Community conversation facilitators training workshop

Training material and facilitation guide

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December 2019

CGIAR is a global partnership that unites organizations engaged in research for a food-secure future. The CGIAR Research Program on Livestock provides research-based solutions to help smallholder farmers, pastoralists and agro-pastoralists transition to sustainable, resilient livelihoods and to productive enterprises that will help feed future generations. It aims to increase the productivity and profitability of livestock agri-food systems in sustainable ways, making meat, milk and eggs more available and affordable across the developing world. The Program brings together five core partners: the International Livestock Research Institute (ILRI) with a mandate on livestock; the International Center for Tropical Agriculture (CIAT), which works on forages; the International Center for Agricultural Research in the Dry Areas (ICARDA), which works on small ruminants and dryland systems; the Swedish University of Agricultural Sciences (SLU) with expertise particularly in animal health and genetics and the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) which connects research into development and innovation and scaling processes.

The Program thanks all donors and organizations which globally support its work through their contributions to the CGIAR Trust Fund

Editing, design and layout—ILRI Editorial and Publishing Services, Addis Ababa, Ethiopia.

Cover photo—ILRI/Annet A Mulema

Citation: Lemma, M., Mekonnen, M., Wieland, B., Mulema, A.A. and Kinati, W. 2019. *Community conversation facilitators training workshop.* Training material and facilitation guide. Nairobi, Kenya: ILRI.

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Introduction

Animal diseases constrain livestock productivity, human wellbeing and poverty alleviation in Ethiopia. To design and implement gender responsive animal health interventions, ILRI and its research partners conducted participatory epidemiology and gender analysis to better understand and prioritize livestock disease constraints, how these affect different households, and men and women's knowledge about disease transmission and control measures.

Findings from this study show knowledge gaps among community members about animal disease transmission and gender issues related to animal diseases and livestock production. ILRI and ICARDA research teams, in collaboration with local research and development partners, tested a transformative community-based learning approach called 'Community Conversation' to engage a cross-section of community members and local partners in active dialogues and joint actions about gender issues in livestock production and prevention of zoonotic diseases.

We found community conversations effective in facilitating change in knowledge, attitudes and practices (KAP) of households related to gender issues in livestock production and prevention of zoonotic diseases. Additional modules about animal welfare and antimicrobial use and resistance are now included. These modules are tested in some Livestock CRP intervention sites. They will be scaled to other Livestock CRP sites through the interventions of local research and development partners.

Uptake and scaling of the community conversation approach by partners require capacity development support in terms of targeted training and coaching of local partners in the methodology and following up the rollout by partners through mentoring and lessons learned documentation support.

For this purpose, a practical skills-based training event is organized for research and development partners in the Livestock CRP intervention sites. The training is participatory with practical collaborative learning sessions to equip participants with knowledge, skills and confidence to apply the knowledge in the organization and facilitation of community dialogues at participating sites.

Training objectives and approach

The training workshop aims to equip community facilitators with a set of guidelines and tools for organizing, facilitating and documenting community conversations. It introduces the concept of community conversations as a participatory, transformative and collaborative learning approach and reviews some interactive learning methods used in community conversations. It then provides an opportunity for community facilitators to practice facilitating and documenting community conversations.

By the end of the training workshop, community facilitators will be able to:

- Define the community conversation approach

- Explain why and when they should use community conversations

- Formulate the purpose and learning objectives for community conversations

- Outline learning stages and methods used in community conversations

- Discuss differences and complementarities among facilitated group learning events

- Identify the principles of community conversations

- Apply interactive methods for facilitating community conversations

- Document process and outputs of community conversations

- Develop action plans for convening community conversations.

Community conversations training content

- What are community conversations and why are they useful?

- Process overview

- Learning stages and methods

- Formative process

- Differences and complementarities among group events

- Adult learning principles

- Participatory methods

- Facilitation and engagement techniques and tips

- Process documentation

- Follow up actions

- Community conversation modules in brief

- Lessons and scaling considerations

Training approach and methodology

The training workshop adopts a participatory, task-based reflective and collaborative learning approach. Learning is enhanced when participants have defined their own learning goals and expected utility of the knowledge gained. Self-management tools such as keeping daily learning logs ensure that participants work consistently and actively throughout the training workshop. They need to engage in the learning activities and reflect from time to time about what they have learned, and how they can apply it in the workplace.

Active learning methods are used throughout the training workshop. Participants are encouraged to reflect on their experiences and discuss how they can apply the lessons in their workplace. Conceptual, practical and assessment phases of the learning process are integrated throughout the training workshop.

A pre- and post-training KAP self-assessment of participants is conducted to establish the baseline and evaluate knowledge gains due to the training intervention. In addition, daily recap and participatory monitoring activities are used to monitor knowledge gained and feedback into the training process.

Finally, participants develop action plans for transferring the lessons and to convene community conversations in other CGIAR Research Program on Livestock intervention sites.

Training duration

The training workshop has both theoretical and practical sessions. A complete grasp of the training content will take three days of training time.

Opening and introductory session

Welcome and introductions

• Go around and meet a participant whom you do not know.

• Introduce yourself. Share your work situation as a community organizer. What has been your most exciting experience with group event/community facilitation?

• In the plenary session, share what you have learned with your partner.

Learning expectations and intention to apply lessons

• Individually, write down two to three learning expectations and one intention to apply the lessons.

• In small groups, share your learning expectations and intention to apply the lessons.

• Agree on two to three learning expectations and intention to apply the lessons as a group.

• In the plenary session, share your group learning expectations and intention to apply the lessons.

