

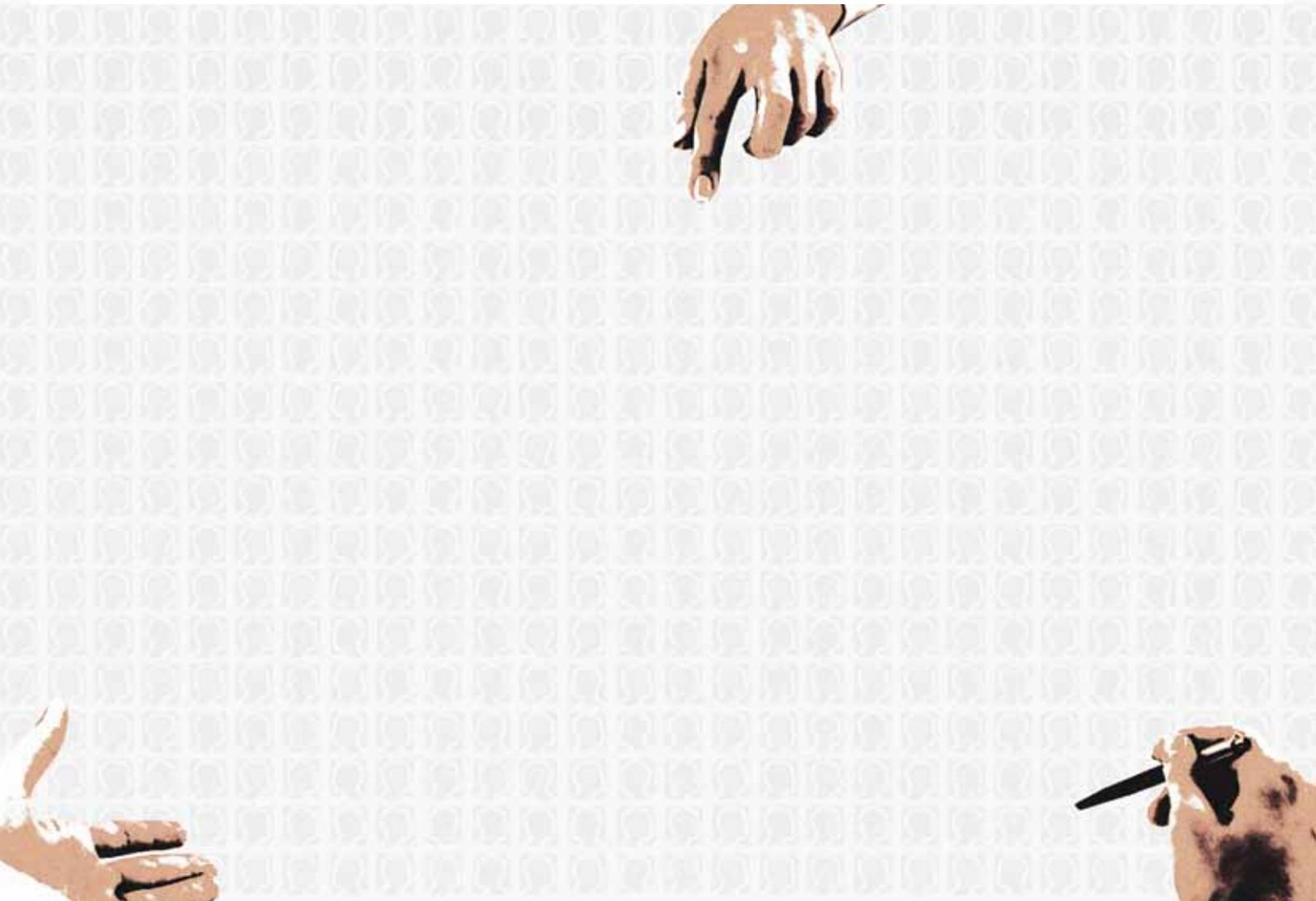
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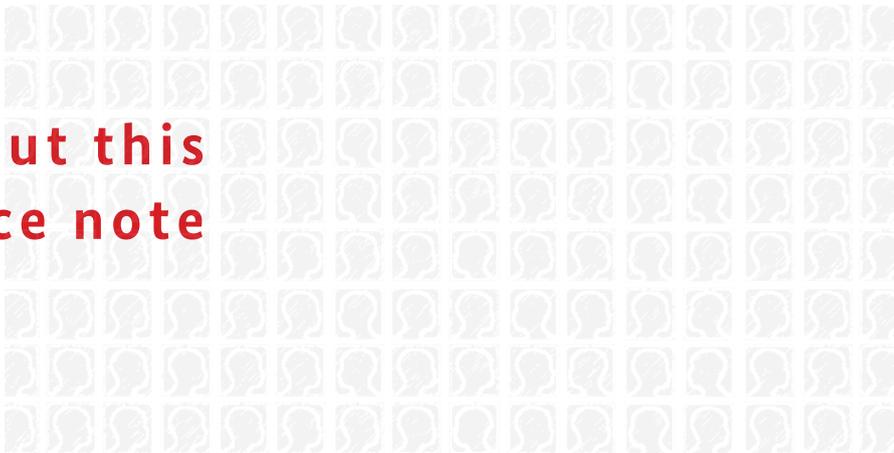
How to organise Generation Dialogues about Female Genital Cutting

A guidance note for community-based organisations and for agencies
providing funding and technical support

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Zusammenarbeit (GIZ) GmbH

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About this guidance note

This manual was developed on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) and published by the GIZ sector project 'Ending Female Genital Mutilation'. It is aimed at organisations interested in implementing the Generation Dialogue approach and at those providing funding and technical support. It is part of a set of tools for the different actors who are needed to realise Generation Dialogue projects. For an overview and further information go to www.giz.de/fgm.

The manual starts with an introduction to the method: How it started, how it works, what it has achieved to date, how it relates to similar approaches and what it takes for its implementation.

It then presents the consecutive steps of a Generation Dialogue project.

