



Community-Based Committees

Between Advocacy
and Local Development

About ABAAD

Founded in 2011, ABAAD is a non-profit, non-politically affiliated civil organization, which aims to promote sustainable economic and social development in the MENA by upholding the principles of dignity and equality between men and women. Its mission focuses on providing direct protection services and supporting the role of women and vulnerable groups, including children. In 2016, ABAAD gained special consultative status with the United Nations Economic and Social Council.

ABAAD is driven by a dynamic team of human rights advocates, lawyers, field experts, social specialists, and researchers who are dedicated to achieving gender equality and enhancing the role of women.

The organization aims to foster gender equality and promote women's participation through policy development, legal reform, gender mainstreaming, engaging men in the process, eliminating discrimination, and building women's capacity to actively participate in their communities. ABAAD also seeks to collaborate with and support civil society organizations focused on gender partnership programs and advocacy campaigns.

ABAAD expresses its sincere gratitude to all contributors and experts whose valuable input was instrumental in producing the guide “Community-Based Committees: Between Advocacy and Local Development”.

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Introduction:

In light of the growing challenges and difficulties facing our communities, the need for a collaborative approach that strengthens local capabilities and enables the development of innovative solutions is becoming increasingly pressing. This approach is rooted in promoting social participation across all segments of society, fostering sustainable development, and building communities that are more responsive to the needs of their members.

Community-based committees represent a key tool for active social participation, offering individuals the opportunity to collaborate and engage directly with local issues. Through these committees, community members can take part in decision-making processes that affect their daily lives, thereby reinforcing a sense of shared responsibility and building local capacities to address diverse challenges.

Driven by its belief in the importance of building strong, cohesive, and self-reliant communities capable of addressing challenges and equipped with the knowledge and skills necessary for sustainable development that benefits all its members, ABAAD has developed the manual **“Community-Based Committees: Between Advocacy and Local Development”**, which aims to:

- Provide specialized program managers involved in community work with essential tools and concepts needed to effectively establish and develop community-based committees.
- Build the capacities of community-based committee members and enhance their skills in managing initiatives, driving community change, and participating in community development.
- Foster a supportive environment for community work that furthers collaboration and communication among various stakeholders.
- Empower communities to achieve their developmental visions and goals by balancing the committees’ roles in advocating for community rights and meeting its needs, with their role in promoting sustainable local development.

How to use this manual

The guide “Community-Based Committees: Advocacy and Local Development” is designed to serve as a practical reference for trainers and facilitators, enabling them to effectively establish and develop community-based committees. The guide is divided into two main sections, each tailored to a specific audience, and provides clear instructions on how to use its content in a practical manner.

Section One: Formation and Training – The Trainer’s Manual

This section is designed to train community work specialists on the formation of community-based committees and integrating them into advocacy efforts.

Trainers	<ul style="list-style-type: none"> • Have prior experience in conducting interactive trainings. • Possess strong knowledge and experience in social participation strategies, advocacy, and community mobilization tools and activities. • Are knowledgeable and experienced in issues related to social roles and community violence. • While it is important to have more than one trainer for the sessions, the training can be conducted by a single trainer if necessary.
Target Audience	<ul style="list-style-type: none"> • Field teams, facilitators, and providers of psychosocial support, particularly specialists in community awareness and education. • The team responsible for managing, designing, and implementing community intervention programs and projects.
Group Size	<p>A maximum of 20 to 22 trainees.</p>
This section includes:	<ul style="list-style-type: none"> • Key Concepts: Explanation of fundamental concepts such as «community participation,» «community-based committees,» «local development,» and «advocacy.» • Steps for Forming Community-Based Committees: A detailed guide on the effective formation of community-based committees, with an emphasis on inclusivity and fair representation. • Linking Community-Based Committees to Advocacy: Clarification of the role of community-based committees in advocating for the rights and interests of community members.

Section Two: Formation and Capacity Building – The Facilitator’s Manual

This section is dedicated to building the capacities of community-based committees, enhancing their abilities and skills to manage initiatives, drive community change, and participate in community development.

Facilitators	<ul style="list-style-type: none">• Have prior experience in conducting and facilitating knowledge and capacity building sessions.• Possess a thorough understanding of the local community in all its elements.• Are knowledgeable and experienced in issues related to gender and community violence.• Have completed training specific to community-based committees and advocacy.
Target Audience	<ul style="list-style-type: none">• Community members, both men and women, boys and girls, who are interested in volunteer community work.• Influential decision-makers within the local community.• Residents of various nationalities and diverse cultural backgrounds.
Group Size	A maximum of 12 to 15 trainees.
This section includes:	<ul style="list-style-type: none">• Core Skills for Committee Members: Development of essential skills for community-based committee members, such as communication, leadership, and implementation.• Community Change: Exploration of community issues related to social roles and community violence for advocacy and achieving positive change.• Managing Community Initiatives: Guidelines on successfully managing community initiatives, from identifying needs and creating action plans to evaluating outcomes.



Section One

Formation and Training

The Trainer's Manual





Section One of this guide, “Formation and Training,” is a comprehensive resource for trainers and community work specialists. It provides the essential concepts and tools needed to train professionals on forming community-based committees and linking them to advocacy efforts. The section outlines an intensive three-day training program that balances theoretical knowledge with practical application to ensure optimal outcomes.

Included in this section is the complete training program (Appendix 1 - Training Agenda) along with all necessary tools:

Day 1: Introduction to Community-Based Committees

- Explain the concepts of “community participation”, “community-based committees”, and “local development”.
- Discuss the importance of these concepts in promoting community work and sustainable development.

Day 2: Introduction to Advocacy

- Outline the concept of advocacy and encourage exploring its implementation.
- Link advocacy to community-based committees and its diverse roles.

Day 3: Building Community-Based Committees Step by Step

- Provide detailed guidance on how to effectively form community-based committees.

Day 1: Introduction to Community-Based Committees

Session 1: Kickstarting the training journey

Ice-Breaker Exercise: "This Is Me!"

Objective: Break the ice between trainees and enhance communication and collaboration in a relaxed and pleasant environment.

Material:

- Pre-test (Appendix 2 - Pre- and Post-Test)
- Small cards (one for each trainee)
- Pens
- Basket

Time Required: 20-30 minutes

Steps:

- Welcome the trainees and briefly introduce yourself, including your professional background and expertise.
- Distribute the pre-test (Appendix 2 - Pre- and Post-Test) to the trainees. Remind them of its purpose: to assess the group's knowledge and skills before and after the training. Instruct them to retain the code they will use for the post-test at the end of the training.
- Explain that you will play a game called "This Is Me." Outline the exercise's objectives:
 - ✦ To enhance communication by breaking the ice between participants and opening channels for communication.
 - ✦ To facilitate personal acquaintance through sharing personal and uncommon information.
 - ✦ To build a comfortable environment, making trainees feel at ease and ready to engage in the training.
- Distribute small cards and pens to all trainees.
- Instruct each trainee to write three pieces of information about themselves on the card:
 - ✦ A fact unknown to most people.
 - ✦ An unusual or unexpected fact.
 - ✦ A favorite hobby or activity.
- Collect the cards, mix them in the basket, and draw one card at a time. Read the information aloud.
- Have the group guess the owner of the card.
- After the guesses, have the card's owner reveal themselves by saying, "This Is Me," and optionally share a brief story about one of the pieces of information.
- Repeat the process until all trainees have been introduced and their information shared.

Working Rules Exercise: "I prefer..."

Objective: Engage the group in defining and formulating the rules that will guide group work throughout the training period, thereby enhancing commitment and collaboration.

Material:

- Large flipchart paper
- Colored pencils
- Post-It notes
- Pens for participants

Time Required: 15-20 minutes

Steps:

- Explain the importance of clear rules in organizing group work and fostering cooperation and mutual respect:
 - ✦ Enhance ownership: This increases trainees' responsibility for applying and adhering to the rules.
 - ✦ Facilitate session management: Clear rules help manage sessions and manage behaviors.
 - ✦ Promote respect and collaboration: This helps build a positive environment that encourages cooperation and respect.
- Attach a large flip chart paper to a wall and write prominently: "I prefer that..."
- Ask participants to reflect on and write their answers to the following questions on sticky notes:
 - ✦ What rules would you prefer to ensure smooth training?
 - ✦ What would make you feel comfortable and safe during participation?
 - ✦ What behaviors should be avoided during the training?
- Have participants place their sticky notes on the large paper.
- Review the notes, reading some examples aloud to stimulate discussion.
- Group similar notes and label them with categories such as: "Mutual Respect," "Collaboration," "Time and Discipline," etc.
- Discuss each group of rules with the trainees, clarifying any ambiguous points.
- Allow for any additions or amendments to ensure consensus.
- Write the finalized rules clearly and neatly on a large sheet of paper.
- Confirm that everyone agrees with and feels comfortable with the rules.
- Ask participants to sign their name or fingerprint next to the rules as a commitment to follow them.
- Display the rules in a visible location throughout the training as a constant reminder.

Expectations Exercise: “I expect...”

Objective: Outline participants’ expectations of the training to help the trainer understand their needs and adapt the sessions for maximum benefit and engagement.

Material:

- Large flipchart paper
- Colored pencils
- Post-It notes of 4 different colors
- Pens for participants

Time Required: 15-20 minutes

Steps:

Begin by explaining the purpose of the exercise, emphasizing how it ensures participants’ needs are met and their goals are addressed:

- ✦ Understanding group needs: This helps the trainer grasp participants’ expectations and adapt the sessions accordingly.
- ✦ Fostering engagement: Encourage participants to express their views and concerns, boosting their sense of involvement and care.
- ✦ Setting clear goals: This ensures clear, measurable objectives that can be tracked throughout the training.
- Place a large sheet of paper on a flipchart and create 4 columns with the following headings:
 - ✦ “I expect from other participants:”
 - ✦ “I expect from the trainers:”
 - ✦ “I expect to gain from this training:”
 - ✦ “After the training, I expect to:”
- Distribute four sticky notes to each participant and ask them to write down their expectations for each category on separate notes.
- Once completed, have participants post their notes under the corresponding columns. Read them aloud and facilitate a group discussion around the ideas presented. Group similar expectations into themes like learning goals, personal objectives, or concerns.
- Encourage discussion to clarify any points and identify shared priorities that align with the group’s most important expectations.
- Commit to addressing these expectations during the training sessions, and optionally display a summary of them in a visible location as a reminder.

Session 2: Community-based committees

Exercise: Community-based committees: What are they and why?

Objective: Understand the concept of community-based committees, their goals, and scope of work as a means of social participation.

Material:

- Flipchart
- Pens

Time Required: 40-60 minutes

Steps:

- On a flipchart, write “Community” in one column and “Community-Based Committees” in the other.
- Ask participants to share any ideas that come to mind regarding both terms.
- Write down all the ideas on the flipchart, then review and discuss them with the group to reach the following definitions:



Community: A group of people who recognize themselves or are recognized by others as a group united by culture, religion, or other social characteristics, backgrounds, and interests that together form a collective identity with common goals.

A community is made up of a variety of elements and components that interact to form the structure and influence of the community. The main components of a community include:

- ✦ Population: Individuals who live in the local area, including people of all ages, nationalities, and cultural backgrounds.
- ✦ Institutions and Organizations: These include local governmental and non-governmental entities that play a role in providing services and supporting the community, such as municipalities, schools, hospitals, associations, religious authorities, cultural centers...
- ✦ Economic Institutions: These components include local businesses and industries, markets, farms, small and medium enterprises, and anything related to economic activity in the region.
- ✦ Infrastructure: Community infrastructure includes roads, bridges, transportation networks, sewer systems, communications networks, and other public facilities that facilitate daily life and support the economy and connectivity.
- ✦ Culture and Heritage: Cultural and heritage assets are an important part of a community's identity and include customs, traditions, language, arts, and cultural and historical landmarks.
- ✦ Social Networks: Social relationships and interactions between individuals and groups within a community and play an important role in supporting collective action, solidarity, and the sharing of resources and knowledge.

Community-based committees: A group of individuals (men and/or women) living in the community within a specific geographical area, whose members have the awareness, enthusiasm, and desire to volunteer in their environment and community to bring about social change and achieve development based on respecting, promoting, and enabling human rights, which is one of the components of the local community.

Community committees are founded on the following **objectives:**

- Empower the individual's role in society and encourage active participation in decisions and activities that affect their lives.
- Develop knowledge, attitudes, beliefs, skills, and healthy and safe behaviors.
- Enable individuals to take responsibility for strengthening cohesion in the community and promoting interaction among its diverse groups.
- Provide support, guidance and direction regarding needs and services.

- Facilitate a group discussion by asking the following questions:
 1. What are the sectors or areas where community-based committees can participate? What issues can each of them address?
 2. Who can community-based committees collaborate or coordinate with?
 3. Where can community-based committees operate?

- Conclude the group discussion with the following summary:

Areas of community-based committees' participation:	Community-based committees can coordinate with:
<ol style="list-style-type: none"> 1. Environment and cleanliness 2. Relief efforts 3. Health 4. Awareness and intervention in social issues 5. Security 6. Safe and friendly spaces 7. Education 8. Conflict resolution 9. Capacity building 10. Surveys 11. Monitoring and evaluation 	<ul style="list-style-type: none"> • The community itself with all its members • Other community-based committees • Youth initiatives • Local authorities • Civil society organizations in all sectors • Businesspeople, philanthropists, and expatriates • Media and its various channels • Influencers and decision-makers in the community

Community-based committees typically operate within local communities and can be found in various contexts and sectors. Common settings in which they intervene include:

- ✦ Residential neighborhoods: Committees can be established in every neighborhood or residential area to address local issues and provide support to residents, whether in urban or rural settings.
- ✦ Schools: Committees focus on enhancing education, supporting students, and encouraging family involvement in the learning process.
- ✦ Health institutions: Operating in hospitals and health centers, these committees work to improve healthcare services and meet the needs of patients and the local community.
- ✦ Charities and NGOs: Committees provide guidance and assistance to vulnerable and marginalized groups within the community.
- ✦ Municipalities and local councils: As part of local government structures, these committees participate in consultations and joint decision-making on local issues.
- ✦ Religious and cultural communities: Committees within these groups foster communication, solidarity, and mutual aid among community members.

These are some of the common settings where community-based committees operate. However, they can also be present in other areas depending on the needs and dynamics of the local community.



Exercise: Community-based committees: Pros and cons

Objective: Form a clear perspective surrounding the pros and cons of community-based committees

Material:

- Flipchart + paper
- Pens
- Adhesive tape
- 3 sets of cutouts (Appendix 2 – Pros and Cons)

Time Required: 40-60 minutes

Steps :

- Divide participants into 3 small groups and randomly hand out to each a set of expressions from the cutouts of Appendix 2 – Pros and cons

Pros:

- Community-based committees and their members use the same language (dialect, terminology, expressions).
- Promote community values and life skills that are essential for personal development.
- Emphasize taking responsibility.
- The community-based committee can reach groups that are typically difficult for organizations and associations to access.
- Community-based committee activities are low-cost compared to other initiatives.
- Engage in partnerships with institutions and organizations.

Cons:

- Over time, committee members' interests may shift, leading to the need to recruit and train new individuals.
- Lack of knowledge and experience in social work, organizing events, and launching initiatives.
- Difficulty in measuring the impact of community-based committees due to challenges in establishing appropriate monitoring and evaluation mechanisms.
- Influence of traditional customs and practices among committee members.
- Fear among the committee team of the initiative not succeeding or achieving its goals.
- Political affiliations of committee members may threaten neutrality and increase internal conflicts.

Ask each group to categorize the statements as either pros or cons of community-based committees on the flip chart and engage in a discussion to justify their classifications.

Pros	Cons
<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••

- ✦ Following the group work, each group will select a representative to present their categorizations and discuss the rationales.
- ✦ Encourage trainees to engage in a group discussion and to come up with practical examples that justify their answers.



- ✦ Conclude the exercise by stating the following:

Community-based committees are not a solution to all issues and challenges, nor can they meet every need or reach every group. However, setting clear goals for the committee, defining the characteristics of the target group, and identifying their needs are all factors that help minimize and mitigate potential challenges and obstacles.

Session 3: Path to community-based committees

Exercise: Community-based committees: Step by step

Objective: Introduce major steps to form and activate a community-based committee and promote greater practical understanding of the formation phase.

Material:

- Flipchart + paper
- Coloring pencils
- Scissors + liquid glue
- Colored clay / play dough
- Colored A4 paper

Time Required: 40-60 minutes

Steps:

- Divide participants into small groups of 4-5 individuals and explain that they will work together to identify and outline the steps for forming and activating a community-based committee.
- Place all necessary materials on the table in front of each group.
- Instruct each group to discuss and decide on five key steps they believe are essential for forming and activating a community-based committee. Provide a hint that these steps can be narrowed down to five main stages.
- Once the group agrees on the five steps, ask them to create a visual representation, diagram, or model that illustrates the process of establishing a community-based committee. Encourage them to use the materials provided or any other available resources in the room.
- After the time is up, ask each group's representative to present their visual model to the rest of the participants, explaining the rationale behind their chosen steps.
- Facilitate a discussion by encouraging participants to ask questions and share opinions on the various approaches presented.
- Gather the common ideas from all presentations and organize them on a central board, highlighting the most frequently mentioned and important steps. Ask the group to consider any missing steps and add them if necessary.
- Summarize the steps as follows:



- Explain that these steps will serve as a practical guide for participants to use when they return to their communities to form and activate successful community-based committees. Mention that the group will build on this process and delve deeper into it on the third day of training.
- Conclude the first day of training with an evaluation exercise.

Suggested Evaluation Exercise: Key Takeaways

- Distribute papers to participants and ask them to write down three to five key points they learned during the day and how they plan to apply them in their work.

Day 2: Introduction to Advocacy

Session 1: Advocacy

Exercise: Advocacy: What is it and why?

Objective: Introduce the concept of advocacy, deepen group understanding, and encourage participants to explore advocacy applications in connection with community-based committees.

Material:

- Copy of Appendix 4 – Advocacy Definition Cards

Time Required: 40-60 minutes

Steps:

- Explain that the objective of the exercise is to grasp the concept of advocacy and explore its diverse applications in community-based committees.
- Distribute the Advocacy Definition Cards randomly among participants.
- Advocacy is a process aimed at supporting a specific cause to reclaim violated rights.
 - ✦ Advocacy consists of organized actions dedicated to defending the rights of a specific group of people or society as a whole.
 - ✦ Advocacy seeks to gain support and mobilize for a political, social, or economic cause.
 - ✦ Advocacy aims to bring about partial social change that contributes to broader community transformation.
 - ✦ Advocacy seeks to influence others, and to influence legislation, policy, practices, and attitudes.
 - ✦ Advocacy is about amplifying voices and drawing the local community's attention to a significant issue while guiding decision-makers toward a specific solution.
 - ✦ Advocacy involves collaboration with various individuals, groups, and organizations to make a difference and create change.
- Ask each participant who received a definition card to step to the front, read the statement aloud, and lead a discussion with the group. Encourage them to think of real-life examples that illustrate the concept and agree with the group on whether the definition is accurate or not.
- Continue the round of discussions until all definitions have been addressed.
- After the round and the discussions on all definitions are completed, pose the following question: "What are the key similarities and differences between all the definitions and ideas shared at the start of the activity?"
- Finally, invite the group to adopt their own collective definition of advocacy, based on the common terms and concepts found across all the definitions. Use the following as a guide:

Advocacy can be defined as:

- ✦ Actions targeted towards decision-makers with the aim to effect change policies, attitudes, or programs.
- ✦ Bringing important causes to society's attention, and lobby decision-makers to bring forth solutions.
- ✦ A series of specific activities aiming to persuade decision-makers to pass, amend, or updating policies and procedures.

Actions	Coordinated activities
Strategically chosen	Well-planned, taking into account the broader context and current events
Aiming to persuade	Informed and sound arguments, built on robust research and persuasively presented
Other people	Key decision-makers and those who can influence them
That what you want	Clearly defined goal for change
Is what they want	Understand their needs and interests, demonstrate that you share common goals or concerns

Why do we advocate?

- To influence others to support our cause.
- To influence legislation that affects our cause.
- To raise awareness around the public's reality and the issues they face.
- To build support for a public issue at the local, national, or international level.
- To strengthen and empower civil society to take responsibility and exercise its power for change.
- To participate in public affairs as engaged and responsible citizens.
- To ensure that people, especially the most vulnerable members of the community, have a voice to defend themselves.

What are the different dimensions of advocacy?

1. Political: Aiming to effect change in policies, laws, practices, regulations, behaviors, procedures, programs, and services – in other words, to influence decisions.
2. Civil: To increase the capacity of civil society and enable citizens to take on influential roles in decision-making.
3. Democratic: To enhance the accountability of the leadership and increase civil society's participation in decision and policy making.
4. Personal: To support people's material interest related to quality of life and increase citizens' awareness of their rights and duties.



Session 2: Between advocacy and community-based committees

Exercise: The role of community-based committees in advocacy

Objective: Enhancing the group's understanding of the role of community-based committees in advocacy and how to leverage their strengths to achieve shared goals.

Material:

- Copy of Appendix 5- Advocacy and I Cards

Time Required: 40-60 minutes

Steps :

- Distribute individual cards (Appendix 5 – Advocacy and I) to the group, and ask them to take 10 minutes to consider and answer the following questions:

Question	Answer
1. Why am I interested in advocacy?	I am interested in advocacy because
2. What is motivating me to join an advocate committee?	I am motivated by
3. What are the qualities, skills, and values I possess that would enable me to participate in advocacy initiatives?	I possess the ability to..... I believe in..... I am capable of.....
4. What factors might hinder my participation in advocacy on social issues and community violence?	I may hesitate or refrain from advocacy due to

- Once 10 minutes have passed, ask participants to share their answers.
- On a flipboard paper, write down the headings in two separate columns: Strengths and Obstacles
- When participants are presenting their answers, focus on Question 3 (Strengths) and Question 4 (Obstacles).
- Following the discussions, conclude the exercise by highlighting the following:

Community-based committees and advocacy are closely interconnected, each playing a vital role in enhancing community engagement and addressing social issues. The link between advocacy and community-based committees is reflected in the dynamic interaction between identifying community issues and working to resolve them through coordinated and organized efforts. Community-based committees use advocacy as a tool to achieve their goals, while advocacy empowers these committees by building support and influencing public policies. This interaction enhances the community's effectiveness in achieving positive change.

<ul style="list-style-type: none"> • Community-based committees are responsible for identifying the most pressing issues in the community and directing advocacy efforts toward them. As members of the community, they are more aware of its problems and priorities. • The community-based committee organizes advocacy efforts, including collecting and analyzing information, and planning various activities. This coordination ensures that efforts are effective and well-organized. • By providing the necessary training and resources, community-based committees build the capacity of members and volunteers to carry out advocacy efforts efficiently. This includes developing skills in research, analysis, communication, and negotiation. 	<ul style="list-style-type: none"> • Advocacy helps community-based committees achieve their goals by lobbying decision-makers to adopt the necessary policies and changes. This includes working toward tangible improvements on issues important to the community. • Through advocacy, community-based committees can draw the attention of the media and the general public to their issues, increasing pressure on relevant authorities to take action. This broader reach amplifies the committee's ability to create change. • Advocacy requires building alliances with other organizations, civil groups, and governmental and non-governmental institutions. These alliances increase the resources of the community-based committee and enhance its capacity to achieve its goals.
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Examples of collaboration between advocacy and community-based committees:

- Infrastructure improvement: A community-based committee in a neighborhood with deteriorating infrastructure (such as roads and public facilities) might engage in advocacy efforts to attract the attention of local authorities, gather signatures, and secure the necessary support to obtain funding for infrastructure improvements.
- Health awareness: A community-based committee focused on public health may lead advocacy campaigns to raise awareness about the importance of vaccinations and disease prevention, while collaborating with local health authorities to improve health services in the area.
- Education: A community-based committee centered on education could organize advocacy campaigns to improve the quality of education in local schools by lobbying educational authorities to provide better resources and teacher training.

Any activity carries relative potential of success and achieving its goal, **or possibilities of failure** and the inability to create change. This is due to various individual and societal factors that intersect with one another. Therefore, it is always important to study and identify these factors before any activity, in order to leverage strengths and supportive elements effectively. Additionally, it is essential to develop proactive steps that can minimize the impact of obstacles on the success of activities and the achievement of their objectives.



Session 3: Advocacy Plan

Exercise: Advocacy Process

Objective: Helping trainees understand the steps necessary to developing an effective advocacy plan and applying it to a social cause they are interested in.

Material:

- Copy of Appendix 6- Advocacy Steps Cards

Time Required: 60-90 minutes

Steps:

- Prepare three sets of advocacy step cards in three different colors (Appendix 6 – Advocacy Steps) and distribute them randomly among the participants. Those with the same color should join together in groups.
- Point out that each card contains one step of the advocacy process. Ask each group to discuss their steps, write a brief definition for each, and then arrange the cards in order, from the first step to the last. They can do this on the floor, a table, or by attaching them to a wall.
- Once completed, ask each group to present their work and explain how they arrived at their sequence.
- After all three groups have presented, initiate a discussion with the larger group on the similarities and differences in the steps and paths each group chose. Ask:
 - ✦ Did all groups have the same first step or were they different? What about the final steps?
 - ✦ Were there more similarities in the steps chosen by the groups, or were there more differences?
 - ✦ Are there any additional steps that could be added to the process?
- Following the discussion, conclude by highlighting the following core concepts:

Steps of the advocacy **process**

1. **The Cause:** The issue that requires specific action. It must be clear, focused, and relevant to a large number of people.
2. **General and Specific Objectives:**
 - a. The general objective is the ultimate result to be achieved in the medium or long term.
 - b. The specific objectives are the additional steps taken to achieve the general objective. They must be targeted, measurable, realistic, time-bound, and usually short-term.
3. **Target Audience:** The different groups related to the issue, including those affected by it and those responsible for creating it. Working with them is necessary to achieve the objectives and bring about change. This audience could include community groups like parents, adolescents, or decision-makers such as local officials, municipalities, members of parliament, and ministers.
4. **Message Structure:** A brief summary that includes the problem, the desired solution, the target audience, and the values or principles guiding the advocates' work. It should be concise and attention-grabbing.
5. **Communication Channels and Activities:** The methods for delivering the message to the target audience through various activities. These may include community initiatives, awareness-raising activities, press conferences, media campaigns, or meetings with decision-makers.
6. **Building Support:** Establishing alliances and coordination with groups, organizations, or individuals committed to and supportive of the cause, with the aim of expanding the support base.
7. **Human and Financial Resources:** Mobilizing resources, including people interested in volunteering or working on activity implementation. These could include stakeholders or specialists. Additionally, financial, material, and logistical resources can be mobilized through potential funding or donations from interested parties.
8. **Implementing the Action Plan:** Executing the planned activities to achieve advocacy objectives.
9. **Monitoring and Evaluation:** The process of collecting information to measure the extent to which advocacy objectives have been achieved. It also involves analyzing the data to determine if the action plan requires any adjustments to ensure the goal is reached.

- Ask the same groups to rejoin their smaller teams, then share the following: "Today, we are a community-based committee in a specific area that faces various challenges and problems due to the ongoing crises the country has experienced. The committee has gathered today to develop an advocacy plan for one of the priority issues that requires urgent attention."
- Based on this, instruct each group to choose an important community issue they wish to advocate for (such as improving healthcare services, education, the environment, etc.) and develop an advocacy plan by following these steps:

Advocacy Plan Process:

Write a concise description of the community issue you are advocating for.