• Write down expectations (learning objectives) and intention to apply the lessons (training utility) on a flipchart and keep it in the training room throughout the training workshop.

Learning responsibility

Ask participants to name what they will do to meet their learning expectations (objectives).

Agree on ground rules and display them throughout the training period.

Encourage participants to keep learning logs and daily reflections to promote a deeper level of learning and insight.

Tell participants that, throughout the training process, they will keep a daily reflection of their learning experience, key learning points, and ideas about how they will apply the learning.

Use the following questions to help you with your daily reflection on your learning experience:

• What did I learn today?

• How will I use the lessons in my workplace?

• What do I still need to know more about?

Program overview

Training objectives (flipchart display): go through participants' learning expectations (objectives) against the training objectives.
Read out expected training outputs
Program of activity (flipchart display)
Display daily agenda/activities including recap/reflections and energizers on a flipchart

Pre-training knowledge and skills self-assessment

Purpose

- To provide training participants with an idea of the level of knowledge and skills they already have about the training content before the training workshop and how well they have performed in each training content at the end of the training

- To provide trainers/facilitators with an idea of the different levels of knowledge and skills among training participants and devise ways to cater to individual learning differences/needs

- To establish a baseline to measure the level of learning achievement of training participants at the end of the training event

Hand out the pre-training assessment form and ask participants to indicate their level of knowledge and skills about the training content. Tell them that they do not need to write their names; it is only used for the purpose of evaluating the training. Encourage them to be as objective as possible in their assessment.

Please evaluate your level of knowledge and skills **as objectively as possible** in the training content

Training content	Level of knowledge and skills				
	Very low	Low	Medium	High	Very high
Knowledge and skills in facilitation and documentation of community conversationss					
Adult learning and community conversation principles					
Skills in picture supported communication methods to facilitate group learning and sharing events					
Role plays and panel discussions in community dialogues					
Learning stages and methods in community conversations					
Storytelling and provocative questioning in community conversations					
Paraphrasing and summarizing in community conversations					
Overall Assessment					
Overall, how do you rate your level of knowledge and skills in facilitation and documentation of community conversations?					

Training workshop delivery

Brainstorming exercise: group work and plenary session

Objectives

- To find out or assess participants' prior knowledge and experience in community organization and facilitation of group events

- To set the context and make participants feel the need for learning and motivate them to actively participate in the training workshop.

Learning activity

- Form small groups

- Hand out and explain the task

- Provide small groups assistance as needed

- Small groups presentations and plenary session

- Reflection and discussion: highlight key learning points and insights

Small group task

In small groups, share your experience and lessons in organizing, facilitating and documenting group learning events.

- What was the group learning event? Who were the participants in this event?

- What approach/methods have you used to stimulate active participation, particularly from women, in this group event?

- How have you followed up on the outputs/action points of this group event?

- What challenges did you face in organizing, facilitating and documenting this group event?

- If you were to organize a community event, what would you do differently?

- What lessons and advice would you give a friend who is planning to organize, facilitate, document and follow up on a group event?

Materials and methods

- Flipchart

- Markers

- Group task

Time: One hour

What are community conversations and why are they useful?

Using a PowerPoint presentation, facilitate interactive discussion on community conversation as a participatory, collaborative and transformative learning and sharing approach, asking participants to give examples and share their experiences. .

Discuss that:

*   Community conversations are a facilitated dialogue and social learning process which enables community members to identify and explore issues and collectively or individually take actions.

*   Community groups have the capability and motivation to bring about positive development outcomes, individually as well as collectively, once they recognize and perceive ownership of the problem.

*   Gives space for community members to listen to each other attentively and speak out about what they think is best about an issue at hand.

*   Makes people feel included/empowered in the process of problem analysis and decision- making/community action about the problem at hand.

*   Facilitates collaborative learning and sharing among community groups and service providers leading to joint actions to address community issues.

*   Informs local planning process and interventions through feedback about community concerns and actions.

Community conversations engage community groups in dialogues among themselves to listen to and learn from one another leading to new understanding and insights and community action to address community issues.

It is a knowledge intervention using interactive and collaborative learning methods leading to community action and implementation facilitated by mentoring support by local partners.

The purpose of community conversations is to raise community awareness and knowledge about an issue in question and bring about attitudinal and behavioural change, leading to community actions individually and collectively.

Community conversation has its roots in several learning theories and participatory approaches such as social learning theory, actor-oriented approach, participatory learning and action, constructivist theory of knowledge, and action-oriented research.

Process overview of community conversations

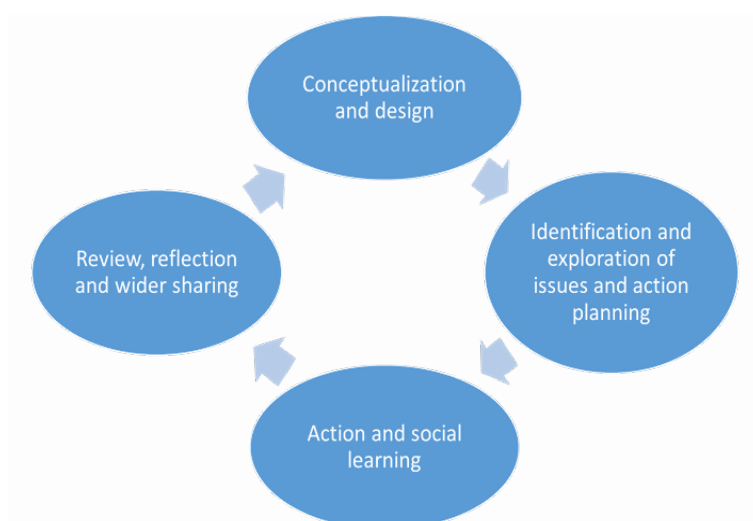Figure 1. Process overview of community conversations.

