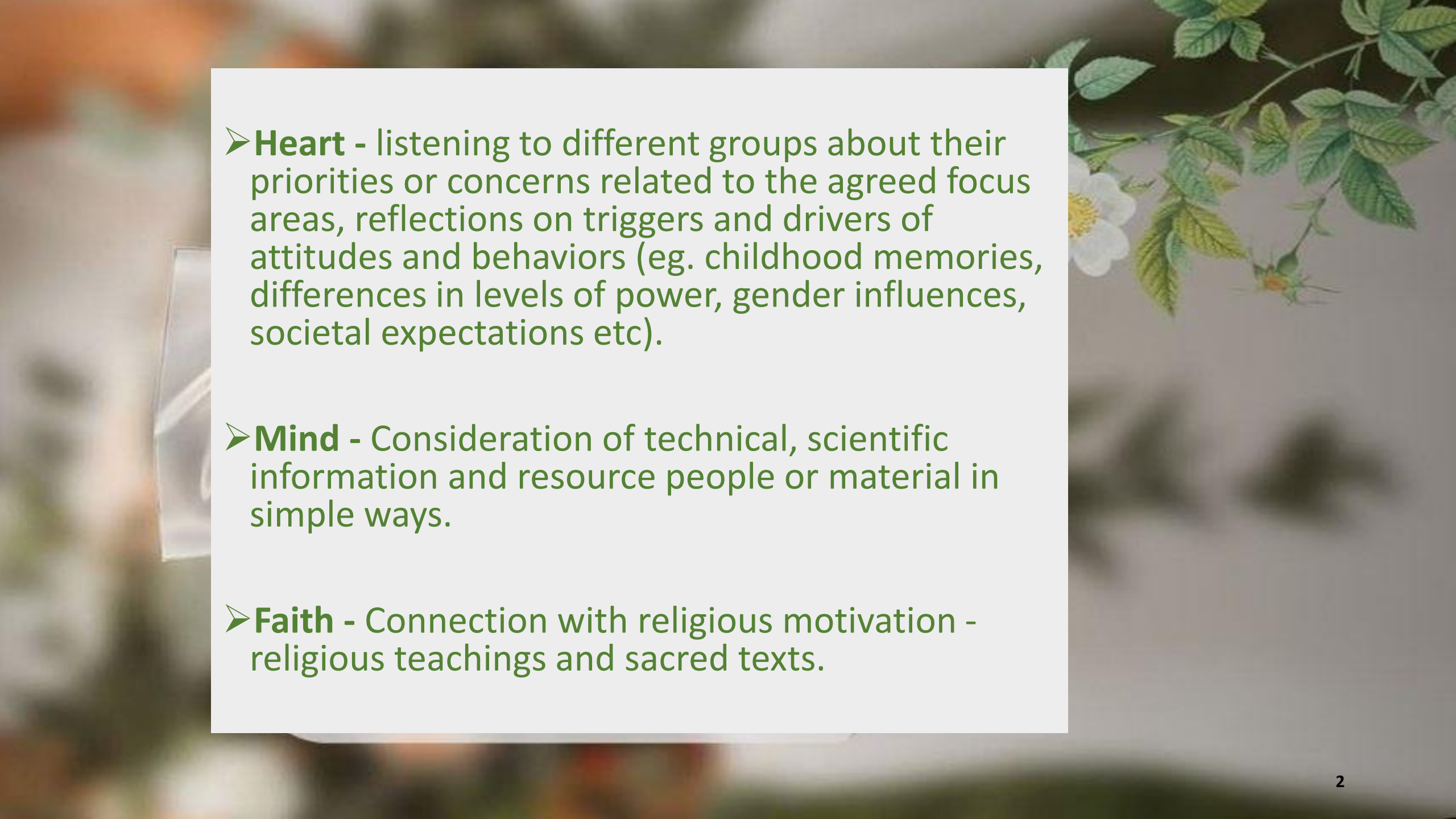




MIND AND HEART DIALOGUE

Dr. Samia Raheel Qazi

Ex member of Parliament and Islamic Ideology

- 
- **Heart** - listening to different groups about their priorities or concerns related to the agreed focus areas, reflections on triggers and drivers of attitudes and behaviors (eg. childhood memories, differences in levels of power, gender influences, societal expectations etc).
 - **Mind** - Consideration of technical, scientific information and resource people or material in simple ways.
 - **Faith** - Connection with religious motivation - religious teachings and sacred texts.

