

MEANINGFUL AND INCLUSIVE YOUTH PARTICIPATION

REFLECTION TOOL



RHRN MIYP Reflection Tool

Version for Facilitators

2019

Amber van Muijden

With special thanks to Anna Kiebert, Harjanti Kertokarijo
Inge Vreeke, Ligia Destephen, Margo Bakker, Natalia
Lozano, Paula Dijk and Tasnia Ahmed.

The Meaningful and Inclusive Youth Participation reflection
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Right Here Right Now program.

Rutgers

For sexual and
reproductive health
and rights



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MEANINGFUL & INCLUSIVE YOUTH PARTICIPATION IN RHRN

REFLECTION TOOL Version for facilitators

'Nothing about us, without us', is a slogan we have been hearing a lot in international development for the past years. And rightly so - research has shown that including beneficiaries in the design, planning and implementation of programs leads to a higher impact. Furthermore, programs that do not meaningfully engage their beneficiaries may end up focusing on the wrong solutions, and risk ultimately doing more harm than good.

As a program which works on the sexual and reproductive health and rights (SRHR) of all young people, with a special emphasis on young women and young Lesbian, Gay, Bisexual, and Transgender (LGBT) persons, RHRN has made a commitment to meaningfully including a diverse group of young people throughout our program structure and

activities. *Meaningful and Inclusive Youth Participation*, or MIYP for short, is key to achieving the outcomes set out by our program, and in ensuring that our advocacy goals and messages meet the actual needs and lived realities of young people in RHRN countries. In RHRN we achieve this primarily by working in a youth-adult partnership, or YAP, where young people and adults work together as equal partners to shape, implement and evaluate the program.

However, MIYP can sometimes be challenging to implement, and it is often difficult to assess the level of inclusive participation in a program. This tool was specifically designed to help guide RHRN platforms in their discussions around meaningful and inclusive youth participation (MIYP) in their national program.

It is a form of self-assessment that allows platforms to reflect on the extent to which MIYP is present in their platform structures and work, and collectively identify any areas where MIYP needs strengthening. This monitoring tool should be done with the whole platform, in small groups of 3-5 persons, and is implemented in four steps which are described further below.

Please note that since RHRN is a global program, it would be impossible to find a one-size-fits-all approach, however, this tool can be adapted as needed and can serve as a guidance for platforms.

BACKGROUND TO THE TOOL

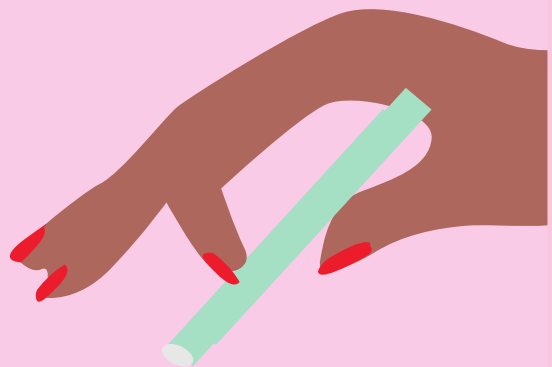
The global RHRN mid-term evaluation (MTE) found a need to further strengthen meaningful and inclusive youth participation (MIYP) in the program. One of the recommendations was to develop a tool that platforms could use to monitor the level of MIYP in the platforms, and support them in identifying which areas needed strengthening. Several platforms also mentioned that they would appreciate having this kind of a tool to support platform reflections on MIYP.

In response to this request, RHRN consortium partner, CHOICE for Youth & Sexuality developed this tool to help platforms reflect on MIYP in their work and platform processes. It is important to emphasize that **it is not mandatory** to use this tool.

LINK TO RHRN PLANNING MONITORING EVALUATION AND LEARNING (PMEL)

We recommend that you set aside time to do this exercise once a year as a platform. Since the exercise should be conducted in person, it is best to do it when the platform is already convening as a whole, for example, during the operational planning workshops or monitoring and evaluation meetings.

This reflection tool can also be used to complete part of your RHRN semi-annual and annual narrative reports. You may choose to report the results and steps taken in the section on Inclusivity in the reporting format



HOW TO USE THIS TOOL

This MIYP reflection tool consists of four steps which are best done in-person, and with the whole platform present:

STEP 1: Questions for Personal Reflection (10 mins).