Table 1. handout: learning phases in community conversations

Learning phase	Activity/purpose	Outputs
Design phase	• Assess and identify issues • Identify content • Clarify purpose and process • Form and train local facilitation teams	A process overview and outline structure for developing a facilitation agenda
Delivery phase	Open dialogues to explore and analyse perspectives and practices of community groups around an issue in question and identify community actions	• Awareness/attitudinal and behavioural change • Community action
Action and social learning phase	• Action plan implementation • Information sharing and influencing • Follow up and monitoring support	• Influencing through knowledge sharing and demonstration effect • Practice change
Review and sharing phase	Engage community groups in reflection and storytelling about changes	• Motivation and influencing • Documentation of outcome case stories

Learning stages and methods in community conversations

Using a PowerPoint presentation, explain that the community conversation process goes through a learning cycle that involves exploration of existing knowledge, introduction of new knowledge, knowledge integration and action planning, knowledge application, and review and re-planning.

Figure 2. Learning stages and methods in community conversations
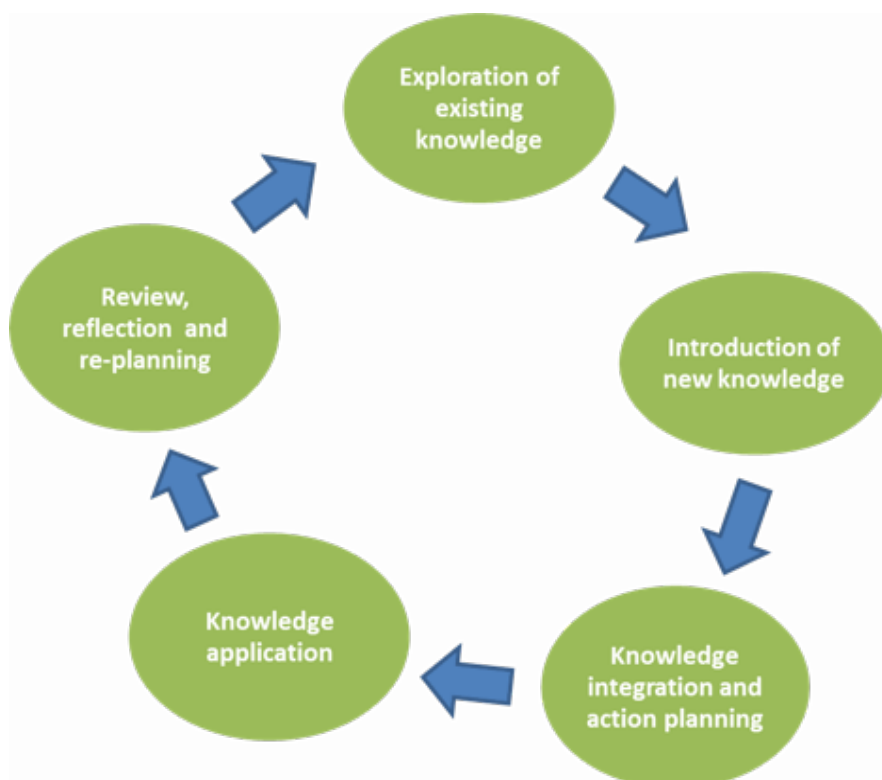
Small group work

In small groups, discuss and identify learning objectives, methods/tools and outcomes for each learning stage of the community conversation process.

 ## Plenary presentation, discussion and feedback

Time: one hour

Table 2. Learning stages and methods in community conversations

Learning stage	Objective	Methods/tools
Exploration/identification of existing KAP	• Stimulate thinking and motivation for learning • Identify knowledge gaps	Visuals, brainstorming, storytelling, interactive discussion, role playing
Imparting/introducing new knowledge	• Filling knowledge gaps • Increasing knowledge and awareness	Interactive discussion, demonstration
Knowledge integration and action planning	• Internalize learning and gain new perspectives and insights • Increase intention/motivation to apply lessons	Recap, Q&A, summary presentation, personal reflection, action plans
Knowledge application/action plan implementation	• Improve performance • Facilitate change	Institutional support through follow up/ mentoring support Document changes
Review, reflection and re-planning	• Capture changes, experiences and lessons learned • Identify new learning needs • Re-planning/improvising	Reflection questions, observation and feedback, problem solving and supportive supervision Documentation of change stories

Formative process of community conversations

Using a PowerPoint presentation, facilitate interactive discussion about the organization and management of community conversations, asking participants to give examples.

Community conversation implementation steps:

- Assessment/identification of development/community issues

- Identify content/discussion issues

- Develop learning process agenda and facilitation module

- Form and train local facilitation team

- Community entry and mobilization

- Delivery/facilitation and process documentation

- Follow up and documentation of change stories

Selecting and inviting community members

- Strive for a diversity of opinions and perspectives to achieve a richer dialogue.

- Avoid inviting only the obvious people such as model farmers or community leaders to community conversations

- Aim for more representative and diverse groups of the community.

- Involve community members who have a vision for their community and who can actively participate and contribute to the conversations.

- Ensure that community members realize their voice is essential.

Format for community conversation sessions

Depending on local context, community conversation sessions can take different forms.

- Four facilitators per conversation session with one acting as a lead facilitator and the others as small group facilitators and note takers

- Two to four hours per session

- Four to six rounds of conversations per community around an issue

- About a month interval between conversation sessions

- A recommended site for conversation sessions is community centers where there is wide space for breakout sessions if necessary.