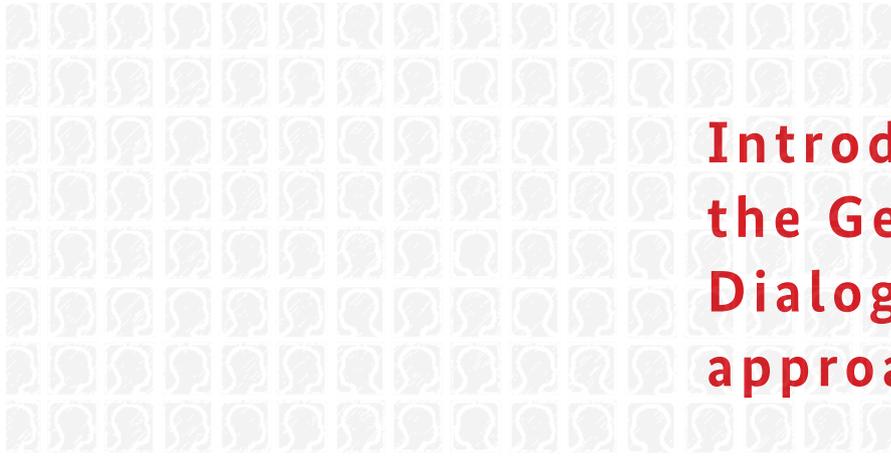
In its third chapter, the manual presents the information required for planning and budgeting a Generation Dialogue project, including the number of people to be trained, the duration of the different steps of the intervention and the coverage that it can reach in a certain period.

Next, it presents the profiles and tasks of the different actors that need to come together to make a Generation Dialogue project work, ranging from community-based organisation to facilitators, trainers and master trainers.

The manual ends with a chapter on monitoring, evaluation and reporting of a Generation Dialogue project.

To date, the Generation Dialogue approach has been used in many different countries. Each time a new Generation Dialogue project is started, the approach is adapted to local circumstances. And each time, something new is learned about the best way to implement its successive steps.

If you would like to suggest changes or share your Generation Dialogue experience with us, please send us an email to generationdialogue@giz.de.



Introducing the Generation Dialogue approach

How it started

The Generation Dialogue approach was first developed in Guinea, West Africa. In 2001, a group of community-based organisations (CBOs) decided to look for a new way to reduce the widespread practice of female genital cutting. In spite of many years of information and health education campaigns throughout Guinea, the cutting continued. Knowing about its harmful consequences did not stop families from submitting their daughters to it.

The CBOs decided to change direction: If so many Guineans felt that it was right to have their daughters cut, they must have strong reasons for it. To find out about these reasons, the CBOs would have to create an atmosphere of trust and respect so that Guineans would be prepared to discuss what they really thought about cutting.

As a first step, the CBOs organised meetings called Community Consultations. These were held separately for men and women and for younger and older community members, allowing everyone to feel free to speak his or her mind. The CBO members did not come as 'experts' with information to tell to their 'audience'. Rather, they came as social researchers, determined not to judge but to show sincere interest and respect, and to listen and learn from community members.

At these first Community Consultations, the CBO facilitators did indeed learn a lot. They found out that most community members knew about the risks and physical consequences of female genital cutting. This information did not come from formal education or information campaigns, but from what had happened to girls amongst their families and friends. And yet, many people (especially the elders) saw female genital cutting as part of an important initiation

rite through which girls learned about the importance of solidarity, respect and modesty – in short, how to act like ‘respectable women’.

Most importantly, the CBO facilitators learned about the stigma that uncircumcised women and girls suffered in their communities. Many mothers spoke about the dilemma they faced. Which would cause more problems for their daughters: the physical and psychological harm of cutting or the social exclusion they were likely to suffer if they were not cut?

In the Community Consultations, younger women said clearly that they wanted the cutting stopped, but they felt powerless compared to their elders. The suggestion for a Generation Dialogue first came from them: ‘Could you organise a discussion such as this one between us and our mothers and grandmothers? It is they who want to continue cutting, not us.’

The sense of respect given in these Community Consultations led to community members sharing their reasons for still pursuing female genital cutting, their concerns and fears about it, but also the aspirations they had for their daughters. They also expressed hope for social change that might eventually bring about an end to female genital cutting.

As they shared these findings, the CBOs recognised that in their new role as respectful researchers they were much more effective than in their earlier role as experts or ‘health promoters’. They had become Dialogue facilitators who enabled community members to be aware of and share their beliefs, values and dilemmas – and to start thinking about possible ways of overcoming the practice, in their own time and in their own way.

How it works

The Generation Dialogue that the CBOs organised later in 2002 in response to the young women’s request was based on just these principles: active listening, dialogue, respect and appreciation – as much for the different points of view as for the local culture, traditions and practices. Whilst the approach has since been extended – engaging both women and men in initially parallel and eventually joined Dialogue processes – and although it has been adapted to different contexts and requirements, it has always maintained these

The five Dialogue sessions

1. *Practising listening and dialogue*
2. *Appreciating traditional and modern life-paths*
3. *Addressing female genital cutting*
4. *Joining the men’s and women’s Dialogues*
5. *Preparing the follow-up period*

principles and the successive steps of the Dialogue process (see next section of this manual).

Following the Community Consultations, trained facilitators involved 24 carefully chosen members of the community in a series of transformative Generation Dialogue sessions. The 24 men and women included 12 'younger' people (not yet married, approximately 18–30 years of age) and 12 older (grandparents' generation, approximately 45 years and older).

The basic structure of the Generation Dialogue process is as follows:

In the first Dialogue session, both generations learn about active listening and Dialogue skills. This is followed by the 'life-path' session, in which the older generation gets a chance to present the way they experienced 'growing up', their transition from childhood to puberty, marriage and parenthood. Using traditional objects as well as role-plays, songs, poems and dances, they create a lively image of the rites and traditions, pleasures and challenges that they lived through in their time. In response, the younger generation presents to their elders how they experienced these life stages and transitions up to now – and what they are hoping for in the future. In the women's Dialogues, the life-path exercise always stimulates a rich discussion about female genital cutting, the values it represents but also the pain and suffering it causes. The third session focuses on this topic. It does not just look at the physical and psychological consequences of the cutting, but also at the many reasons for which families continue to practise it, even though they may be well aware of its harmful effects. All these discussions strengthen the mutual trust between the generations and lay the foundation for the fourth session, in which the participants of both the women's and the men's Dialogues develop visions of, and commitment to, change without losing traditions and shared values that both old and young regard as indispensable.

The young and the old jointly develop ideas about what they could contribute towards positive change in their community – and what they would like other groups (e.g. the other sex, the other generation, or the teachers, or the health workers) to do to make the desired

Dialogue workshops: A way to kick-start unlikely conversations

The Dialogue approach can bring about conversations, ideas and actions that exceed by far what participants would have thought possible at their start. At the end of a Generation Dialogue workshop in the traditional Fouta region of Guinea, a respected community elder said: 'I thought that at my age, no one could teach me anything anymore. But this has changed me: There are many things I have to think about now.' In a remote village of the Amran region in Yemen, a Dialogue project brought about the first public meeting between women and men for as far back as any villager could remember. In Malawi, Dialogue workshops with health workers and traditional healers succeeded in getting the two groups to listen to and talk with one another about caring for people living with HIV, and to set up a mutual referral system (German HIV Practice Collection, 2007). Techniques such as the proverb-, listening- or life-path-exercises can be and have been adapted and used for dialogue workshops, projects and conferences, both in industrialised and in developing countries. Whilst this set of manuals describes how Generation Dialogues can be implemented across whole regions, readers should not hesitate to use and adapt these dialogue concepts and exercises to kick-start other unlikely conversations in different contexts and at different occasions.

change happen. These ideas are then formulated as ‘pledges’ (‘What we commit to do to make change happen’) and ‘special requests’ (‘What we are asking [a specific group] to do so that change can happen’). In the second part of this session, the participants of the women’s and the men’s exercise come together to share what they have learned from one another as well as to jointly agree which special requests they want to put forward at the Public Meeting. The fifth and last Dialogue session is used to plan activities for the next three months as well as for the preparation of the Public Meeting.