1. **Set the Objective:**
 - a. Define the main advocacy goal. What do you want to achieve?
 - b. Example: Increase the education budget for local schools.
2. **Analyze the Situation:**
 - a. Analyze the current situation of the issue. What are the root causes of the problem?
 - b. Identify who is affected or benefiting from this problem.
 - c. Example: Lack of educational resources due to insufficient funding.
3. **Identify the Target Audience:**
 - a. Determine the target audience for your advocacy. Who are the decision-makers or stakeholders that can help resolve the issue?
 - b. Example: Ministry of Education, local government entities.
4. **Gather Information and Evidence:**
 - a. Collect information and evidence to support your cause. Use data, statistics, and testimonials to strengthen your position.
 - b. Example: Reports on school performance, statistics on lack of educational resources.
5. **Develop the Message:**
 - a. Craft a clear and persuasive message that includes the key information, the issue, and the proposed solution.
 - b. Example: "We demand an increase in the education budget to improve the quality of education and provide the necessary resources for students and teachers."
6. **Choose Strategies and Activities:**
 - a. Select the strategies and activities you will use to achieve the goal. Will you run awareness campaigns, gather signatures, or meet with decision-makers?
 - b. Example: Organize workshops, collect signatures to support the budget increase, and meet with officials from the Ministry of Education.
7. **Identify Resources:**
 - a. Determine the resources needed to implement the advocacy plan. What human, financial, and material resources will you require?
 - b. Example: Volunteers, educational materials, social media platforms.
8. **Set a Timeline:**
 - a. Create a timeline for implementing the activities. Set deadlines for each activity and step in the advocacy plan.
 - b. Example: Collect signatures within one month, organize a meeting with the Ministry of Education by the end of the month.
9. **Evaluate the Plan:**
 - a. Decide how to evaluate the success of your advocacy plan. What indicators will you use to measure progress and success?
 - b. Example: Number of signatures collected, level of public awareness, changes in funding policies.

- Ask participants to search for information or statistics online to support their advocacy plans.
- Once finished, ask each group to present their work through a representative and open a discussion with the larger group.
- Conclude the second training day with an evaluation exercise.

Suggested Evaluation Exercise - Q&A Game:

Organize an interactive game like “The Chair Game.” Prepare a set of questions related to the training. Have all participants stand around the chair and begin asking each one a question. Whoever answers correctly sits on the chair and doesn’t receive additional questions. Continue until all questions are asked. Use this activity to assess the participants’ understanding in a fun and engaging way.

Day 3: Building Community-Based Committees Step by Step

Session 1: Community-based committee formation plan

Objective: Enabling trainees to learn how to effectively form and manage a community-based committee to fulfill specific community objectives

Material:

- Flipboard paper
- Coloring pencils

Time Required: 90-120 minutes

Steps:

- Indicate that creating a community-based committee is a multi-step process that requires careful planning and continuous coordination to ensure it meets its goals efficiently and effectively. It must ensure that, in the future, we withdraw as service providers and sustain the efforts of various community groups, including the community-based committees.
- Review the steps to form community-based committees as follows:



- Divide the trainees into four equal groups. Instruct them to develop a comprehensive plan for forming a community-based committee in a specific area, incorporating the previous steps. Ensure they address the following in each step:
 - ✦ The tasks and activities required to implement the step
 - ✦ The necessary tools and forms
 - ✦ The team members and their specializations
- After an hour of work, gather every two groups together to discuss and consolidate their plans into one, resulting in two final plans.
- Ask each group to prepare a creative presentation of their plan, using methods such as slides, illustrations, or other formats.



Session 2: Presenting the community-based committee formation

Objective: Enabling trainees to learn how to effectively form and manage a community-based committee to fulfill specific community objectives

Material:

- Flipboard paper
- Coloring pencils
- Scissors + liquid glue
- Colored clay
- Colored A4 paper

Time Required: 90-120 minutes

Steps :

- Each group presents their plan, discusses and defends it against the second group's plan. Then, the second group takes their turn.
- After both groups have presented, display the content of each step as follows:

1. Prepare and mobilize the community

Preparing and mobilizing the community is a crucial part of organizing events and activities aimed at achieving community development within the local area.

It is important not to overlook the phase of preparing and mobilizing the local community for engagement and enhancing the readiness of individuals, groups, opinion leaders, and other community members for local community development. This is a proactive preparatory phase that ensures a common ground, contributes to enhancing social participation, and facilitates the formation of community-based committees and the subsequent implementation of their plans. This stage includes defining the geographical scope of the work, beginning the engagement process, and immersing in the community to observe and understand the values, cultural background, customs, and traditions that govern the community. It also involves understanding the power dynamics, building relationships among its members, and distributing social roles. This approach facilitates gaining trust and receiving support for any initiatives aimed at enhancing social participation, such as community-based committees.

Various community activities can be carried out to prepare and motivate the community. The facilitator can apply what they find suitable based on the target community. Examples include:

- ✦ Field visits and general tours
- ✦ Coordination meetings with influencers, community leaders, and decision-makers
- ✦ Sensitization and introductory sessions
- ✦ Awareness sessions and dissemination of key messages
- ✦ Psychosocial support sessions

The team involved in preparing and mobilizing the community should be diverse and well-rounded, comprising individuals with the skills and abilities needed to achieve the event's or campaign's goals. Below are some roles and skills that the team may consist of during this stage:

1. Activity Manager or Coordinator: This person leads the entire team, sets goals, assigns tasks, and ensures the plan is implemented.
2. Technical Officer: Responsible for providing technical support and ensuring that the activities and events align with the needs and culture of the area.
3. Group and Community Activity Facilitator: A team of facilitators and frontline workers specializing in providing psychosocial support.
4. Volunteers and Participants: A group of volunteers and participants who assist in various aspects of organizing events and activities.
5. Evaluation and Monitoring Officer: Monitors event performance, evaluates it, and draws lessons to improve future efforts.

Effective communication, teamwork, problem-solving skills, attention to detail, and the ability to adapt to varying work conditions are also crucial.

- Confirm that all trainees have no questions about the community preparation and mobilization step. Then, share the following: "Today, we are conducting an awareness session with a group of women, and we want to inform them that we are starting preparations to form a community-based committee. We need one of the volunteers from the group to provide an introduction about the community-based committee and invite those interested to join."
- Invite several trainees and encourage them to attempt presenting an introduction about the community-based committee. Have them discuss the information and approach with the group.
- After completing the introductory round, summarize and present an example for introducing the community-based committee.

2. Recruiting and forming a community-based committee

This process involves promoting the community-based committee and informing local community members about participation opportunities, goals, and activities. It aims to attract individuals interested in community participation and volunteering to address various issues and drive change. An introduction to the committee is provided, including basic information on its scope, goals, and potential initiatives. This can be achieved through community events and activities or by inviting interested individuals to a special introductory session about the committee. Engaging with beneficiaries who have previously shown interest and a desire to join volunteer activities is also an option.

- Below is suggested communication to introduce and recruit volunteers for the community-based committee. It can also be adapted to the specific objectives, organizational context, and logistical considerations of each committee.

Launch of an Initiative to Form Community-Based Committees to Enhance Participation and Development

ABAAD announces a new initiative to establish community-based committees across various regions of Lebanon. The initiative aims to engage interested local community members and strengthen their role in community participation, advocacy, and addressing various domestic and societal issues.

This initiative seeks to empower local community members by strengthening their capacities and knowledge to design and implement initiatives that promote participation and local development. These initiatives will address a range of issues, including family protection and social equality.

Each committee will be composed of 15 to 20 individuals from a defined geographic area, all committed to working together toward a better future. Members will be grouped by gender and age to ensure privacy and align shared interests and needs.

Requirements for joining:

- Must be 16 years of age or older.
- Must have an interest in participating in important community issues.
- Must be committed to attending training programs and participating in community activities.

Training Program:

Specialized training sessions will be organized for members of the community-based committees, with a duration ranging between 4 to 7 months. Sessions will be held two to four times a month, depending on the project's progress and the group's agreement. The training aims to:

- Enhance communication and negotiation skills.
- Develop leadership and planning skills.
- Raise awareness of various community issues.
- Build participants' capacity to analyze community needs and design appropriate initiatives.
- Teach advocacy skills for addressing community issues.

Voluntary Participation:

Joining the community-based committees is voluntary, and all activities related to the committees are free and unpaid.

- Present the following to the trainees: During introductory sessions, a large number of people may express interest in joining the community-based committee, possibly exceeding the ideal number of 15 members. How would you manage this challenge? What tools could be used to select the members?
- After the discussions, share the following:
To gather essential information about potential committee members and streamline the selection process, the following form can be used (Appendix 7 – Community-Based Committee Participation Form).

Community-Based Committee Participation Form

ABAAD is establishing community-based committees in several regions of Lebanon to engage local community members, aged 16 and above, in advocacy efforts on various societal issues. The initiative aims to build their capacities and enable them to implement community initiatives on topics related to participation and development, such as family protection and social equality within the community.

Training sessions will be held for all committees, lasting between 4 and 7 months, with two to four sessions per month. These sessions will empower the groups, develop their skills, and build their capacities to lead community movements, develop, and implement initiatives based on the needs of different regions.

Participation in the community-based committee is voluntary, and all activities are free and unpaid.

If you are interested in joining the community-based committees, please fill out the form below. All information provided will be kept strictly confidential and private.

1. Do you consent to completing the form? Yes No
2. If not, please specify the reason:

Participant information:	
1. Name:	
2. Age:	
3. Level of education:	<input type="checkbox"/> Does not read or write <input type="checkbox"/> Can read and write <input type="checkbox"/> Elementary <input type="checkbox"/> Middle school <input type="checkbox"/> Secondary <input type="checkbox"/> Vocational studies (please specify discipline) <input type="checkbox"/> Higher education (please specify discipline):
4. Profession:	<input type="checkbox"/> Unemployed <input type="checkbox"/> Public sector (please specify): <input type="checkbox"/> Private sector (please specify): <input type="checkbox"/> Liberal profession: <input type="checkbox"/> Other (please specify):
5. Nationality:	<input type="checkbox"/> Lebanese <input type="checkbox"/> Syrian – legal documents? <input type="checkbox"/> Iraqi <input type="checkbox"/> Lebanese-Palestinian <input type="checkbox"/> Lebanese-Syrian <input type="checkbox"/> Other
6. Address:	
7. Phone:	

Prior community participation:

<p>8. Have you participated in any community activities before?</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Women's association – Specify type of activity + your role -----</p> <p><input type="checkbox"/> Parent association at school – Specify type of activity + your role -----</p> <p><input type="checkbox"/> Health-related activities and campaigns + your role -----</p> <p><input type="checkbox"/> Development activities + your role -----</p> <p><input type="checkbox"/> Charity activities - Specify type of activity + your role -----</p> <p><input type="checkbox"/> Volunteer activities - Specify type of activity + your role -----</p> <p><input type="checkbox"/> Other, specify: -----</p>
<p>9. Please specify the entities or organizations you've participated with:</p>	

Community challenges and issues:

<p>10. Highlight the most prominent issues/ challenges in your community</p>	
<p>11. In your opinion, why is it important to work on community issues and development?</p>	
<p>12. Specify 3 community issues you believe require immediate and priority attention:</p>	<p><input type="checkbox"/> Mental health</p> <p><input type="checkbox"/> Domestic safety and security</p> <p><input type="checkbox"/> Public safety and security</p> <p><input type="checkbox"/> Healthy relationships</p> <p><input type="checkbox"/> Domestic violence</p> <p><input type="checkbox"/> Sexual harassment</p> <p><input type="checkbox"/> Digital safety</p> <p><input type="checkbox"/> Effects of the economic crisis</p> <p><input type="checkbox"/> Other, specify: -----</p>
<p>13. In your opinion, why are activities and initiatives launched by community-based committees important?</p>	

Willingness to commit to work with the community-based committee:	
14. Are you ready and willing to join the community-based committee and to commit to attending regular meetings and gatherings?	<input type="checkbox"/> Yes <input type="checkbox"/> No
15. If not, please specify why:	
16. Are you willing to commit to and participate in the training course?	<input type="checkbox"/> Yes <input type="checkbox"/> No
17. If not, please specify why:	
18. Are you willing to participate and commit to planning and implementing community initiatives after the training program?	<input type="checkbox"/> Yes <input type="checkbox"/> No
19. If not, please specify why:	

- Distribute the form to the trainees and ask them to pair up and practice completing it together.
- Once everyone has completed the form, gather feedback from the group and explain that the form is a suggested model that can be adapted based on the project's specific needs and objectives, or the nature of the committee being formed. The team responsible for creating and forming the committee will then establish a set of criteria to facilitate the selection of members.
- Share the following: The committee members have been selected, and today is their first meeting. In your opinion, what should be the content of this meeting? After a group discussion, outline a general plan for the first meeting and emphasize the importance of including the following points.

1. Opening remarks and expressions of gratitude, with a reminder of the overarching goals for forming the community-based committee.
2. Introductions and icebreaker activities to help members get acquainted.
3. Establishing the committee's internal guidelines, including information about the committee and its objectives, member details, roles and responsibilities, meeting schedules, and organizational matters.
4. Agreeing on the schedule for training sessions, capacity-building activities, and a needs assessment process.

- Move on to the capacity-building plan and ask the group: Based on your experience in community work and empowering individuals, what are the key topics that should be included in a capacity-building plan for a community-based committee?
- After the group discussion, emphasize the following points:

3. Capacity building and needs assessment

It is essential for the capacity-building plan to include key topics that focus on strengthening both general and specific concepts related to the community-based committee and advocacy for important issues. These topics should cover understanding the role of the committee, the importance of defending individual and community rights, and how to influence public policies in favor of the community.

The plan should also include topics on developing daily and social skills for committee members, such as effective communication, teamwork, leadership, and time management. Developing these skills will enhance the members' ability to perform their tasks efficiently and sustainably.

In addition, it is important to include topics related to the tasks and interventions that committee members may undertake. This includes training on how to analyze community issues, plan and implement projects, and identify available services and referral pathways. These trainings equip members to effectively support and assist the community.

It is important to note that the topics in the capacity-building plan are flexible and can be adjusted based on the group's needs and their intervention goals for various issues. Topics can be modified and adapted according to ongoing assessments of members' needs and evolving community circumstances. This ensures that the plan remains relevant and effective in enhancing the committee's capacities and achieving its objectives.

Below is a capacity building plan tailored to community-based committees specializing in community violence issues:

First Module: Core Concepts and Skills

- ✦ Community-based committees: What are they and why?
- ✦ Advocacy: What is it and why?
- ✦ Positive communication
- ✦ Problem-solving and decision-making

Second Module: Community Issues

- ✦ Gender roles
- ✦ Gender-based violence
- ✦ Child marriage
- ✦ Sexual harassment in public spaces
- ✦ Online exploitation and blackmail

Third Module: Practical Skills

- ✦ Crisis response and healthy coping strategies
- ✦ Psychological first aid
- ✦ Safe identification and referral
- ✦ Protection from sexual exploitation and abuse in the humanitarian sector

Fourth Module: Community Café Activity

In the final module, the committee uses the Community Café tool as a method for assessing the community's needs and identifying the most pressing issues. This serves as a foundation for developing their action plan.

4. Set the action & activity plan

- Remind participants of the action plan and its components (Appendix 8 – Action Plan):

Advocacy Cause				
Identify the issue: <ul style="list-style-type: none"> What is the issue which advocacy will help solve? Why is it important? 				
General objectives and individual objectives: <ul style="list-style-type: none"> What is the solution or change that you would like to advocate for? What are the direct short-term objectives? 				
Target audience: <ul style="list-style-type: none"> Who are those that are directly affected by the issue? Who are the influencers and decision-makers that can effect change? 				
Advocacy communication: <ul style="list-style-type: none"> Keep it simple and concise Use adequate language Choose a campaign slogan 				
Communication and activation channels: <ul style="list-style-type: none"> What means will you use to spread the campaign's message? What activities will you implement in order to convey the message and reach objectives? 				
Building support and mobilizing human and material resources: <ul style="list-style-type: none"> Who are the stakeholders capable of providing support and interested in working on the issue? What forms of support are available? What forms of support are needed but currently unavailable? 				
Activity plan:	Activity	Needed resources	Person responsible	Time-frame

- Inform the group that the committee will launch the implementation phase through its

activity plan. The initial activity should ideally be an introductory, informational event involving local activities. This approach will ease future coordination and help establish the committee as an effective tool for driving change and local development in the area.

5. Monitoring and evaluation

- Ask participants about possible tools to evaluate the work of the community-based committee. After hearing their answers, share the following:

A diversity of tools and means are available to evaluate the path and work of community-based committees, of which:

1. **Feedback Surveys:** Help highlight the opinion of community members and measure their satisfaction and expectations of the committee's work.
2. **Personal Interviews:** Provide an opportunity for direct feedback and in-depth conversations with community members and stakeholders.
3. **Data Analysis:** Use available data to assess the committee's performance and identify trends and challenges.
4. **Meetings and Workshops:** Offer a platform for discussion, idea exchange, and the development of new strategies for the committee.
5. **Performance Reports:** Document the committee's achievements and identify areas needing improvement.
6. **Case Studies:** Utilize lessons learned from similar experiences to enhance the committee's performance.
7. **Multi-Criteria Evaluation:** Helps identify key performance indicators and measure progress regularly.

These methods and means help evaluate the path and work of community-based committees in a comprehensive and effective manner. This approach contributes to improved performance and helps achieve the committee's goals more efficiently.

- Conclude the third training day with an evaluation exercise.

Suggested evaluation exercise: Feedback Cards

- Distribute cards to participants to gather their feedback on what they liked about the training, what could be improved, and any topics that need further clarification.
- Administer the post-training test (Appendix 2 – Pre and Post Training Test) to the trainees, along with a satisfaction survey (Appendix 9).
- Conclude the training by thanking the group for their commitment and participation.



Section Two

Formation and Capacity Building

The Facilitator's Manual

The second section of this guide, “Formation and Capacity Building,” serves as a comprehensive reference for facilitators and members of community-based committees. This section aims to provide practical guidance and tools to support the committees in building their capacities and effectively implementing their initiatives. It includes instructional and training components to guide facilitators through the process of forming committees and enable members to develop their leadership and implementation skills, along with effective strategies for community change and advocacy.

The Instructional Component: This section provides essential information on the stages of forming a community-based committee, as follows:

- Recruitment Stage: Guidelines on how to attract potential members and raise awareness about the importance of community participation.
- Member Selection: Criteria and mechanisms for selecting members to ensure fair and inclusive representation of different community groups.
- Committee Formation: Clear steps and procedures for forming the community-based committee, with an emphasis on inclusion and fair representation.

The Training Component: This section includes a comprehensive training program consisting of 14 sessions aimed at developing the core skills of committee members, exploring community issues, and creating effective strategies for managing community initiatives.

First Module: Core Concepts and Skills

- ✦ Community-based committees: What are they and why?
- ✦ Advocacy: What is it and why?
- ✦ Positive communication
- ✦ Problem-solving and decision-making

Second Module: Community Issues

- ✦ Gender roles
- ✦ Gender-based violence
- ✦ Child marriage
- ✦ Sexual harassment in public spaces
- ✦ Online exploitation and blackmail

Third Module: Practical Skills

- ✦ Crisis response and healthy coping strategies
- ✦ Psychological first response
- ✦ Safe identification and referral
- ✦ Protection from sexual exploitation and abuse in the humanitarian sector

Fourth Module: Community Café Activity

Recruitment and formation phase

1. Prepare and mobilize the community

It is important not to overlook the phase of preparing and mobilizing the local community for engagement and enhancing the readiness of individuals, groups, opinion leaders, and other community members for local community development. This is a proactive preparatory phase that ensures a common ground, contributes to enhancing social participation, and facilitates the formation of community-based committees and the subsequent implementation of their plans.

This stage includes defining the geographical scope of the work, beginning the engagement process, and immersing in the community to observe and understand the values, cultural background, customs, and traditions that govern the community. It also involves understanding the power dynamics, building relationships among its members, and distributing social roles. This approach facilitates gaining trust and receiving support for any initiatives aimed at enhancing social participation, such as community-based committees.

Various community activities can be carried out to prepare and motivate the community. The facilitator can apply what they find suitable based on the target community. Examples include:

- ✦ Field visits and general tours
- ✦ Coordination meetings with influencers, community leaders, and decision-makers
- ✦ Sensitization and introductory sessions
- ✦ Awareness sessions and dissemination of key messages
- ✦ Psychosocial support sessions

2. Recruiting and forming a community-based committee

This process involves promoting the community-based committee and informing local community members about participation opportunities, goals, and activities. It aims to attract individuals interested in community participation and volunteering to address various issues and drive change. An introduction to the committee is provided, including basic information on its scope, goals, and potential initiatives. This can be achieved through community events and activities or by inviting interested individuals to a special introductory session about the committee. Engaging with beneficiaries who have previously shown interest and a desire to join volunteer activities is also an option.

Below is suggested communication to introduce and recruit volunteers for the community-based committee. It can also be adapted to the specific objectives, organizational context, and logistical considerations of each committee.

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ABAAD announces a new initiative to establish community-based committees across various regions of Lebanon. The initiative aims to engage interested local community members and strengthen their role in community participation, advocacy, and addressing various domestic and societal issues.

This initiative seeks to empower local community members by strengthening their capacities and knowledge to design and implement initiatives that promote participation and local development. These initiatives will address a range of issues, including family protection and social equality.

Each committee will be composed of 15 to 20 individuals from a defined geographic area, all committed to working together toward a better future. Members will be grouped by gender and age to ensure privacy and align shared interests and needs.

Requirements for joining:

Must be 16 years of age or older.

Must have an interest in participating in important community issues.

Must be committed to attending training programs and participating in community activities.

Training Program:

Specialized training sessions will be organized for members of the community-based committees, with a duration ranging between 4 to 7 months. Sessions will be held two to four times a month, depending on the project's progress and the group's agreement. The training aims to:

Enhance communication and negotiation skills.

Develop leadership and planning skills.

Raise awareness of various community issues.

Build participants' capacity to analyze community needs and design appropriate initiatives.

Teach advocacy skills for addressing community issues.

Voluntary Participation:

Joining the community-based committees is voluntary, and all activities related to the committees are free and unpaid.

- To gather essential information about potential committee members and streamline the selection process, the following form can be used.

Community-Based Committee Participation Form

ABAAD is establishing community-based committees in several regions of Lebanon to engage local community members, aged 16 and above, in advocacy efforts on various societal issues. The initiative aims to build their capacities and enable them to implement community initiatives on topics related to participation and development, such as family protection and social equality within the community.

Training sessions will be held for all committees, lasting between 4 and 7 months, with two to four sessions per month. These sessions will empower the groups, develop their skills, and build their capacities to lead community movements, develop, and implement initiatives based on the needs of different regions.

Participation in the community-based committee is voluntary, and all activities are free and unpaid. If you are interested in joining the community-based committees, please fill out the form below. All information provided will be kept strictly confidential and private.

1. Do you consent to completing the form? Yes No
2. If not, please specify the reason:

Participant information:

1. Name:	
2. Age:	
3. Level of education:	<input type="checkbox"/> Does not read or write <input type="checkbox"/> Can read and write <input type="checkbox"/> Elementary <input type="checkbox"/> Middle school <input type="checkbox"/> Secondary <input type="checkbox"/> Vocational studies (please specify discipline) <input type="checkbox"/> Higher education (please specify discipline):
4. Profession:	<input type="checkbox"/> Unemployed <input type="checkbox"/> Public sector (please specify): <input type="checkbox"/> Private sector (please specify): <input type="checkbox"/> Liberal profession: <input type="checkbox"/> Other (please specify):
5. Nationality:	<input type="checkbox"/> Lebanese <input type="checkbox"/> Syrian – legal documents? <input type="checkbox"/> Iraqi <input type="checkbox"/> Lebanese-Palestinian <input type="checkbox"/> Lebanese-Syrian <input type="checkbox"/> Other
6. Address:	
7. Phone:	

Prior community participation:

<p>8. Have you participated in any community activities before?</p>	<p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Women's association – Specify type of activity + your role -----</p> <p><input type="checkbox"/> Parent association at school – Specify type of activity + your role -----</p> <p><input type="checkbox"/> Health-related activities and campaigns + your role -----</p> <p><input type="checkbox"/> Development activities + your role -----</p> <p><input type="checkbox"/> Charity activities - Specify type of activity + your role -----</p> <p><input type="checkbox"/> Volunteer activities - Specify type of activity + your role -----</p> <p><input type="checkbox"/> Other, specify: -----</p>
<p>9. Please specify the entities or organizations you've participated with:</p>	

Community challenges and issues:

<p>10. Highlight the most prominent issues/ challenges in your community</p>	
<p>11. In your opinion, why is it important to work on community issues and development?</p>	
<p>12. Specify 3 community issues you believe require immediate and priority attention:</p>	<p><input type="checkbox"/> Mental health</p> <p><input type="checkbox"/> Domestic safety and security</p> <p><input type="checkbox"/> Public safety and security</p> <p><input type="checkbox"/> Healthy relationships</p> <p><input type="checkbox"/> Domestic violence</p> <p><input type="checkbox"/> Sexual harassment</p> <p><input type="checkbox"/> Digital safety</p> <p><input type="checkbox"/> Effects of the economic crisis</p> <p><input type="checkbox"/> Other, specify: -----</p>
<p>13. In your opinion, why are activities and initiatives launched by community-based committees important?</p>	

Willingness to commit to work with the community-based committee:

14. Are you ready and willing to join the community-based committee and to commit to attending regular meetings and gatherings?	<input type="checkbox"/> Yes <input type="checkbox"/> No
15. If not, please specify why:	
16. Are you willing to commit to and participate in the training course?	<input type="checkbox"/> Yes <input type="checkbox"/> No
17. If not, please specify why:	
18. Are you willing to participate and commit to planning and implementing community initiatives after the training program?	<input type="checkbox"/> Yes <input type="checkbox"/> No
19. If not, please specify why:	



Opening Session

Session roll-out:

Kickstart the session

- Welcome the group and thank them for their participation and punctuality + Fill the attendance sheet
- Ice-breaker activity
- Outline the group's principles and rules _

Activity 1: What if?

- Ask participants to move to the center of the room and form a large circle. Inform them that there is a ball, which will be thrown to one of the group members. The person receiving the ball will ask a "What if?" question, which they will complete themselves (e.g., "What if I became rich?" or "What if I traveled to a new country?").
The participant who catches the ball will state their name, answer the question, and pass the ball to someone else, while asking another "What if?" question.
- Continue passing the ball and asking, "What if?" questions until all participants have had a turn.

Activity 2: Magic Wand

- Ask participants to return to their seats and tell them that you have a magic wand and will grant three wishes for each person: one personal wish, one for the group, and one for their community.
- Give participants some time to think about their wishes.
- Start a round where participants share their wishes and discuss how similar or overlapping the wishes are.

Activity 3: Rules and Regulations

- Share the following with the group: "The success of any group, regardless of its goals, starts with laying a foundation from which the group operates. This foundation sets the general framework the group refers to throughout its work, from formation, capacity building, and planning to implementation, evaluation, and achieving impact. Therefore, it is essential to establish Rules and Regulations agreed upon by all members."
- Ask the group the following questions to initiate a discussion:
 - ✦ What do the Rules and Regulations mean to you?
 - ✦ What is the importance of having Rules and Regulations?
 - ✦ What might be the key components and elements of the Rules and Regulations?
- After a round of discussions, present the sample Rules and Regulations (Annex 1: Rules and Regulations for a Community Committee) and invite the group members to start thinking about the content of their own Rules and Regulations, which should reflect their vision and goals. Emphasize that there's no need to rush the process; the group can meet several times to complete it and have all members agree on it.

Community-based committee's rules and regulations

Introduction: The Rules and Regulations serve as a fundamental document that organizes the work of the community-based committee, defining its goals, the responsibilities of its members, and the decision-making processes within it.

Article 1: Name and purpose

- ✖ This committee will be known under the name "-----"
- ✖ The committee was established on: -----
- ✖ The non-lucrative community-based committee aims to -----

Article 2: Membership

- ✖ The committee is composed of [number of members] members, selected by [selection entity/person], and they are:

Name	Profession	Address	Phone

Article 3: Rights and duties of committee members

- ✖ Attend committee meetings regularly and actively participate in discussions.
- ✖ Work towards achieving the committee's goals and adhere to its decisions.
- ✖ Contribute to the implementation of the committee's projects and programs.
- ✖ Represent the committee at various events and occasions.
- ✖ Maintain the confidentiality of committee information.