- About thirty to fifty community members per conversation session

- About ten to fifteen community members per small group discussions

- Facilitators/note takers for each small group discussion.

Community conversation facilitators are advised to adapt the format to suit local conditions (number and type of participants and meeting venue).

Differences and complementarities among facilitated group learning and sharing events

There are various group learning and sharing events which can be labelled as participatory approaches such as community conversation, focus group discussion, community meeting, multi-stakeholder platform, conventional training and field day to mention a few. While these methods differ in purpose and context, they share principles and methods and are complementary used in combination or sequentially.

Small group work

Objective:

- To encourage participants to consider context and purpose (outcome) in determining choice of approaches and methods to facilitate group learning and sharing events.

- To have participants appreciate that no single approach is effective, and a combination of approaches and methods should be used sequentially or in combination to facilitate group events.

Learning activities:

- Break participants into small groups

- Give small groups tasks

- Have small groups share their results

- In the plenary session, highlight main points and give feedback

Task:

In small groups, discuss differences and complementarities among community conversation, focus group discussion, community meeting, multi-stakeholder platform, conventional training and field day considering context, purpose/objective, depth of learning and analysis, learning methods and outcomes.

IIn plenary session,

- Ask small groups what they have learned from the exercise

- Mention that the choice of methods and the sequence or combination of methods depend on the context and purpose (outcome) of the group event in question.

Time: one hour

Table 3. Differences and complementarities among facilitated group events

Group events	Objectives	Methods	Outcomes
Community conversations	• Explore underlying socio-cultural values and norms shaping human behaviour • Attitudinal and behavioural change	• Experiential and reflective dialogues using visuals, storytelling, role plays and panel discussions • Collaborative learning and sharing	• Community empowerment • Community-based action • Community groups own the problem and are drivers of their own change
Focus group discussions	• Extractive (research focus) • Group understanding and analysis	• Checklists of discussion issues • Semi-structured interviews	• Information gathering • Understanding of community issues
Community meetings	• Informing and feedback • Mobilization • Getting community buy in	• Presentations • Feedback	• Informing/communicating messages • Action points
Multi-stakeholder platforms	• Facilitating information sharing and linkages among multiple actors • Identifying and analysing constraints/opportunities and taking actions by different actors	• Presentations • Facilitated discussions	• Institutional actions (policy, business opportunities, supply and regulation)
Conventional training	• Imparting factual knowledge and information • Knowledge and skills development	• Presentations • Small group work • Demonstration • Practical sessions	• Knowledge and skills gain/ enhancement • Performance improvement through knowledge application
Field days	• Motivation • Influencing and spontaneous dissemination	• Result demonstration • Communication materials	• Adoption of new technologies/practices

Adult learning principles

Using an interactive PowerPoint presentation, discuss adult learning principles and the implications for facilitating community conversations, asking for examples and experiences from participants.

Brainstorming: principles of adult learning

Ask participants:

- When it comes to learning/instruction, what makes adults different from children?

- What is your best and worst moment of learning or participating in training workshops?

- What makes a learning experience good or bad?

- What can you learn from this experience?

Adult learning principles:

- Adults are autonomous and self-directed.

- Adults have accumulated life experiences and prior knowledge. Adults bring varied life experience and knowledge with them into the learning experience.

- Adults are goal and relevancy oriented. They feel the need to learn to solve real-life tasks or problems.

- Adults are practical. They like to know how things relate to the real world.

- Adults have a sense of personal dignity.

- Adults have observation and reflection power.

Discuss implications of adult learning principles to the facilitation of community conversations.

Participatory methods in community conversations

A variety of participatory and active learning methods and tools drawn from different sources can be used to facilitate community conversations.

Some of the methods that can be used in community conversations include storytelling, visuals, role plays, strategic questioning, panel discussions, community theatre and participatory videos.

Depending on local context, women-only groups, men-only groups or mixed groups can be used in community conversations.

Storytelling

Stories help relate conversation issues to the experiences of community groups in ways that they can identify with and appeal to their feelings. Experiences and values of community groups around an issue can be shared as a story to form a common ground and provide a positive and reflective tone to begin community conversations.

Stories can be gathered or created around issue themes. Aspirations, experiences and concerns of community groups around the issue can be presented as a story, which can be used to prompt conversations and explore emerging themes and messages.

People feel comfortable telling stories of their experiences, perceptions and challenges, and they become open to others' views, values, experiences and perspectives. This can help them engage in meaningful discussions to identify and explore their aspirations and concerns and generate solutions together.

Probing questions

Asking insight provoking questions stimulates exchange of experiences, in-depth description of a problem or situation and elaboration of solutions. Questions help community groups reflect on their experiences and imagine and envision possibilities for change.

Role plays

Role playing takes place between two or more people who act out roles to explore a scenario or problem situation. It helps get a sense of what other people are likely to think and feel in the particular situation and engages them in reflective discussions exploring their views, attitudes and perceptions.

Panel discussions

A panel of community groups and service providers can be used to stimulate discussion and reflection around issues in question. Facilitators identify key discussion points to engage panelists in discussions and reflections followed by questions and feedback from other community groups.

Visuals

Picture-supported communication techniques such as posters, drawings or photos can be used to prompt community conversations and stimulate reflections and sharing of stories and experiences. Pictures increase attention and memory, help people speak and interact actively, and facilitate open sharing of experiences and stories.

Pictures are particularly useful to engage with illiterate community groups. Reflections and stories can be told around pictures so that community members question their own values and perceptions about the issues under discussion.