The aim of step 1 is to give participants space to first reflect on how they experience participation in the platform before they move into group work.

STEP 2: MIYP Questionnaire (40 - 60 mins).

The aim of step 2 is to move from individual reflections to a critical discussion on the core areas of MIYP in the platform.

STEP 3: MIYP Graph (20 mins)

The aim of step 3 is to visualize the results of the group discussions in a way that is easy to share with the other participants.

STEP 4: Plenary Discussion and Agreeing on Next Steps (30 mins).

The aim of step 4 is to build consensus within the platform on what the key areas for improvement are and how these will be tackled.

We also recommend that before you start with step one you do an energizer that focuses on trust building (an example has been included in Annex C), and if necessary a short refresher on what MIYP is (please visit our resource hub www.youthdoit.org for more resources).

The total time needed for this reflection exercise is estimated to be around 2 hours, depending on the number of groups and how many issues the platform needs to discuss. We recommend that one or two persons be appointed as facilitators for this exercise (e.g. the PMEL focal persons and/or a platform member who has expertise on MIYP).

To support this, the annex of the toolkit includes: instructions for the facilitator(s) (Annex A), and a proposed detailed agenda (Annex B), and a trust building energizer (Annex C).

STEP 1: SELF-REFLECTION (10 MINS)

Sometimes when people work in groups it can be easy to get carried away with the discussion and forget what your original thoughts were. For this reason, we ask that you spend a few minutes reflecting on the following questions on your own, before you move into the group work.

You do not need to write your answers out, but you may take some notes on this sheet if you prefer.

- 1. Do I feel comfortable speaking up and sharing my opinions and ideas? Do I feel that everyone in the platform is listened to and taken seriously when they speak and share their opinion? Why or why not?**

- 2. Do I feel comfortable asking questions when I do not understand something? Do I feel I can get the support and advice I need from other RHRN platform members? Why or why not?**

- 3. Do I feel comfortable and safe being myself in the platform? Do I notice anyone in the platform seeming uncomfortable? Why or why not?**

- 4. Do I feel that all of our platform members support and understand RHRN's core values, such as MIYP and inclusivity? Why or why not?**

STEP 2: MIYP QUESTIONNAIRE (40 – 60 MINS)

INSTRUCTIONS

In your groups go over the questions listed in the pages below one by one. For each question, take some time to discuss to what extent you feel the issue described is present in your platform and agree together on a score out of five.

Please note that this tool works on the basis of consensus, which means that **ALL** of the members of your group must agree on which score to give each question. If there is a discussion where you cannot agree on a common score, we recommend that you take the **lowest** score proposed.

* A quick note on diversity

In this tool we use the term 'diversity' a lot - but what do we actually mean by this? Generally speaking, talking about diversity means acknowledging that each person is unique, and may have several intersecting identities that influence how they experience life and how they are perceived by others. These identities may be along the dimensions of age, gender identity, gender expression, sexual orientation, sex characteristics, socio-economic status, race, caste, ethnicity, religion etc. etc.

With so many different intersecting identities it is difficult to define when a program (or platform!) can say that it is diverse. Conversations around what diversity means and what it looks like are constantly evolving, and for the moment at least there is no golden standard to adhere to. However, when talking about RHRN, in general, we can say that we are more diverse when we meaningfully include our programs key stakeholders, including young persons, persons from rural/urban areas, persons of diverse gender identities, gender expressions, sexual orientations, and sex characteristics, and young women and girls. Diversity is also somewhat context specific, so in some platforms it may also make sense to meaningfully involve indigenous persons, persons living with HIV, persons with a disability etc. etc.

CATEGORY 1: PARTICIPATION

For each question, take some time to discuss to what extent you feel the issue described is present in your platform and agree together on a score out of five.