Article 4: Committee meetings

- ✖ Committee meetings are held regularly every [duration of meetings] or as needed.
- ✖ All committee members are invited to attend the meetings.
- ✖ The quorum for holding committee meetings is the presence of at least [number of members] members.
- ✖ Meetings are chaired by [position of the committee chair] or their designee.
- ✖ Minutes are recorded for each meeting and signed by the committee chair and the secretary.

Article 5: Decision-making

- ✖ Committee decisions are made by a simple majority of the votes from the attending members.

- ✘ In case of a tie, the chairperson's vote is decisive.

Article 6: Funds

- ✘ The committee is funded through [committee funding sources].
- ✘ Committee funds are to be spent according to the approved budget.
- ✘ The treasurer is responsible for managing the committee's funds and maintaining accurate records of all financial transactions.

Note: This is a generic template and should be adapted to fit the needs and regulations of the specific committee.

- Ensure that the entire group has no further comments or questions regarding the session's topic. The facilitator reminds the group that in the upcoming meetings, they will finalize the development of their committee's Rules and Regulations.
- Conduct a quick evaluation round where participants share their thoughts on the session: "One new idea I learned today" and "If I could change one thing about today's session."
- Conclude the session by thanking the group and reminding them that the next meeting will mark the beginning of the capacity-building phase.

3. Capacity building and needs assessment

At this stage, the focus will be on building the participants' capacities through intensive training courses aimed at developing their skills in various areas related to community participation and development. A comprehensive study of the local community's needs will also be conducted to identify its priorities and challenges. This approach will enable the community committees to develop effective plans and strategies that address the needs of different areas and enhance active participation in developmental initiatives.

The capacity-building phase and needs assessment serve as a cornerstone for the work of any effective community committee. It is divided into four key areas as follows:

First Module: Core Concepts and Skills

- ✘ Community-based committees: What are they and why?
- ✘ Advocacy: What is it and why?
- ✘ Positive communication
- ✘ Problem-solving and decision-making

Second Module: Community Issues

- ✘ Gender roles
- ✘ Gender-based violence
- ✘ Child marriage
- ✘ Sexual harassment in public spaces
- ✘ Online exploitation and blackmail

Third Module: Practical Skills

- ✘ Crisis response and healthy coping strategies
- ✘ Psychological first response
- ✘ Safe identification and referral
- ✘ Protection from sexual exploitation and abuse in the humanitarian sector

Fourth Module: Community Café Activity

Session 1: Community-based community – What are they and why?

Session roll-out:

Kickstart the session

- Welcome the group and thank them for their participation and punctuality + Fill the attendance sheet
- Pre-test (Appendix 2 – Pre and Post Test – Section 1)
- Outline the session’s topics, roll-out, duration, and nature.

Self-reflection: Take a few minutes to think about your personal views!

- Present the following proverb: “Older by a month, wiser by a lifetime,” and ask the group to reflect on it and share their stance as follows:
 - ✘ **Agree:** With age comes more experience, making it beneficial to learn from the wisdom of older individuals.
 - ✘ **Disagree:** People of the same age group share similar interests and needs, which makes understanding one another easier.
 - ✘ **Neutral:** Age doesn’t determine a person’s ability to provide support in all its forms to others.
- Thank the group for their participation and encourage them to continue reflecting on how age relates to one’s ability to benefit others through knowledge, experience, and different life lessons.

Activity 1: What is a community-based committee?

- On a flipchart, write “Community” in one column and “Community-Based Committees” in the other.
- Ask participants to share any ideas that come to mind regarding both terms.
- Write down all the ideas on the flipchart, then review and discuss them with the group to reach the following definitions:

Community: A group of people who recognize themselves or are recognized by others as a group united by culture, religion, or other social characteristics, backgrounds, and interests that together form a collective identity with common goals.

A community is made up of a variety of elements and components that interact to form the structure and influence of the community. The main components of a community include:

- ✘ **Population:** Individuals who live in the local area, including people of all ages, nationalities, and cultural backgrounds.
- ✘ **Institutions and Organizations:** These include local governmental and non-governmental entities that play a role in providing services and supporting the community, such as municipalities, schools, hospitals, associations, religious authorities, cultural centers...
- ✘ **Economic Institutions:** These components include local businesses and industries, markets, farms, small and medium enterprises, and anything related to economic activity in the region.

- ✘ Infrastructure: Community infrastructure includes roads, bridges, transportation networks, sewer systems, communications networks, and other public facilities that facilitate daily life and support the economy and connectivity.
- ✘ Culture and Heritage: Cultural and heritage assets are an important part of a community's identity and include customs, traditions, language, arts, and cultural and historical landmarks.
- ✘ Social Networks: Social relationships and interactions between individuals and groups within a community and play an important role in supporting collective action, solidarity, and the sharing of resources and knowledge.

Community-based committees: A group of individuals (men and/or women) living in the community within a specific geographical area, whose members have the awareness, enthusiasm, and desire to volunteer in their environment and community to bring about social change and achieve development based on respecting, promoting, and enabling human rights, which is one of the components of the local community.

Community committees are founded on the following **objectives:**

- ✘ Empower the individual's role in society and encourage active participation in decisions and activities that affect their lives.
- ✘ Develop knowledge, attitudes, beliefs, skills, and healthy and safe behaviors.
- ✘ Enable individuals to take responsibility for strengthening cohesion in the community and promoting interaction among its diverse groups.
- ✘ Provide support, guidance and direction regarding needs and services.

- Facilitate a group discussion by asking the following questions:
 1. What are the sectors or areas where community-based committees can participate? What issues can each of them address?
 2. Who can community-based committees collaborate or coordinate with?
 3. Where can community-based committees operate?
- Conclude the group discussion with the following summary:

Areas of community-based committees' participation:	Community-based committees can coordinate with:
<ul style="list-style-type: none"> • Environment and cleanliness • Relief efforts • Health • Awareness and intervention in social issues • Security • Safe and friendly spaces • Education • Conflict resolution • Capacity building • Surveys • Monitoring and evaluation 	<ul style="list-style-type: none"> • The community itself with all its members • Other community-based committees • Youth initiatives • Local authorities • Civil society organizations in all sectors • Businesspeople, philanthropists, and expatriates • Media and its various channels • Influencers and decision-makers in the community

Community-based committees typically operate within local communities and can be found in various contexts and sectors. Common settings in which they intervene include:

- ✦ Residential neighborhoods: Committees can be established in every neighborhood or residential area to address local issues and provide support to residents, whether in urban or rural settings.
- ✦ Schools: Committees focus on enhancing education, supporting students, and encouraging family involvement in the learning process.
- ✦ Health institutions: Operating in hospitals and health centers, these committees work to improve healthcare services and meet the needs of patients and the local community.
- ✦ Charities and NGOs: Committees provide guidance and assistance to vulnerable and marginalized groups within the community.
- ✦ Municipalities and local councils: As part of local government structures, these committees participate in consultations and joint decision-making on local issues.
- ✦ Religious and cultural communities: Committees within these groups foster communication, solidarity, and mutual aid among community members.

These are some of the common settings where community-based committees operate.

However, they can also be present in other areas depending on the needs and dynamics of the local community.

Activity 2: Pros and Cons

Randomly distribute the following expressions (Appendix 3 – Pros and Cons) to all participants post-it notes:

Pros:

- Community-based committees and their members use the same language (dialect, terminology, expressions).
- Promote community values and life skills that are essential for personal development.
- Emphasize taking responsibility.
- The community-based committee can reach groups that are typically difficult for organizations and associations to access.
- Community-based committee activities are low-cost compared to other initiatives.
- Engage in partnerships with institutions and organizations.

Cons:

- Over time, committee members' interests may shift, leading to the need to recruit and train new individuals.
- Lack of knowledge and experience in social work, organizing events, and launching initiatives.
- Difficulty in measuring the impact of community-based committees due to challenges in establishing appropriate monitoring and evaluation mechanisms.
- Influence of traditional customs and practices among committee members.
- Fear among the committee team of the initiative not succeeding or achieving its goals.
- Political affiliations of committee members may threaten neutrality and increase internal conflicts.

Draw the following table on the flipchart:

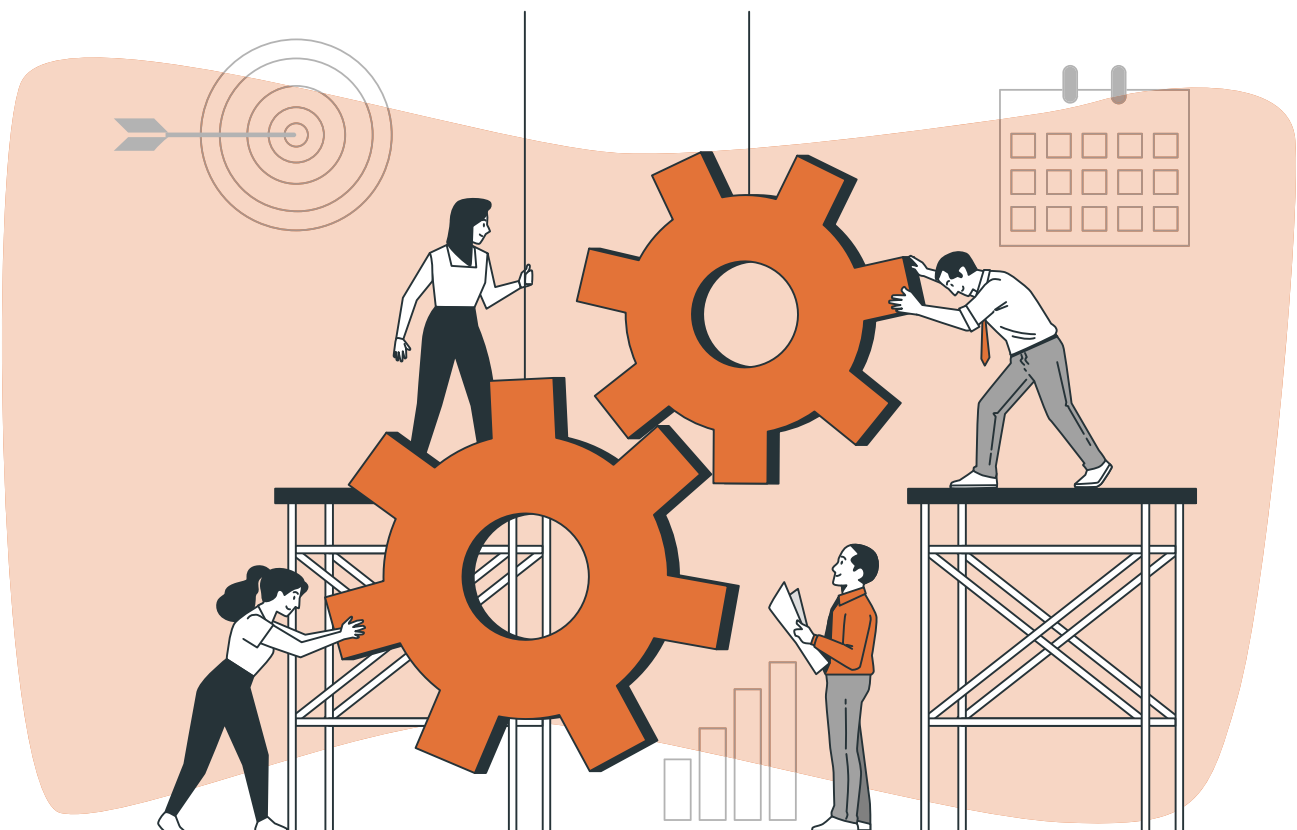
Pros	Cons
<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •

- Lead a round where each participant reads their statement, discusses it, determines if it falls under pros or cons, and places it in the appropriate column.
- Conclude the exercise by highlighting the following points:

Community-based committees are not a solution to all issues and challenges, nor can they meet every need or reach every group. However, setting clear goals for the committee, defining the characteristics of the target group, and identifying their needs are all factors that help minimize and mitigate potential challenges and obstacles.

Activity 3: I Am a Leader in My Community

- Divide participants into 3 or 4 groups and ask each group to discuss the following questions:
 - ✦ What does the concept of leadership mean to you?
 - ✦ What does it mean to be a leader in your community?
 - ✦ What is your role as a leader in addressing the challenges faced by families and promoting community development?
- Have each group present their findings through a spokesperson, then summarize the key ideas, building on the following points:



Leadership is the ability to guide and direct others toward achieving a specific goal through influence and acceptance by others.

Some qualities of a leader include: high energy and enthusiasm; courage; creativity-driven work; dedication and commitment; honesty and good morals; calmness and balance when handling matters; thoughtfulness and careful decision-making; flexibility and open-mindedness; self-control when needed; respect for oneself and others; positivity at work; innovation and resourcefulness; avoids impulsiveness and rashness; patience and the ability to handle and face difficult situations.

Being a leader in my community means that by developing life skills, I become capable of:

- Building trust with the local community and gaining the support of its different groups.
- Interacting with others positively to identify needs and prioritize them accordingly.
- Coordinating efforts to enhance the well-being of the community and individuals, and to achieve common goals.
- Collaborating and exchanging ideas and experiences with others.

This applies across all areas, especially those related to addressing societal issues that present daily challenges to the development of individuals and families, and their ability to benefit from all available resources and opportunities. These issues include domestic violence, sexual harassment in public spaces, online blackmail, and various other concerns.

- Ensure that no one in the group has any further comments or questions about the session topic.
- Conduct a quick evaluation by asking participants to share: "One new idea you learned today" and "If you could change one thing about today's session."
- Conclude the session by thanking the group and reminding them of the next session's date.

Session 2: Advocacy – What is it and why?

Session roll-out

Kickoff the session

- Welcome the group and thank them for their commitment to participating and arriving on time. Distribute the attendance sheet.
- Conduct an exercise to review the previous session and highlight the key messages.
- Explain to the group that this session will focus on advocacy and how to use it as a tool to influence their local communities, drive change, promote healthy behaviors, and create safe environments for all community members.
- By the end of the session, the group will have an understanding of:
 - ✦ The concept of advocacy
 - ✦ The link between advocacy and the work of community-based committees
 - ✦ The steps involved in the advocacy process

Activity 1: What is advocacy?

Before the session, print the definitions (Annex 4 - Advocacy Definitions) and post them around the room. Ensure they are concealed and not visible to the group members.

- ✦ Advocacy is a process aimed at supporting a specific cause to reclaim violated rights.
- ✦ Advocacy consists of organized actions dedicated to defending the rights of a specific group of people or society as a whole.
- ✦ Advocacy seeks to gain support and mobilize for a political, social, or economic cause.
- ✦ Advocacy aims to bring about partial social change that contributes to broader community transformation.
- ✦ Advocacy seeks to influence others, and to influence legislation, policy, practices, and attitudes.
- ✦ Advocacy is about amplifying voices and drawing the local community's attention to a significant issue while guiding decision-makers toward a specific solution.
- ✦ Advocacy involves collaboration with various individuals, groups, and organizations to make a difference and create change.

- Distribute three sticky notes to each participant and ask them to write three words or terms related to the concept of advocacy, writing each word on a separate note. Stick these around the word "Advocacy" on a flip chart.
- Thank the group for their input and inform them that you'll return to their suggestions shortly. Invite them to join you in a tour to uncover the different advocacy definitions posted around the room.
- Uncover each definition one at a time, ask a volunteer to read the definition aloud, and facilitate a discussion with the group to interpret the concept and connect it to the various community issues the committee could address.
- After discussing each definition, return to the brainstorming notes on the flip chart and ask the group to identify any terms from their suggestions

that match the definitions displayed around the room.

- Once the tour and discussions are complete, ask the group: What are the main similarities and differences between the definitions and the ideas shared at the start of the activity?
- Conclude by inviting the group to adopt their own definition of advocacy, based on the shared terms that align with the definitions around the room.

Activity 2: Advocacy and I

Distribute the individual cards (Appendix 5 - Advocacy and I) to the group. Instruct them to spend 10 minutes thinking about the following questions and writing their answers:

Question	Answer
1. Why am I interested in advocacy?	I am interested in advocacy because
2. What is motivating me to join an advocacy committee?	I am motivated by
3. What are the qualities, skills, and values I possess that would enable me to participate in advocacy initiatives?	I possess the ability to..... I believe in..... I am capable of.....
4. What factors might hinder my participation in advocacy on social issues and community violence?	I may hesitate or refrain from advocacy due to

- Once 10 minutes have passed, ask participants to share their answers.
- On a flipboard paper, write down the headings in two separate columns: Strengths and Obstacles
- When participants are presenting their answers, focus on Question 3 (Strengths) and Question 4 (Obstacles).
- Following the discussions, conclude the exercise by highlighting the following:

Any activity carries **relative potential of success** and achieving its goal, **or possibilities of failure** and the inability to create change. This is due to various individual and societal factors that intersect with one another. Therefore, it is always important to study and identify these factors before any activity, in order to leverage strengths and supportive elements effectively.

Activity 3:

- Prepare three sets of advocacy step cards in three different colors (Appendix 6 – Advocacy Steps) and distribute them randomly among the participants. Those with the same color should join together in groups.
- Point out that each card contains one step of the advocacy process. Ask each group to discuss their steps, write a brief definition for each, and then arrange the cards in order, from the first step to the last. They can do this on the floor, a table, or by attaching them to a wall.
- Once completed, ask each group to present their work and

- explain how they arrived at their sequence.
- After all three groups have presented, initiate a discussion with the larger group on the similarities and differences in the steps and paths each group chose. Ask:
 - ✦ Did all groups have the same first step or were they different? What about the final steps?
 - ✦ Were there more similarities in the steps chosen by the groups, or were there more differences?
 - ✦ Are there any additional steps that could be added to the process?
- Following the discussion, conclude by highlighting the following core concepts:

Steps of the advocacy **process**

1. **The Cause:** The issue that requires specific action. It must be clear, focused, and relevant to a large number of people.
2. **General and Specific Objectives:**
The general objective is the ultimate result to be achieved in the medium or long term. The specific objectives are the additional steps taken to achieve the general objective. They must be targeted, measurable, realistic, time-bound, and usually short-term.
3. **Target Audience:** The different groups related to the issue, including those affected by it and those responsible for creating it. Working with them is necessary to achieve the objectives and bring about change. This audience could include community groups like parents, adolescents, or decision-makers such as local officials, municipalities, members of parliament, and ministers.
4. **Message Structure:** A brief summary that includes the problem, the desired solution, the target audience, and the values or principles guiding the advocates' work. It should be concise and attention-grabbing.
5. **Communication Channels and Activities:** The methods for delivering the message to the target audience through various activities. These may include community initiatives, awareness-raising activities, press conferences, media campaigns, or meetings with decision-makers.
6. **Building Support:** Establishing alliances and coordination with groups, organizations, or individuals committed to and supportive of the cause, with the aim of expanding the support base.
7. **Human and Financial Resources:** Mobilizing resources, including people interested in volunteering or working on activity implementation. These could include stakeholders or specialists. Additionally, financial, material, and logistical resources can be mobilized through potential funding or donations from interested parties.
8. **Implementing the Action Plan:** Executing the planned activities to achieve advocacy objectives.
9. **Monitoring and Evaluation:** The process of collecting information to measure the extent to which advocacy objectives have been achieved. It also involves analyzing the data to determine if the action plan requires any adjustments to ensure the goal is reached.

- Ensure that the group has no further comments or questions about the session topic.
- Conduct a brief evaluation of the group's feedback on today's session, including: "What new idea did you learn today?" and "If you could change one thing about today's session, what would it be?"
- Conclude the session by thanking the group and reminding them of the date of the next meeting.

Session 3: Positive Communication

Session roll-out

Kickstart the session:

- Welcome the group and thank them for their commitment to participating and being punctual. Distribute the attendance sheet.
- Review the previous session and key messages, emphasizing that community committees are effective tools in advocacy and achieving positive change. They are composed of individuals directly from the community, who can observe social challenges and issues with clarity and deeper understanding.
- Inform the group that in the upcoming sessions, they will work on enhancing and developing essential life skills needed for future advocacy activities, such as communication, negotiation, leadership, decision-making, and more.
- During the session, the group will become familiar with:
 - ✦ The concept of communication and its components
 - ✦ Forms of communication
 - ✦ The importance of listening and positive communication



Activity 1: I Communicate

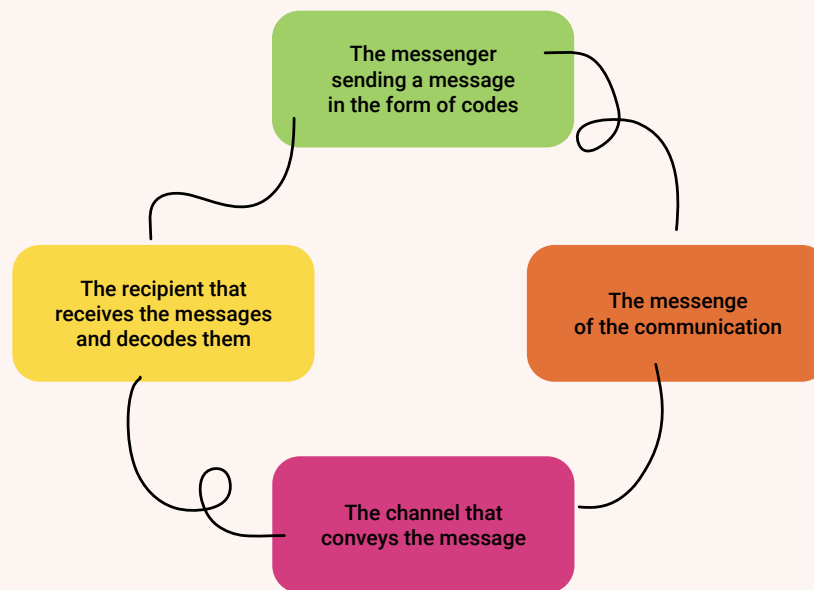
- Ask the group:
 - What is communication?
 - Why do we communicate?
 - What elements form the communication process?
- Hear their answers and supplement them with the below:

Communication is a process through which information, knowledge, values, attitudes, and skills are transferred between two or more parties to influence one another and create desired changes in the other party's behavior through various elements.

Each communication process aims to persuade others or change their views, behaviors, or skills—in other words, to influence others. However, the success of this process depends not only on the ability to influence others but also on the sender being influenced by the message itself.

Communication is an action or process where one person uses voice, gestures, images, or signals to express or exchange ideas, information, or feelings with another person.

The **communication process** consists of:



Activity 2: Forms of Communication

- Begin by highlighting the importance of communication skills that allow us to build good relationships with others, defend our rights, and present the best image of ourselves.
- Explain that a role-playing technique will be conducted with two volunteers from the group. Allow them the freedom to volunteer.
- Ask the role-players to select a topic related to a family or community issue, such as community violence, for discussion and resolution.

For example:

- The right of girls to complete their university education, whether in the city or abroad.
 - The right of boys to choose hobbies outside of sports.
 - The right of men to express their exhaustion.
 - The right of women to reject marriage to continue their education.
- Divide the rest of the group into four smaller groups:
 1. The first group will observe the verbal communication of the first role-player.
 2. The second group will observe the non-verbal communication of the first role-player.
 3. The third group will observe the verbal communication of the second role-player.
 4. The fourth group will observe the non-verbal communication of the second role-player.

- Thank the volunteers once the role-playing activity is complete.
- Facilitate a discussion and analysis of what happened during the role-play. Ask each group to share their observations on the different forms of communication used by the role-players. Focus on the significance of effective communication and the challenges posed by areas that need improvement to ensure the clear and accurate delivery of messages.
- Conclude by summarizing the good standards of verbal and non-verbal communication, emphasizing their importance in fostering effective communication.

Verbal communication is the exchange of ideas, information, and emotions through spoken or written words. This includes face-to-face conversations, phone calls, text messages, emails, and other written or spoken forms. It relies on the use of words and sentences to convey messages.

Non-verbal communication doesn't involve spoken or written words but instead relies on body language, facial expressions, gestures, touch, sounds, and visual cues like colors and symbols. Non-verbal communication includes using body expressions, such as smiles, facial movements, hand gestures, and physical postures to convey feelings, meanings, and messages. This type of communication can be powerful and effective even without using words.

Both verbal and non-verbal communication depend on a **set of standards** that can enhance **the effectiveness of communication** and improve the understanding of messages, such as:

For verbal communication:

- ✦ Clarity of speech: Use clear and understandable words and phrases to ensure the message is accurately received by listeners.
- ✦ Active listening: Pay attention and listen carefully to what is being said, ensuring you fully understand the message before responding.
- ✦ Supporting body language: Use facial expressions and hand gestures to reinforce your message and clarify meanings.
- ✦ Appropriate timing: Be mindful of choosing the right time for conversations and phone calls to ensure full attention and focus.
- ✦ Expressing emotions properly: Clearly and appropriately express emotions, avoiding excessive restraint or shyness in communication.

For non-verbal communication:

- ✦ Understanding body signals: Be able to recognize and accurately interpret body language such as movements and facial expressions.
- ✦ Awareness of non-verbal impact: Be conscious of how non-verbal actions and expressions influence others.
- ✦ Using touch cautiously: If touch is part of the communication, use it with care and respect for others' boundaries.
- ✦ Directing attention: Use non-verbal cues to direct others' attention to key points or to express emotions. Flexibility and adaptability: Adjust to others' non-verbal communication styles with flexibility to enhance communication effectiveness.

Applying these standards will improve the quality of both verbal and non-verbal communication, helping build healthy and productive relationships with others.

Activity 3: Between hearing and listening

- Ask two volunteers to step out of the room. Then, tell the group a detailed short story (Appendix 7 - "Sarah's Story"). Afterward, call in Volunteer 1 and ask one of the group members to retell the story. Next, bring in Volunteer 2 and ask Volunteer 1 to retell the story once again.
Note: No one is allowed to ask questions or seek clarifications about the story. Everyone must simply listen, as this exercise highlights the importance of paraphrasing later on.
- Ask the group for their thoughts on what happened and open a discussion on why the story changed each time it was retold.
- Conclude the session by summarizing the key points.

Listening is the process of absorbing and understanding the messages exchanged during communication. It is a fundamental part of effective communication and plays a vital role in building strong relationships and fostering accurate understanding between individuals. As a key skill in effective communication, listening helps strengthen relationships and ensure mutual understanding, contributing to the success of both personal and professional interactions.

The importance of listening lies in its ability to transfer information effectively during communication. It is also essential to discuss the elements of communication, which include the sender, the message, the channel, the receiver, and feedback. Throughout the communication process, any message can be subject to additions, omissions, or alterations in its content, as well as potential disruptions in the flow of communication.

Activity 4: Positive Communication

- Distribute scenario cards (Annex 8 - Negative... Positive Communication) to the group members. Each card represents different communication situations. Ask participants to think about how to turn negative communication into positive communication and write their responses on their cards.

Note: The facilitator may modify or add scenarios that suit the session based on the specific characteristics of the group.

-: "This idea is very bad and won't work"

+:

-: "It feels like we're wasting time talking about useless thing"

+:

-: "What needs to be done is what everyone agreed on, end of discussion"

+:

-: "What you're saying is not true; you are lying."

+:

-: "You are very annoying, and you are frustrating me."

+:

- End the activity by emphasizing the importance of using and paying attention to verbal and non-verbal communication skills, along with active listening. Highlight how these skills contribute to effective and positive communication. Focus on the following key points:

Positive communication enhances your well-being and mental health while fostering healthy relationships in the following ways:

- **Strengthening social relationships:** Positive communication builds strong connections with others, enhancing social relationships and creating an environment that supports cooperation and understanding.
- **Improving mental health:** Being surrounded by positive communication can help you overcome negative emotions like anxiety and stress, thereby improving your mental health.
- **Increasing productivity:** Positive communication in the workplace boosts morale, motivates the team, and increases productivity.
- **Reducing conflicts:** By adopting a positive attitude and opening channels for constructive communication, conflicts can be minimized, and problems can be solved effectively.
- **Achieving success:** Positive communication influences your thoughts and actions positively, increasing the chances of success and goal achievement.
- **Creating a positive atmosphere:** Positive communication fosters a positive environment around you, contributing to a happier and more fulfilling life.

