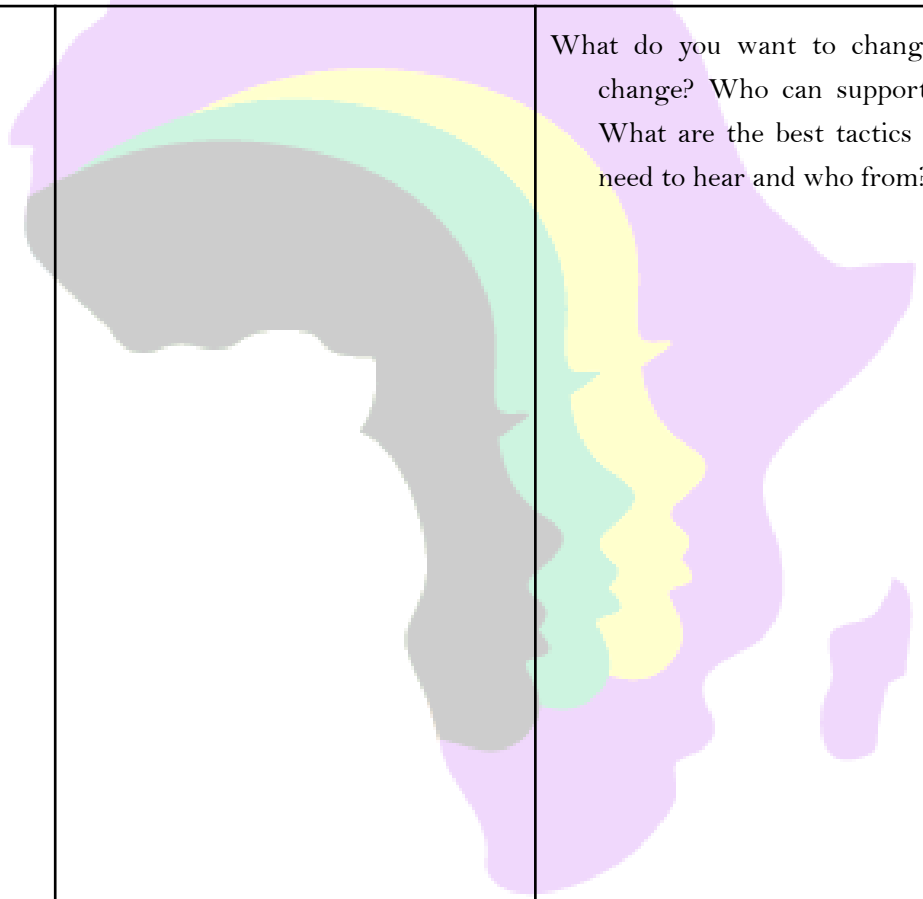
DAWA

Development Agenda for girls & Women in Africa

Session number	9	Session title	Drafting Advocacy Agendas and Next Steps	Time	14:00-14:45 pm
Objectives	Draft advocacy plans Identify opportunities and challenges	What and why	Using SMART objectives to set out a practical plan of action		
Resources	Flipchart paper, pens, markers Handout 7: Advocacy Action Plan Template				
Activities					
<i>No. and title</i>	<i>Time allocated</i>	<i>Facilitator Notes</i>		<i>Key Talking Points</i>	