In the following week, the male and female participants organise this meeting, inviting the community as a whole as well as local leaders and dignitaries in order to share what they learned in the Dialogue sessions. They have now become ‘Dialogue Champions’ and they publicly declare their pledges and requests so that the whole community as well as leaders and representatives of important sectors (health and education) are made aware of the community initiative and invited to join it.

Following this first Public Meeting, the Dialogue Champions continue spreading the spirit of dialogue and commitment to change throughout the community. In pairs of one younger and one older Dialogue Champion, they visit households, schools, women’s and men’s associations to discuss with them the potential of improved dialogue between the generations, of appreciating local traditions and values, and how female genital cutting could be overcome. These visits or meetings following the Dialogue sessions are called ‘Mini-Dialogues’ because they aim to recreate the core elements of the Generation Dialogue: respectful listening, appreciation for individuals’ stories about community values and traditions, and a dialogue about change.

Overall, the aim of the Generation Dialogue process is to build a group of ‘Dialogue Champions’ at the heart of a community. These groups will carry the dialogue between the generations not just into a large number of families, but also into schools, health centres, the local administration and into mosques and churches.

How the Generation Dialogue relates to other approaches

Like the Generation Dialogue approach, the United Nations Development Programme’s (UNDP) ‘Community Conversations’ and the ‘Stepping Stones’ methodology aim at creating safe spaces for dialogue where people can freely express their understanding of an issue; how it affects them as individuals or as a community; and the changes they would like to see (UNDP 2005, Welbourn 1995).

Through such sharing, people often realise that despite having different views on an issue, they ultimately share a commitment to finding a common solution.

The Community Conversations and Stepping Stones approaches were originally developed in response to the devastating impacts of the HIV epidemic on communities in Southern Africa. In contrast, the Generation Dialogue started as an attempt to engage custodians of valued traditions in a conversation that acknowledged the special significance of female genital cutting. Instead of treating it solely as a health issue, the Generation Dialogue recognises that in many African communities it is part of a rite of initiation that regulates a girl's transition to respectable womanhood and serves to ensure her loyalty to her community's values and traditions and the need to pass them on are appreciated; at the same time, the Generation Dialogue approach addresses the harmful consequences of female genital cutting, thus allowing both generations and sexes to look for ways in which they could overcome the latter without losing the first.

Generation Dialogue projects and their results

Following the initial Generation Dialogue in Guinea's capital in September 2002, the Guinean CBOs organised further Dialogues in two other regions, this time addressing two issues: female genital cutting and growing up in a time of HIV. In both regions, the population and the local leaders welcomed the Generation Dialogues. The Public Meetings attracted considerable attention, with commitments and pledges moving some to tears.

Four months after the Dialogues' completion, GTZ¹ carried out a study comparing intergenerational communication and collaboration, specifically communication about female genital cutting and HIV in families who had a member participating in the Generation Dialogue sessions with other families who had not (GTZ 2004). The results showed significantly better family communication and intergenerational relationships, as well as significantly more communication about female genital cutting and HIV between the sexes and the generations, in families who had had a member participate in the Dialogue sessions as compared to control families.

From 2004 onwards, the Generation Dialogue approach was also implemented in three regions of Mali (Ségou, Mopti and Koulikoro) with support of the GTZ-supported Mali-German Basic Education Programme. In 2009, a comprehensive impact evaluation was undertaken, using a systematic sampling procedure to compare four intervention villages with three villages where no Dialogues had

¹ The term GTZ or Deutsche Gesellschaft für Technische Zusammenarbeit refers to one of the predecessor organisations of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). Established on 1 January 2011, GIZ pools the long-standing expertise of Deutscher Entwicklungsdienst (DED; German Development Service), GTZ (German technical cooperation) and Inwent – Capacity Building International, Germany.

taken place. In all villages, focus group discussions and individual interviews were conducted with younger and older community members of both sexes and with community leaders, using standardised questionnaires (GTZ 2009).

In contrast to the earlier Guinean study, the Mali survey covered a representative sample of all community members, not just families who had a member participating in a Dialogue. Its findings showed significant differences between intervention and control villages as a consequence of the Dialogue process. The people in the villages that had undertaken Generation Dialogues were much more willing to discuss the formerly taboo topic of female genital cutting across the sexes and the generations. Awareness of the harmful effects of female genital cutting was considerably greater in these villages, too. Overall, relations and communication between the generations were improved and older community members felt that there was more interest and respect for community traditions by the young people in their village.

From 2009 onwards, with support of the GTZ reproductive health programme, three CBOs were trained to implement the Generation Dialogue approach in communities in Yemen's Ibb Governorate. An evaluation in October 2010 found the following achievements and challenges (GIZ 2011): All three communities appreciated the programme very much and confirmed that it helped to enhance their ability to engage in dialogues across generations and gender. Recognising the harmful effects of the wide-spread custom of child marriages, all three communities set a minimum age (18 years) for young women to be married. Also, all three communities had decided to organise literacy classes for women and were seeking development partners to support them in this.

GIZ-supported Generation Dialogue projects were also undertaken in Namibia, Kenya, Sierra Leone and Mauritania. One important lesson learned across all the projects has been that the Dialogues bring forth new community initiatives, ranging from literacy classes for women in the Yemen to peer educator training for uncut girls in Guinea. In order to sustain the momentum in these initiatives, it is crucial that the Dialogue sessions be followed by continued technical and financial support, either through the same partner who supported the Generation Dialogue project or through linking Dialogue projects with programmes providing support for small-scale community initiatives.

What it takes

The Generation Dialogue works best in places where community organisations are already working on development challenges that are related to ten-

sions between traditional, often patriarchal belief/value systems and those that are more modern and egalitarian. Ideally, it can be introduced when local stakeholders recognise that their existing activities (which are often 'behaviour change communication' campaigns) are not creating the desired changes in attitudes and behaviours amongst their audiences.