We can enhance and develop positive communication through the Push and Pull Technique:

Push Group

- **Magic Words:** Use positive and kind words.
- **Filter Words:** Eliminate threatening and insulting words.
- **Purposeful Statements:** Clearly express your reasons and intentions behind your request. Example: "I am asking for this because..." or "I intend to do this because..."
- **"I" Statements:** Express your feelings of frustration with others' behavior or negative emotions clearly without blaming or threatening, by using "I" instead of "you." Show your emotions resulting from the other person's actions and how it affects you. Example: "I felt hurt when (the behavior) because (the impact or affected value)."
- **Facts Instead of Generalizations:** Use facts in your arguments rather than generalizations. For example, instead of saying, "You never listen to me," replace it with, "Yesterday, when I was talking to you, you were busy cleaning your room and weren't listening."

Pull Group

- **Active Listening:** Show how to listen attentively to the speaker.
- **Rephrasing:** Restate what was said using your own words to ensure you understand the other person correctly and avoid misunderstandings.
- **Investigative Questions:** Use open-ended questions to gather more details and information, etc.
- **Agreement Statements:** Acknowledge areas of agreement during a disagreement. For example: "I agree with you that..."
- **Encouragement:** Use words or non-verbal communication to encourage the person to continue talking.
- **Alternatives:** Ask people for suggestions or other options.



- Ensure that the group has no further comments or questions about the session topic.
- Conduct a brief evaluation of the group's feedback on today's session, including: "What new idea did you learn today?" and "If you could change one thing about today's session, what would it be?"
- Conclude the session by thanking the group and reminding them of the date of the next meeting.

Session 4: Problem Solving and Decision Making

Session roll-out

Kickstart the session:

- Welcome the group and thank them for their commitment to participation and punctuality and take attendance.
- Conduct a review exercise of the previous session and its key messages, emphasizing that communication is a fundamental skill that helps establish common ground among community committee members, thereby strengthening relationships within the committee and enhancing their ability to persuade and convey messages outside the committee.
- By the end of today's session, the group will understand the following:
 - ✦ The concept of a problem and its components
 - ✦ The steps for problem-solving

Activity 1: Problem or Otherwise?

- Draw a circle on the flipchart and write "Problem" in the center.
- Distribute sticky notes in two different colors to the group. On the first color, write any word, idea, or image that comes to mind when they hear the word "problem," and stick them inside the circle on the flipchart.
- On the sticky notes of the other color, write different types of problems they have faced recently and stick them around the outside of the circle.
- Read the responses and discuss them with the group to understand the concept of a problem. Consider asking the following questions:
 - ✦ What feelings do problems cause?
 - ✦ What types of problems are there?
 - ✦ Are there collective problems? What are they?
 - ✦ Do all people deal with the same problems in the same way?
- Summarize the main ideas mentioned to emphasize the following:

A **problem** is a situation or condition that is considered unsatisfactory or undesirable. It can result from a discrepancy between the current state and the desired or preferred state. A problem can exist at an individual or collective level and may pertain to various areas such as work, personal relationships, health, the environment, and others.

Problems vary in **size and nature**; they can be simple and easy to solve, such as time management issues, or complex and challenging, like resolving global conflicts. Problems are relative; one person may see a particular event as a problem, while another may not consider it an issue at all.

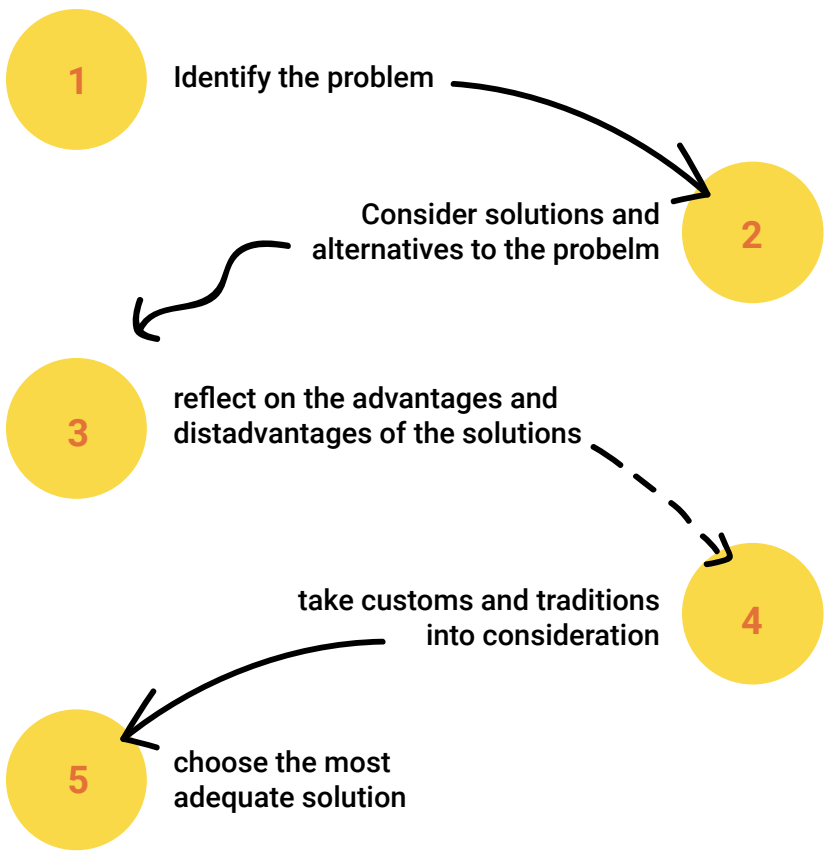
It is essential to understand the problem well before starting to work on a solution, as this requires a thorough analysis of the influencing factors and potential impacts.

In summary, a problem is **the gap between the current situation and the desired state**, and understanding it correctly is the first step toward finding appropriate and effective solutions.

Closed problems	Open problems
<ul style="list-style-type: none"> • These are problems that have all the necessary tools for a solution and have precise and specific answers. • They are similar to the issues faced by students in schools and educational institutions, or they can involve diagnosing certain diseases based on their symptoms, such as inflammation, for example. 	<ul style="list-style-type: none"> • These are problems for which there is no known outcome or specific solution due to a lack of information and data related to them. • Examples include issues we face in our lives, such as unemployment and violence. • This type of problem can be addressed by developing a strategy to initiate a solution.

Activity 2: What Should I Do?

- State that “with every problem, a challenge arises related to how to make a decision and find a solution to the problem we face.”
- Emphasize the importance of problem-solving and decision-making skills in life and work situations.
- Divide the group into four teams and provide each team with a case study (Appendix 9 - Case Study - What Should I Do?) that reflects a specific problem.
- Present the five stages listed below and instruct each group to adopt them when solving the problem at hand. Provide them with the appendix to refer to while following the stages.



Cases:

Case 1: Razan is a 30-year-old woman who states that the primary difficulty she faces is her relationship with her husband. She told the facilitator that her husband recently lost his job and has been experiencing significant stress and anger since then. This has caused a lot of strain on their relationship, and Razan has started to feel a deep sense of despair about the situation. They argue almost every day. This also affects her mood, and she says she feels profound sadness most days, struggling to do things she used to enjoy. In particular, she hasn't seen her friends recently because she no longer feels inclined to do so, and she is also embarrassed about the problems she is facing.

Case 2: Rami is a 15-year-old young man who was born with a disability in his right hand. This issue has significantly impacted his life, as he frequently faces many questions about his disability. He has not received acceptance from society, has not made friends, and has remained alone until he met a group of young people who introduced him to drugs, claiming that they would help him overcome the difficulties and sadness caused by his disability.

Case 3: Farah is a 27-year-old woman whose husband is a freelancer and the sole provider for their family. Their living conditions have worsened, and Farah suggested that she look for a job to help with expenses, but her husband refused. In his environment, women do not work, and he cannot bear the comments and remarks from those around them despite all the difficulties they face. They decided to take the children out of school as an alternative solution so that the eldest son could work to support the family financially.

Case 4: In a neighborhood near a river where farmers irrigate their crops, one of the dairy factories dumped animal waste and sewage into the river, causing foul odors and an increase in insects. This prevented farmers from irrigating their crops, resulting in significant losses, and it also led to the spread of a type of skin allergy among many residents living near the river.

- At the end of the group work, ask the representative of each group to present the results based on the previously posed questions. Discuss with the groups how each group followed the steps for solving the problem.
- Emphasize the importance of problem-solving and decision-making in the family and community as follows:

Problem-solving and decision-making play a crucial role in building healthy relationships, enhancing communication, achieving family and social stability, and fostering a sense of responsibility and belonging to the community in general.

1. **Identify and analyze the problem:**
 - ✘ Discover the problem: Pay attention to its existence.
 - ✘ Classify the problem: Explain its characteristics.
 - ✘ Define the problem: Give it the correct name.
 - ✘ Inquire about the problem: Gather related information (What? How? When? Why?).
 - ✘ Compare the conditions of the problem with the regular situation.
2. **Search for alternative solutions:**
 - ✘ Suggest ideas: Propose as many possible solutions as you can.
 - ✘ Exchange and modify ideas to find the best solution.
3. **Evaluate alternative solutions:**
 - ✘ Define the characteristics of the desired outcome.
 - ✘ Exclude solutions that do not meet this outcome.
 - ✘ Keep the solutions that are closest to this outcome.
4. **Choose the best solution:**
 - ✘ Decide to implement the most suitable solution.
 - ✘ Assess the risks associated with this solution.
 - ✘ Develop an action plan for implementation.
5. **Implement the solution:**
 - ✘ Apply the step-by-step actions of the action plan, considering timeframes, necessary resources, risk mitigation criteria, and corrective measures.
6. **Post-implementation evaluation:**
 - ✘ Compare the actions taken during implementation with the expected outcome.
 - ✘ Address any deviations from the planned course promptly.
 - ✘ Review overall success upon completion of implementation and take necessary measures if the goal was not achieved.

- Ensure that the group has no further comments or questions about the session topic.
- Conduct a brief evaluation of the group's feedback on today's session, including: "What new idea did you learn today?" and "If you could change one thing about today's session, what would it be?"
- Conclude the session by thanking the group and reminding them of the date of the next meeting.

Session 5: Genders

Session roll-out

Kickstart the session:

- Welcome the group and thank them for their commitment to participation and adherence to the scheduled time. Distribute the attendance sheet and (Annex 2 - Pre- and Post-Test - Module 2).
- Conduct a review exercise of the previous session and its key messages. Share that upcoming sessions will address various community issues such as gender-based violence, online exploitation, sexual harassment, and others that impact community development and its members, creating non-peaceful environments and hindering community development.
- By the end of today's session, ensure the group understands the following:
 - ✦ Different gender roles.
 - ✦ The biological and social differences among community members.

Self-Reflection: Take a few minutes to think about your personal views!

- Present a set of statements and ask the group to consider them and determine their stance as follows: Agree - Disagree - Neutral.
 - ✦ The man is responsible for protecting women and children in the family.
 - ✦ Women should return home before sunset to ensure their safety.
 - ✦ The man is the primary breadwinner in the family.
 - ✦ Women must fully comply with the decisions of their husband or any male family member.
 - ✦ Girls are responsible, like their mothers, for all household chores.
 - ✦ Boys should always be strong and should not show weakness or cry.
 - ✦ A woman should give all her earnings from her work to her husband.
- Thank the group for their interaction and participation. Encourage them to continue thinking about similar situations and to determine their stance on how this stance evolves—whether it is fixed or changing.

Activity 1: Boys, Girls, Women, Men

- Divide the group into 4 equal groups and provide each person with sticky notes and a pen.
- On the wall of the room, display 4 drawings representing: a boy, a girl, a man, and a woman.
- Instruct the groups to move from one drawing to another and collaboratively list the traits, values, and behaviors that characterize each figure.
- Every 5 minutes, ask the groups to switch places and add any missing ideas until all groups have visited the four drawings.
- Request four volunteers to present the information compiled by their groups and facilitate a discussion on the differences and similarities among them.
- Organize the traits assigned to boys and men into one category and those assigned to women into another category.

Activity 2: Biological Difference... Social Difference

- Distribute the following statements (Appendix 10 - Biological Differences - Social Differences) to

all group members on sticky notes:

1. Represents the different biological characteristics between males and females.
2. Refers to reproductive functions and sexual activity between two individuals.
3. Involves physical differences represented by chromosomes, hormones, genes, and reproductive organs.
4. Refers to universal fixed differences that do not change and are present at birth.
5. Represents the social characteristics assigned to women and men.
6. Includes roles and responsibilities acquired through upbringing and socialization.
7. Social characteristics vary within a single culture.
8. Attributes and values differ from one culture to another and from one time period to another.
9. Females give birth to children; males do not.
10. Girls are characterized by softness, while boys are characterized by roughness.
11. Females breastfeed children; males do not.
12. Men are the ones who make crucial decisions.
13. Women are emotional, while men are rational.
14. Men are quick to anger, while women are more tolerant.
15. Girls are attracted to playing with dolls, while boys are drawn to war and strength games.
16. Females have a uterus, while males have testicles.
17. Women are jealous, while men are more controlled in their emotions.
18. Girls can express themselves through crying, unlike boys.

- Draw the following table on the flipchart:

Biological difference	Social difference
• • • •	• • • •
Examples	Examples
• • • •	• • • •

- Ask each person to read the statements, discuss them, determine whether they are biological or social differences, and place them in the appropriate column while opening the discussion and correcting ideas.
- Return to the first activity where we identified two groups of characteristics assigned to women and another for men, and reread and classify their contents, noting how similar they are to the data in the table.
- Conclude the activity by emphasizing the connection between biological differences and the concept of sex, and social differences with the concept of gender as follows:

Definition of Sex: The biological traits acquired at birth that do not change after birth unless surgically altered. These traits do not vary from one society to another or from one time period to another; the biological characteristics specific to females and males are fixed.

Definition of Gender: Refers to the roles, responsibilities, and values that are socially constructed and assigned differently to women and men. These roles and values are acquired from society and change from one culture to another and from one time period to another within the same society.

Thus, the differences between sex and gender can be summarized as follows:

Sex (Male/Female)	Gender (Man/Woman)
<p>The term carries two meanings:</p> <ul style="list-style-type: none"> • The biological characteristics that we are born with as males and females (reproductive and sexual organs, chromosomes, genes). • Sexual activity, including intercourse and reproductive functions. <p>These differences are stable and do not change with time, civilization, or culture.</p>	<p>The term relates to:</p> <ul style="list-style-type: none"> • The social differences acquired between males and females through upbringing and education (roles, traits, opportunities, and responsibilities) defined by society for women and men. • Cultural traits, which are not shared by all women or all men. <p>These differences are acquired and change over time, varying between societies.</p>

Activity 3: 24-Hour Simulation

Divide participants into four equal groups. Each team is assigned one of the following family models (Annex 11- 24 Hours):

1. Rural Family: A family consisting of a father, mother, and four children (three daughters aged 14, 11, and 8, and a son aged 9). The father works as a schoolteacher in the village during the morning and farms in the afternoon. The mother is a homemaker. The daughters attend the public school in the village, while the son attends a private school in a neighboring village.
2. Urban Family: A family consisting of a father, mother, two children (a boy aged 11 and a girl aged 9), and a domestic worker. The father is a bank employee, and the mother is a school principal and a social activist working on issues related to the elderly. The children attend the same school where their mother works.
3. Single Mother: A divorced woman living with her parents and her 2-year-old daughter, who is in daycare. The mother works in a government job.
4. University Students: A brother and sister who moved from the village to the city to pursue university studies. They live together in a furnished apartment for university students. The brother works as a waiter in a night restaurant.
 - Ask the teams to imagine a typical day for each family and outline the tasks that each family member might perform over the course of 24 hours. These tasks are to be presented in a table as follows:

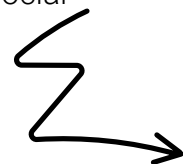
Example for the first family:

	6AM	7AM	8AM
The mother														
The father														
Daughter 14 years old														
Daughter 11 years old														
													
													

- On a flip chart, have each group conduct the 24-hour exercise based on their assigned family. Allocate 15 minutes to complete the activity.
- As each group presents the tasks of their family, simultaneously categorize the tasks on a flip chart in the table below under three categories: (1) Household tasks, (2) Material and financial generation tasks, and (3) Social and political engagement tasks.

	Woman	Man
Household tasks		
Material and financial generation tasks		
Social and political engagement tasks		

- At the end of the presentation and discussions, present the concept of social roles and their three types, switching their titles on the table as follows:



Gender roles are a set of behavioral norms that are considered socially acceptable for both men's and women's roles in a given society at a given time.

There is a clear distinction between what society considers to be men's roles and women's roles, both inside and outside the home.

Because these roles are defined by society, they are:

- ✦ Acquired
 - ✦ Mutable over time
 - ✦ Different within and across cultures
- **The nurturing role:** Caring for the home and its members, such as cooking, washing, cleaning, nursing, raising children, caring for them, building and providing shelter.
 - **The productive role:** The production of goods and services for income or subsistence. It is work that is valued and recognized as work by individuals or communities, especially as it is included in national statistics.
 - **Gender/political role** refers to the management and maintenance of resources for community consumption, as well as participation in cultural and religious ceremonies and formal and informal political activities.

Gender roles refer to the definition of the actions expected of men and women in a given society, which sets the conditions for what are considered acceptable tasks and responsibilities for both men and women.

Stereotypes often lead to negative reactions when an individual or group decides to stand up and try to break these stereotypes, and this is called gender-based violence.

- Ensure that the entire group has no remaining questions or comments about the session's topic.
- Conduct a feedback round, asking participants for their opinions on the session as follows: A new idea they learned today, and if they could change one thing about today's session, what would it be?



Session 6: Gender-Based Violence

Session roll-out

Kickstart the session:

- ✦ Welcome the group and thank them for their commitment to participating and attending on time. Distribute the attendance sheet.
- ✦ Conduct a review exercise of the previous session and its key messages. Remind participants that society and its components are dynamic and ever-changing. This includes the redistribution of gender roles among all members of society in a way that ensures equality, social justice, and the prevention of any form of abuse or violence.
- ✦ By the end of today's session, the group will be familiar with the following:
 - The concept of gender-based violence
 - Types, forms, and impacts of violence
 - Legal protections and consequences

Self-Reflection: Take a few minutes to think about your personal views!

- Present the following scenario to the group:

Kareem runs a small shop in the neighborhood, supporting his family, which consists of his wife, two children, and his elderly parents. On his way home, he encountered the owner of the local generator subscription service, who insulted and threatened him, saying the electricity would be cut off if the overdue payments weren't made. Kareem felt overwhelmed and angry. When he arrived home, his wife greeted him by reminding him that the rent needed to be paid, or else the landlord would evict them. Overcome with frustration, Kareem lashed out at his wife with harsh and degrading words, blaming her for not managing the household finances properly.

 - Where do you see yourself in this situation?

Activity 1: What Does Violence Mean?

- On a flip chart, write the term "violence" in the center. Ask the group members to share any ideas or thoughts that come to mind when they think of violence.
- Write down all the ideas on the flip chart, then review and discuss them with the group to arrive at the following definition:

Violence: The intentional use of force, authority, or threat to exert control over another party. Violence can be directed at oneself, another individual, a group of people, or an entire community, leading to or potentially causing harm, death, psychological injury, developmental disruption, or deprivation.

Gender-Based Violence: Any form of violence or harmful action targeting individuals or groups based on their gender. It stems from a misinterpretation of gender roles, relationships, identity, and the imbalance of power or authority.

- After presenting the definition, emphasize the following points:
 - ✦ Violence is not simply an outlet for frustration; it is a deliberate method used by individuals who believe it helps them achieve their goals, which is control.
 - ✦ Violence breeds more violence and causes harm and damage.

- ✦ Both genders are susceptible to violence – it can happen anywhere and at any time.
- ✦ Highlight that, according to studies and research, women and children are the most vulnerable to violence.
- ✦ Also, mention that people with disabilities and the elderly are particularly at risk due to their vulnerability.

Activity 2: More than one type, five.

Show the following video: Violence Behind Closed Doors: A Crime Punishable by Law. [Safety from domestic violence is everyone's right! - YouTube](#)

- After presenting the video, draw a hand on a flip chart. Ask the group: based on the video, who can recall the types of violence?
- Collect responses under the following five types (one for each finger): Physical violence - Verbal violence - Sexual violence - Economic violence - Psychological violence
- Ask the group to provide examples of these forms of violence. Intervene as necessary to correct or clarify their responses.

Types	Forms
Physical Violence	Physical assault, restraint, organ trafficking and selling, homicide
Verbal Violence	Insults, name-calling
Sexual Violence	Rape, harassment, unwanted pregnancy, forced prostitution, incest
Psychological Violence	Intimidation, threats, degradation, imprisonment, isolation
Economic Violence	Denial of work or education, deprivation of opportunity, restriction of access to financial resources, discriminatory legislative policies

Activity 3: On me and on you

- Present “Umm Wael’s” story

“I was 19 years old when my neighbor decided to introduce me to her relative. They said he was good, responsible, and would take care of our daughter. I was hit on the very first day; I was still a newlywed. At that time, my mother said it was just frustration. The second time, I didn’t tell her; I became afraid to speak up. The beatings left marks on my body, and I hid away of people’s sight... I sacrificed for the sake of my children, Wael and Rama, but it seems that this sacrifice harmed them. Wael has been frequently beaten by his father, and I couldn’t muster the courage to defend him because I was getting hit myself. He has complained about it at school; he often hits his classmates, and now he’s 12 years old and still in fourth grade. He doesn’t come home until midnight... I’m very worried about his future. As for Rama, she’s not like girls her age; she’s very shy, reserved, and has no friends. I asked for a divorce; he threatened me with the kids and beat me. I asked him to change, but

he beat me and blamed me for everything. He tells me I don't know how to raise the children and that it's my fault. I developed high blood pressure, and my body can no longer support me. I live in constant stress, and I have so much anxiety that it prevents me from sleeping, and all the responsibilities fall on me."

- Ask the following questions to open the discussion:
 - ✖ In your opinion, how has violence affected Umm Wael's life?
 - ✖ Did it impact only her?
 - ✖ Is it possible for the effects of violence to extend to the perpetrator as well?
- After presenting the effects of violence in Umm Wael's situation, summarize what has been mentioned and provide commentary on the ideas. Emphasize the clarity of the following repercussions and costs of violence:

On the victim	On the family	On the child witnessing domestic violence	On the perpetrator
Physically: External and internal injuries (permanent and temporary), unwanted pregnancy, risk of sexually transmitted diseases, death.	Family disintegration	Feelings of guilt	Self-punishment
Psychologically/ Emotionally: Psychological and physical symptoms, chronic illnesses, addiction, anxiety, stress, depression, tension, loss of self-esteem.	Transgenerational violent behavior	Behavioral disorders	Fear of the collapse of the marital relationship
	Dysfunction in family roles	Running away from home	Feelings of guilt
		Missing school	Imprisonment
		The effects may vary from one child to another.	

Activity 4 : More than a crime

- Ask the following question and open the discussion within the group: is violence a disease or a crime?
- Summarize as follows: Violence is not a disease; it is criminal behavior punishable by law.
- Ask the participants: Is there a law that protects against domestic violence in Lebanon?
- Receives responses and mention the following:

In Lebanon, there are laws that protect against various forms of violence, including:

Law 293 - Law on Protection of Women and All Family Members from Domestic Violence.

1. Domestic violence is any act or omission, or threat thereof committed by a family member against one or more family members, resulting in physical, psychological, sexual, or economic harm.
2. In 2014, the Lebanese Parliament approved Law 293, "Law on Protection of Women and All Family Members from Domestic Violence."
 - ✘ The law is divided into two sections: a punitive section that reinforces the penalties specified in the Penal Code when offenses are committed within the family, and a protective section that ensures the safety of the woman and those residing with her by removing the perpetrator of violence from their vicinity.
3. If currently experiencing violence, contact the Internal Security Forces at 112 or go to the nearest police station to file a complaint.
4. If 24 hours have passed since experiencing violence, go to the Public Prosecution Office at the courthouse to file a complaint.
5. The security forces will undertake the following actions:
 - ✘ Provide transportation to the hospital through the Lebanese Red Cross if medical follow-up is needed due to violence.
 - ✘ Guide individuals to organizations that address issues of violence to provide psychological, social, legal support, and safe shelter.
 - ✘ Inform about the right to obtain a protection order.
6. What is a protection order? What measures does it include?
 - ✘ A protection order is a request submitted to the Judge of Urgent Matters in cases of domestic violence to obtain a decision within a maximum of 48 hours. This decision prohibits the perpetrator from harming the woman and those residing with her, through protective measures for a specified period.
7. The protection order may include one or more of the following measures:
 - ✘ Prohibit the perpetrator from contacting the woman and those residing with her.
 - ✘ Remove the perpetrator from the home for a specified period, which may be renewed.
 - ✘ Transfer the woman and those covered by the protection order to a safe location at the perpetrator's expense.
 - ✘ Require the perpetrator to pay an advance for basic needs and medical expenses.
 - ✘ Obligate the perpetrator to return the woman's personal belongings.

Law 422- ' Law on the Protection of Juveniles in Violation of the Law or at Risk of Violence

- ✘ Violence against children is any form of physical or psychological violence or harm, neglect, mistreatment, or any form of exploitation, such as sexual exploitation.
- ✘ There is a law that protects children from violence and exploitation. In 2002, the Lebanese Parliament passed the 'Law for the Protection of Juveniles in Conflict with the Law or at Risk', known as Law No. 422.
- ✘ A juvenile to whom this law applies is a person under the age of 18 years.
- ✘ A juvenile child is considered threatened or at risk in the following circumstances:
 - If they are found in an environment that exposes him to exploitation or threatens his health, safety, morals or conditions of upbringing.
 - If they are subjected to sexual abuse or physical violence that exceeds the limits of what is customarily permissible as a form of harmless discipline.

- If they are found begging or homeless.

If a juvenile is exposed to violence or exploitation, the following measures can be taken and who can report it:

- ✖ The juvenile can contact a child protection office and ask for protection.
- ✖ The child can go to a police station and submit a request for protection.
- ✖ Any citizen, as a guardian, who witnesses any imminent danger to the life of a minor, can contact (by phone or in person) the Juvenile Protection Union in any Justice Palace, an organization mandated by the Ministry of Justice to follow up on the child, and provide a confidential report on the situation of the abused child.
- ✖ Organizations working in the field of child protection can submit a request for protection to the juvenile court, after presenting the facts and sources of danger.

Upon receipt of the call/information/notification, and based on the indication of the Juvenile Court Judge, the representatives of the Juvenile Protection Union will determine the action plan and practical measures as follows:

- ✖ Initiate an investigation into the child's situation through a home visit, summoning the parents, listening to the child, communicating with the extended family, and the surrounding environment.
- ✖ Develop a social file.
- ✖ Propose protection measures in the best interest of the child and submit them to the Juvenile Court Judge.
- ✖ Social follow-up with the child and their family.

- Ensure that all participants have no further comments or questions regarding the session's topic.
- Conduct a round of feedback to gather the group's opinions on today's session as follows: What is one new idea you learned today? If you could change one thing about today's session, what would it be?

Session 7: Child marriage

Session roll-out

Kickstart the session:

- ✦ Welcome the group and thank them for their commitment to participating and attending on time. Distribute the attendance sheet.
- ✦ Review the previous session and its key messages. Remind the group that violence takes multiple forms, all of which have negative impacts on everyone involved, as well as on societal progress and development. Emphasize that violence against children, in all its forms, is particularly damaging and often requires long-term interventions, such as addressing the issue of child marriage.
- ✦ By the end of today's session, the group will have a clear understanding of the following:
 - ✦ The concept of a child and children's rights.
 - ✦ The concept of child marriage, its causes, and its consequences.
 - ✦ Community-based and legal approaches to addressing child marriage.

Self-Reflection: Take a few minutes to think about your personal views!