SCORE KEY: **1** = completely disagree, **2** = disagree, **3** = neutral, **4** = agree, **5** = completely agree

QUESTION		SCORE 1-5
1	<p>Do we feel that a diverse* group of people are represented in the decision-making processes of the platform?</p> <p><i>E.g. are young people, people of diverse sexual orientations, gender identities, gender expressions and sex characteristics (SOGIESC), young women and girls, and persons representing other key groups in the platform (e.g. indigenous persons) represented in decision making processes etc.</i></p>	
2	<p>Do we feel that enough support is being provided for a diverse* group of young people to meaningfully participate in decision making processes in the platform?</p> <p><i>E.g. does the platform provide capacity strengthening, such as trainings or mentors, for (young) people to improve their understanding of the program and the items up for decision etc.</i></p>	
3	<p>Do we feel that opportunities are given equally to a diverse group of young people in the platform or are they only given to the same young people each time?</p> <p><i>E.g. do the same group of (young) people always attend the same international or regional advocacy processes, or is the opportunity also given to new people to come along and learn from those who are more experienced etc.</i></p>	
4	<p>Although different organizations may have different roles, at the end of the day, do we feel that the RHRN platform is an equal youth-adult partnership?</p> <p><i>E.g. is there a level of trust and respect for each other, and for what each partner brings to the table, and do young people and adults truly share decision making power etc.</i></p>	
5	<p>Do we feel that young people in our platform have ownership and responsibility over the activities they are implementing?</p> <p><i>E.g. are they given the space to make decisions and implement activities they are responsible for, or are they only told what to do etc.</i></p>	
CATEGORY 1 TOTAL SCORE		
CATEGORY 1 AVERAGE SCORE (Total / 5)		
EXPLANATION		

CATEGORY 2: ACCESSIBILITY

For each question, take some time to discuss to what extent you feel the issue described is present in your platform and agree together on a score out of five.

SCORE KEY: **1** = completely disagree, **2** = disagree, **3** = neutral, **4** = agree, **5** = completely agree

QUESTION		SCORE 1-5
1	<p>Do we feel that platform meetings and other activities are held at a time when all platform members are able to attend?</p> <p><i>E.g. are school, work and volunteer schedules taken into account in the planning and implementing of activities etc.</i></p>	
2	<p>Do we find the language used in platform meetings and internal communications, clear, respectful, and easily accessible for everyone, regardless of their level of experience?</p> <p><i>E.g. is an effort made to avoid jargon and technical language, to not use discriminatory terms, to explain key concepts etc.</i></p>	
3	<p>Do we feel that the needs of diverse platform members, especially younger ones, are taken into account when we decide on capacity strengthening activities for the platform?</p> <p><i>E.g. if needed are there separate trainings for (young) people on advocacy skills so that they can meaningfully participate in advocacy activities etc.</i></p>	
4	<p>Do we feel that (young) platform members have the opportunity to learn and participate in new activities, even if they are not so experienced in them?</p> <p><i>E.g. are there mentorship opportunities for platform members, is there space for learning new things etc.</i></p>	
5	<p>Is everyone able to access the communication channels through which we currently share information within the platform?</p> <p><i>E.g. does everyone have access to and an understanding of the technology used etc.</i></p>	
CATEGORY 1 TOTAL SCORE		
CATEGORY 1 AVERAGE SCORE (Total / 5)		
EXPLANATION		

CATEGORY 3: SAFE SPACE

For each question, take some time to discuss to what extent you feel the issue described is present in your platform and agree together on a score out of five.

SCORE KEY: **1** = completely disagree, **2** = disagree, **3** = neutral, **4** = agree, **5** = completely agree

QUESTION		SCORE 1-5
1	<p>Do we feel that the platform is a safe space for everyone to freely voice their opinions and ideas without judgement, even when their opinion differs from that of the majority?</p> <p><i>E.g. if you share an opinion that may be unpopular, do people take the time to try and understand your perspective or are you immediately dismissed etc.</i></p>	
2	<p>Do we feel the platform provides a safe space for learning and asking questions?</p> <p><i>E.g. are meetings planned with enough time to fully discuss each item and address any questions, or can only those with the most knowledge and experience participate meaningfully etc.</i></p>	
3	<p>Does the platform have an agreement in place which clearly explains our core values, including MIYP, which has been committed to by all platform members, and which is monitored and implemented?</p> <p><i>E.g. has an agreement been signed by all platform members, and are the agreements, such as a minimal % of representation of youth- or LGBT-led organizations in the platform, actually implemented etc.</i></p>	
4	<p>Are our platform meetings and activities planned in places which are safe and easily accessible for everyone?</p> <p><i>E.g. is the location considered safe for persons with diverse sexual orientations and gender identities and expressions, is it safe for young women to travel to and from the location etc.?</i></p>	
5	<p>Does our platform have a national Safety and Security (S&S) protocol and S&S champions in place, and is this protocol actively being implemented?</p> <p><i>E.g. is everyone aware of the protocol and who the S&S champions are, are there safety checks at the start of a meeting, are Front Line Defenders contacted when there is a security incidence?</i></p>	
CATEGORY 3 TOTAL SCORE		
CATEGORY 3 AVERAGE SCORE (Total / 5)		
EXPLANATION		

CATEGORY 4: PLATFORM ADVOCACY AGENDA

For each question, take some time to discuss to what extent you feel the issue described is present in your platform and agree together on a score out of five.