At that point, the Generation Dialogue can take such campaigns to a different level, building trust through its respectful approach and allowing local people to express the underlying dilemmas and values that lead them to resist changes that – from an outsider's perspective – might appear logical and useful. The Dialogue sessions permit these values and dilemmas to be acknowledged and discussed by young and older participants. The suggestions for change that result from the Dialogue process may be more modest than those of the earlier campaigns, but they will be 'owned' and pursued by all involved community leaders and representatives of community groups.

For this process to work, the Generation Dialogue approach requires sustained support for approximately three years from the agency providing financial and technical assistance. The support should cover a training of at least 4 trainers (2 men and 2 women), who can then conduct 12 successive trainings of facilitator teams, who can conduct up to 36 Dialogue processes at community level. See p. 13, 15 and 17 for a set of graphs outlining this process, from the initial training of trainers to the roll-out over 36 communities.

If possible, the support of the Generation Dialogues should be followed up by small grants for community initiatives that emerge as a result of the Dialogues.

A Generation Dialogue project also requires the commitment of one or more experienced CBO(s) as implementing partner(s). These local organisations must possess the management capacities and community-based networks needed to plan, implement and monitor the trainings and Dialogue processes over this project period and beyond.

To evaluate the results of the Dialogues, the organisation commissioning the CBO should hire an independent team of researchers to document the attitudes and behaviours that community members express before and after the Generation Dialogues in a sample of the intervention communities. This can be done by documenting the Community Consultations, which are held at the start and end of the Dialogue process and by interviews in a sample of households at these points in time. Ideally, to control for confounding factors, such interviews and focus group discussions should also be held in one control community that will receive the intervention at a later date.

The steps of the Generation Dialogue approach

1. **One or more local community-based organisations (CBOs) and a funding agency** agree to partner for the implementation of the Generation Dialogue approach in a particular region or country. They agree on the number of communities they want to cover in the given project phase and **plan and budget** for the corresponding numbers of trainers, facilitators and trainings (see also next section).
2. Together, they hold an **introductory stakeholder workshop** to present the Generation Dialogue to national and local partners and to agree in which ways they would like to connect with the project.
3. They invite a master trainer and select suitably qualified professionals (at least two men and two women) with extensive trainer experience to take part in a five-day **training of trainers** for the Generation Dialogue approach.
4. The CBO selects one group of eight male and one group of eight female **facilitator candidates** from each of the two areas where the first Generation Dialogues will be implemented.
5. Under the supervision of the master trainer, the trainer candidates conduct their first five-day **trainings of Dialogue facilitator** candidates: the two female trainers conduct the training of the female facilitators; the two male trainers conduct the training of the male facilitators. The master trainer helps the trainer teams to prepare for the training sessions at the start of each day and gives them feedback, exercise-by-exercise, at the end of each day.
6. At the end of the trainings of facilitators, during which the master trainer has supervised the trainer candidates, the master trainer, the responsible manager of the implementing CBO and possibly also the responsible manager of the funding agency meet for a **debriefing session** at which the master trainer shares his or her assessment of what the trainers have learned in the course of their training and supervised practice and where he or she sees their strengths and the challenges they still need to work on. The trainer candidates who have received a positive assessment can from now on conduct facilitator trainings without supervision.
7. Following the facilitator trainings, the trainer teams select the four most capable male and the four most capable female facilitator candidates from each area as **core facilitator teams**. Two further male and female candidates from each

area are selected as **back-up facilitators**. These two core facilitator teams start the Generation Dialogue processes in the first village/community in their area. They are both supervised and supported by one male and one female trainer throughout their initial implementation of the Generation Dialogue approach.

8. The CBO leaders and the facilitators, supervised by their trainers, **meet with community leaders** in the two communities where the approach will be implemented to inform them about the Generation Dialogue and to gain their support for it.
9. The facilitators hold **initial Community Consultations** (focus group discussions) with young women, older women, younger men and older men to learn about their views regarding the issues the Generation Dialogue wants to address.
10. In each community, the facilitator teams select 12 young women, 12 young men, 12 older women and 12 older men as **participants of the Dialogue sessions**.
11. The facilitator teams hold **five Dialogue sessions** (separate for women and men) with the selected participants. There is one session per week, over five consecutive weeks.
12. With the support of the facilitator teams, the Dialogue participants, who have now become 'Dialogue Champions', call a **first Public Meeting** to present the results of their Dialogue sessions as well as their pledges and requests for positive change to the community, its leaders and government officials.
13. For a **follow-up period** of three months, the Dialogue Champions continue to hold Mini-Dialogues with families, community groups, health workers and religious leaders, aiming at engaging more and more of them in the Generation Dialogue process. Once a month, the facilitators meet with the Dialogue Champions to provide supervision and to discuss their achievements and challenges.
14. Three months after the initial Public Meeting, the Dialogue Champions invite the community and the leaders and service providers for a **second Public Meeting** to present what has been achieved in the meantime and to agree on the next goals.
15. The facilitators hold **follow-up Community Consultations** to discuss the issues raised by the Generation Dialogue.
16. After the facilitator teams have held their first Public Meeting and move into the follow-up period, the trainers can start **training the next two teams of facilitators from two new areas**, moving through the steps described above.
17. Once a facilitator team has successfully completed the Generation Dialogue process in the first community/village in its area, it can move on to repeat this process in two further communities/villages. These **second and third Dialogue**

processes will not require constant trainer supervision, although there should be periodic meetings with a supervisor to provide technical support to the teams and to ensure the quality of the intervention.

18. About one year after his or her initial training of trainers, the master trainer can be invited for a **follow-up mission** to review the quality of the implementation of the Generation Dialogue approach and to assess the capacities and skills that the trainers have developed in training and supervising facilitators.



Planning and budgeting Generation Dialogue projects

This chapter provides project managers with the calculations of person days, trainings and Dialogue sessions which they require for the planning and budgeting of Generation Dialogue projects.

Timeline and coverage

To start with, three graphs will show how many trainers, facilitators and participants are required, at which point in time and for how long, to implement Generation Dialogues in a given country or region. They also show how many communities the trained teams can reach within a 2–3 year project phase.

Graph 1 illustrates a first cycle of the Generation Dialogue process in a given country or region, including a training of trainers, trainings of male and female facilitators and the implementation of the first Dialogues in two target areas in parallel. The two columns of the graph represent these two target areas.

In the first week, represented by the first line, a master trainer trains at least two male and two female trainer candidates, because a team of a male and a female trainer is needed for the support and supervision of each of the facilitator teams as they conduct their first Generation Dialogues in the two communities. To be on the safe side, it is better to train one or two extra male and female trainers as back-ups. In this line, they are light green.