- Place a line of colored tape in the middle of the training room and ask the participants to stand in a straight line along the tape.
- Stick the phrase "Agree" on one side of the tape and "Disagree" on the other.
- Read the following statements one by one, and ask the participants to think about each one and move to the side that represents their stance:
 - ✦ Early marriage is an opportunity to have children at a young age before the body gets tired.
 - ✦ Early marriage saves parents the expenses of raising children, especially girls.
 - ✦ Early marriage places burdens on those who are not ready for them.
 - ✦ Early marriage limits opportunities for the growth and development of girls and boys.
 - ✦ A girl who marries early faces many challenges in raising her children.
 - ✦ A girl who marries early faces numerous health problems.
 - ✦ Early marriage is beneficial because the girl is less demanding.
 - ✦ Early marriage reduces sexual relationships outside of marriage and ensures legitimate relationships.
 - ✦ Health risks and the likelihood of having children with disabilities increase in cases of marriage between cousins.
- Thank the group for their participation and engagement. Encourage them to continue reflecting on similar situations and to assess their stance on them. Ask



them to consider whether their position has evolved or remained the same.

Activity 1: Marriage, Rights, and Responsibilities

- Show the video “This Is Not My Uncle” (focused on raising awareness about early marriage and legal rights of Syrian refugee girls) to the group: [[This Is Not My Uncle - Awareness on the Legal Rights of Syrian Refugees \(Early Marriage\)\]\(youtube.com\).](#)
- After the video, divide participants into 4 equal groups.
- Post 4 sheets of flipchart paper on the walls of the room, each with one of the following titles:
 - Child and Child Rights
 - Marriage
 - Elements of a Successful Marriage
 - Responsibilities in Marriage and Family

Ask the groups to rotate between the sheets, working together to list all ideas related to the title on each sheet.

- Every 5 minutes, instruct the groups to switch places and add any missing ideas. Continue this until all groups have passed through the four sheets.
- Request four volunteers to present the findings from the groups. Facilitate the discussion using the following guiding questions to encourage dialogue:
 - Do you think these characteristics can be found in the case of child marriage? Why or why not?
 - Do you believe individuals under the age of 18 are capable of fulfilling the elements or conditions you’ve listed? What do they lack in order to do so?
- To conclude, emphasize on the following:

A **child** is any person under the age of 18, according to the **Convention on the Rights of the Child**. Based on this convention, every child has the right to protection from all harmful behaviors. Early marriage is a form of gender-based violence that deprives the child of many rights such as the right to healthy development, play, education, and more. It also impacts their health, growth, and happiness.

- **Marriage** is an intellectual and social harmony between two individuals, founded on love, understanding, and a mutual agreement to create a family based on respect and cooperation from both parties.
 - Marriage requires **essential life skills**, the ability to manage family responsibilities, flexibility, and the capacity to handle challenges, as well as the ability to raise children in a healthy and proper manner.
- Continue the discussion and ask about:
 1. Factors that lead to child marriage.
 2. The consequences of child marriage.
 - The discussion concludes by emphasizing the following:

Factors that lead to child marriage:

Some of the factors that contribute to the increase in the rate of child marriage:

- ✘ Poverty and economic need: Poverty and financial need can lead to child marriage, as for some, marriage is a way to alleviate the financial burden and ensure economic security within the family.
- ✘ Tradition and culture: Social traditions and customs play an important role in shaping beliefs and values related to marriage, and in some societies, child marriage is considered part of the cultural tradition.
- ✘ Issues related to gender roles: Child marriage can be linked to a misconception of gendered roles, with early marriage for girls in some cultures seen as a means of protection or seen as a source of power for the family.
- ✘ Lack of awareness and education: Lack of education and awareness of human rights and gender equality can be contributing factors to child marriage, as uneducated or impoverished families may not understand or care about the negative consequences of the practice. Conflicts and humanitarian crises: Child marriage may increase in extreme circumstances such as armed conflicts and natural disasters, where marriage at an early age may be seen as a means of providing protection or stability.

Outcomes or effects:

- ✘ Impacts on physical health: Children and girls who marry face serious health risks, including nutritional issues, complications from early pregnancy and childbirth, and high rates of mortality from pregnancy or repeated miscarriages. The majority of young couples, especially girls, do not have adequate information on sexual and reproductive issues, nor adequate resources to access sexual and reproductive health services and contraceptives. Girls married at an early age are more vulnerable to sexual and physical abuse, sexual and physical assault, and domestic violence in general, which poses a risk to their mental and physical health, and life in general.
- ✘ Impacts on mental health: Married children suffer long-term psychological effects, such as higher rates of depression and anxiety, lack of self-confidence, and difficulties in social adjustment.
- ✘ Interrupted education: Child marriage leads to the interruption of education, as they stop studying and lose the opportunity to get a quality education, which negatively affects their future and economic opportunities.
- ✘ Social and economic impacts: Child marriage increases poverty and social marginalization, as they lose the opportunity to participate fully in community life and become vulnerable to economic exploitation.
- ✘ Repeating the cycle of poverty and challenges: Child marriage as a way of life is passed on from one generation to the next, leading to a repeated cycle of poverty and challenges in communities that suffer from this practice.

Activity 2: From unfair customs to righteous customs

- Divide the participants into two groups and hand out a scenario to each group (Appendix 12 - From Unfair to Righteous Customs) to prepare and present in front of others, with the first group presenting and discussing the skit before the second group.

First group:

The story: Souad is a 16-year-old girl engaged to 22-year-old Bassem. She left school immediately after the engagement at the request of her fiancé, who works as a policeman in the municipality of the village. They belong to a traditional family that adheres to the cultural traditions. The education level of the couple is average, the husband is stuck in a patriarchal mentality, and the bride has no say in the matter. They are preparing for their wedding next month.

Acting roles: Bride, groom, mother of the bride, mother of the groom

Acting scenes:

- ✦ Advice revolving around marriage given by the bride's mother to the under-16 girl and by the groom's mother to the groom.
- ✦ A dialogue scene between the mother of the groom and the mother of the bride addressing the bride about her delayed pregnancy that was expected immediately after the wedding.
- ✦ After the bride becomes pregnant and gives birth to three daughters, everyone starts convincing her that she must have a boy, or her husband will remarry in order to have a son.

Activity 2: From unfair customs to righteous customs

- Divide participants into two groups and give each team a scenario (Appendix No. 12 - From Unfair to Fair Customs) to prepare and present in front of others, with the first group presenting and discussing the skit before the second group

Second group:

Story: Souad, a 23-year-old girl who graduated two years ago from the Faculty of Translation and works as a translator in an import and export company, is engaged to Bassem, a 28-year-old man who works in the purchasing department of the same company, and they are preparing for their wedding next month.

Acting roles: Bride, groom, mother of the bride, mother of the groom.

Acting scenes:

- ✦ Marriage recommendations by the bride's mother to the 23-year-old bride and by the groom's mother to the groom.
- ✦ A scene dealing with the reason for delaying pregnancy from the parents and the answer from the couple.
- ✦ After presenting each group, discuss the following:
- ✦ What is the impact of these factors on the bride?
- ✦ What is the impact of these factors on the family as a whole?
- ✦ What rights were respected?
- ✦ Am I in favor of these attitudes or not?
- ✦ What is my role to reinforce these attitudes?

At the end of the group discussion, emphasize the following:

The first step in intervention is to recognize the rights, once we master the knowledge we can act on it. The same applies to rights: When we know our rights, we can work for them and play a positive role in this regard.

The balanced leadership role of community members and the future initiatives that must be taken by many individuals and groups, including community committees, to spread awareness are important and can bring about a real change in the ideas and beliefs of the community related to the legacies of marriage.

Activity 3: Confronting Child Marriage

- Divide the large group into 4 small groups:
 - ✦ The first group: a media group: A group of media professionals.
 - ✦ The second group: a group of activists in associations and non-governmental organizations.
 - ✦ Third: A group of influencers and influential people such as mayors, MPs, judges,
 - ✦ Fourth: A group of parents.
- Ask each group, based on their position, to identify their role towards the community in spreading the concepts of partnership and rights and reducing child marriage.
- After 20 minutes, ask the delegates to present the results for each group.
- Open the discussion after each group's presentation and confirm the following:
 - ✦ The importance of recognizing the negative consequences of early marriage, which has already been addressed in previous sessions.
 - ✦ The importance of the initiative to preserve these rights and work to reduce early marriage.
- Ensure that all groups no longer have any comments or queries about the topic of the session.
- Conduct a round of evaluation of the group's opinion of today's session as follows:
New idea I learnt today - If I could change one thing from today's session.
- Close the session by thanking the group and reminding them of the next day.



Session 8: Sexual Harassment in Public Places

Session roll-out:

Kickstart the session

- ✦ Welcome the group and thank them for their commitment to participate on time + attendance sheet.
- ✦ Review the previous session and key messages and remind the group that the topic of the session is no less important than the previous ones, as the spread of sexual harassment in public places has been observed and has threatened the safety and comfort of many people, particularly as safe public spaces are shrinking with the spread of this phenomenon and affecting the daily lives of all members of the community.
- ✦ During today's session, the group will become familiar with the following:
 - ✦ The concept of sexual harassment and its effects.
 - ✦ The law criminalizing sexual harassment in Lebanon.
 - ✦ Guidelines for safety and protection from all forms of sexual harassment for victims.
 - ✦ Peaceful ways to confront sexual harassment by witnesses.

Activity 1: A point for me ... A point for you ...

- Divide the group into two groups and ask them to agree on a name for the group.
- Inform the group that they will play a 'question and answer' game where a question will be asked. The fastest group has to provide the answer, and if the answer is correct, the group gets a point. If the answer is wrong, the second group is given the opportunity to answer and get a point. In the end, the winning team has to ask the losing team to carry out a task.

Questions:

- ✦ What is sexual harassment?
- ✦ Where does harassment happen?
- ✦ Is there a law that protects against harassment?
- ✦ What are the penalties for harassment?
- ✦ Why is harassment not reported?
- ✦ Why don't most people intervene if they witness an act of harassment?
- ✦ What are the effects of harassment?

Sexual harassment: Sexual harassment is any form of speech, action or behavior that includes sexual innuendo that violates the privacy of the body and hurts the recipient's feelings and makes them feel uncomfortable, threatened, unsafe, frightened, humiliated or intimidated.

Sexual harassment or any form of sexual violence and abuse can **occur** anywhere, whether in public or private spaces, such as: streets, workplaces, public transport, schools and universities, restaurants, shopping malls, inside the home, in the company of others (family, relatives and colleagues), online, social media, etc.

Harassers can be individuals or groups of men and/or women. The harasser may be a complete stranger or an acquaintance: An employer, an employee, a co-worker, a client, a passerby, a relative, a family member or a guest. Harassed or abused people can be individuals or groups from all walks of life - women, men and/or children.

Fear and stigma, fear of losing a job, lack of accountability activities, lack of reporting

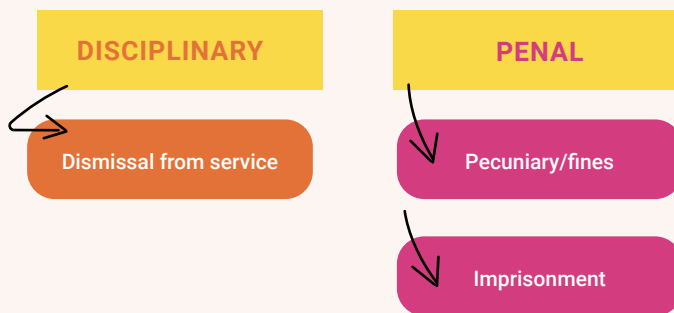
mechanisms, fear of retaliation, and lack of knowledge of rights are **some of the reasons why** people do not report and testify about incidents of harassment.

Witnesses do not **intervene** when an act of harassment occurs mainly because we are always in a state of waiting for others to take the initiative, in addition to several other reasons, including: 'We don't understand what is happening in front of us, we are afraid of putting ourselves in danger, or our intervention may cause more harm, or what is happening is not my problem.' The effects of harassment on the victim can be numerous and lead to depression, post-traumatic stress disorder, isolation, fear and severe anxiety, causing the victim to completely change the course of his/her life, such as changing housing, dropping out of school or work, or discontinuing regular activities.

For the first time in Lebanon, on 30-12-2020, **sexual harassment**, which has long been accepted and considered normal, was **criminalized**.

Law No. 205 - Law on Criminalizing Sexual Harassment

- There are two types of penalties stipulated by law:



- In some cases, including dependency or an employment relationship, sexual harassment is considered a serious offence, with prison terms of up to 4 years and fines of up to 50% of the minimum wage.

Activity 2: How do I act?

- Divide the group into 4 small groups and give each group one of the stories about women who have experienced different forms of abuse or sexual harassment. Within the group, the group members consult and identify steps that the victim can take to protect herself.

The stories:

The first story: One day, Sarah was taking the bus home after a long day at work. During the ride, she felt a strange hand touching her back repeatedly. She tried to ignore it at first, but it started to bother her. When she tried to look behind her, she couldn't recognize the person harassing her, and quickly exited the bus with feelings of anxiety and disgust.

Story 2: During a meeting at work, Lina was giving an important presentation to her team. During the presentation, she noticed that a colleague was giving her inappropriate glances and smiling in a harassing manner when she spoke. Leena felt embarrassed and upset but couldn't find the courage to confront him in front of everyone.

The third story: One day, Laila was walking alone on the street on her way back home. As she was walking, she noticed that she was being followed by a stranger who started shouting inappropriate words at her and approaching her in an intimidating manner. Laila felt frightened and annoyed and quickly ran away from him.

The fourth story: At a party, Nora was dancing with her friends to the music. During the dance, she felt a hand repeatedly touching her back and shoulder, and a stranger behind her was constantly trying to touch her. Afraid of her friends' reactions or causing trouble at the party, she apologized to her friends and left the party.

- Ask each group to share, through their representatives, the protection steps, with the facilitator facilitating the discussion on possible and not possible steps and dealing with the concerns raised by the participants on the topic of confronting harassment.
- Questions to facilitate the discussion
 - ✘ What do you think a woman or girl can do to stop harassment?
 - ✘ What can happen if she decides to remain silent and not confront it?
 - ✘ How can society confront sexual harassment?
- At the end of the activity, emphasize the messages of the right to protection and reporting as a prerequisite for stopping sexual harassment and the total steps mentioned and focus on the following additional steps and provide participants with the numbers or resources available to seek support in case they experience any similar incident:

Guidelines for safety and protection from all forms of sexual harassment:

- ✘ Sexual harassment is violence, and we have the right to protect ourselves from it.
- ✘ Sexual harassment is the fault of the harasser, and no one has the right to blame the victim.
- ✘ Share with trusted and supportive relatives, family members or friends about what is happening.
- ✘ Seek specialized support from organizations that deal with protection, psychological, social and legal support.
- ✘ Seek a safe place in case of sexual harassment and seek refuge with a trusted person.
- ✘ Do not be alone with uncomfortable people.
- ✘ Document evidence if available.
- ✘ Report sexual harassment, cyber and social media blackmail to law enforcement.

Activity 3: Five ways to intervene if you witness a sexual assault

- Ask the same groups to come back together to work on the same stories, but

with the assumption that they are in the position of witnessing a situation in which sexual harassment has occurred and the group has to devise a peaceful intervention that ensures the protection of self and the victim from the situation.

- After each scenario, comment on what happened and the reactions to highlight appropriate behaviors. Then, highlight the other methods that have not yet been mentioned. Afterwards, open the floor for discussion with the groups about the reactions to the scenarios and share the following modalities:

There are five ways to peacefully intervene if you witness a sexual harassment situation:

- ✦ **Distraction:** Distract from the act of harassment by throwing something in front of the harasser and the victim, asking the victim for directions to a certain place that we don't know how to get to, asking the victim about the clock or any topic that distracts the harasser and stops the harassment.
- ✦ **Delegation:** This means informing someone in authority about what is happening to ask for help, and if the victim agrees to call the police, we call them.
- ✦ **Documentation:** This means filming what is happening, taking into account our personal safety, the boundaries of the place, the location of the scene, the date and time of the incident, and then giving this document to the victim.
- ✦ **Delay:** Once the act of harassment is over, we check on the victim and provide appropriate support.
- ✦ **Direct:** Firmly ask the harasser to stop what they are doing, remove the victim, reassure them of our presence, and ask them if they need help or escort to leave the place or call someone.

- Ensure that the whole group no longer has any comments or queries about the topic of the session
- Conduct a round of evaluation of the group's opinion of today's session as follows:
New idea I learnt today - If I could change one thing from today's session.
- End the session by thanking the group and reminding them of the next session's date



Session 9: Electronic Exploitation and Extortion

Session roll-out

Kickstart the session

- ✦ Welcome the group and thank them for their commitment to participate on time + attendance sheet.
- ✦ Review the previous session and key messages and remind the group that, unfortunately, sexual harassment is not only related to public places and the presence of the victim and the harasser in the same place but has become a threat to everyone's security with its widespread through social media and other websites, which is the most dangerous. This is because harassment and exploitation are legalized and invisible.
- ✦ During today's session, the group will become familiar with the following:
 - ✦ The importance of social media and its risks.
 - ✦ Exploitation and cyber blackmail.
 - ✦ Protection and reporting steps.

Activity 1: Social media

- Ask the group members to choose two items that they cannot leave the house without.
- The group members share their ideas, most likely the phone will be the common item, from here the facilitator starts the discussion with the following questions:
 1. Why do we use the phone?
 2. What types of social media do you use?
 3. Why do you use social media?
 4. How much time do you spend using it?
- Guide group interactions and discussions about the prevalence of smartphones and the use of different applications and social media.

We use our **phones** for many reasons, including communicating with friends and family, accessing information and resources online, making phone calls and sending text messages, and being entertained through games and other apps.

The types of social media that people use vary from person to person, but some of the popular ones include Facebook, Instagram, Twitter, Snapchat, LinkedIn, WhatsApp, TikTok, and others.

Motivations for using social media vary from person to person, and include factors such as the desire to connect with friends and family, share personal events and photos, seek entertainment and amusement, search for information and news, and build social and professional relationships.

People spend a different amount of time using social media, this can be from a few minutes to hours a day, depending on the type of activity and motivations for use, but it has become clear that many people are spending so much time on social media that it may fall under the hypothesis of addiction.

Activity 2: Social media: the pros and cons of social media

- Divide the group into two groups and ask them to put the importance and advantages of

social media in one box and the risks and disadvantages of social media in a second box.

- The first group presents their ideas, and the rest of the groups add the ideas that the first group missed.
- Mention and add the ideas left out by the groups as follows:

Importance and Pros	Risks and cons
<ul style="list-style-type: none"> • Facilitate communication + connect with other peoples • Breaking down barriers • Expanding the circle of social relations • Effective means of promotion and trade (individuals and countries) + Creating jobs • Effective Public Opinion Formation + Advocacy • Disseminate information • Saving time and effort • Following the news • Opportunity to showcase ourselves and perhaps our hidden talents • Access to different support 	<ul style="list-style-type: none"> • Isolating people and cutting off direct communication • Wasting time • Committing crimes against users • Spreading rumors and lies • Impacting family relationships and positive societal values • Breach of privacy/security • Double the risk when it comes to children • Risk of fraud or identity theft • Access to pornography and dangerous criminal material • Blackmail and exploitation in multiple areas

Activity 3: It happened to me

- Prompt the group as follows: When analyzing the negatives, we mentioned one of the most prominent risks, namely cyber extortion and exploitation, have you heard of similar cases in your neighborhood?’
- Listen to the experiences mentioned by the group members.
- Tell the participants real stories of one of the victims of this type of cybercrime (Annex 13 - She is with me).

The stories:

Sarah: ‘Because it is not easy and because what happened to me could happen to anyone, I wanted to share my story in order to help others be more vigilant. I met a guy through Facebook, we talked a lot together and I liked him, we got used to each other and he used to listen to me a lot, he told me that he loved me and promised to come and ask for my hand from my parents. I thought I could trust him, but I didn’t think what happened to me was even possible. He told me that he was worried about me, and I couldn’t always see him, so he asked me several times to send him photos of me, and over time he asked me for more private photos of me, after a while he started asking for photos and asking me to meet him at a house, I got scared and refused and that’s where we ended up... He threatened to tell my parents and send them my photos if I didn’t respond to him, my parents are very conservative, so I got scared and started doing what he wanted me to do. I became very tired and distanced myself from my friends and quit university. I couldn’t tell anyone; I didn’t know what to do or how to stop what was happening’.

Aisha, a 20-year-old Syrian girl, fled the horrors of the Syrian war and sought refuge in Lebanon, only to be subjected to something even more brutal: Sexual blackmail at the hands of a young Lebanese man with whom she had a romantic relationship. Aisha says that he filmed a sexual encounter between them and threatened to publish the video if she doesn't hand over every monthly salary she received. Although she complied, he continued to abuse her, beating her to the point where he once broke her hand. Every time she thought about reporting him to the security forces, she remembered his words: 'Your papers are illegal, if you complain about me, you will go to jail.' Aisha lived a whole year of blackmail, abuse, and grief, and because she was afraid to report him to the security forces due to her illegal status, she searched for an alternative until she came across the initiative 'Don't fear blackmail, we have your back', which helped her get rid of her blackmailer's pursuit by providing her with money to renew her residency and then file a complaint against the blackmailer.

Jad also turned to Latifa when he reached the height of fear and despair. He was also subjected to sexual blackmail from a gang outside Lebanon after he sent an intimate video of himself to a girl's Facebook account, which turned out to be a young man posing as a girl to trap young people. The gang threatened Jad, 25, to publish the video if he sent them \$2,000 by 11 a.m. That day, at 3 a.m., Jad called Latifa and told her the whole story. In a halting, breathless voice, he told her: 'I come from a conservative family, if they publish the video, I will kill myself before my father kills me'. Latifa quickly intervened and contacted her acquaintances as the Lebanese authorities could not help, as the gang was outside Lebanese territory.

- Open a discussion with the group about what happened in the three stories
 1. What do you think happened to them?
 2. Who do you hold responsible?
 3. In your opinion, how would you describe the situation of the victims?
- During the discussion, the facilitator reminds the group of the following messages:

Cyber extortion is a process of threatening and intimidating the victim by publishing photos or film footage or leaking confidential information belonging to the victim. It may be in exchange for payment of money or exploitation of the victim to perform illegal acts in favor of the extortionists.

Victims are usually phished via [email](#) or social media. [Facebook](#), [Twitter](#), [Instagram](#) and other [social media](#).

Males and females, minors and adults are all susceptible to becoming victims of cyber extortion and exploitation.

Activity 4: Prevention. A first step in digital safety

- Ask participants how they can protect themselves from being exploited and blackmailed online. Record their ideas on the flipchart and discuss all the ideas. Provide them with the digital safety document (Annex 10 - Steps to Digital Safety) and ask them to read it.

Important steps for digital safety

When you are on any online platform, try to remain as anonymous as possible. This means keeping all private information private. Private information that you should never allow the public to see includes the following:

- Your full name
- Any kind of private photos
- Your current location, some phones have built-in GPS apps that you may need to switch off.
- Your home or school address or the address of any of your family members or friends.
- Phone numbers
- Social security number
- Passwords
- Names of family members
- Credit card numbers

How can we protect ourselves from blackmail?

1. By using the Block Button to avoid potential extortionists.
2. Ignore messages from unknown persons.
3. Do not accept friend requests from unknown accounts or unreliable people, and make sure before accepting them that the photos posted on their pages, profile, friends list, and previous posts show that there is normal movement on the account.
4. If a mistake is made and a person is subjected to sexual blackmail, it is necessary to communicate with trusted people to help in how to act, and do not hesitate to report the blackmailer to the security services.
5. Use a long and complex **password** (e.g. **55@Th1515@5tr0ngP**), don't share it with anyone, and change it regularly.
6. Download **applications** from trusted app stores such as **Apple Store** and **Google Play**
7. Make sure to download reliable **anti-virus** and anti-malware software and keep it up to date.
8. Avoid clicking on links and adverts from suspicious sources, as this may expose your device and accounts to hacking.
9. Do not post personal information about yourself or your family online such as your home address, phone number, email address, etc.
10. Use a private email address exclusively for social media sites and make sure to log in regularly.
11. Use children's search engines such as **kiddle.co** and **kidrex.org**
12. Beware of online competitions and games that encourage bad behavior such as suicide and moral deviance.
13. Be sure to **logout** from all accounts, especially social media sites, when you are done using them.
14. Avoid commenting, liking or promoting posts on social media that offend others and hurt their feelings.

- Share the following:

- ✖ If the victim chooses to remain silent rather than report the blackmailer and give in to him, she will be haunted by feelings of anxiety and will live in social isolation, because the blackmailer will be obsessed with calling her at any time and asking for new photos.
- ✖ Talk to an adult you trust, such as your parents, relatives or teachers.
Don't give in and don't respond to the blackmailer's demands, no matter how much pressure you are under.
- ✖ Keep everything you receive from the blackmailer, whether photos, videos, letters, comments, emails, instant messages, etc. as evidence that can be used to prove the offence if necessary.
- ✖ Seek professional counselling from ABAAD or organizations working on protection issues.
- ✖ **Immediately report** these cases via the **ISF** Facebook page (lebsif), or through the 'Report' service on its website (isf.gov.lb/en/report), or file a complaint with the competent Appellate Public Prosecution. Or to provide assistance, contact the Cybercrime and Intellectual Property Protection Bureau at the Judicial Police Unit on no: 293293/01 without hinting to the blackmailer that you want to inform the competent authorities.

- Report service "ballegh" on its website. isf.gov.lb/en/report
- Contact the Cybercrime and Intellectual Property Protection Bureau at the Judicial Police Unit on 01/293293
- Internal Security Forces website www.isf.gov.lb



- You may connect with ABAAD for counselling or psychosocial support through a specialized team that is available around the clock.
- Model Family Support Centers : Safe Line 24/7 (81788178)
- A temporary emergency safe house for women and girls at risk or at risk of violence: Emergency line 24/7 (76060602)
- Psychosocial support centers for men: 71283820

- Ensure that the whole group no longer has any comments or queries about the topic of the session.
- Conduct a round of evaluation of the group's opinion of today's session as follows:
New idea I learnt today - If I could change one thing from today's session.
- Close the session by thanking the group and reminding them of the next session's date.

Session 10: Crises and coping strategies

Session roll-out

Kickstart the session:

- Welcome the group and thank them for their commitment to participation and punctuality. Distribute attendance sheet and Annex 2 – Pre- and Post-Assessment – Module 3.
- Review the previous session and its key messages, reminding participants that after a series of training sessions on various social issues that, unfortunately, are becoming more widespread and affecting all members of society during different crises, community-based committees play a crucial role in offering support, especially during both collective and individual crises. In our upcoming sessions, we will address the different forms of support committee members can provide to the local community.
- By the end of today's session, the group will be familiar with the following:
 - ✦ The concept of crises and their different forms.
 - ✦ The impact of crises on mental health.
 - ✦ Healthy and positive coping mechanisms during crises.

Activity 1: Social communication channels

- Start the activity with the following: "We are all going through new and changing circumstances globally, especially in Lebanon. Various challenges and difficulties leave a mark on us and require extra energy and effort to withstand and continue. The situation demands more thought, and we must support each other, trying together to protect ourselves not only physically but also mentally and socially. As a community-based committee aiming for positive change and community development, it's essential to have knowledge and skills related to the concept of crises and how to cope with their effects."
- Divide the group into small groups of equal size and give each group the following card (Annex 14 – Crisis Card) and ask team group to fill out the card by discussing with other members.

A crisis is...	
Its characteristics are...	
Types of crises Include examples	
Who/what is affected by crises?	