SCORE KEY: **1** = completely disagree, **2** = disagree, **3** = neutral, **4** = agree, **5** = completely agree

QUESTION		SCORE 1-5
1	<p>Do we feel that our platform members are supportive of all of our long term outcomes, and not just the ones they work on?</p> <p><i>E.g. Would they be willing and able to talk outside of the platform about all of the advocacy priorities etc.</i></p>	
2	<p>Do we feel that youth issues are sufficiently taken into account in all of our long-term outcomes?</p> <p><i>E.g. when talking about abortion does the platform make sure to explore what specific issues young people face in accessing safe abortion services etc.</i></p>	
3	<p>Do we feel that SOGIESC issues are sufficiently taken into account in all of our long-term outcomes?</p> <p><i>E.g. when talking about comprehensive sexuality education does the platform also advocate for curriculums to be inclusive of and relevant for LGBTI persons etc.</i></p>	
4	<p>Do we feel that the issues of (young) women are sufficiently taken into account in all of our long-term outcomes?</p> <p><i>E.g. when working on access to youth friendly health services, does the platform take gender differences into account, for example by advocating for access to a diverse range of contraceptives, not just male condoms, and to remove third party (parental/spousal) authorization etc.</i></p>	
5	<p>As the RHRN platform, do we engage with a diverse group of young people in our country to inform our advocacy goals and activities?</p> <p><i>E.g. does the platform conduct consultations with different groups of young people, such as out-of-school youth, young LGBT persons, to find out how they experience their SRHR and what their priority issues are etc.</i></p>	
CATEGORY 4 TOTAL SCORE		
CATEGORY 4 AVERAGE SCORE (Total / 5)		
EXPLANATION		

STEP 2.2 CALCULATING THE AVERAGE SCORE

Once you have completed all the questions, go back and calculate the average score for each category. This can be done by adding the scores of the five questions to get a total score and then dividing this by five.

For example, if you scored 1, 3, 4, 2, and 5 for category 4, the total score would be 15, and the final average score for category 4 would be 3 ($15 / 5 = 3$).

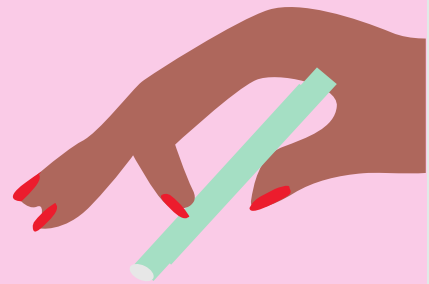
STEP 3 PRIORITIZING ISSUES

Looking at the outcomes of the tool, discuss within your small group which three specific items you think the platform needs to prioritize working on in order to strengthen MIYP. The priority issues could be areas where you scored the lowest on, but do not have to be.

Ideally your three priority issues link to what you see as the three biggest barriers to MIYP in your platform at the moment – in other words, if you managed to tackle these three issues it would make a big impact!

Write these priority issues in the space provided below, and be prepared to share your reasoning with the rest of the group in the plenary session. Remember to be as specific as possible!

OUR THREE PRIORITY ISSUES ARE



1.

2.

3.

STEP 3: GRAPHING & PRESENTING YOUR RESULTS (20 mins)

Now that you have completed the questionnaire it's time to graph the average score you have given each category. For this part of the exercise you may choose to use the blank graph here below, or you may also draw this graph on a large sheet of poster paper or a flip chart.

For an example of what a completed graph looks like please refer to page 15.