Week	Activity	 area 1 1st village	 area 2 1st village
1	training the trainers		
2	training of male facilitators		
3	training of female facilitators		
4	preparatory talks & Community Consultations 1		
5 - 9	Dialogue sessions 1 day per week		
10	Public Meeting 1		
11 - 28	follow-up period: supervision meetings 1/2 day per month		
29	Public Meeting 2		
30	Community Consultations 2		

master trainer		trainer		young Dialogue participants		facilitator		older Dialogue participants	
focus groups		general community							

Graph 1: Starting a Generation Dialogue project: trainings and first two Dialogues (copyright by Anna & Franz von Roenne, 2012)

In the second week, the master trainer coaches and supervises the 2 *male* trainer candidates as they train a group of 16 male facilitator candidates – 8 from each locality at which the Generation Dialogues will be held.

In the third week, the master trainer coaches and supervises the 2 *female* trainers as they train a group of 16 female facilitator candidates – again 8 from each community.

At the end of the training of facilitator candidates, the 4 best male and 4 best female candidates from each area are selected as core teams (see dark blue shading) and 2 more as back-up facilitators (lighter blue) to be on the safe side in case one of the core team facilitators falls ill.

In the fourth week, the facilitators start the Generation Dialogue process in two communities and the trainer teams coach and supervise them. The following lines show the successive steps of the Dialogue processes and who is involved in them. As the figure at the bottom of the first column indicates, the first cycle, including the training of trainers, takes 30 weeks to complete.

However, once the first Public Meetings have been held in week 10, the two trainer teams can start to train the next two facilitator teams from two different areas as trainer presence is not required in the follow-up period.

Once the first two facilitator teams have successfully completed an entire Generation Dialogue under supervision, they can conduct their second Generation Dialogues in two neighbouring communities in the same two areas, this time without supervision. This process is depicted in graph 2. It is three weeks shorter than the first Generation Dialogue cycle because neither a training of trainers nor a training of facilitators is now required.

In principle, each trained facilitator team should conduct three Generation Dialogues overall in three communities within their reach. Ideally, such clusters of three communities should be selected for each facilitator team right at the start of the planning process, and the facilitator candidates should then also come from these three localities. This will ensure that each facilitator team will be active until they have reached all three localities with a Generation Dialogue.

Graph 3 illustrates the timeline of activities of a master trainer, 2 teams of trainers (a man and a woman each), 12 facilitator teams (4 men and 4 women each) and 36 teams of 48 Dialogue participants (12 young men, 12 older men, 12 young women and 12 older women each) as they consecutively get trained and implement Generation Dialogues in 36 communities over a 2.5-year period.

Each blue line represents a Dialogue process in one community. The red and green lines show at what points and for how long the presence of master trainer

Week	Activity	 area 1 2nd/3rd village	 area 2 2nd/3rd village
1	preparatory talks & Community Consultations 1	 	 
2 - 6	Dialogue sessions 1 day per week	   	   
7	Public Meeting 1	   	   
8 - 25	follow-up period supervision meetings 1/2 day per month	   	   
26	Public Meeting 2	   	   
27	Community Consultations 2	 	 

master trainer 
 trainer 
 young Dialogue participants 
 facilitator 
 older Dialogue participants 
 focus groups 



 general community 

Graph 2: Process for second and third Dialogue (copyright by Anna & Franz von Roenne, 2012)

and trainers is required and at what points the trainers can move on to train the next facilitator teams.

The four weeks that are calculated for the master trainer include one week preparation and travel; one week for the training of trainers; one week for the supervision and support during the male trainers' training of the male facilitators; and one week for the supervision and support during the female trainers' training of the female facilitators.

Should an experienced trainer/supervisor or team leader be available for the Generation Dialogue project in the country and should this expert be available as co-mastertrainer for the training of trainers and the supervision and support of the first group of trainers (male or female), he or she could supervise and support the second group of trainers on his or her own. This would allow the external master trainer to reduce the length of his or her mission to two weeks.

Human resources: number of person days

This section outlines the number of person-days to be calculated, at specific steps in the Generation Dialogue process, for the different actors involved in its implementation.