Community theatres

Theatrical performance made by, with and for a community addressing local issues is engaging and can easily catch the attention of community members. Performances can be produced entirely by community members or with the assistance of professional theatre artists. Community theatre plays a role in developing social capital of community members and addressing community issues such as gender and animal health issues. It can be used to stimulate discussions and reflections on issues and help community members uncover and question their own values, perceptions and practices.

Participatory videos

Videos made by community groups that feature innovation processes and community engagements are great ways of bringing people together to explore issues, voice concerns and tell stories of experiences and challenges. Community videos can reduce social distance between community members and outsiders. Watching videos of people in similar contexts can be motivating because community members identify with fellow community members and can be influenced by their actions and experiences.

Team review and reflections

Reflection is an interpretive and insight making process. A deeper level of learning lies in personal reflection and insight development. An after-event reflection and insight session is key to the analysis and interpretation of community conversations results. Such a social learning process will also be a rewarding experience for the team.

Community conversations facilitation techniques and tips

Using a PowerPoint presentation, facilitate interactive discussion on community conversation facilitation principles and techniques.

Depending on the local context, a combination of small groups and mixed larger groups can be used to facilitate community conversations.

Women interact and actively participate in women-only small groups more than in mixed-groups.

Men may dominate discussions in mixed groups, and when women are given the chance to speak, they may not feel confident to express their ideas.

Women's interaction in group events can be influenced by social comparison. In mixed-groups, women may compare themselves with men, while in women-only groups, they compare themselves with each other. The gender of the facilitation team may also influence how women interact in women-only or mixed-groups by reducing or increasing social distance.

If small group discussions are used, start the conversation process with the whole group to explain the purpose and clarify expectations. After this introductory and warm-up conversation, break community members into men and women discussion groups and assign group facilitators and note takers.

Then bring small discussion groups together and have them share their results and insights in the plenary session.

Building on group results, further facilitate conversations among community groups, introducing new knowledge in the process.

Some considerations and tips for facilitating community conversations:

- Opening is an important step of community conversations, which sets the ground for open, frank and active discussions.

- Invite religious leaders or community elders to open and close community conversations with prayers and blessings.

- Then explain the purpose of community conversations and clarify expectations.

- Your role is to create space for community groups and facilitate the discussions, helping them identify and analyze issues and develop community action plans to address the issues.

- Start the conversations smoothly through informal warm-up conversations asking people about general life situations that lead to the discussion topics. This will help community groups to start talking freely and build rapport with facilitators.

- Hold conversations in community centres which are accessible by men and women community members but avoid places such as roadsides which can cause a lot of distractions/interruptions.

- Use illustrations/visuals to start/prompt conversations. Once people start talking, focus on their experiences and stories using a set of probing questions.

- At the end of the community conversation, engage facilitators and note takers in reflective discussions to capture lessons, insights and experiences..

An effective community conversations facilitator:

- Builds relationships of trust and respect

- Explores ideas with people

- Encourages people to consider different perspectives/viewpoints

- Remains neutral about the topic under discussion

- Outlines a story which community members can relate to

- Helps community members make their own decisions and plans

- Helps community members reflect on and review their agreements and action points

- Summarizes key issues identified and agreements reached

Facilitation and group management tips:

- Community conversations can take place in an open air or in a room with enough air.

- Avoid sitting on a chair/raised place if community members are sitting on the ground to reduce social distance.

- Utilize active learning methods to engage illiterate community members.

- Contextualize learning activities to make sense to community members. Use local examples, cases and contexts when you present new information/knowledge.

- Summarize the discussion to feed back to community members and note takers.

- Keep conversations on track and manage time.

In your facilitation, use:

- Open-ended questions to stimulate diverse perspectives

- Give community members time to think of and provide ideas

- Eye contact and names to encourage people to contribute

- Listen carefully to understand, rephrase and lead the discussion

- Encourage to promote more responses

- Rephrase to clarify understanding and show appreciation

- Redirect to get others involved

- Probe to get out more information and views

- Observe to check on who is not participating

- Actively listen with the eyes as well as the ears and check out body language cues

- Summarize to help community members understand and reach an agreement

Paraphrasing and summarizing techniques:

- Restate the ideas presented using descriptive language.

- Summarize if the speaker used a lot of sentences to describe his or her idea.

- Start with a framing comment like 'If I understand you correctly…' or 'It sounds like what you're saying is…' or 'This is what I'm hearing you say…'

- Always ask for and get acknowledgment from the speaker that the paraphrasing is correct. This can be a verbal check in, 'Does that sound like what you were saying?' or a nonverbal look.

- If an 'Okay' was not received, ask for clarification until you understand and repeat the idea correctly. One way to do this is to 'draw out' the speaker by prompting him or her with open- ended questions for examples and/or further reasoning. 'Can you give me an example of…' 'Please say more about that…' 'I want to make sure I understand…'

- When paraphrasing and/or summarizing multiple ideas that were raised, check back to make sure that no contributions are missed. 'Did I capture all of the themes?' 'Were those all of the ideas on the table at this point?'

Practicing group event facilitation

Objectives

• To encourage participants to work together and practice facilitation and documentation of community conversations

• To help participants develop skills to facilitate community conversations using small group facilitation techniques

Learning activity

• Break participants into small groups

• Assign tasks to each group

• Have small groups practice facilitation and documentation of group events

• Support small groups as needed

• Observe while groups plan and practice facilitation of group events

• In the plenary session, facilitate reflection and feedback using reflection questions.

Role play

Context/scenario

Gender division of labour in livestock management exposes women and men to different levels of zoonotic disease risks. Women are more exposed to zoonotic disease risks due to their gender roles and limited access to information about zoonotic diseases. When they are sick, women do not receive the same level of care as male household members. Addressing this issue requires engagement with community members to transform gender relations and reduce zoonotic disease risks.