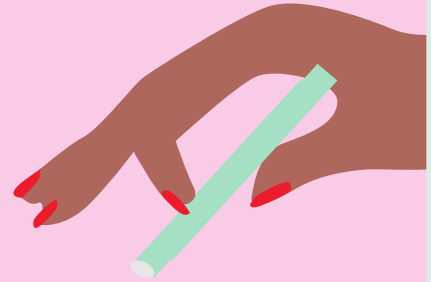
SCORE KEY: **1** = completely disagree, **2** = disagree, **3** = neutral, **4** = agree, **5** = completely agree



STEP 4: PLENARY PRESENTATIONS

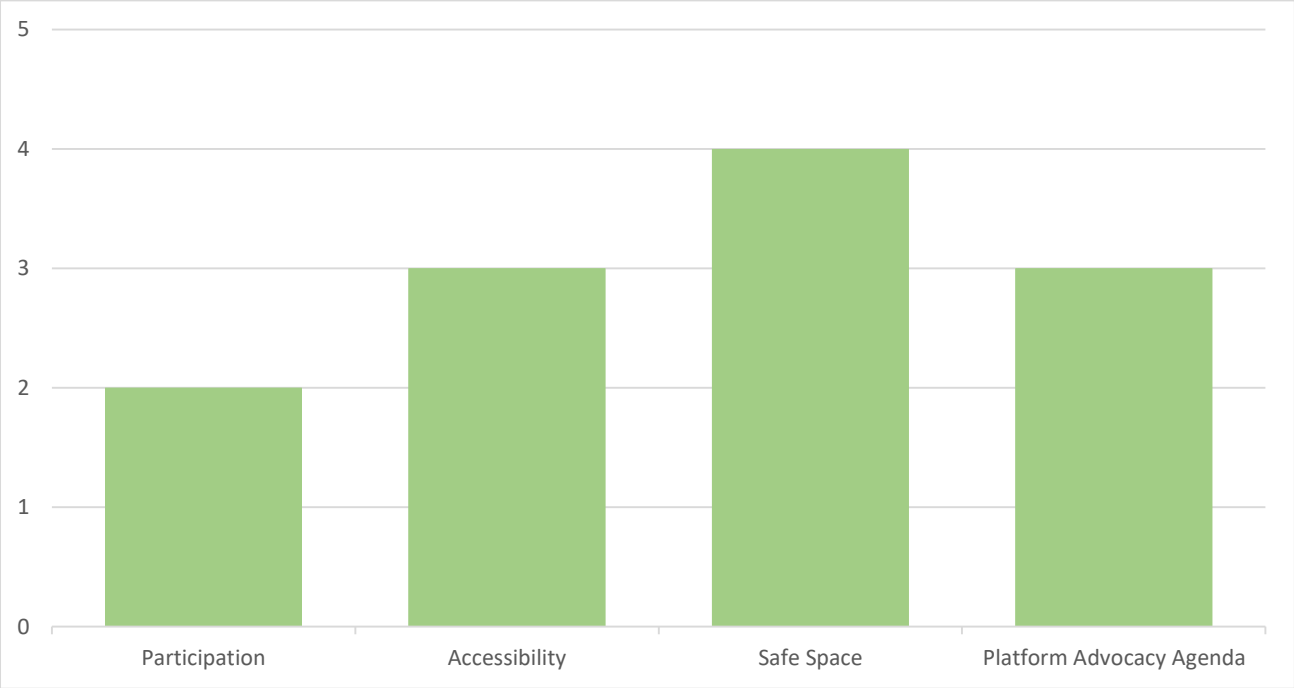
Once all the groups have finished making their graphs they will be presented to the rest of the participants in a plenary session. While presenting your graph, be sure to briefly mention:

1. What was the one area where you discussed most within your group?
2. Which priorities for improvement have you identified?



Each presentation should be around 5 minutes.

EXAMPLE GRAPH



INSTRUCTIONS FOR THE FACILITATOR(S)

We recommend assigning at least one person to facilitate this monitoring tool.

To ensure that people answer honestly it is important to try and create a safe space where people feel comfortable sharing their thoughts and opinions, and where participants feel their input is valued. As a facilitator you have a key role in creating an open and respectful environment where everyone feels respected, encouraged and supported – we have included some things to pay attention to below.

Set the right tone. Ideally this exercise should not be done at the end of the day when participants are already quite tired. We also recommend that you begin the session with an energizer that promotes empathy and trust within the group (e.g. 'The butterfly and the leaf' energizer included in the annex). When possible try to facilitate this exercise in a quiet and neutral space, where there are no outsiders who can disturb you.