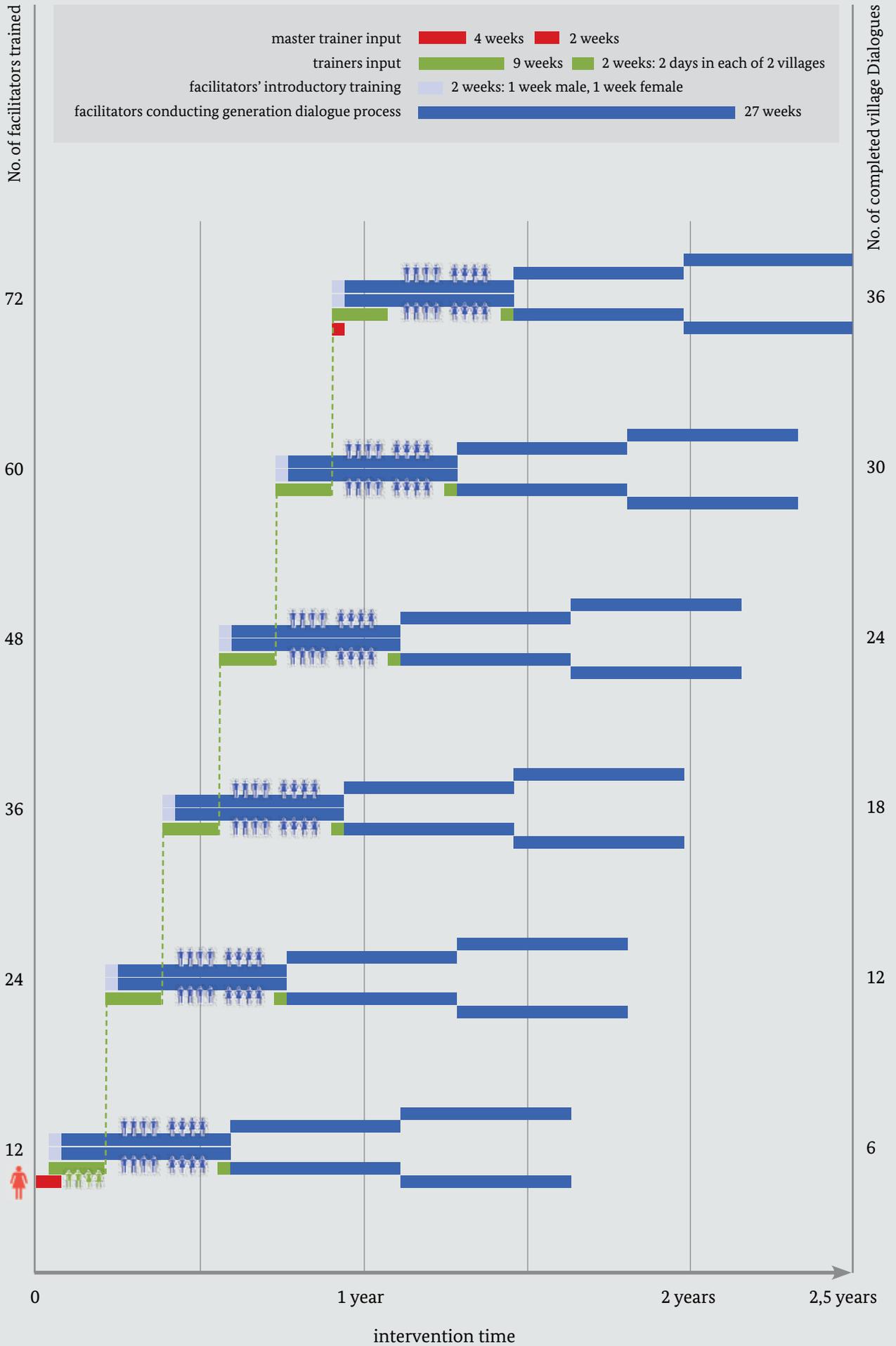
Master trainer

To initiate a Generation Dialogue project, a master trainer needs to be hired. He or she should ideally be present for a one-day, or half-day stakeholder workshop at the beginning of a Generation Dialogue project, when the Generation Dialogue process is presented to relevant partners. He or she will then conduct the five-day training of trainers, and then supervise the female trainers as they conduct their first five-day facilitator training and the male trainers as they train the male facilitators.

It is recommended that the master trainer return for a follow-up mission within the same year to assess the quality of the process and the capacities of the trainers after about one year.

Trainers

It is recommended to train six trainers, three men and three women, in order to have two back-up trainers in case one of the four core trainers (two men and two women) cannot be available for a series of trainings and supervision over a 1.5-year period.



Graph 3: A Generation Dialogue project: activities and coverage over time (copyright by Anna & Franz von Roenne, 2012)

Trainer candidates initially take part in a five-day training of trainer candidates. The four core trainers will then – over a period of 1.5 years – conduct six introductory facilitator trainings followed by supervisory support of the trained facilitator teams.

The trainers' responsibilities and work days over these nine-week processes are as follows:

Activity	Days
1. <i>Preparing and carrying out a five-day introductory training of facilitator candidates from two areas (male trainers train male facilitators, female trainers train female facilitators) (one day + five days)</i>	6
2. <i>Accompanying facilitator teams as they meet with community leaders to get their approval for the Generation Dialogue (one day)</i>	1
3. <i>Supervising facilitator teams as they conduct the initial Community Consultations (two days)</i>	2
4. <i>For six consecutive weeks, supervising facilitator teams as they conduct five Dialogue sessions and the first Public Meeting (one day per week = five days + one day)</i>	6

After this nine-week process is complete, the trainers can start training the next facilitator teams. However, they return to meet once more with the first facilitator teams for the follow-up Community Consultations, the second public meeting and a formal assessment:

Activity	Days
5. <i>Three months later, supervising facilitator teams as they conduct the second Public Meeting and the follow-up Community Consultations (one day + two days)</i>	3
6. <i>Formal assessment of and feedback to the facilitator teams (one day).</i>	1
7. <i>Report writing and other administrative tasks, e.g. preparation of the individual assessments (two days)</i>	2
Total days per trainer	21

These seven tasks add up to 21 days per trainer per trained facilitator team. Given that two trainers (one male and one female) are required to train and supervise each facilitator team, these are 42 trainer days for each of the 12 facilitator teams. This means that 504 trainer days should be budgeted (not counting the five-day training of trainers, as these days would not be paid).

<i>Days per trainer team (one male and one female trainer supervising one facilitator team)</i>	42
Total trainer days for 12 facilitator teams (42*12)	504

Facilitators

Each facilitator team consists of 4 men and 4 women and it will conduct Generation Dialogues in three communities of the same area over a period of 1.5 years.

Initially, the facilitator candidates (16 men and 16 women, from two areas) take part in a five-day introductory training. For each area, 4 men and 4 women are selected as core team, with 2 more as back-up facilitators.

In each of the three communities in their area, they will conduct the following steps:

Activity	Days
<i>1. Meeting leaders to get their approval (one day)</i>	1
<i>2. Conducting initial Community Consultations (two days)</i>	2
<i>3. Weekly Dialogue sessions (five days – over five weeks)</i>	5
<i>4. First Public Meeting (one day)</i>	1
<i>5. Monthly supervision meetings (three days over three months)</i>	3
<i>6. Second Public Meeting (one day)</i>	1
<i>7. Follow-up Community Consultations (two days)</i>	2

8. At the end of their first Generation Dialogue, a formal assessment (one day)	1
Facilitator days per person for the first community	16
Facilitator days per person for second and third community (2*15)	30
Facilitator days per person for 3 communities (16+15+15)	46

These are 16 facilitator days for the first and 15 days each for the second and third community, adding up to 46 facilitator days per person for three communities or 368 facilitator days for three communities. For the 2–3 year project covering 36 communities, these are **4,416 compensated facilitator days** (not counting their five-day introductory training, as this would not be paid).

Facilitator days: 8 facilitators covering 3 communities (46*16)	368
Total facilitator days covering 36 communities (368*12)	4,416

Trainings

The detailed programmes for the trainings can be found in the manuals for trainers and master trainers at www.giz.de/fgm. This section outlines the number of training days and other training costs that should be budgeted.

Training of trainer candidates

A training of trainer candidates must be conducted at the start of a Generation Dialogue project, lasting five days and ideally training six participants. Standard costs for accommodation, training venue, catering and training material (manuals, flip charts, cards, markers) need to be budgeted.

Training of facilitator candidates

A training of facilitator candidates needs to be conducted 12 times, each time including female and male facilitator candidates from two areas. In each of

these five-day workshops, which are held in parallel for the men and the women, there should be sixteen participants. Modest accommodation, a training venue, catering and training material (manuals, flip charts, cards, and markers) should be budgeted.

Dialogue sessions and incentives for Dialogue participants

Ten Dialogue sessions (five for the men and five for the women) should be budgeted for each of the 36 communities, adding up to 360 Dialogue sessions. The budget should include modest local catering (24 participants + 4 facilitators = 28 x 360 sessions = 1080 meals) and materials (large paper sheets, cards and markers).

Aim at holding the Dialogue sessions at a community venue that is available at no extra cost.

For each Dialogue participant (48 per community, adding up to 1,728), budget for a pen and an exercise book as well as for a special bag as a thank-you.