- Once the groups have finished their discussions, have each group, through its representative,

present the results of their work. Open up group discussions to reach the following concepts:

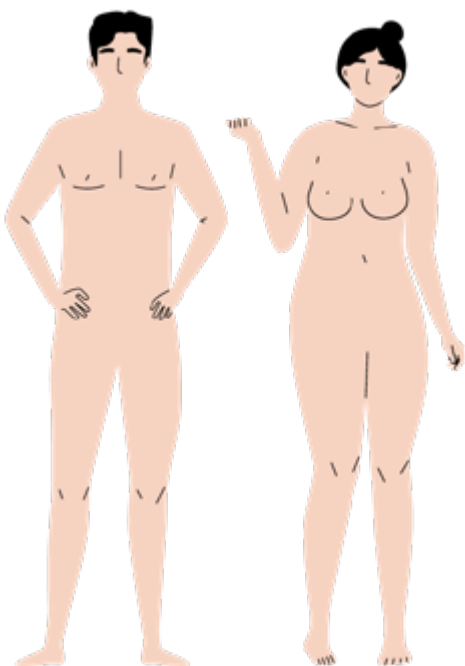
A **crisis** is a major, unexpected event that falls outside the scope of daily experience, causing a shift in the usual balance. There are various types of crises, which can be classified as follows:

By the number of individuals affected	By predictability	By subject
<ul style="list-style-type: none"> • Individual crisis • Collective crisis • Community crisis 	<ul style="list-style-type: none"> • Predictable crisis • Unpredictable crisis 	<ul style="list-style-type: none"> • Material crises • Moral crises • Health crises
<p>Examples: Incidents, acts of violence, man-made disasters such as wars and blasts, armed conflicts, natural disasters such as epidemics and fires, crimes, diseases...</p>		

Crises may affect a **diverse range of individuals and communities**, including:

- ✦ Individuals: Crises can directly impact individuals, such as health crises affecting personal well-being, economic crises impacting income and jobs, or environmental crises compromising safety and quality of life.
- ✦ Families: Crises affect families by impacting their members, potentially increasing economic and psychological stressors, and reducing the ability to provide care and protection for family members.
- ✦ Communities: Crises affect communities at large by degrading infrastructure, exacerbating poverty and deprivation, increasing crime and social unrest, and reducing stability and cooperation within society.
- ✦ Institutions and Companies: Crises impact institutions and companies by affecting operations and productivity, raising costs, reducing revenues, and increasing business risks, which can hinder economic growth and development.

Activity 2: I am human, I interact – Our reactions to crises



- Share the following with the group: “Our reactions to crises vary, and it’s common to feel anxiety, stress, and fatigue. This is natural and should not be considered an illness.”
- Discuss various crisis experiences that we have encountered recently (such as the COVID-19 pandemic, the Beirut explosion, the economic crisis, or personal crises...).
- Distribute an illustration of a human body (Appendix 15 - “My Reaction to the Crisis”) along with a set of colored pencils. Ask each participant to reflect on how they felt during a crisis and identify where in their body they felt those emotions, marking it on the drawing.

- After a round of sharing from participants about their reactions, emotions, and behaviors, say the following:
 “In a crisis, it’s important to acknowledge and process our emotions instead of suppressing them. Talking to others about what happened can help us cope with the event.”
- Share with the group the reactions, emotions, and behaviors that the participants have discussed, and add the following:

Crises can trigger various physical and emotional reactions in individuals. Some common responses include:

1. Physical Reactions:

- ✦ Increased heart rate and breathing: Stress and anxiety can lead to a higher heart rate and faster breathing.
- ✦ Fatigue and exhaustion: Individuals may experience physical fatigue as a result of psychological and emotional stress.
- ✦ Pain and muscle tension: Crises can increase muscle tension and pain, particularly in areas like the neck, shoulders, and back.
- ✦ Sleep disturbances: Many people face sleep issues, such as insomnia or interrupted sleep, during crises due to heightened stress and anxiety.

2. Emotional Reactions:

- ✦ Anxiety and stress: Individuals often experience anxiety and stress due to uncertainty and the pressures brought on by the crisis.
- ✦ Depression and sadness: Feelings of sadness and depression may arise as a result of losing hope or significant life changes caused by the crisis.
- ✦ Irritability and heightened emotions: People may become more irritable or experience intense emotional reactions when dealing with a crisis.
- ✦ Reduced focus and cognitive ability: Concentration and mental clarity can diminish due to the psychological stress and pressure linked to the crisis.

Activity 2: I am human, I adapt – Coping mechanisms

- In simple and clear terms, remind the group that: “The term ‘crisis’ has ancient roots, dating back to Greek medicine, where it referred to a turning point. It is crucial, after facing or experiencing a particular crisis, to move from an emergency state back to normalcy by using crisis management techniques and receiving support, either from oneself or others. This helps restore balance and mental calm, while reducing the negative effects of the crisis. Being able to manage certain aspects of the situation gives us a greater sense of control, strengthening our ability to adapt.”
- Divide the group into two smaller teams and provide each with the following:
 - ✦ A flipchart sheet with the table shown below

Positive coping mechanisms	Negative coping mechanisms

- ✦ The following paper slips (Appendix 16 - Crisis Coping Strategies):
 1. Getting enough rest.
 2. Using drugs, smoking, or drinking alcohol.
 3. Eating sweets, fast food, or ready-made meals.
 4. Sleeping for long hours.
 5. Eating regularly and drinking water.
 6. Spending a long time at work to fill up time.
 7. Isolating from friends and family to avoid spreading negative energy.
 8. Talking with family and friends and spending time with them.
 9. Discussing problems with someone you trust.
 10. Doing activities that help you relax (e.g., walking, singing, praying, playing with children).
 11. Doing physical exercises.
 12. Neglecting basic personal hygiene.
 13. Using violence to express anger.
 14. Resorting to sedatives or tranquilizers.
 15. Seeking help and support from psychological and social support professionals.
 16. Finding safe ways to help others during the crisis and participating in community activities.
 - **Ask the group** to discuss with each other, identify positive and negative strategies, and stick them in the appropriate slot. Encourage the group to add any other strategies they know of or use that were not mentioned.
 - **After they finish** their discussions, have each team present their results through a representative. Open the discussion to the entire group and conclude the activity with the following:

Resorting to positive strategies in dealing with crises is of great importance, as they help enhance resilience and endurance in the face of challenges and difficulties that may arise during crises. This allows us to effectively handle difficult situations. Additionally, these strategies promote mental health and psychological well-being, helping to overcome negative emotions such as anxiety, stress, and depression, ultimately increasing happiness and overall well-being. Positive strategies also foster healthy social relationships and communication, contributing to the development of strong support networks that help us successfully navigate crises. Finally, they encourage creative thinking and innovation in confronting crises, enabling us to come up with new and effective solutions to the challenges we face.

Here are some examples of **positive strategies** that can be used when dealing with crises, which can be adapted and adjusted according to each individual's needs and unique situation:

- **Developing Positive Thinking:** This strategy involves shifting attention from negatives to positives, focusing on solutions rather than problems, and finding opportunities and positive aspects even in difficult circumstances.
- **Practicing Relaxation and Meditation:** This includes practicing meditative exercises, relaxation techniques such as deep breathing, and meditating on nature to relieve stress and anxiety while increasing psychological calmness.
- **Taking Care of Physical Health:** This involves maintaining a healthy diet, exercising regularly, and ensuring sufficient sleep. Physical health plays a crucial role in strengthening mental health and resilience in the face of crises.
- **Seeking Social Support:** Reaching out to friends, family, and the community for emotional

and practical support during crises can provide help and advice when needed.

- **Setting Goals and Making Plans:** Setting realistic goals and creating practical plans can help focus efforts during a crisis, enhancing a sense of control and resilience.

- Ensure that no one in the group has any remaining questions or comments about the session's topic.
- Conduct a brief evaluation by asking the group for their feedback on today's session using the following questions: "What is one new idea you learned today?" and "If you could change one thing about today's session, what would it be?"
- Conclude the session by thanking the group and reminding them of the next meeting's date.



Session 11: Psychological First Aid

Session roll-out

Kickstart the session:

- ✦ Welcome the group and thank them for their commitment to participating and being on time, along with distributing the attendance sheet.
- ✦ Conduct a review exercise of the previous session, highlighting the key messages and reminding participants that during crises or unexpected events, many individuals and groups require direct support.
- ✦ By the end of today's session, the group will have a clear understanding of:
 - The concept of psychological first aid.
 - The principles of psychological first aid.

Activity 1: Psychological First Aid

- Begin the activity by asking the following question: "Has anyone here trained in first aid?" Encourage group discussion by asking:
 - ✦ What techniques and incidents did you train to assist with?
 - ✦ Has anyone applied what they learned in first aid?
 - ✦ For instance, did you learn how to stop bleeding? What happens if a person doesn't stop bleeding? (Participants will typically respond that the person will need to be referred to the hospital.)
- Clarify the following points:

If there is bleeding that cannot be stopped, the first aider would not take out a needle and thread to start stitching the wound. The role of the first aider is to stabilize the patient's condition and prevent further complications. In the same way, **psychological first aid (PFA)** is about calming someone in distress or crisis. It acts as a bandage for the «heart» (emotions), rather than a major surgical procedure. Just like in physical first aid, if we use all our psychological first aid skills and the person remains sad, we should refer them to a specialist, just as we would refer a bleeding patient to a doctor.

- Ask the participants to stand in a large circle. A series of statements will be read (see Appendix 17 - Psychological First Aid). Those who believe a statement is true should step forward, while those who think it is false should remain in place. This process continues until all statements have been read and a participant reaches the inner point of the circle. (Note: If someone answers incorrectly, they should take a step back.)

The statements are as follows:

- ✦ Psychological first aid provides practical care and support. (True)
- ✦ Psychological first aid can only be performed by professionals. (False)
- ✦ Psychological first aid is a specialized professional consultation. (False)
- ✦ Psychological first aid helps individuals access information, services, and social support. (True)
- ✦ Psychological first aid means asking someone to analyze what

happened to them or organize the timeline of events. (False)

- ✖ During psychological first aid, you listen to people but do not pressure them to talk. (True)
- ✖ Psychological first aid helps individuals meet their basic needs (such as food, water, and information) by referring them to other services. (True)
- ✖ Psychological first aid is provided to the same person for an extended period, similar to psychological assessment. (False)
- ✖ Psychological first aid is provided immediately after a crisis occurs. (True)

- During the activity, discuss each statement and idea based on the following:

1. What is psychological first aid?

A human and practical response aimed at providing support and care to individuals who have experienced severe stressors. This response includes the following elements:

- ✖ Providing support without intrusiveness.
- ✖ Assessing the needs and concerns of the affected individuals.
- ✖ Assisting individuals in meeting their basic needs, such as food and water.
- ✖ Listening to individuals without pressuring them to talk, offering comfort, and helping them feel calm.
- ✖ Assisting individuals in accessing information, services, and social support.
- ✖ Protecting individuals from further harm.

2. Who can provide psychological first aid?

Anyone can provide psychological first aid, including volunteers, frontline workers, and members of the public.

3. Who needs psychological first aid?

Not everyone who experiences a crisis or painful event requires psychological first aid. Some individuals can cope with stressful events on their own or with support from their families, friends, or others around them.

The best way to determine if someone needs assistance is to observe them and ask. Do not impose help on those who do not want it; instead, make yourself easily available to those who may need your support.

4. Where can you provide psychological first aid?

Psychological first aid can be provided anywhere that is safe and comfortable for both the helper and the distressed individuals. This can include a home, community center, school, airport, hospital, under a tree, or even at the site of a crisis event.

It is preferable to offer psychological first aid in a calm and quiet environment where everyone feels safe and secure. Always maintain privacy and confidentiality and respect the individual's dignity, especially if they have experienced something sensitive, such as sexual violence.

5. When should you provide psychological first aid?

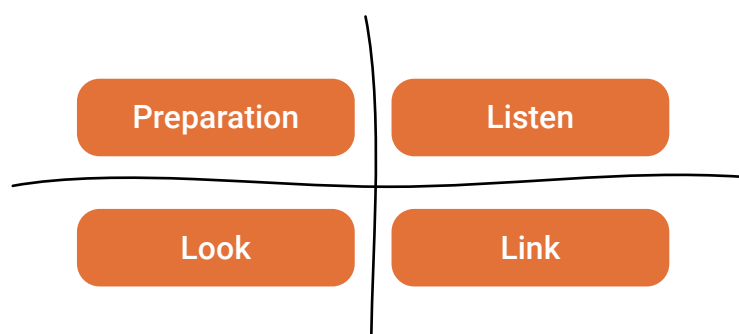
If someone is experiencing severe distress and needs assistance, psychological first aid can be beneficial during or immediately after a stressful event.

However, psychological first aid can also be helpful days, weeks, months, or even years after the event. Some individuals may experience acute stress reactions during the event or immediately after, while others may have strong reactions later on.

Activity: I see, I listen, I link

- Place a strip of adhesive paper on the ground to create four equal squares (see

the drawing below). In the first square, write the word "Preparation," in the second square "Look," in the third square "Listen," and in the last square "Link."



- Share that psychological first aid presents fundamental principles that ensure appropriate support is provided to individuals: Preparation... Look... Listen... Link. Together, we will discover the meaning of each principle.
- Write the following statements on pieces of paper (Appendix 18 - Preparation, Look, Listen, Link) and place them in a box. Ask each participant to pick one, read the statement, and run to the square they believe it belongs to. Multiple rounds can be played until all statements are covered.

Statements:

Preparation:

- ✘ Knowledge of the types of reactions that can be expected from affected populations.
- ✘ Understanding which situations can be handled independently and when to seek help.
- ✘ Awareness of available services and resources.
- ✘ Awareness of the types of reactions that may occur when interacting with people in distress.
- ✘ Support available to the team during and after the response.

Look:

- ✘ Information about what has happened and is happening.
- ✘ Who needs assistance.
- ✘ Safety and security risks.
- ✘ Physical injuries.
- ✘ Immediate basic and practical needs.
- ✘ Emotional reactions.

Listen:

- ✘ How to approach someone.
- ✘ How to introduce yourself.
- ✘ Pay attention and listen actively.
- ✘ Acknowledge others' emotions.
- ✘ Calm the person in distress.
- ✘ Ask about their needs and concerns.
- ✘ Support the person in distress in making decisions about their urgent needs and problems.

Link:

- ✘ Provide information about the crisis.
- ✘ Encourage reconnecting with loved ones and seeking social support.
- ✘ Assist the person in handling practical issues like charging

their phone or contacting a relative.

- ✦ Help them access services and other forms of assistance.
- During the exercise, discuss the statements with the group and explain the four principles in detail, as follows:

1. **Preparation:** Refers to the importance of mental and emotional readiness before interacting with affected individuals. This includes ensuring your psychological preparedness, having the necessary resources and available services for providing support, and confirming the safety and security of the situation.
2. **Look:** Means observing individuals who have urgent needs or show severe reactions through their appearance and expressions. This involves paying attention to their body language and facial expressions to understand their emotional state and provide appropriate support.
3. **Listen:** Involves active and attentive listening, focusing on what the affected person is saying, understanding their emotions and experiences accurately without interrupting, and helping them feel calm.
4. **Link:** Refers to connecting the affected person with available supportive resources and services, such as professional or community psychological assistance, providing them with information, and helping them reconnect with loved ones and receive the necessary support.

Activity 3: Let's apply

- Explain to the group: "We will now practice psychological first aid by applying the 'Look, Listen, and Link' principles. Some participants will act as observers, while others will either provide or receive psychological first aid."
- Divide the group into two teams and assign each team a crisis scenario. Each team will decide roles among themselves and conduct a role-play, covering all the steps and principles of psychological first aid.
 - ✦ Team 1: Car accident
 - ✦ Team 2: Lost child in a market
 - ✦ After each team presents their role-play, the rest of the groups will discuss how well the steps were applied.
- Ensure that all groups have no remaining questions or comments about the session.
- Conduct a feedback round with the group by asking: "What new idea did you learn today? If you could change one thing about today's session, what would it be?"
- Conclude the session by thanking the group and reminding them of the next meeting date.



Session 12: Safe identification and referral

Session roll-out

Kickstart the session

- ✦ Welcome the group and thank them for their commitment to attending the session on time. Fill the attendance sheet.
- ✦ Conduct a recap of the previous session, focusing on the main messages. The facilitator will inform the group that survivors of violence often need the most support and assistance during crises, but it is crucial to ensure their safety and avoid causing any unintentional harm.
- ✦ During today's session, the group will become familiar with the following:
 - The concept of safe identification and how to provide support.
 - The concept of safe referral and informed consent.
 - Specialized services.

Self-reflection: Take a few minutes to think about your personal views!

- Present the following scenario to the group and ask them to reflect on the different reactions and actions they might take in such a situation: "Let's assume that Umm Wael is your neighbor in the building. Every day, you hear her being beaten and screamed at along with her children."
- Ask the following questions and listen to the participants' thoughts and opinions without correcting any ideas:
 - ✦ What would you do in such a situation? Would you intervene?
 - ✦ If yes, how?
 - ✦ If not, why? What are the considerations that hold you back?
- Thank the group for their engagement and participation and encourage them to continue reflecting on the importance of intervening in such situations and how such intervention could impact their lives or the lives of the victims in similar circumstances.

Activity 1: Who is responsible?

- Ask participants to move to an open space where they can freely move around.
- Designate three areas in the space: one for those who agree, one for those who disagree, and one for those who are neutral.
- Present the following statements to the group, asking them to stand in the area that represents their opinion:
 - ✦ Stopping violence is solely the victim's responsibility.
 - ✦ A woman's silence in the face of violence means she consents to and accepts the abuse.
 - ✦ The community should not interfere in private family matters.
 - ✦ A family member of the victim should make decisions on her behalf for her protection.
 - ✦ All cases of violence should be treated in the same way because they are similar.
 - ✦ Service providers should direct the survivor to the best solution for addressing the violence she is facing.
- After presenting the ideas, thank the group for their participation

and ask them to return to their seats.

- Distribute sticky notes to the participants and pose the following question: “In your opinion, who is responsible for stopping violence? (The survivor or the perpetrator?) Are there other parties involved?” Ask them to write down their answers and stick them on the flipchart.
- Read and discuss the responses with the group. Remind them of the consequences of violence discussed earlier and emphasize the following:

The consequences and impact of violence affect four key groups:

- The victim
- Children who witness the violence
- The perpetrator
- The community

Thus, the responsibility for stopping and reducing violence can fall on both the survivors and the perpetrators. While the roles in ending violence may differ, it ultimately remains everyone’s responsibility. Other parties may include the broader community, the government, social institutions, international organizations, and more, all of which can play important roles in breaking the cycle of violence and promoting a culture of non-violence.

Activity 2: How can I help?

- Divide the group into 3 equal teams and remind them of Umm Wael’s story:

I was 19 years old when my neighbor decided to introduce me to her relative. They said he was good, responsible, and would take care of our daughter. I was hit on the very first day; I was still a newlywed. At that time, my mother said it was just frustration. The second time, I didn’t tell her; I became afraid to speak up. The beatings left marks on my body, and I hid away of people’s sight... I sacrificed for the sake of my children, Wael and Rama, but it seems that this sacrifice harmed them. Wael has been frequently beaten by his father, and I couldn’t muster the courage to defend him because I was getting hit myself. He has complained about it at school; he often hits his classmates, and now he’s 12 years old and still in fourth grade. He doesn’t come home until midnight... I’m very worried about his future. As for Rama, she’s not like girls her age; she’s very shy, reserved, and has no friends.

I asked for a divorce; he threatened me with the kids and beat me. I asked him to change, but he beat me and blamed me for everything. He tells me I don’t know how to raise the children and that it’s my fault. I developed high blood pressure, and my body can no longer support me. I live in constant stress, and I have so much anxiety that it prevents me from sleeping, and all the responsibilities fall on me.

- Continue by saying: “Today, Umm Wael, your neighbor or relative, came to ask for your help after a long night of violence and abuse against her and her children. Today, we are going to help Umm Wael break the cycle of violence to protect herself and her children.”
- Have each group prepare a support plan as follows:
 - ✘ Identify the key principles to follow in providing assistance.

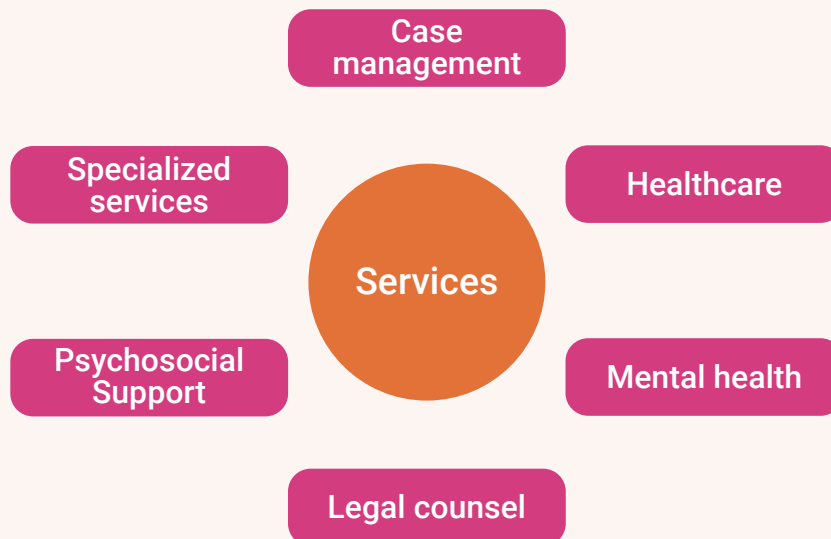
- ✦ Determine the services Umm Wael may need.
- ✦ Outline the steps for providing support and define the role of community-based committee members in offering assistance.
- Ask each group to prepare their support plan and assign one member to present and discuss it with the other groups. Facilitate the discussion and emphasize the following points:

Based on the guidelines for assisting survivors of violence, all actions are directed toward providing the necessary support, protection, and care for the survivors. The focus is primarily on the needs and well-being of the survivors, with services provided through guidance and counseling tailored to individual needs.

The core of this framework is empowering survivors and giving them control over their lives. Empowerment is fostered by providing the knowledge, resources, and support needed to enable survivors to make independent and informed decisions that are right for them. This is achieved by adhering to the following principles:

- Respect for the confidentiality and privacy of the survivor.
- Avoid raising the survivor’s expectations unnecessarily.
- Respect the survivor’s wishes, choices, decisions, rights, and dignity.
- Ensure the safety of the survivor and their family at all times.
- Non-discrimination.
- Participation.

Specialized services include the following:



The role of frontline activists, including community-based committees, in providing support to survivors of violence is to:

- Provide accurate information.
- Ensure prior consent is obtained before making a referral (you can show the following video: <https://www.youtube.com/watch?v=UVoxrlJ9PoY>).
- Follow the guidelines for dealing with survivors of violence.
- Make immediate, safe, and ethical referrals to available services in the area.

What is a referral? “It is the process of directing an individual or family to service providers because they need specialized services.”

Steps for safe referrals:

1. **Safe Identification of the Individual/Family**

- ✦ Introduce yourself, your role, and your organization.
- ✦ Prioritize the individual’s safety and security.
- ✦ Find a quiet, safe space that ensures privacy and confidentiality for conversation.
- ✦ Actively listen to assess the individual’s capacity to access services.

2. **Provide Information about Available Services**

- ✦ Offer information about the services and support available (explain how to access the services, what information to share, etc.).

3. **Obtain Prior Consent**

- ✦ Ask the individual if they would like to be referred for the service.
- ✦ If they agree, obtain informed consent and refer them to the available services in the area.
- ✦ If they do not agree, respect their choice, provide them with information about the available services and how to access them, along with safe contact numbers.

- Once all groups have presented and the discussions are concluded, ask for four volunteers (in pairs) to prepare role plays. One person will take on the role of Um Wael, and the other will be the activist from the community-based committee. They will apply all the guiding principles, active listening skills, present options, and available services, and make the necessary referrals.
- Each pair will present their role play, and the rest of the group will discuss how effectively each party applied all the steps correctly.
- Conclude the activity by reminding the group of the safe hotline numbers for **ABAAD**’s programs and services that specialize in providing psychosocial support to survivors of violence, as follows:

- Model centers: 81788178
- Women and girls’ safe shelter: 76060602
- Men’s Center: 71283820

- Ensure that no participant has remaining questions or comments about the session.
- Conduct a feedback round with the group by asking: “What new idea did you learn today? If you could change one thing about today’s session, what would it be?”
- Conclude the session by thanking the group and reminding them of the next meeting date.

Session 13: Protection from sexual abuse and exploitation within the humanitarian sector

Session roll-out

Kickstart the session

- ✦ Welcome the group and thank them for their commitment to participating and for arriving on time. Fill the attendance sheet.
- ✦ Review exercise from the previous session and highlight the key messages. Inform the group that unfortunately, many individuals experience different forms of abuse or exploitation when seeking help and support, often at the hands of those working in the humanitarian sector.
- ✦ By the end of today's session, the group will have a clear understanding of the following:
 - The role and scope of work of organizations and associations.
 - Strategies for addressing sexual abuse and exploitation in the humanitarian sector.

Activity 1: The role of organizations and associations

- Open the floor for a general discussion with the group by posing the following questions:
 - ✦ What is the role of humanitarian organizations and associations?
 - ✦ When do they become active, and where are they present?
 - ✦ What is the importance of their presence, and does their mission ever end?
- The responses should focus on the following ideas/services: Providing material/financial aid – Raising awareness – Protection services

Humanitarian organizations and associations play a significant role in providing assistance and support to individuals and communities during emergencies, disasters, and even in periods of stability. Their primary function is to deliver humanitarian and developmental aid to vulnerable and needy groups, dedicated to reducing harm and upholding the dignity and integrity of individuals in accordance with fundamental human rights.

They usually become active during emergencies such as natural disasters (like earthquakes and floods), armed conflicts, and challenging economic situations. They also work year-round in areas such as health, education, food and water supply, shelter, and other basic needs.

Humanitarian organizations and associations are present worldwide, in both remote rural areas and urban regions, wherever there is a need for assistance.

Their importance lies in providing aid and support to individuals and communities affected by emergencies or facing long-term social and economic challenges. Indeed, the mission of humanitarian organizations and associations never truly ends, as the need for humanitarian assistance persists due to the ever-changing challenges and disasters the world faces.

- Ask the following question: *Is it possible for individuals to be at risk of exploitation or abuse by one of the workers or employees in humanitarian organizations?*

Then, explore the answer together with the group.

Activity 2: Could humanitarian organization pose a danger?

- Remind the group of the following: Humanitarian interventions around the world have shown that sexual abuse and exploitation can be perpetrated by anyone, including employees in the humanitarian sector.
- Divide the participants into three equal groups and provide each group with specific scenarios (Annex No. 19 - stories describing cases of sexual abuse and exploitation in humanitarian work) for them to discuss. Afterward, each group will present their findings and discuss them with the rest of the participants.

Note: When using any scenario, it is essential to:

- ✦ Change the names mentioned in the scenario if they match the name of any participant to prevent stigma or bullying.
- ✦ Avoid adding any ideas or attributes to the characters in the scenario, such as calling them divorced, refugee, widow, or associating them with any organization.

Scenarios	Questions
<p>1 Samir works as a local driver for a humanitarian organization, transporting aid boxes from the warehouse to distribution centers. During one of his trips, he met a female beneficiary of the organization and learned of her dire economic situation. He told her he was interested in helping her and wanted to get closer to her. He then informed her that he would provide her with special aid in secret if she agreed to engage in a sexual relationship with him.</p>	<ul style="list-style-type: none"> • What is the driver asking from the woman in exchange for providing her with special aid? • Does her acceptance count as fair consent? • Should we have to give something in return for the services we receive from organizations?