You are asked to facilitate community conversations on this issue involving men and women community members. The method you are going to use to prompt/introduce the conversation is a role play followed by provocative/ reflective questioning, interactive discussion and storytelling.

Objective

• In a small group, participants act out a situation for the purpose of further discussion and analysis.

• They discuss and identify factors that may expose men and women livestock owners to zoonotic diseases.

• They develop role play scripts and practice role play acting to introduce the issue and further facilitate discussion, reflection and analysis through storytelling or provocative questioning.

• They develop reflective and probing questions around gender roles, cultural beliefs and practices, and risks of zoonotic diseases.

• They practice facilitating group events using role play and reflective discussions.

• Other participants act as future community members.

Instruction/small group tasks

- In your small group, analyse the context/scenario and identify discussion issues/questions to practice facilitating and documenting conversations.

- Develop a process agenda for facilitating and documenting conversations with other participants acting as future community members.

- Share and rotate roles as moderator/facilitator, actors, audience and note takers.

- Based on the discussion issues/questions you have identified, develop role play scripts.

- In your group, practice the role play and facilitate reflective discussions.

- Upon completion of the practice session, reflect as a group on your experience.

- There should be active participation from all the members of the group.

Panel discussion

Context

The World Organization for Animal Health (OIE) considers animals to be in good welfare if they are healthy, comfortable, well nourished, safe, able to express innate behaviour and if they are not suffering. Many factors constrain the ability of community groups to improve the welfare of their animals. Socio-economic, cultural and environmental conditions, such as attitudes towards animals, knowledge and skills about giving care for animals, and environmental resources, determine the welfare status of farm animals. Addressing these issues requires engaging community groups in active dialogues to explore their views about animal welfare, discuss their animal welfare needs and find solutions together to improve the welfare of their animals.

You are asked to facilitate community conversations on this issue involving men and women community members. The method you will use to prompt/introduce the conversation is a panel discussion followed by feedback and questions from other participants who act as future community members.

Objective

- To show different points of view and get participants thinking in a new direction about animal welfare

- To facilitate interactive discussion and exploration of issues prompted by a panel discussion and further engagement and reflection from participants through questions, reflections and sharing of experiences

Instruction

- In your small group, practice a panel discussion around animal welfare issues.

- Prepare a few discussion questions.

- Share and rotate roles as moderator/facilitator, panelists, audience and note takers.

- The moderator introduces the discussion issue with a short story to set and maintain the tone for the panel discussion.

- The moderator introduces the conversation with a panel discussion and further facilitates discussion by inviting the audience to ask questions and share experiences.

- Upon completion of the practice session, reflect as a group on your experience.

- There should be active participation from all the members of the group.

Picture-supported communication

Context

Antimicrobial drugs play a critical role in the treatment of diseases; their use is essential to protect animal health. In Ethiopia, the use of veterinary drugs in food-producing animals has increased with improved access to veterinary drugs. The use of drugs in livestock is not commonly supervised by a trained veterinarian. In addition, knowledge on how these drugs work and how they should be used to achieve the intended impact is often not passed on to men and women livestock keepers. Incorrect use of antimicrobials and other veterinary drugs, access to falsified or counterfeit veterinary drugs and non-compliance with withdrawal periods contribute to antimicrobial resistance and may also result in residues in animal-food items, of which the real risks for public health are poorly understood.

You are asked to facilitate community conversations on this issue involving men and women community members. The method you will use to prompt/introduce the conversation is visuals (pictures or posters) followed by interactive discussion, sharing of experiences and storytelling from other participants who act as future community members.

Objective

- To smoothly open up the conversation and get participants talking and engaging in conversations
- To create context for the conversation and engage participants in reflections and sharing of experience through storytelling and provocative questioning

Instruction

- In your small group, practice how to prompt/introduce a conversation topic and get participants easily engaged in conversations about antimicrobial use and resistance issues.
- Identify a discussion topic and plan how you will use visuals/illustrations such as pictures or posters to get participants easily talking and stimulate interactive discussion through sharing experiences and telling stories.
- Share and rotate roles as facilitator/moderator, community members and note takers.
- Upon completion of the practice session, reflect as a group on your experience.
- There should be active participation from all the members of the group.

In the plenary session,

- Ask small groups to practice facilitating community conversation with other participants acting as future community members.
- Ask each group to share their reflections and lessons in the practice sessions.
- Summarize and provide feedback.

Time: four hours

Process documentation of community conversations

Documentation is an ongoing process of community conversations. It must be conducted in a rigorous way to capture information on activities, outcomes (including decisions and changes) and outputs.

Community conversations require a rich documentation including description of context, process, emerging issues, reactions, agreements and decisions of community members. In a rich description, sentiments, tone, actions and the significance of interactions among community members are captured and reflected upon.

Document the whole process from the planning to facilitation and closing of the event.

Use the following checklist to aid your process documentation activity. It is only a checklist—adapt it as necessary.

- Group dynamics (representation and presence of participants)

- Team meeting/reflection notes

- Meeting notes with partners

- Any observations of participants' reactions/body language

- Observations/comments on methods used

- Observations on place, time and logistics

- Feedback from participants and local partners

- How participants react to the discussion issues (divergence, convergence and turning points)

- What participants and partners say and how they say it

- Areas of tension and strong emotions during the conversations

- Emerging themes (main ideas, agreements and key lessons/messages)

- Key discussion issues, insights, agreements, action points and quotes

- Community agreements and action points

- Perceived benefits of participation and intention for change

Note-taking techniques:

- Capture the process, key issues discussed, insights made, agreements, action points and quotes from the community conversation without your judgment.