Group size and composition. We recommend allowing participants to decide for themselves who they feel comfortable being in a group with, and ensuring that each group has around 3 to 5 persons (N.B. we do not recommend having groups bigger than five. In larger groups it is harder for everyone to make themselves heard and not everyone will feel comfortable sharing).

Pay attention to power dynamics. Existing power dynamics can also affect how comfortable participants feel sharing opinions. For example, in some countries there might be strict gender roles that women have less authority than men, or that young people must always treat adults with respect, which can make it difficult for some participants to be honest and critical. There are also many group dynamics which can affect the safe space negatively. For example, if one organization is seen as being more powerful than the others, or if someone is working together with their direct supervisor or boss. As a facilitator it is your job to try and navigate these dynamics delicately. Some things that may help are: reminding participants of the shared ground rules and values, suggesting that supervisors and supervisees sit in different groups,

doing an exercise before this tool which highlights power dynamics.

Encourage everyone's participation. There will always be some people in a group who are naturally a little quieter and more hesitant to share their opinions. This is one of the reasons why this exercise should be done in smaller groups, however, as you move through the exercise we recommend paying close attention to who is talking a lot and who could be speaking more. Remind 'chatty' participants to let others have a chance to contribute, and encourage the participation of quieter participants by asking them what their thoughts are, and thanking them explicitly for their contributions.

Set and enforce ground rules. An important aspect of ensuring a safe space is creating ground rules before the activity starts, yet all too often this step is rushed through or skipped over. Ask the group how they think we can ensure a safe space (we recommend including a rule around respecting and listening to each other), and write down all the things that are said on a flip over and hang this in a place where everyone can view it. If needed, kindly but firmly remind participants of the ground rules.

Be respectful of differences in opinion. Facilitators should have a neutral role – your own opinions and feelings are of course also valuable but they should take a backseat during these discussions. Remember that you are there to facilitate a sensitive process, it is important that participants do not feel you have picked a certain 'side', and that you

will ensure that all viewpoints are heard. When necessary remind participants of the ground rules and ask everyone to remain respectful.

Support where needed. Walk around the room and check in on different groups throughout this activity to ensure everyone understands the assignment. Since this tool requires participants to add up their scores and divide them to reach an average, we recommend providing calculators or encouraging participants to use the calculator application on their cell phones or computers. Some participants may not feel confident doing the math themselves, so as a facilitator you

may choose to ask before starting the exercise whether there is someone in each group who feels comfortable adding up the total scores. We also encourage you to step in and help any groups that seem to be struggling, without influencing their answers.

Help participants feel valued. Finally, especially in cases we find that it also helps to demonstrate that you value all the contributions of participants, by using phrases such as: "thank you for sharing your story"; "thank you for giving your opinion"; "thank you for your hard work and reflections."

PROPOSED DETAILED AGENDA

Preparation

1. Print out the (i) questions for self-reflection, (ii) checklist, (iii) graph of participation, and (iv) the action plan format if desired. These documents can be found in the annex.

NB for the graph you may also choose to draw blank graphs for all the groups on a flip-over so that it is easier for other groups to see their graph when they are presenting.

2. If relevant agree with the group in advance who will capture the key ideas from the plenary discussion

Materials needed

Pens, coloured markers, flip chart and post-its

time	activity	goal(s)	description
20 mins	Energizer (e.g. Butterfly and the Leaf)	To build trust, empathy and focus of the participants	<p>To set the right tone for this exercise we recommend doing an energizer that helps to build trust, empathy and focus before starting the activity.</p> <p>We have included an energizer in Annex C that you could do, or you can use another energizer that you already know that has a similar goal.</p>
10 mins	(Optional) Extended Introduction*	Participants understand what MIYP is, and why it is important	<ol style="list-style-type: none"> 1. In plenary ask the participants what they think MIYP is – take some answers from the group. 2. In plenary ask why they think MIYP is important in general, and specifically to RHRN – take some answers from the group. 3. Explain (i) the background to this toolkit, (ii) what MIYP is, and (iii) why MIYP is important to RHRN <p>Tip: for a different variation on this step, have participants write their thoughts on post-its (one idea per post-it) and stick these on a wall. Once you have all the post-its up start to group them together under common themes as a visual way to represent the answers of the group. For groups that are more quiet you can also have them discuss these questions with a partner and ask participants to share key reflections in plenary.</p>