<p>2 Sana, a 16-year-old girl, lives with her family in a small village, she has 4 younger siblings. Her parents do not have much money and find it very difficult to provide basic needs such as food, clothing, medical care and education for all the children.</p> <p>Her parents discussed the idea of taking Sanaa out of school to work to help them or asking for help from one of the humanitarian organizations that provide charitable aid. Sana and her mother went to one of the organizations known for humanitarian work in the area and met with the director of the organization, who showed great interest in the family and in Sanaa in particular. He promised to pay her and her siblings' school fees and to provide the family with a monthly food ration. The director of the organization began to visit their home and also called Sanaa to individual meetings in the organization, where a sexual relationship developed between them, Sanaa was grateful to him for helping her family, which was satisfied with their daughter's relationship with the director, who increased the amount of aid provided to them, and they felt that this relationship would secure a better future for her.</p>	<ul style="list-style-type: none"> • What do you think about the behavior of the organization director (does his position give him special privileges)? • Did the director use the organization's services for personal gain? • What do you think about the relationship that developed between him and Sana? • Does Sana and her family's acceptance of this relationship legitimize it? • Does the organization have the right to intervene in the personal relationships of its employees?
<p>3 Lina, a 30-year-old woman, lives alone with her two children. She resides in a building owned by a man named Samir, and her rent is paid by an organization in collaboration with Samir. One day, Samir visited her home, seeking to become closer to her and expressing his desire to marry her. When she refused, he threatened to evict her from the house. Lina feared becoming homeless with her children and was too scared to share the situation with anyone. Feeling trapped, she complied with his request. Samir began visiting her frequently, and Lina is unsure how to put an end to the situation, especially since he did not keep his promise to marry her.</p>	<ul style="list-style-type: none"> • What happened to Lina? • What motivates Lina to remain silent? • Does Lina have the right to refuse? • How can she confront the situation?

<p>4 Wael, a 12-year-old boy, has great athletic skills, but his parents are unable to support him in developing them. He joined a free sports club of a humanitarian organization run by Karim, a fitness trainer who showed great interest and support for Wael, giving him gifts and money. On one occasion, the trainer called the child Wael to a private room in the club and sexually harassed him, Wael could not confront him and kept it a secret so as not to lose his opportunity to train, and it was repeated continuously.</p>	<ul style="list-style-type: none"> • How did the coach use his role in the organization? • What term is used to describe the coach's behavior? • Will Wael lose his training opportunity if he refuses and reports the coach and his actions?
<p>5 Samia is a woman in her thirties, whose harsh life conditions pushed towards working in prostitution to make a living. Her neighbor Sana works in a humanitarian organization. Sana introduced one of her colleagues to Samia and encouraged him to get closer to her. He began to visit her at home and pay her in exchange for sex.</p>	<ul style="list-style-type: none"> • What role did Sana play? • Would organization accept such behavior from their employees? Would the organization have the right to intervene with Sana in this case?

- Once the activity and discussions are done, summarize the following points and show the video: <https://youtu.be/awdcJR9Tcl8>

Sexual exploitation and abuse is:

The act of physical assault or the threat of physical assault that is of sexual nature. The actual exploitation or attempted exploitation of a vulnerability or power imbalance to obtain services. Sexual exploitation or abuse by humanitarian workers is strictly prohibited, and no type of service, including sexual services, should be offered in exchange for humanitarian assistance.

Activity 3: How do I behave?

- Ask participants to return to small groups and distribute a flip chart paper to each team with the following headings: "Prevention – Response" in two columns.
- Share the following: "As a community-based committee responsible to the community and its various issues, we are here to provide assistance and support to prevent various problems and challenges or to respond to them if they arise to prevent escalation. You have learned that many in your neighborhood are complaining about the exploitation by a certain association. You need to outline practical steps that include both preventive and responsive measures to address this phenomenon and encourage beneficiaries to stop their exploitation."
- When each group concludes its discussions, have their representatives present their preventive and responsive steps to address any exploitation or sexual assault by members of the association. After the presentations and discussions, summarize the following:

Here are some practical steps that humanitarian organizations can take to prevent and respond to sexual exploitation and abuse:

Preventive measures:

- ✦ Establish a clear policy of zero tolerance for any form of sexual exploitation and abuse and inform all employees and volunteers about it.
- ✦ Conduct mandatory training for all employees and volunteers on how to prevent and respond to sexual exploitation and abuse.
- ✦ Create safe and confidential mechanisms for filing complaints and reporting cases of sexual exploitation and abuse.
- ✦ Conduct background checks on all employees and volunteers before hiring them to ensure there are no previous records of exploitation or sexual abuse.
- ✦ Ensure that security measures and safety protocols are in place at aid distribution centers and other locations of humanitarian activities.

Responsive measures:

- ✦ Establish a specialized team to respond to cases of sexual exploitation and abuse, comprising experts in areas such as mental health and psychosocial support.
 - ✦ Provide medical, psychological, and social support to victims, including treatment and safe shelter if necessary.
 - ✦ Collaborate with local authorities and other agencies to ensure that cases are followed up legally and that perpetrators are prosecuted.
 - ✦ Conduct thorough internal investigations into cases of sexual exploitation and abuse and take appropriate disciplinary action against offenders.
 - ✦ Regularly monitor and evaluate the measures taken to ensure their effectiveness and identify any gaps or areas for improvement.
- Conclude the activity by presenting ABAAD's accountability and reporting mechanism for sexual exploitation and abuse by any member of the organization or individual working in the humanitarian sector:

ABAAD has established a specialized unit for the prevention of exploitation and sexual abuse in humanitarian work. You can contact them directly to report any incidents of exploitation or sexual abuse through any of the following means:

- **Contact** 81696575
- **Send an email to:** accountability@abaadmena.org
- **Visit ABAAD** directly at: Furn Al-Shebak, Sector 5, 51 Bustani Street, Najjar Building, Ground Floor



Community Café Activity

Summary:

A community dialogue session addressing social issues and challenges related to the delay in local community development. This event aims to highlight the importance of achieving balance and justice among all members of the community in various aspects of life by creating a space and opportunity for participants to discuss and share experiences to enhance their understanding of different issues.

During the meeting, a set of topics related to equality and justice among local community members will be discussed, including:

1. The role of equality in community development: The discussion will focus on “How can community equality contribute to enhancing and developing the local community as a whole by empowering everyone to participate effectively in various fields?”
2. Challenges and opportunities for achieving equality: The challenges facing the achievement of equality will be addressed, as well as the available opportunities to overcome these challenges.
3. Various roles: Presentation of the different roles that individuals and institutions can play in supporting and promoting equality, whether in the family, community, or various environments.
4. Successful experiences and testimonies: Participants may benefit from the experiences and insights of some individuals who have successfully achieved equality in different areas.

Goals of the workshop

This gathering aims to achieve several key objectives in view of promoting equality and building a supportive environment free from community and domestic violence:

1. **Building the capacity of community representatives and enhancing commitment:** Direct efforts toward strengthening the skills and capacities of community representatives concerning equality issues and effectively contributing to achieving positive changes.
2. **Discussing concerns and analyzing the current situation:** Highlighting challenges and opportunities, which helps identify areas that need improvement and development.
3. **Developing action plans and community interventions:** Engaging activities and initiatives that contribute to achieving positive and effective change, which may include community initiatives, organizing events, and innovative projects.

Target Audience:

The target audience for the community café events includes a diverse group of individuals and entities that play an important role in driving change and directing efforts toward achieving equality, such as: community representatives and leaders, individuals from various community committees (women/girls, men/boys), mayors and employees in different local sectors and institutions such as schools, primary care centers, and developmental service centers, religious leaders, social activists, politicians, and others.

Timing and Content:

Depending on the willingness of the facilitator and participating groups, community café events can be held as follows:

1. A full-day workshop (8 hours).
2. A two-day workshop (4 hours each day).
3. A single activity over 4 meetings (between one and a half to two hours each).

Through the various sessions, the event will address the following topics:

- Violence based on social roles and justice among community members.
- Differences in access to and control over resources.
- The use of power in relationships and work.
- Rights and laws.
- Activating efforts to eliminate community and domestic violence and building an action plan.

Activities:

Session 1: Identifying the problem

→ Assessment tool for evaluating access to and control over resources at the local level (Appendix 20 - Access and Control Tool)

The goal of this session is to prioritize actions. At this stage, group members will assess the issues faced by women and men in accessing resources and opportunities, identifying inequalities among community members to determine how to address these within the action plan later on. Therefore, during this session, the facilitator will analyze women's and men's access to resources and benefits and their control over them (gender analysis) to highlight the lack of partnership between men and women, particularly at the local level, specifically regarding the resources and opportunities that affect women's ability to access or maintain opportunities. Access to resources is defined as "the opportunity to benefit from resources," while control over resources is "the ability to make decisions about how to use resources and who has the ability to access them."

The lack of partnership between women and men remains a constant feature in social, economic, and political life at the national level, but it is more pronounced at the local level. A comprehensive and participatory analysis will ensure that group members have a shared understanding of the challenges faced by both women and men.

Session 2: Analyzing the Local Context

Upon completing the tool for assessing access to and control over resources and opportunities, participants will be invited to analyze the results of the previous activity. The results will be discussed through the following questions:

1. Do women and men have equal access to resources? If the answer is no, why?
2. What resources do women and men not access equally? Why?
3. Do women and men have equal control over resources? If the answer is no, why?
4. What types of resources are not equally controlled by women and men?

5. Why do you think these differences between women and men exist?
6. Who benefits from these differences?
7. Who loses because of these differences?
8. What are the implications of these differences in the community?
9. Is it possible for these differences to change, and if so, how?
10. How would your life be different if decision-making power were shared equally among family members?
 - ✘ Appropriate policies to promote equality in local development initiatives.
 - ✘ Information needed to support the integration of social role considerations in municipal development and the best means of collecting it.
 - ✘ How to design, monitor, and evaluate development programs and projects from a social role perspective.
 - ✘ Concrete methods and tools that can be used to mainstream a social role perspective in the community.

Session 3: Identifying Potential Solutions

The third session is dedicated to brainstorming all possible solutions. At this stage, participants will use the results of the analysis of the differences between men and women to propose solutions to address the lack of partnership between them. This session allows us to assess the impact of the project/initiative on women and men in the community in different ways.

This session is designed as a brainstorming session, where group members will be divided into smaller groups to discuss potential actions to meet the needs identified in the first two sessions and prioritize them based on effectiveness, feasibility, and sustainability.

At the end of the session, group members should agree on a framework for the proposed action. Each group will present its results in a general session, specifying the following:

- What issues will the plan address?
- What are the expected goals/outcomes of the action plan?
- How can they measure the success of implementing the action plan?

Session 4: Final Touches on Community Priorities

Based on the results of the resource access and control tool and discussions about potential solutions that have been adapted to the local context, participants will choose one action plan and specify the practical activities to be implemented within the project's timeline. These activities should fall under at least one of the following main elements:

- Creating a social and political environment that is friendly and safe for women of all ages and social and cultural groups.
- Promoting equal opportunities in economic and social development (linking with child protection components if possible).
- Enhancing diversity in the local economic plan (encouraging municipalities to promote non-traditional roles for women).
- Facilitating partnerships between men and women in leadership and decision-making.

During this session, participants will also be provided with guidelines for designing an action plan

(objectives, activities, commitments, responsibilities, potential partnerships).

Session 5: The Action Plan (Appendix 21 – Action Plan)

During this session, specific activities aimed at reducing the identified lack of partnership between men and women will be determined. Participants will outline the detailed budget required to implement the project activities. Each group plan should consider the following:

1. What are the benefits of the proposed plan for the local communities' economy?
2. How does the plan respond to women's needs and interests in the targeted communities?
3. How will this plan support women's participation at various levels?
4. How will appropriate monitoring and follow-up be ensured during the implementation of the plan and its operations?
5. How can the municipality and other local actors ensure sustainability? How will each project's processes be maintained?

Advocacy Cause							
Identify the issue: <ul style="list-style-type: none"> • What is the issue which advocacy will help solve? • Why is it important? 							
General objectives and individual objectives: <ul style="list-style-type: none"> • What is the solution or change that you would like to advocate for? • What are the direct short-term objectives? 							
Target audience: <ul style="list-style-type: none"> • Who are those that are directly affected by the issue? • Who are the influencers and decision-makers that can effect change? 							
Advocacy communication: <ul style="list-style-type: none"> • Keep it simple and concise • Use adequate language • Choose a campaign slogan 							
Communication and activation channels: <ul style="list-style-type: none"> • What means will you use to spread the campaign's message? • What activities will you implement in order to convey the message and reach objectives? 							

Building support and mobilizing human and material resources:

- Who are the stakeholders capable of providing support and interested in working on the issue?
- What forms of support are available?
- What forms of support are needed but currently unavailable?

--

Activity plan:

Activity	Needed resources	Person responsible	Timeframe

Community Café Event Report

Group:	Date:
Facilitator:	Workshop location:

Executive summary:

A paragraph summarizing the following: workshop objectives and implemented activities / an overview of the group's backgrounds and geographic scope / key discussions, interactions, and outcomes.

Presentation of results:

1. Understanding gender dynamics

Present the results from the control and access tool.

2. Local context analysis

Present the analysis results through a paragraph summarizing the following:

- The state of equality and partnership between men and women in the local context.
- Presentation of the sectors/resources/roles where men and women are equal or unequal.
- Explanation of the reasons for partnership or lack thereof between men and women.
- The impact of these differences on individuals, their relationships, their roles, and society in general.

3. Identifying key challenges and solutions

A presentation of the main challenges and difficulties (between 3 to 4 key challenges) and all the solutions proposed by the group.

4. Group recommendations for capacity building

Providing recommendations for workshops or educational sessions to enhance their knowledge and skills for future initiatives related to the previously mentioned challenges.

5. Participants' feedback

Presenting quotes or comments from the group.

Section three

Appendices





**Training workshop on:
Community-based committees:
Between advocacy and community development**

Day 1: Introduction to community-based committees	
10:00 – 10:30	Attendance, welcoming, pre-test
10:30 – 11:30	Session 1: Kickstarting the training journey Ice-breaker exercise: This is me! Working rules exercise: I prefer... Expectations exercise: I expect...
11:30 – 11:45	Break
11:45 – 1:45	Session 2: Community-based committees Exercise: Community-based committees: What are they and what for? Exercise: Community-based committees: Pros and Cons
1:45 – 2:00	Break
2:00 – 3:00	Session 3: Community-based committees’ path Exercise: Community-based committees’ step by step
3:00 – 3:30	Evaluation and conclusion of Day 1

Day 2: Introduction to advocacy

10:00 – 10:30	Attendance, welcoming, pre-test
10:30 – 11:30	Session 1: Advocacy Exercise: Advocacy – What is it and what for?
11:30 – 11:45	Break
11:45 – 12:30	Session 2: Between advocacy and community-based committees Exercise: The role of community-based committees in advocacy
12:30 – 1:00	Break
1:00 – 3:00	Session 3: Advocacy Plan Exercise: Advocacy, step by step
3:00 – 3:30	Evaluation and conclusion of Day 2

Day 3: Community-based committees – Step by step

10:00 – 10:30	Attendance, welcoming, pre-test
10:30 – 12:30	Session 1: Exercise: Community-based committee formation plan
12:30 – 1:00	Break
1:00 – 3:00	Session 2: Exercise: Presenting formation plan
3:00 – 3:15	Break
3:15 – 3:30	Post-test, evaluation and conclusion of Day 3

Training workshop on:
Community-based committees:
Between advocacy and community development
Pre / post test

Please select test type: Pre Post

Date: _____ Time: _____

Code (please use the same code for your pre and post tests) _____

Part 1:

Please select the appropriate answer(s) from the available options for the statements below:

1. **A community is:**
 - a. A group of local organizations and international humanitarian organizations.
 - b. A group of citizens.
 - c. A group of people united by culture, religion, or other social characteristics, backgrounds, and interests.
 - d. A group of people with a shared identity and common goals.
2. **Community-based committees are:**
 - a. A group of individuals (men and/or women) living in a specific geographic area within the community.
 - b. A group whose members have awareness, enthusiasm, and a desire to volunteer to create social change.
 - c. A group aiming to reach political positions through election campaigns.
 - d. A mobile group not fixed within a specific geographic area.
3. **Advocacy is defined as:**
 - a. Advocacy is the process aimed at supporting a specific cause to reclaim lost rights.
 - b. A set of actions that promote equality between men and women through equal power dynamics.
 - c. Interventions that transform collective issues into individual concerns.
 - d. Advocacy aims to gather support and rally for a political, social, or economic cause.
4. **The community-based committee aims to achieve the following:**
 - a. Activate the role of individuals in the community and encourage their active participation in decisions and activities that affect their lives.
 - b. Develop knowledge, attitudes, beliefs, skills, and safe and healthy behaviors.
 - c. Economic empowerment and providing livelihoods for all community members.
 - d. Develop policies and laws related to protection and support for marginalized groups.

Part 2: Please determine if the following answers are correct:

5. The following ensures the success and continuity of community-based committees in advocacy efforts and achieving local development:
- The committee and its members using the same language (dialect, terms, phrases) as the community.
 - The presence of cultural traditions upheld by the committee.
 - The commitment and responsibility of committee members.
 - Changing the interests of the committee members and recruiting and training new people after a period of its work.
 - The committee's ability to reach groups that are usually hard to access by organizations and associations.
 - Continuous partnership and coordination with centers, institutions, and organizations.
 - The committee's fear of the experiment's failure and the implementation of initiatives.
 - Committee members' affiliation with political parties or religious authorities.

Part 3: Please answer the following questions:

6. List the different stages of forming community-based committee:

7. Provide 4 examples of the areas of work for the community-based committee:

Community-based committees and their members use the same language (dialect, terminology, expressions).

Promote community values and life skills that are essential for personal development.

Emphasize taking responsibility.

The community-based committee can reach groups that are typically difficult for organizations and associations to access.

Community-based committee activities are low-cost compared to other initiatives.

Engage in partnerships with institutions and organizations.

Over time, committee members' interests may shift, leading to the need to recruit and train new individuals.

Lack of knowledge and experience in social work, organizing events, and launching initiatives.

Difficulty in measuring the impact of community-based committees due to challenges in establishing appropriate monitoring and evaluation mechanisms.

Influence of traditional customs and practices among committee members.

Fear among the committee team of the initiative not succeeding or achieving its goals.

Political affiliations of committee members may threaten neutrality and increase internal conflicts.

Advocacy consists of organized actions dedicated to defending the rights of a specific group of people or society as a whole.

Advocacy is a process aimed at supporting a specific cause to reclaim violated rights.

Advocacy aims to bring about partial social change that contributes to broader community transformation.

Advocacy seeks to gain support and mobilize for a political, social, or economic cause.

Advocacy involves collaboration with various individuals, groups, and organizations to make a difference and create change.

Advocacy seeks to influence others, and to influence legislation, policy, practices, and attitudes.

Advocacy is about amplifying voices and drawing the local community's attention to a significant issue while guiding decision-makers toward a specific solution.

Question	Answer
1. Why am I interested in advocacy?	I am interested in advocacy because
2. What is motivating me to join an advocate committee?	I am motivated by
3. What are the qualities, skills, and values I possess that would enable me to participate in advocacy initiatives?	I possess the ability to..... I believe in..... I am capable of.....
4. What factors might hinder my participation in advocacy on social issues and community violence?	I may hesitate or refrain from advocacy due to



Community-Based Committee Participation Form

ABAAD is establishing community-based committees in several regions of Lebanon to engage local community members, aged 16 and above, in advocacy efforts on various societal issues. The initiative aims to build their capacities and enable them to implement community initiatives on topics related to participation and development, such as family protection and social equality within the community.

Training sessions will be held for all committees, lasting between 4 and 7 months, with two to four sessions per month. These sessions will empower the groups, develop their skills, and build their capacities to lead community movements, develop, and implement initiatives based on the needs of different regions.

Participation in the community-based committee is voluntary, and all activities are free and unpaid.

If you are interested in joining the community-based committees, please fill out the form below. All information provided will be kept strictly confidential and private.

1. Do you consent to completing the form? Yes No
2. If not, please specify the reason:

Participant information:

1. Name:	
2. Age:	
3. Level of education:	<input type="checkbox"/> Does not read or write <input type="checkbox"/> Can read and write <input type="checkbox"/> Elementary <input type="checkbox"/> Middle school <input type="checkbox"/> Secondary <input type="checkbox"/> Vocational studies (please specify discipline) <input type="checkbox"/> Higher education (please specify discipline):
4. Profession:	<input type="checkbox"/> Unemployed <input type="checkbox"/> Public sector (please specify): <input type="checkbox"/> Private sector (please specify): <input type="checkbox"/> Liberal profession: <input type="checkbox"/> Other (please specify):
5. Nationality:	<input type="checkbox"/> Lebanese <input type="checkbox"/> Syrian – legal documents? <input type="checkbox"/> Iraqi <input type="checkbox"/> Lebanese-Palestinian <input type="checkbox"/> Lebanese-Syrian <input type="checkbox"/> Other

6. Address:	
7. Phone:	

Prior community participation:

8. Have you participated in any community activities before?	<input type="checkbox"/> No <input type="checkbox"/> Women’s association – Specify type of activity + your role ----- <input type="checkbox"/> Parent association at school – Specify type of activity + your role ----- <input type="checkbox"/> Health-related activities and campaigns + your role ----- <input type="checkbox"/> Development activities + your role ----- <input type="checkbox"/> Charity activities - Specify type of activity + your role ----- <input type="checkbox"/> Volunteer activities - Specify type of activity + your role ----- <input type="checkbox"/> Other, specify: -----
9. Please specify the entities or organizations you’ve participated with:	

Community challenges and issues:

10. Highlight the most prominent issues/ challenges in your community	
11. In your opinion, why is it important to work on community issues and development?	
12. Specify 3 community issues you believe require immediate and priority attention:	<input type="checkbox"/> Mental health <input type="checkbox"/> Domestic safety and security <input type="checkbox"/> Public safety and security <input type="checkbox"/> Healthy relationships <input type="checkbox"/> Domestic violence <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Digital safety <input type="checkbox"/> Effects of the economic crisis <input type="checkbox"/> Other, specify: -----
13. In your opinion, why are activities and initiatives launched by community-based committees important?	

Advocacy Cause				
Identify the issue: <ul style="list-style-type: none"> What is the issue which advocacy will help solve? Why is it important? 				
General objectives and individual objectives: <ul style="list-style-type: none"> What is the solution or change that you would like to advocate for? What are the direct short-term objectives? 				
Target audience: <ul style="list-style-type: none"> Who are those that are directly affected by the issue? Who are the influencers and decision-makers that can effect change? 				
Advocacy communication: <ul style="list-style-type: none"> Keep it simple and concise Use adequate language Choose a campaign slogan 				
Communication and activation channels: <ul style="list-style-type: none"> What means will you use to spread the campaign's message? What activities will you implement in order to convey the message and reach objectives? 				
Building support and mobilizing human and material resources: <ul style="list-style-type: none"> Who are the stakeholders capable of providing support and interested in working on the issue? What forms of support are available? What forms of support are needed but currently unavailable? 				
Activity plan:	Activity	Needed resources	Person responsible	Time-frame

Feedback Survey

Training title: _____
 Date: _____
 Organizing entity: _____
 Place: _____

Mark your answers with (x)

Evaluation Aspects	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Session and training content					
1. The content of the training added to my knowledge.					
2. The information I gained meets my professional needs.					
3. The practical aspect of the training was sufficient to reinforce the knowledge I acquired.					
Interaction					
4. I received adequate answers to all my questions					
5. I felt comfortable expressing my opinion and thoughts					
6. The information shared was clear and understandable					
Logistics					
7. The time dedicated to the training was sufficient					
8. The location was adequate					
9. The refreshments were good					
General					
10. Generally, I am satisfied with the quality of the training					
11. I encourage my colleagues to take this training					
12. The training was aligned with my expectations					

13. What areas of the training did you find interesting or satisfactory?

14. According to you, what can we do to improve the training?

15. What training, topics, or content would you like to participate in?

Community-based committee’s rules and regulations

Introduction: The Rules and Regulations serve as a fundamental document that organizes the work of the community-based committee, defining its goals, the responsibilities of its members, and the decision-making processes within it.

Article 1: Name and purpose

- ✘ This committee will be known under the name “-----”
- ✘ The committee was established on: -----
- ✘ The non-lucrative community-based committee aims to -----

Article 2: Membership

- ✘ The committee is composed of [number of members] members, selected by [selection entity/person], and they are:

Name	Profession	Address	Phone

Article 3: Rights and duties of committee members

- ✘ Attend committee meetings regularly and actively participate in discussions.
- ✘ Work towards achieving the committee’s goals and adhere to its decisions.
- ✘ Contribute to the implementation of the committee’s projects and programs.
- ✘ Represent the committee at various events and occasions.
- ✘ Maintain the confidentiality of committee information.

Article 4: Committee meetings

- ✘ Committee meetings are held regularly every [duration of meetings] or as needed.
- ✘ All committee members are invited to attend the meetings.
- ✘ The quorum for holding committee meetings is the presence of at least [number of members] members.
- ✘ Meetings are chaired by [position of the committee chair] or their designee.

- ✖ Minutes are recorded for each meeting and signed by the committee chair and the secretary.

Article 5: Decision-making

- ✖ Committee decisions are made by a simple majority of the votes from the attending members. In case of a tie, the chairperson's vote is decisive.

Article 6: Funds

- ✖ The committee is funded through [committee funding sources].
- ✖ Committee funds are to be spent according to the approved budget.
- ✖ The treasurer is responsible for managing the committee's funds and maintaining accurate records of all financial transactions.

Note: This is a generic template and should be adapted to fit the needs and regulations of the specific committee.

Community-based committees' capacity building training

Pre/ Post Test

Date_____ Place_____

Code (please use the same code for your pre and post tests)_____

Please take a few minutes to answer these questions. This will help us evaluate the program and make improvements where needed for the future.

Part 1: Personal information

Date of birth:_____				
Sex <input type="checkbox"/> Male <input type="checkbox"/> Female				
Nationality <input type="checkbox"/> Lebanese <input type="checkbox"/> Syrian <input type="checkbox"/> Palestinian <input type="checkbox"/> Other (specify)_____				
Civil status <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed				
Do you work? <input type="checkbox"/> No <input type="checkbox"/> Yes. What is your current profession? _____				

Part 2: Mark the correct answer with (x) next to the adequate statement

#	Statement	Right	Wrong	Unsure
1	The local community is a group of charitable associations and organizations in a specific area.			
2	A community-based committee is a group of individuals from the local community who volunteer to bring about change in society.			
3	Community-based committees and their members use the same language as the community and adopt its values and customs.			
4	The involvement of community-based committee members in political parties may threaten neutrality and increase conflicts within the committee.			
5	Advocacy refers to movements and demonstrations triggered by an urgent and unexpected event.			

6	A problem is an unsatisfactory or undesirable situation that exists at an individual or group level.			
---	--	--	--	--

Part 3: Please choose the correct answer or answers:

1. **Which of the following are components of the local community?**
 - a. The population
 - b. Economic, social, and political institutions
 - c. Culture and heritage
 - d. Infrastructure

2. **Community committees can intervene in the following areas:**
 - a. Relief
 - b. Education
 - c. Enacting laws and policies in the country
 - d. Raising awareness and intervening in social issues

3. **Which of the following are qualities of a leader?**
 - a. Making decisions independently
 - b. Impulsiveness and quick execution
 - c. Flexibility and good judgment
 - d. Ability to control oneself

4. **Which of the following are elements of an advocacy plan?**
 - a. The issue and objectives
 - b. The community committee
 - c. The message and communication channels
 - d. Activities and budget

5. **Forms of communication include:**
 - a. Verbal communication
 - b. Non-verbal communication
 - c. Digital communication
 - d. Written communication

6. **The stages of problem-solving are:**
 - a. Identify the problem / Potential solutions / Evaluate solutions / Choose the best solution / Implementation / Evaluation
 - b. Identify the problem / Potential solutions / Evaluate solutions / Choose the best solution / Implementation
 - c. Identify the problem / Potential solutions / Choose the best solution / Evaluate solutions / Evaluation / Implementation
 - d. Identify the problem / Potential solutions / Choose the best solution / Implementation / Evaluation

Part 4: Please answer the following questions:

1. What can the community committee do to achieve community development

in social roles and equality among community members?

2. What reasons drove you to join a community-based committee? What do you expect to achieve?

Community-based committees' capacity building training

Pre/ Post Test

Date_____ Place_____

Code (please use the same code for your pre and post tests)_____

Please take a few minutes to answer these questions. This will help us evaluate the program and make improvements where needed for the future.