- Do not try to write down everything said verbatim. Summaries and key words/phrases are needed much more than exact wording.

- Listen for statements that might be useful quotes for later and write those down as best as you can including the gender/position of the speaker.

- Listen for why participants are saying what they say. Think about what is going on beneath the surface. Body language can give important clues.

- Note what people say and how they say it. Watch for areas of tension and strong emotion.

- Listen when the facilitator(s) takes a moment to summarize the conversation.

- Look for turning points in the conversation, where participants were able to break through disagreements, find compromises and/or reach a new level.

- Compare what participants say at the beginning of the conversation with where they have arrived at the end.

- Actively take notes during check-out and check-in reflection and recap sessions.

- Date and number flipchart outputs for easy documentation.

- Interact with participants during breaks and try to capture their impressions and feelings about the conversation sessions.

- Review the notes with the facilitator(s) immediately following the conversation and organize the notes as soon as possible after the conversation.

Community conversation report checklist

Introduction

- Context/background

- Objectives

- Composition of participants

- Date and venue of event

Process and approach

- Interactivity and group dynamics

- Methods used to actively engage participants

Main points and actions

- Emerging themes from the conversations

- Action points evolved out of the conversations

Observations, reflections and lessons learned

- Did the place and time work well for the conversations? Why/why not?

- What went well? What did not go so well? Why? How can this be improved?

Annexe

- Participant list

- The conversation process in pictures

Table 4. Use the following template to document changes/outcome stories due to community conversations. It is only a checklist—adapt it as necessary.

Domain	Topics and probes
Background information	NName
	Age
	Gender
	Education level
	Family size
	Location
	Agro-ecology: altitude, climate, soil, rainfall, vegetation …
	Land size
	Major crops and livestock species
	Organizational membership: cooperative, community breeding group, marketing group …
	Leadership in the community
	Distance from district town
	Access to infrastructure and services
Problem situation	What was the situation before the community conversations regarding the issue addressed in the conversations?
	Probe as necessary.
Response/learning recall	What was discussed in the community conversations about the issue in question?
	What did you learn from the community conversations?
Community influence through knowledge sharing and practice change	Ask participant:
	Tell me about your information sharing experience.
	• Household members
	• Neighbors
	• Friends
	• Any other person
	Where and how did the knowledge sharing happen? How did people react to the information shared?
	Probes
	• If you have not shared information with any person, why not?
	• What will you do next?
	• What support do you need? From whom?
	Ask household members:
	Tell me about what has been shared and discussed in your household.
	• What has your partner/father/mother shared with you and discussed in the household?
	• What do you think about the information?
	• Do you agree with what was discussed/shared?
	• Who else shared information from the community conversations with you? How did that happen?
	• What do you think about household information sharing? Do you feel empowered? How is it useful?

Domain	Topics and probes
Knowledge application	In your household, what has changed due to community conversations regarding the issue at hand?
	If no knowledge application, find out why. Identify constraints to knowledge application/behaviour change.
	What benefits do you get from your participation in community conversations?
	Enabling and/or constraining factors for knowledge application
	Probe for stories/examples/lessons learned.
Evidence	Identify and document evidence of change due to community conversations
Sustainability	Demonstration effect on other community members
	Link with other development interventions
	Uptake and support from local service providers
	Access to advisory and coaching support from service providers
	Learning/educational opportunities facilitated by service providers

Follow up actions in community conversations

After each community conversation session, plan follow up action such as forming discussion and dissemination groups to allow social learning to continue.

Until the next community conversation session, learning and sharing groups can continue interacting and reflecting on the issues discussed and applying the actions proposed.

Provide support to learning and action groups through monitoring visits and capture performance of groups regarding information dissemination and engagement in social learning and influencing.

Overview of community conversation modules

Community conversations on gender and zoonosis

Problem situation

Gender division of labour in livestock management exposes women and men to different levels of zoonotic disease risks. Women are more exposed to zoonotic disease risks due to their gender roles and limited access to information about zoonotic diseases. When they are sick, women do not receive the same level of care as male household members. Addressing this issue requires engagement with community members to transform gender relations and reduce zoonotic disease risks.

Learning objectives

By the end of the community conversations, community members will be able to:

• Think and talk about gender relations in their households and community

• Discuss and explore zoonoses risks due to their differential gender roles

• Explore and question their perceptions, attitudes and practices about gender relations, decision- making and zoonotic diseases

• Discuss questions participants have about zoonotic diseases

• Plan actions to transform gender relations and reduce zoonoses risks at the household and community level

Content/discussion issues

• Gender roles and norms in livestock husbandry

• Attitudes and perceptions about women's ownership and control over livestock assets

• KAP about zoonotic diseases

• The role of institutional and structural factors in gender relations and prevention of zoonotic diseases

Community conversations on animal welfare

Problem situation

The The OIE considers animals to be in good welfare if they are healthy, comfortable, well nourished, safe, able to express innate behaviour and if they are not suffering. Many factors constrain the ability of community groups to improve the welfare of their animals. Socio-economic, cultural and environmental conditions, such as attitudes towards animals, knowledge and skills about giving care for animals, and environmental resources, determine the welfare status of farm animals.

Addressing these issues requires engaging community groups in active dialogues to explore their views about animal welfare, discuss their animal welfare needs and find solutions together to improve the welfare of their animals.