5 mins	Introduction	Participants understand the purpose and structure of the monitoring exercise	<ol style="list-style-type: none"> 1. Start by explaining that for this exercise to be successful it is important that we create a safe space where everyone feels comfortable to share their thoughts and feelings. Remind participants that if we do not have a safe space, it is likely that we will not be able to identify the root issues affecting MIYP. ** 2. Remind participants of the ground rules, or, if it hasn't been done already, take some time now to agree on the ground rules, being sure to include 'respect' and 'listening to each other' on the list. 3. Explain that the monitoring exercise today will take X amount of time and will be done in four steps: (i) a self-reflection exercise, (ii) the check-list, (iii) the graph, and (iv) a plenary validation of findings and agreement on next steps. 4. Explain how the results of the monitoring toolkit will be used (i.e. will you integrate it into your annual report, next steps etc.)
10 mins	Self-reflection	Participants have a chance reflect on how they themselves experience MIYP in the platform	<ol style="list-style-type: none"> 1. Explain to the group that before breaking into smaller groups there will be some space to reflect on MIYP in the platform on an individual level. Add that we do this because once you break into groups it can be easy to get carried away with 'group-think'. Taking the time to self-reflect beforehand should help you to already identify any MIYP issues you see. 2. Hand out the toolkit for participants and ask them to turn to page 4 on self-reflection. 3. Give participants 5-7 minutes to reflect on their own.
40 – 60 mins	MIYP Checklist	Participants critically discuss MIYP in the platform	<ol style="list-style-type: none"> 1. Ask the participants to break into small groups of 3 – 5 person's maximum. Add that it is important that everyone feels comfortable in this exercise, so you will allow people to choose their own groups. 2. Explain that the groups will be asked to go through the checklist which has five main categories, and five questions per category. The participants should discuss each question in relation to the platform, and agree on a score on a scale from 1 (not at all present) to 5 (present to a very high extent). Explain that once they are finished they will be asked to calculate the average score per

			<p>category, and add that you can help with this if groups need support.</p> <ol style="list-style-type: none"> Emphasize that it is important to have consensus – if your group cannot agree on a score they should select the lowest one proposed. Remind everyone that it is important to listen to each other and respect different opinions – there is no right or wrong answer here! Hand out the checklists and let the groups work on them for 40 – 60 minutes. Move around the room and check in on the groups every so often, making sure that all participants have a chance to speak in their groups. Towards the end of the time period remind participants to calculate their average scores per category, and to identify 2-3 issues which their group feels should be prioritized in strengthening MIYP.
10 mins	MIYP Graph Part 1	Participants share the results of the checklist in a visual way	<ol style="list-style-type: none"> Explain that for this next step the groups will graph the average scores from the checklist. Add that they will be asked to present this graph and the 2-3 areas for strengthening that they identified in plenary. Hand out the graph and give the groups 10 minutes to complete them. Walk around the room to ensure that everyone understands the exercise.
20 mins	MIYP Graph Part 2	The small groups present their graphs and the three areas for strengthening that they prioritized	<ol style="list-style-type: none"> Ask the small groups to present their graphs one by one. If there are questions, ask participants to write these down on post-its and bring them into the plenary discussion which will follow.
20 mins	Plenary Discussion	Participants discuss and validate the findings of the checklist	<ol style="list-style-type: none"> Facilitate a plenary discussion of the findings, some example questions have been included below: <ol style="list-style-type: none"> Do you recognize the results of the graphs? What do you agree with, and what do you disagree with? Why? Are there any questions for any of the groups? Are there any big differences between the graphs? Why could this be?