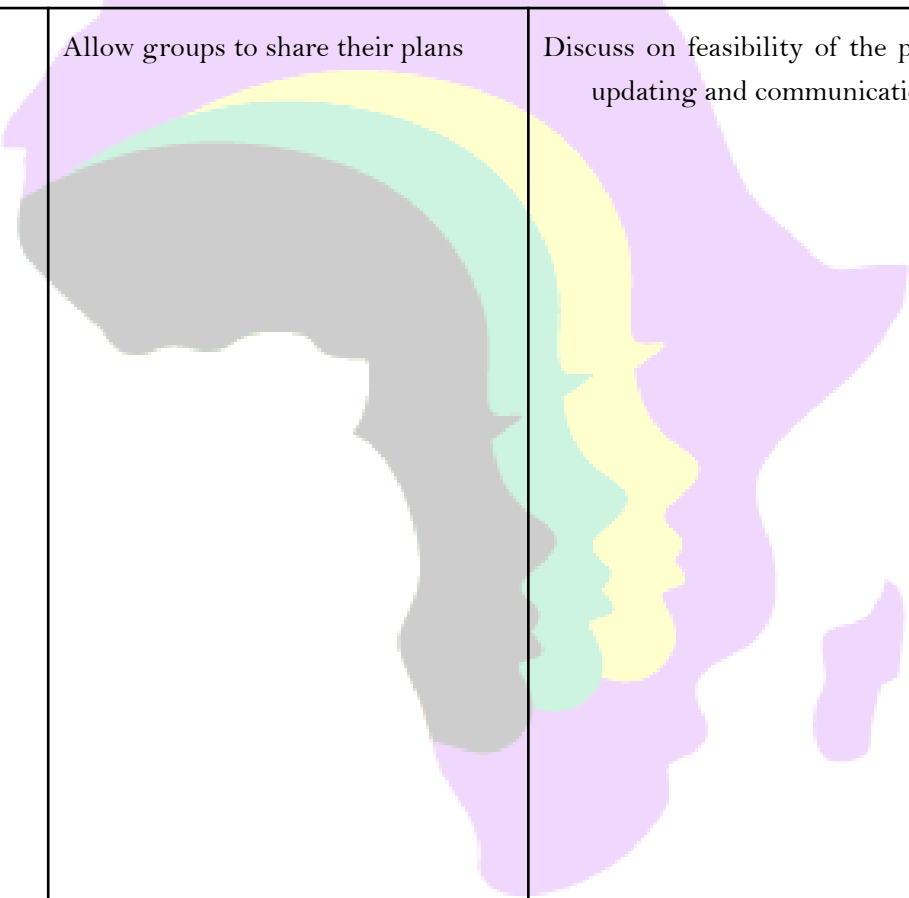
DAWA

Development Agenda for girls & Women in Africa

<p>1. Drafting advocacy plans using template</p>	<p>20 mins</p>		<p>What do you want to change? Who has the power to make that change? Who can support, and who might oppose the change? What are the best tactics and approaches to take? What do they need to hear and who from?</p>
--	----------------	--	---

DAWA

Development Agenda for girls & Women in Africa



<p>1735386368. Presenting advocacy plans</p>	<p>20 mins</p>	<p>Allow groups to share their plans</p>	<p>Discuss on feasibility of the plans, how to monitor progress, ways of updating and communication</p>
--	----------------	--	---

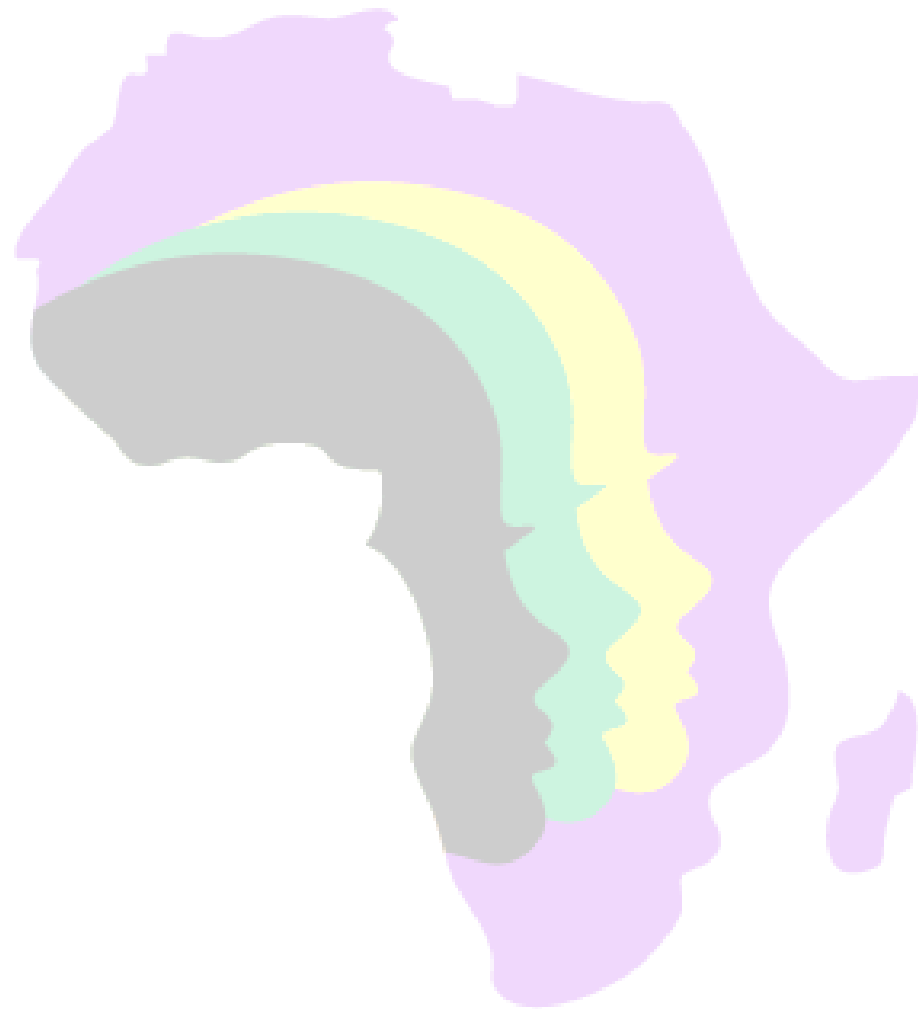
DAWA

Development Agenda for girls & Women in Africa

3.Next Steps	5 mins	Discuss the next steps for the project and the continued role of AGYW trained champions	Share the next steps for the project including online engagements, Value clarification dialogues etc
--------------	--------	---	--

DAWA

Development Agenda for girls & Women in Africa



DAWA

Development Agenda for girls & Women in Africa