Part 1: Personal information

Date of birth:_____
Sex <input type="checkbox"/> Male <input type="checkbox"/> Female
Nationality <input type="checkbox"/> Lebanese <input type="checkbox"/> Syrian <input type="checkbox"/> Palestinian <input type="checkbox"/> Other (specify)_____
Civil status <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed
Do you work? <input type="checkbox"/> No <input type="checkbox"/> Yes. What is your current profession? _____

Part 2: Mark the correct answer with (x) next to the adequate statement

#	Statement	Right	Wrong	Unsure
1	Social roles are the expected functions and responsibilities of men and women in a specific community.			
2	Gender-based violence is not a private or individual issue but rather a societal problem.			
3	A child is any person who has reached the adolescent stage between the ages of 12 and 14.			

4	Marriage is a relationship of intellectual, physical, and social compatibility and harmony between two individuals.			
5	Digital blackmail is the process of threatening and intimidating the victim by disseminating images, videos, or leaking confidential information related to them.			
6	In Lebanon, there is no law that criminalizes sexual harassment in public places.			

Part 3: Mark your answer with (x) next to the statement that reflects your personal opinion

#	Statement	Agree	Disagree
1	I find it necessary for the husband to have greater economic power than the wife to maintain the family's income and resources.		
2	Childcare and household responsibilities are primarily the woman's duty.		
3	I believe that men cannot perform household chores like cooking, washing, and caring for children.		
4	Violent and harsh behaviors in men are part of their natural biological characteristics.		
5	It is normal for a man to hit his partner if he has a good reason to do so.		
6	I feel capable of taking actions that could reduce violent behaviors in society.		
7	I feel that I can discuss topics related to marriage and its requirements.		
8	I believe I am capable of making positive changes in my own life and the lives of others.		

Part 4: Please answer the following questions

1. What steps do you think society can take to help women and girls feel safer in their communities?

2. What measures can society take to address:

Domestic violence _____

Sexual harassment in public places _____

Digital exploitation and violence _____

Forced child marriage _____

Community-based committees' capacity building training

Pre/ Post Test

Date _____ Place _____
 Code (please use the same code for your pre and post tests) _____

Please take a few minutes to answer these questions. This will help us evaluate the program and make improvements where needed for the future.

Part 1: Personal information

Date of birth: _____
Sex <input type="checkbox"/> Male <input type="checkbox"/> Female
Nationality <input type="checkbox"/> Lebanese <input type="checkbox"/> Syrian <input type="checkbox"/> Palestinian <input type="checkbox"/> Other (specify) _____
Civil status <input type="checkbox"/> Single <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed
Do you work? <input type="checkbox"/> No <input type="checkbox"/> Yes. What is your current profession? _____

Part 2: Mark the correct answer with (x) next to the adequate statement

#	Statement	Right	Wrong	Unsure
1	A crisis is an emergency event that disrupts the usual balance.			
2	Physical and psychological reactions are similar among individuals affected by the same crisis.			
3	Psychological first aid is a specialized professional consultation provided by a mental health specialist.			
4	If a survivor of violence does not wish to seek help, I may only provide information related to available protection services.			
5	An employee in a humanitarian organization may request services from beneficiaries in exchange for increasing their aid allocations.			

Part 3: Please answer the following questions

- List 3 types of crises

2. Provide 3 examples of physical reactions or 3 examples of emotional reactions of a person experience a specific problem

3. What are the principles of psychological first aid?

4. List 3 examples of specialized services in case of violence

5. What are the means of reporting any violation or exploitation that may occur when providing aid in the humanitarian sector?



Community-based committees and their members use the same language (dialect, terminology, expressions).

Promote community values and life skills that are essential for personal development.

Emphasize taking responsibility.

The community-based committee can reach groups that are typically difficult for organizations and associations to access.

Community-based committee activities are low-cost compared to other initiatives.

Engage in partnerships with institutions and organizations.

Over time, committee members' interests may shift, leading to the need to recruit and train new individuals.

Lack of knowledge and experience in social work, organizing events, and launching initiatives.

Difficulty in measuring the impact of community-based committees due to challenges in establishing appropriate monitoring and evaluation mechanisms.

Influence of traditional customs and practices among committee members.

Fear among the committee team of the initiative not succeeding or achieving its goals.

Political affiliations of committee members may threaten neutrality and increase internal conflicts.

Advocacy consists of organized actions dedicated to defending the rights of a specific group of people or society as a whole.

Advocacy is a process aimed at supporting a specific cause to reclaim violated rights.

Advocacy aims to bring about partial social change that contributes to broader community transformation.

Advocacy seeks to gain support and mobilize for a political, social, or economic cause.

Advocacy involves collaboration with various individuals, groups, and organizations to make a difference and create change.

Advocacy seeks to influence others, and to influence legislation, policy, practices, and attitudes.

Advocacy is about amplifying voices and drawing the local community's attention to a significant issue while guiding decision-makers toward a specific solution.

Question	Answer
1. Why am I interested in advocacy?	I am interested in advocacy because
2. What is motivating me to join an advocacy committee?	I am motivated by
3. What are the qualities, skills, and values I possess that would enable me to participate in advocacy initiatives?	I possess the ability to..... I believe in..... I am capable of.....
4. What factors might hinder my participation in advocacy on social issues and community violence?	I may hesitate or refrain from advocacy due to



Sarah is an ambitious girl from a small village who would wake up early to help her mother before going to school. She excelled in science and was passionate about inventions. During a school trip to the Science Museum, Sarah discovered a device explaining renewable energy, which inspired her to work on a scientific project about solar energy.

With the support of her teacher and family, Sarah created a model of a solar-powered house and won first place at the school fair. During the summer vacation, she participated in a training program on sustainable development, where she learned how to lead teams and develop community initiatives.

Upon returning to her village, she formed a community-based committee to raise environmental awareness. She successfully implemented a project to install solar panels on her school's roof, inspiring her entire community to engage in sustainable development efforts.

Sarah demonstrated that passion and knowledge can make a significant difference, and that teamwork can achieve great goals.

Or

Sarah went to the big market in the city to buy household necessities for the first time by herself. She bought what she needed and became distracted by a new shop, which caused her to lose her way and get lost in the crowd. She felt anxious but remembered her mother's advice to stay calm.

She asked one of the vendors for directions to the exit, but it wasn't clear. Then she tried to call her mother, but her phone was out of charge. She recalled another piece of advice from her mother: to look for the information center in the market. After a little searching, she found the center and asked for help. The staff member kindly guided her to the exit safely.

Sarah returned home safely, learning the importance of staying calm and relying on advice in difficult situations.

-: "This idea is very bad and won't work"

+: -----

-: "It feels like we're wasting time talking about useless thing"

+: -----

-: "What needs to be done is what everyone agreed on, end of discussion"

+: -----

-: "What you're saying is not true; you are lying."

+: -----

-: "You are very annoying, and you are frustrating me."

+: -----

Case 1: Razan is a 30-year-old woman who states that the primary difficulty she faces is her relationship with her husband. She told the facilitator that her husband recently lost his job and has been experiencing significant stress and anger since then. This has caused a lot of strain on their relationship, and Razan has started to feel a deep sense of despair about the situation. They argue almost every day. This also affects her mood, and she says she feels profound sadness most days, struggling to do things she used to enjoy. In particular, she hasn't seen her friends recently because she no longer feels inclined to do so, and she is also embarrassed about the problems she is facing.

Case 2: Rami is a 15-year-old young man who was born with a disability in his right hand. This issue has significantly impacted his life, as he frequently faces many questions about his disability. He has not received acceptance from society, has not made friends, and has remained alone until he met a group of young people who introduced him to drugs, claiming that they would help him overcome the difficulties and sadness caused by his disability.

Case 3: Farah is a 27-year-old woman whose husband is a freelancer and the sole provider for their family. Their living conditions have worsened, and Farah suggested that she look for a job to help with expenses, but her husband refused. In his environment, women do not work, and he cannot bear the comments and remarks from those around them despite all the difficulties they face. They decided to take the children out of school as an alternative solution so that the eldest son could work to support the family financially.

Case 4: In a neighborhood near a river where farmers irrigate their crops, one of the dairy factories dumped animal waste and sewage into the river, causing foul odors and an increase in insects. This prevented farmers from irrigating their crops, resulting in significant losses, and it also led to the spread of a type of skin allergy among many residents living near the river.

Represents the different biological characteristics between males and females.

Refers to reproductive functions and sexual activity between two individuals.

Involves physical differences represented by chromosomes, hormones, genes, and reproductive organs.

Refers to universal fixed differences that do not change and are present at birth.

Represents the social characteristics assigned to women and men.

Includes roles and responsibilities acquired through upbringing and socialization.

Social characteristics vary within a single culture.

Attributes and values differ from one culture to another and from one time period to another.

Females give birth to children; males do not.

Girls are characterized by softness, while boys are characterized by roughness.

Females breastfeed children; males do not.

Men are the ones who make crucial decisions.

Women are emotional, while men are rational.

Men are quick to anger, while women are more tolerant.

Girls are attracted to playing with dolls, while boys are drawn to war and strength games.

Females have a uterus, while males have testicles.

Women are jealous, while men are more controlled in their emotions.

Girls can express themselves through crying, unlike boys.

A family consisting of a father, mother, and four children (three daughters aged 14, 11, and 8, and a son aged 9). The father works as a schoolteacher in the village during the morning and farms in the afternoon. The mother is a homemaker. The daughters attend the public school in the village, while the son attends a private school in a neighboring village.

A family consisting of a father, mother, two children (a boy aged 11 and a girl aged 9), and a domestic worker. The father is a bank employee, and the mother is a school principal and a social activist working on issues related to the elderly. The children attend the same school where their mother works.

A divorced woman living with her parents and her 2-year-old daughter, who is in daycare. The mother works in a government job.

A brother and sister who moved from the village to the city to pursue university studies. They live together in a furnished apartment for university students. The brother works as a waiter in a night restaurant.

First group:

The story: Souad is a 16-year-old girl engaged to 22-year-old Bassem. She left school immediately after the engagement at the request of her fiancé, who works as a policeman in the municipality of the village. They belong to a traditional family that adheres to the cultural traditions. The education level of the couple is average, the husband is stuck in a patriarchal mentality, and the bride has no say in the matter. They are preparing for their wedding next month.

Acting roles: Bride, groom, mother of the bride, mother of the groom

Acting scenes:

- ✘ Advice revolving around marriage given by the bride's mother to the under-16 girl and by the groom's mother to the groom.
- ✘ A dialogue scene between the mother of the groom and the mother of the bride addressing the bride about her delayed pregnancy that was expected immediately after the wedding.
- ✘ After the bride becomes pregnant and gives birth to three daughters, everyone starts convincing her that she must have a boy, or her husband will remarry in order to have a son.

Second group:

Story: Souad, a 23-year-old girl who graduated two years ago from the Faculty of Translation and works as a translator in an import and export company, is engaged to Bassem, a 28-year-old man who works in the purchasing department of the same company, and they are preparing for their wedding next month.

Acting roles: Bride, groom, mother of the bride, mother of the groom.

Acting scenes:

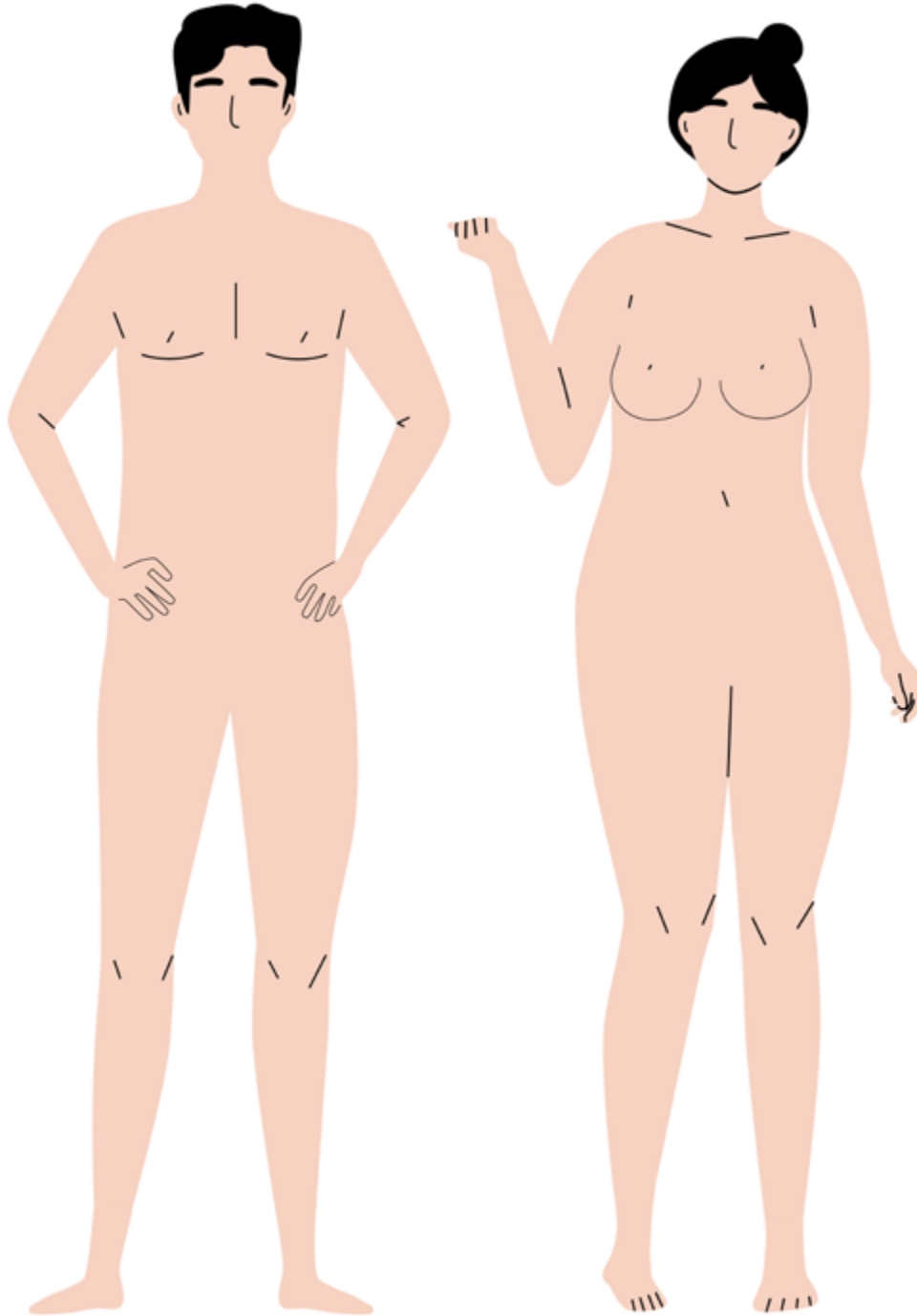
- ✘ Marriage recommendations by the bride's mother to the 23-year-old bride and by the groom's mother to the groom.
- ✘ A scene dealing with the reason for delaying pregnancy from the parents and the answer from the couple.

Sarah: ‘Because it is not easy and because what happened to me could happen to anyone, I wanted to share my story in order to help others be more vigilant. I met a guy through Facebook, we talked a lot together and I liked him, we got used to each other and he used to listen to me a lot, he told me that he loved me and promised to come and ask for my hand from my parents. I thought I could trust him, but I didn’t think what happened to me was even possible. He told me that he was worried about me, and I couldn’t always see him, so he asked me several times to send him photos of me, and over time he asked me for more private photos of me, after a while he started asking for photos and asking me to meet him at a house, I got scared and refused and that’s where we ended up... He threatened to tell my parents and send them my photos if I didn’t respond to him, my parents are very conservative, so I got scared and started doing what he wanted me to do. I became very tired and distanced myself from my friends and quit university. I couldn’t tell anyone; I didn’t know what to do or how to stop what was happening.

Aisha, a 20-year-old Syrian girl, fled the horrors of the Syrian war and sought refuge in Lebanon, only to be subjected to something even more brutal: Sexual blackmail at the hands of a young Lebanese man with whom she had a romantic relationship. Aisha says that he filmed a sexual encounter between them and threatened to publish the video if she doesn’t hand over every monthly salary she received. Although she complied, he continued to abuse her, beating her to the point where he once broke her hand. Every time she thought about reporting him to the security forces, she remembered his words: ‘Your papers are illegal, if you complain about me, you will go to jail.’ Aisha lived a whole year of blackmail, abuse, and grief, and because she was afraid to report him to the security forces due to her illegal status, she searched for an alternative until she came across the initiative ‘Don’t fear blackmail, we have your back”, which helped her get rid of her blackmailer’s pursuit by providing her with money to renew her residency and then file a complaint against the blackmailer.

Jad also turned to Latifa when he reached the height of fear and despair. He was also subjected to sexual blackmail from a gang outside Lebanon after he sent an intimate video of himself to a girl’s Facebook account, which turned out to be a young man posing as a girl to trap young people. The gang threatened Jad, 25, to publish the video if he sent them \$2,000 by 11 a.m. That day, at 3 a.m., Jad called Latifa and told her the whole story. In a halting, breathless voice, he told her: ‘I come from a conservative family, if they publish the video, I will kill myself before my father kills me”. Latifa quickly intervened and contacted her acquaintances as the Lebanese authorities could not help, as the gang was outside Lebanese territory.

A crisis is...	
Its characteristics are...	
Types of crises Include examples	
Who/what is affected by crises?	



Getting enough rest.

Using drugs, smoking, or drinking alcohol.

Eating sweets, fast food, or ready-made meals.

Sleeping for long hours.

Eating regularly and drinking water.

Spending a long time at work to fill up time.

Isolating from friends and family to avoid spreading negative energy.

Talking with family and friends and spending time with them.

Discussing problems with someone you trust.

Doing activities that help you relax (e.g., walking, singing, praying, playing with children).

Doing physical exercises.

Neglecting basic personal hygiene.

Using violence to express anger.

- ✦ Psychological first aid provides practical care and support.
- ✦ Psychological first aid can only be performed by professionals.
- ✦ Psychological first aid is a specialized professional consultation.
- ✦ Psychological first aid helps individuals access information, services, and social support.
- ✦ Psychological first aid means asking someone to analyze what happened to them or organize the timeline of events.
- ✦ During psychological first aid, you listen to people but do not pressure them to talk.
- ✦ Psychological first aid helps individuals meet their basic needs (such as food, water, and information) by referring them to other services.
- ✦ Psychological first aid is provided to the same person for an extended period, similar to psychological assessment.
- ✦ Psychological first aid is provided immediately after a crisis occurs.

Knowledge of the types of reactions that can be expected from affected populations.
Understanding which situations can be handled independently and when to seek help.
Awareness of available services and resources.
Awareness of the types of reactions that may occur when interacting with people in distress.
Support available to the team during and after the response.
Information about what has happened and is happening.
Who needs assistance.
Safety and security risks.
Physical injuries.
Immediate basic and practical needs.
Emotional reactions.
How to approach someone.
How to introduce yourself.
Pay attention and listen actively.
Acknowledge others' emotions.
Calm the person in distress.
Ask about their needs and concerns.
Support the person in distress in making decisions about their urgent needs and problems
Provide information about the crisis.
Encourage reconnecting with loved ones and seeking social support.
Assist the person in handling practical issues like charging their phone or contacting a relative.
Help them access services and other forms of assistance.

	Scenarios	Questions
1	<p>Samir works as a local driver for a humanitarian organization, transporting aid boxes from the warehouse to distribution centers. During one of his trips, he met a female beneficiary of the organization and learned of her dire economic situation. He told her he was interested in helping her and wanted to get closer to her. He then informed her that he would provide her with special aid in secret if she agreed to engage in a sexual relationship with him.</p>	<ul style="list-style-type: none"> • What is the driver asking from the woman in exchange for providing her with special aid? • Does her acceptance count as fair consent? • Should we have to give something in return for the services we receive from organizations?
2	<p>Sana, a 16-year-old girl, lives with her family in a small village, she has 4 younger siblings. Her parents do not have much money and find it very difficult to provide basic needs such as food, clothing, medical care and education for all the children. Her parents discussed the idea of taking Sana out of school to work to help them or asking for help from one of the humanitarian organizations that provide charitable aid. Sana and her mother went to one of the organizations known for humanitarian work in the area and met with the director of the organization, who showed great interest in the family and in Sana in particular. He promised to pay her and her siblings' school fees and to provide the family with a monthly food ration. The director of the organization began to visit their home and also called Sana to individual meetings in the organization, where a sexual relationship developed between them, Sana was grateful to him for helping her family, which was satisfied with their daughter's relationship with the director, who increased the amount of aid provided to them, and they felt that this relationship would secure a better future for her.</p>	<ul style="list-style-type: none"> • What do you think about the behavior of the organization director (does his position give him special privileges)? • Did the director use the organization's services for personal gain? • What do you think about the relationship that developed between him and Sana? • Does Sana and her family's acceptance of this relationship legitimize it? • Does the organization have the right to intervene in the personal relationships of its employees?

3	<p>Lina, a 30-year-old woman, lives alone with her two children. She resides in a building owned by a man named Samir, and her rent is paid by an organization in collaboration with Samir.</p> <p>One day, Samir visited her home, seeking to become closer to her and expressing his desire to marry her. When she refused, he threatened to evict her from the house. Lina feared becoming homeless with her children and was too scared to share the situation with anyone. Feeling trapped, she complied with his request. Samir began visiting her frequently, and Lina is unsure how to put an end to the situation, especially since he did not keep his promise to marry her.</p>	<ul style="list-style-type: none"> • What happened to Lina? • What motivates Lina to remain silent? • Does Lina have the right to refuse? • How can she confront the situation?
4	<p>Wael, a 12-year-old boy, has great athletic skills, but his parents are unable to support him in developing them.</p> <p>He joined a free sports club of a humanitarian organization run by Karim, a fitness trainer who showed great interest and support for Wael, giving him gifts and money.</p> <p>On one occasion, the trainer called the child Wael to a private room in the club and sexually harassed him, Wael could not confront him and kept it a secret so as not to lose his opportunity to train, and it was repeated continuously.</p>	<ul style="list-style-type: none"> • How did the coach use his role in the organization? • What term is used to describe the coach's behavior? • Will Wael lose his training opportunity if he refuses and reports the coach and his actions?
5	<p>Samia is a woman in her thirties, whose harsh life conditions pushed towards working in prostitution to make a living. Her neighbor Sana works in a humanitarian organization. Sana introduced one of her colleagues to Samia and encouraged him to get closer to her. He began to visit her at home and pay her in exchange for sex.</p>	<ul style="list-style-type: none"> • What role did Sana play? • Would organization accept such behavior from their employees? Would the organization have the right to intervene with Sana in this case?

Control		Access		
Men	Women	Men	Women	
				<p>Education/Training, etc.</p> <ul style="list-style-type: none"> • What level of education can be achieved? (Primary, Secondary, Vocational, etc.) • Is the woman encouraged to pursue studies? • Are they encouraged to choose any type of education (specialization)? • What are the training centers, vocational schools, and universities in the area? • Are all specializations available in the educational institutions in the area? • What are the barriers preventing women from enrolling in educational institutions?
				<p>Work/Economic Opportunities/Jobs</p> <ul style="list-style-type: none"> • What job opportunities are available in each sector in the area? • Where do women work? • Who are the largest female employers? • What training opportunities are available in the area? • Are women encouraged to pursue work? If not, why? • Do women have the necessary tools to engage in work and income-generating opportunities? • What barriers prevent women from accessing jobs in the area (lack of useful degrees/education/skills/work experience, etc.)? • Do women receive support from family members (men, brothers, husbands, mothers-in-law, mothers, etc.) for work? • Is time management an issue for women (too many responsibilities at the family level - reproductive activities)? • What social norms/perceptions (e.g., leaving the house alone) might prevent women from accessing job opportunities?

			<ul style="list-style-type: none"> • Are there any safety concerns? • What public/private transportation means are organized or available?
			<p>Income Sources</p> <ul style="list-style-type: none"> • Does the woman have a personal bank account? (Situation prior to the economic crisis) • What is the main source(s) of income for women? • Do women support family expenses? • Do women have a say in how family income is spent?
			<p>Childcare</p> <ul style="list-style-type: none"> • What childcare options are available in the village/area? (Affordability, accessibility/location, working hours, etc.)
			<p>Transportation</p> <ul style="list-style-type: none"> • Are public transportation means available to everyone in the area? • If yes, are they accessible to both men and women? • What is the role of the municipal police? Monitoring and ensuring safety? • Do women own personal vehicles and are they able to move freely?
			<p>Public Infrastructure</p> <ul style="list-style-type: none"> • What is the municipality's policy regarding public infrastructure? (Lighting, road networks, etc.) • Are there any ongoing activities? • What potential projects could positively impact the lives of women in the area?
			<p>Authority/Political Role/Decision-Making</p> <ul style="list-style-type: none"> • Are women involved in decision-making bodies such as cooperative councils, municipal councils, water committees, etc.? • What community activities are women involved in?
			<p>Authority and Decision-Making</p> <ul style="list-style-type: none"> • Who has the authority and ability to control resources and decisions within the family? • Do women participate in decision-making regarding family matters such as financial spending, marriage, and children's education?

				<p>Gender Roles and Sex</p> <ul style="list-style-type: none"> • Who performs caregiving and household tasks within the home? • Who has more leisure time? • What activities are men unable to perform? And what about women?
				<p>Protection Services and Gender-Based Violence</p> <ul style="list-style-type: none"> • Are women aware of the available protection services? • Do women survivors of gender-based violence seek support? • What are the barriers preventing women from seeking support and accessing protection services?
				<p>Other...</p>

Advocacy Cause				
Identify the issue: <ul style="list-style-type: none"> What is the issue which advocacy will help solve? Why is it important? 				
General objectives and individual objectives: <ul style="list-style-type: none"> What is the solution or change that you would like to advocate for? What are the direct short-term objectives? 				
Target audience: <ul style="list-style-type: none"> Who are those that are directly affected by the issue? Who are the influencers and decision-makers that can effect change? 				
Advocacy communication: <ul style="list-style-type: none"> Keep it simple and concise Use adequate language Choose a campaign slogan 				
Communication and activation channels: <ul style="list-style-type: none"> What means will you use to spread the campaign's message? What activities will you implement in order to convey the message and reach objectives? 				
Building support and mobilizing human and material resources: <ul style="list-style-type: none"> Who are the stakeholders capable of providing support and interested in working on the issue? What forms of support are available? What forms of support are needed but currently unavailable? 				
Activity plan:	Activity	Needed resources	Person responsible	Timeframe

Community Café Event Report

Group:	Date:
Facilitator:	Workshop location:

Executive summary:

A paragraph summarizing the following: workshop objectives and implemented activities / an overview of the group's backgrounds and geographic scope / key discussions, interactions, and outcomes.

Presentation of results:

1. Understanding gender dynamics

Present the results from the control and access tool.

2. Local context analysis

Present the analysis results through a paragraph summarizing the following:

- The state of equality and partnership between men and women in the local context.
- Presentation of the sectors/resources/roles where men and women are equal or unequal.
- Explanation of the reasons for partnership or lack thereof between men and women.
- The impact of these differences on individuals, their relationships, their roles, and society in general.

3. Identifying key challenges and solutions

A presentation of the main challenges and difficulties (between 3 to 4 key challenges) and all the solutions proposed by the group.

4. Group recommendations for capacity building

Providing recommendations for workshops or educational sessions to enhance their knowledge and skills for future initiatives related to the previously mentioned challenges.

5. Participants' feedback

Presenting quotes or comments from the group.

References:

1. Methodology Guide for Initiative Design – Al-Mawaddah Family Development Association – Prepared by: Mohammed bin Ali Al-Radhi
2. Training and Planning Guide for Community Initiatives – Center for Peace and Conflict Studies, University of Duhok – Prepared by: Jotyar Mohammed Rashid – 2018
3. Community-Based Committees Guide – Generations without Qat for Awareness and Development and UNICEF – Prepared by: Sami Al-Hakimi
4. Community-Based Committees Surrounding Safe Spaces for Women and Girls – ABAAD Organization – Prepared by: Joumana Merhi – 2017
5. Advocacy Power Guide – ABAAD Organization – Prepared by: Lina Alameddine – 2023