Roles and responsibilities

Agencies providing funding and technical support

So far, the GIZ has provided funding and technical support for Generation Dialogue projects in various countries (see chapter 1 of this manual). However, this role can also be played by other bilateral or international agencies able to provide the required inputs, in particular:

- funding based on the parameters detailed in the previous chapter;
- technical support, coaching and supervision for the community-based organisations implementing the Generation Dialogue project.

The type and the amount of support that a partner CBO requires depends on its capacities and experience. Where it implements Generation Dialogues for

the first time, the funding agency should monitor the implementation closely and provide regular coaching and supervision throughout the first year, ideally through a technical assistant who is based in the project region or visits it regularly.

The technical assistant should work closely with a project coordinator whom the CBO has appointed for the Generation Dialogue project (see below).

To enable CBOs to take responsibility for the Generation Dialogue project and to invest sufficient time in coordination, monitoring and reporting activities, the funding agency should also provide it with an adequate budget for its overhead costs.

Community-based organisations

To implement a Generation Dialogue project, a CBO should have a broad network of community-based facilitators in the project region as well as a number of trainers with whom it has worked before. A good reputation at the community level and amongst the relevant stakeholders as well as a track record of implementing community-based initiatives reliably, efficiently and effectively qualify CBOs as suitable implementing partners for the Generation Dialogue.

Not all CBOs will be able to plan, budget, organise and monitor a Generation Dialogue without technical assistance from the start. The required capacity development and capacity building measures (regarding planning, budgeting and organising) and their goals and timeline should be agreed and planned as part of the cooperation agreement between CBO and the agency providing funding and technical support.

It is essential that the CBO appoint a project coordinator who will oversee and report on all Generation Dialogue activities and results to the agency providing funding and technical support.

Team of researchers

In order to produce reliable data at baseline and following a Dialogue intervention, it is highly recommended to involve a team of independent researchers who will document and analyse the initial and the follow-up Community Consultations in a representative sample of communities taking part in the Generation Dialogue project. Whilst the CBO project coordinator can be expected to report on the implementation process (see next chapter), only inde-

pendent researchers can produce an unbiased evaluation of results achieved due to the Generation Dialogue project.

Trainers

Generation Dialogue trainers should be:

- experienced in conducting participatory assessments and community interventions with young people and adults;
- experienced in conducting trainings, applying adult learning methods, combining theoretical inputs with interactive exercises;
- experienced in providing supervision to community workers;
- experienced in working on gender issues and on culturally sensitive issues in a respectful manner;
- familiar with the local culture and appreciative of it;
- respected in their professional role as trainer;
- fluent in English or French (spoken and written) and in the local language;
- able to document their work in professional reports;
- available for the steps and tasks outlined below.

Trainer candidates initially take part in a five-day training of trainers.

Under supervision of the master trainer and together with another trainer candidate of the same sex, they conduct their first five-day training of facilitator candidates from two communities.

They then guide and supervise facilitator teams as they:

- meet with community leaders to get their approval for the Generation Dialogue (one day);
- conduct the initial Community Consultations (two days);
- conduct five Dialogue sessions and the first Public Meeting (one day per week for six weeks).

After this nine-week process, they can start training the next two facilitator teams, working with another trainer of the same sex and two trainers of the other sex. The same steps are repeated with these teams.

Three months after their second Public Meeting, the trainers return to meet once more with the first facilitator teams for the follow-up Community Consultations, the second Public Meeting and formal assessment of the facilitators (four days in all).

Based on the duration and scale of the Generation Dialogue project, trainers can train and supervise up to six facilitator teams over a period of one-and-a-half years.

Working as a Generation Dialogue trainer is not a full-time occupation, except for the times at which facilitator trainings are being conducted (at most two-and-a-half months per year). After these trainings, trainers need to be available for one day a week over six consecutive weeks and again, three months later, for four days.

How to become an approved Generation Dialogue trainer

To become an approved Generation Dialogue trainer, candidates need to:

1. successfully take part in an introductory training of trainers, conducted by a master trainer;
2. successfully conduct a five-day training of facilitators in the Generation Dialogue approach under full supervision;
3. successfully provide supervision and support to the same facilitator team as they conduct preparatory talks, Community Consultations, Dialogue sessions, Public Meetings and supervision for the participants of the Dialogue sessions;
4. receive a positive evaluation in the formal assessments by the master trainer after having conducted these steps.

Facilitators

The facilitator candidates should be selected by the CBO. After their initial training, trainers and CBO representatives jointly select the eight most capable facilitators per community (see next section for the selection process). Facilitators should be:

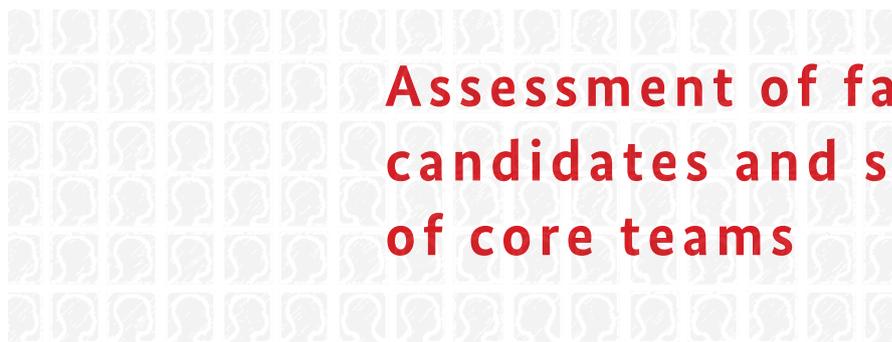
- well known as a trustworthy person to the CBO;
- motivated to improve relationships between young and old, and between men and women in their community;
- motivated to help overcome female genital cutting in their community;
- respected and listened to by other community members;
- able to work in a participatory, open and respectful manner with the different people in their community;
- able to read and write;

- able to facilitate group sessions in an organised and respectful manner;
- acquainted with the local culture and speak the local language well;
- willing and motivated to facilitate Generation Dialogues in three local communities over a period of two years.

There should be one or two older facilitators (grandparent's generation) in the training group to represent the views of the older generation and one or two young facilitators (unmarried, between 20 and 30 years old) to represent the views of the younger generation.

It is especially helpful to have a religious leader, a retired teacher and a retired community health worker amongst the facilitators as they can serve as resource persons for their fellow facilitators throughout the Dialogue process.

Overall, the selection of facilitator candidates should be transparent and based on the above criteria. Selection of candidates based on family ties or other personal relationships should be safeguarded against.