			Are there any other issues related to MIYP and inclusivity more broadly that anyone would like to discuss?
20 mins	Action Plan and Next Steps	Participants agree on 2-3 items the platform will work on in the coming months, and a clear planning is made	<p>Once you have validated the outcomes of the monitoring tool move into a discussion of next steps. If desired, you can use the action plan format that is included in the annex. Some proposed questions to guide your discussion have been included here below:</p> <ul style="list-style-type: none"> i. Based on the results, what changes do we feel need to be made? ii. How can we achieve this goal? What steps and activities need to be taken? iii. Who will be responsible for which activities? iv. How are we going to evaluate progress on goals? When will we check in on how we are progressing again?
	Documentation and Follow Up	To ensure that the findings and agreements are well documented	<p>As a facilitator you should make sure that the discussions of the day are well-documented. We recommend that you save or take pictures of the completed checklists, graph, and action plan and compile these into a document which you will share with platform.</p> <p>Of course the work doesn't end here! Remember to monitor the implementation of the agreements made, and if possible integrate these into your RHRN activity work plan.</p> <p>If possible we recommend having someone on hand to take notes of the key discussion points in plenary as well.</p>

*This step is optional, but we recommend doing it if this is the group's first time using the tool, or if you feel that the group could use a refresher about this.

**It might be that at this stage some participants will express frustration at the idea that the platform is not safe space for everyone (e.g. "everyone should just be able to say what they think, I don't understand why this is necessary!" or "we all know each other here, if you have an opinion just say it!"). These kinds of comments can unfortunately have the opposite effect and can make participants even less likely to share. If this happens, you can comment that it is a great compliment to the group that this person feels so comfortable sharing their opinion, but that it could be that some people feel less able to be open and honest with such a large group due to a variety of reasons (cultural, experience level, age etc.). Doing this exercise in a safe environment means that we might hear new things that surprise us.

TRUST BUILDING EXERCISE



THE BUTTERFLY & THE LEAF

Time: 20 - 30 mins

Purpose: to build trust and understanding, concentration, using different senses

Tip: As the facilitator you will want to remain watchful during this exercise as the thread of trust can be quickly broken if something occurs to make the Butterfly feel unsafe. The goal is to give the Butterfly a tactile experience and allow them to move around and feel things blindly.

If you can we suggest playing some instrumental/calming music in the background to enhance the experience.

time	activity	goal(s)	description
5 mins	Introduction	Explain the purpose of the exercise to participants	<p>Ask everyone to walk around in the room and when you stay stop (or stop the music if playing) to pair up with the person standing closest to them. If this is a person they already know very well, ask them to pair up with someone else.</p> <p>Explain that one of the participants will be a leaf and the other a butterfly. Ask them to pick which role they would like now.</p> <p>Ask the participants who are 'leaves' to cup their hands facing upwards, explain that this is the leaf.</p> <p>Now explain that it is very windy today and a butterfly has landed on the leaf, and ask the 'butterfly' partner to gently place their fingertips (representing the butterfly) on the cupped hand of their partner (representing the leaf). Remember that butterflies are very light and delicate, the 'butterfly's' fingertips should only be very lightly resting on the cupped hand of their partner.</p> <p>Explain that it is so windy today that the butterfly is having trouble seeing. Ask the butterfly partners to close their eyes and keep them closed for the whole exercise. Now explain that because of the strong but gentle wind, the leaves will be moving around the room, taking their butterflies with them.</p>

			<p>Emphasize that it should be done silently and slowly (the wind is strong but gentle!). It is the Leaf's responsibility to ensure that no harm comes to the Butterfly and should therefore pay close attention to where they are leading them.</p>
5 mins	Exercise Part 1	Trust-building	<p>Allow the participants to move around the room for 5 minutes, making sure that they are being careful and silent (you can choose to play soft music during this time as well, nothing too 'energetic' though).</p>
5 mins	Exercise Part 1	Trust-building	<p>After five minutes ask the participants to stop and have them swap roles (the butterfly is now the leaf and vice versa). Give them another five minutes to move around the room carefully.</p>
10 mins	Reflection	Participants have a chance reflect on how they experienced the exercise	<p>Stop the music and invite the participants to sit in a circle (preferably on the floor, but if not possible on chairs). It is important to try and create an intimate atmosphere. The aim of the debrief is to give the group a chance to voice what the experience was like for them and carry those learnings forward.</p> <p>Ask them to share what the Butterfly/Leaf experiences was like for them for them:</p> <ul style="list-style-type: none"> • What did they like... Why? • What did they not like... Why? • What did they learn about themselves? • How did they feel? • Which role did they prefer – being the butterfly or the leaf? • If they were the butterfly first – what did they learn from their experience that they utilized when they were the leaf? • If it hasn't come up already ask the group to reflect a little on the trust element of the exercise.