Learning objectives

By the end of the community conversations, community members will be able to:

- Identify and evaluate men and women's knowledge, perceptions and practices about animal welfare

- Identify their own animal welfare needs and challenges to improving the welfare of their animals

- Set their own objectives and actions for improving the welfare of their animals

- Share knowledge and information about animal welfare with household members and other community members

Content/discussion issues

- Understanding what animal welfare is, and why it is important

- How can men and women community members tell what their animals need?

- What resources are needed for their animals, what are the constraints, what is important and why?

- How improving management and monitoring of all animals can improve their welfare, health and productivity

Community conversations on antimicrobial use and resistance

Problem situation

Antimicrobial drugs play a critical role in the treatment of diseases; their use is essential to protect animal health. In Ethiopia, the use of veterinary drugs in food-producing animals has been increasing with improved access to veterinary drugs. The use of drugs in livestock is not commonly supervised by a trained veterinarian. In addition, knowledge on how these drugs work and how they should be used to achieve the intended impact is often not passed on to men and women livestock keepers. Incorrect use of antimicrobials and other veterinary drugs, access to falsified or counterfeit veterinary drugs and non-compliance with withdrawal periods contribute to antimicrobial resistance and may also result in residues in animal-food items, of which the real risks for public health are poorly understood.

Learning objectives

By the end of community conversations, community members will be able to:

- Identify and explore their knowledge, perceptions and practices about antimicrobial use in animals and humans

- Explore their own behaviour and gender dynamics around acquisition and use of antimicrobials

- Explain how misuse of antimicrobials can lead to potential risk of antimicrobial resistance, which can cause animal treatment failures and loss of animals due to diseases and non-treatable diseases in people

- Identify local distribution channels of veterinary drugs and accessibility by men and women

- Act collectively or individually to reduce the risk of antimicrobial resistance by taking alternative measures to reduce the need for drug and advocating for proper, rational use of drugs if they are needed

- Share information and knowledge with household members and other community members about responsible use of antimicrobials and alternative measures to prevent infectious diseases

Content/discussion issues

- Causes of animal diseases (viruses, bacteria, fungi and parasites)

- How antimicrobials work

- Gender differences in the use of antimicrobials

- Causes and impact of antimicrobial resistance

- Withdrawal periods of antimicrobial use in food animals

- Alternative measures to antibiotic use to prevent infectious diseases

- Community actions to reduce risk of antimicrobial resistance

Lessons and scaling considerations

Changing community groups' KAP is complex and challenging. Their actions are influenced by several factors. Information provided by outsiders in traditional formats such as community meetings or training can do little to change and influence their perspectives, knowledge and practices. Imparting information and telling community groups what to do does not usually work in changing their behaviour and practices.

Community groups must feel the need and take ownership of development challenges by engaging in participatory and transformational learning processes to explore and analyse issues and collectively generate solutions in partnership with local service providers. They need to consider and discuss solutions and think through their implementation, identifying the changes that they are likely to make.

Participatory approaches, such as community conversations, engage community groups in dialogues and social learning processes to share information and explore their views and practices. Community conversations help participants understand the social and cultural context in which community groups operate. Such understanding is vital for service providers to find technical solutions that fit within their cultural practices and realities.

Community conversation is not an end. It is also not a stand-alone intervention. It is a means/process to facilitate knowledge sharing and attitudinal change and encourage community groups to take action. It must be implemented along with other development and learning interventions.

Community conversations facilitate collaborative learning and action among local service providers and community groups. Results and action points from community conversations need to inform/feed back into local level planning processes and interventions. Local research and development partners can use knowledge from community conversations and community actions as the basis for providing continual coaching and mentoring support, thus reinforcing intentions/actions of community groups to take action.

Our experience from community conversations shows that community members initially find it difficult to openly discuss issues and come up with solutions/actions themselves, as they are used to their service providers just telling them what they need to be doing. Using community conversations might seem difficult at first, but, in time, community members can develop the attitudes and skills necessary to work together and with local service providers to solve their own problems.

Facilitating changes through community conversations requires ownership and support of local partners through planned interventions. Community actions from community conversations must be linked to and supported by local service providers so that community groups continue learning and sharing and influencing other community groups.

Action planning, evaluation and feedback

Action planning

Review the learning process and outputs as a background to the action planning exercise.

Purpose of action planning

- To identify knowledge and skills which participants intend to apply in the workplace

- To enhance the likelihood of learning transfer

- To provide a baseline for learning transfer evaluation after two to three months

Table 5. Action planning

Activity	Method	Time frame	Stakeholders

- Develop action plans by intervention sites.

- isplay action plans on the walls of the training room.

- Participants stand in a semi-circle.

- Groups present their action plans.

- Ask groups to share their observations and takeaways from the action plan presentation exercise.

Post-training learning assessment and feedback survey

Distribute the post-training learning and reaction evaluation questionnaires.

Ask participants to evaluate their level of learning and reaction on the training methodology and process as objectively as possible.

Training feedback survey

Table 6. Training feedback survey

Please evaluate your level of satisfaction in the training workshop as objectively as possible.

Training elements	Satisfaction level			
	Dissatisfied	Somehow satisfied	Satisfied	Highly satisfied
The training objectives were relevant, realistic and clearly defined.				
The training content was relevant, practical and useful to my work as a community organizer.				
The training content was adequate, well organized and easy to follow.				
The training process and methods helped me better understand the training content.				
The balance between presentations and practical sessions was good.				
The facilitators provided helpful comments, feedback and examples.				
I can apply the knowledge and skills gained in my workplace/context.				
Overall Assessment				
Overall, how satisfied are you with the training workshop?				

Reflection and feedback

• What did you like most about the training workshop?

• What can be improved about the training workshop?

• What are your concerns/fears in applying the knowledge and skills gained at your workplace?