Assessment of facilitator candidates and selection of core teams

The selection of the four facilitators who will form the core team and the two facilitators who will be back-up facilitators should happen after the five-day facilitator training workshop. The CBO's project coordinator and the trainer should meet individually, for about 15 minutes, with each candidate and present their assessment of the candidate's skills and capacities. They also tell each candidate whether he or she will be in the core team, a back-up facilitator or neither of the two for the time being.

This can happen directly at the end of the fifth training day or at a later date, according to everyone's availability. If it happens directly after the training, the trainer needs to fill in the assessment forms on the evening of the fourth training day.

On the assessment form, every skill or capacity should be given a score that indicates to what extent it was shown:

- 0 = never shown
- 1 = rarely shown
- 2 = sometimes shown
- 3 = often shown
- 4 = consistently shown

The skills and capacities to be scored are:

1. understands concepts and exercises quickly
2. takes responsibility and leads in group work
3. is respected and listened to by other participants
4. listens to other participants
5. is able to facilitate group discussions
6. ensures that everyone in the group is heard
7. supports others
8. speaks to the big group in a loud and clear voice
9. is able to explain the Dialogue approach, its methods and principles
10. is able to listen actively and to teach others how to do so
11. shows good Dialogue skills and can teach them to others
12. relates respectfully and appreciatively to the other generation
13. is committed to implementing Generation Dialogues
14. is available for the implementation of Generation Dialogues
15. listens to feedback and learns from it.



Monitoring and evaluation of the Generation Dialogue

Roles and responsibilities

The local community-based organisation that has received funding for a Generation Dialogue project is responsible for monitoring its process and results and for

reporting on it to the funding agency. However, not all partner CBOs will have the required capacities to conduct the monitoring as proposed in the following. In this case, either the system will need to be adapted so that it becomes manageable for the CBO, or the funding agency will have to support the monitoring processes until the required capacities have been developed within the CBO.

In addition to the local organisation's monitoring as described below, it is recommended that the funding agency commission a team of independent social scientists to evaluate the impact of Generation Dialogue projects. It is their task to document the initial and the follow-up Community Consultations in a sample of participating communities, in order to analyse the differences in attitudes and reported behaviours between the initial and the follow-up Community Consultations.

At least one facilitator in each core team – preferably someone with good analytical and writing capacities – should be appointed as 'M&E facilitator', who is responsible for monitoring and evaluation. The M&E facilitator will fill in the record sheet after each Community Consultation, each Dialogue session and each follow-up meeting with the Dialogue participants.

Trainers are responsible for supervising and supporting the M&E facilitators throughout their first Generation Dialogue to ensure that the required information is reported fully and correctly.

During a facilitator team's second and third Generation Dialogue, it is recommended that the project coordinator reads and checks record sheets regularly and provides feedback to the facilitator teams, both on the content and on the quality of the reporting.

The CBO's coordinator is responsible for summarising these record sheets in the following reports:

1. report on initial Community Consultations;
2. report on Dialogue sessions;
3. report on follow-up period;
4. report on follow-up Community Consultations.

The CBO should also prepare a short report after each Public Meeting (see below for the relevant information).

Community Consultations

Information to record

After each Community Consultation session, the two facilitators who conducted it should jointly fill in a record sheet with the following information:

1. time and date;
2. names of facilitators;
3. number and sex of participants;
4. age range (estimate age of youngest and oldest participant in the group);
5. for each topic:
 - a. majority views: statements that were supported by many;
 - b. minority views: statements that were only supported by one or very few;
6. overall impressions;
7. issues that seem relevant for the success of the Generation Dialogue in this community (i.e. ongoing conflicts, significant events, influential personalities).

Reporting

After the initial Community Consultations are held, the CBO coordinator should analyse the record sheets for each consultation session and then write and submit a report with the following outline:

Introduction: brief background information about the Generation Dialogue project.

Method and Sample: Describe how many Community Consultations were held, where, when, with how many people and how these people were invited or selected.

Results: Topic by topic, summarise the statements according to the above outline of the session reports, highlighting the differences and similarities between the sexes and the generations.

Discussion: Summarise the findings, including the overall impressions, and highlight issues that should be addressed by the Generation Dialogue project.

After the follow-up Community Consultations, the record sheets should be analysed and summarised in the same manner. In addition, the results and the

discussion section should always be compared to the results obtained at the initial Community Consultations, highlighting whether attitudes and reported behaviours have changed or not.

Generation Dialogue sessions

Information to record

After each Dialogue session, the M&E facilitator should fill in a record sheet, reporting on the following items:

1. time, date and number of Dialogue session (i.e. is it the first, second, etc. session);
2. community;
3. names of facilitators;
4. number of young participants;
5. number of older participants;
6. feedback from the community;
7. for each exercise:
 - a. number of exercise;
 - b. participants' participation and reactions;
 - c. facilitators' achievements and difficulties.

Reporting

At the end of the Dialogue process in a community, the project coordinator should write and submit a report with the following outline:

Introduction: brief background information about the Generation Dialogue project.

Method and Sample: Describe how many Dialogue sessions were held, where, when and with how many participants.

Results: Summarise the results of the discussions according to the outline of session reports, highlighting:

- differences/similarities between the sexes and the generations;
- particular difficulties facilitators had in implementing specific exercises and recommendations how to change or adapt these.

Public Meetings

Information to record

The project coordinator who attends the meeting should record the following:

1. date and time (when did it begin, and when did it end?);
2. community;
3. size of the audience (estimate);
4. prominent invitees (representatives of the local government, education department and schools, health services, religious leaders, and excisors);
5. site of the meeting, including a description and photographs of it;
6. programme of the meeting;
7. all pledges and requests;
8. responses to these by prominent invitees;
9. atmosphere and reactions by the audience;
10. other observations.

Reporting

The project coordinator should write and submit a report that includes all the above information. It should also include photographs of the different parts of the meeting's programme and of the audience's reactions.

Follow-up meetings with facilitators

Information to record

1. date and time;
2. facilitators;
3. Dialogue participants;
4. number of Mini-Dialogues held by women in households;
5. number of Mini-Dialogues held by women with other groups or audiences;

6. number of Mini-Dialogues held by men in households;
7. number of Mini-Dialogues held by men with other groups or audiences;
8. summary of positive results;
9. description of difficulties encountered;
10. for each pledge and each request, there should be a summary of developments observed by Dialogue participants.

Final Report

The project coordinator should submit a final report with the following outline:

Introduction: brief background information about the Generation Dialogue project.

Method and Sample: Describe how many follow-up meetings were held, where, when and with how many participants.

Results: Include the number of Mini-Dialogues held by men and women and with whom; summarise positive results of Mini-Dialogues; describe difficulties and how these were addressed; describe any impacts related to the pledges and requests.

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