Mind-heart dialogue is a reflective and experiential learning process that explores faith convictions, lived experiences, and knowledge to influence positive social change. It supports faith groups and development partners to work together to protect and empower children, families, and communities. The process involves a mixture of activities that reflect on scriptures, draw in facts, and engage people's life experiences and emotions. This approach helps surface the emotions and beliefs that can help or hinder lasting transformation, going deeper than usual participatory approaches, messaging, and awareness-raising. The dialogue between the mind (representing logic and reason) and the heart (representing emotions and feelings) is a central theme explored in the search results. This inner conflict is often depicted through the personification of these two forces, highlighting the importance of finding a balance between the two to make meaningful decisions. Overall, the search results emphasize the value of mind-heart dialogue in catalyzing innovative and collaborative thinking, leading to positive social and behavioral change that protects and empowers communities.



❖ How can I apply Mind-Heart dialogue in my daily life

- The mind represents logic, reason and analysis, while the heart represents emotions, feelings and intuition.
- There is often an inner conflict between the mind and the heart, as they can pull us in different directions. Finding a balance between the two is key.
 - **Engage in Reflective and Experiential Learning**
- Mind-Heart Dialogue is a reflective and experiential learning process that explores faith convictions, lived experiences, and knowledge.
- It involves a mixture of activities that reflect on scriptures, draw in facts, and engage people's life experiences and emotions.
- Adding physical and visual elements can help people become less self-conscious and defensive, and engage more actively.

➤ **Apply it to Different Areas of Life**

- Mind-Heart Dialogue can be applied to any area of desired social and behavioral change, not just faith-based contexts.
- It can help surface the emotions and beliefs that can help or hinder lasting transformation in various aspects of life.

➤ **Collaborate with Others**

- Mind-Heart Dialogue creates a space for more equal partnerships as everyone contributes, catalyzing innovative and collaborative thinking.
- It supports faith groups and development partners to work together to protect and empower children, families and communities.

By incorporating these principles of Mind-Heart Dialogue into your daily life, you can foster greater self-awareness, emotional intelligence, and collaborative problem-solving to drive positive change.

❖ Practical Activities for Facilitating Mind-Heart Dialogue:

- Reflect on scriptures, lived experiences, and knowledge to influence positive social and behavioral change
- Engage people's life experiences and emotions through a mixture of activities
- Incorporate physical activities to deepen discussion, include diverse voices, and strengthen experiential learning
 - **Connecting Faith, Mind, and Heart**
- Connect people's faith (scriptures, religious teachings, rituals) with aspects of the mind (research, science/facts, technical knowledge) and the heart (emotions, memories, social norms)
- Facilitate critical discussions on how cultural practices may have unintended harms, allowing for self-reflection and realizations

➤ **Collaborative and Innovative Thinking**

- Create a space for more equal partnerships where everyone contributes, catalyzing innovative and collaborative thinking
- Empower local faith-based actors to influence their communities in positive ways

➤ **Diverse Participation**

- Engage a variety of participants, including women, men, youth, and diverse faith backgrounds

By incorporating these practical activities, the Mind-Heart dialogue approach can effectively surface emotions and beliefs, leading to lasting positive social and behavioral change that protects and empowers communities.



❖ **How does Mind-Heart dialogue influence social change**

Mind-Heart dialogue is a powerful tool for influencing social change by fostering a reflective and experiential learning process that explores faith convictions, lived experiences, and knowledge. This approach supports faith groups and development partners in working together to protect and empower children, families, and communities.

The background of the slide features a soft-focus image of a notebook with a white cover and a small tab on the left. A branch of a rose with green leaves and a single white rose with a yellow center is positioned in the upper right corner. The overall aesthetic is clean and natural.

❖ Key Aspects of Mind-Heart Dialogue:

➤ Reflective and Experiential Learning:

- Mind-Heart dialogue involves a mixture of activities that reflect on scriptures, draw in facts, and engage people's life experiences and emotions. This approach helps participants to critically examine their beliefs and attitudes, leading to a deeper understanding of the issues they face.

➤ **Surface Emotions and Beliefs:**

- ❖ The dialogue process surfaces the emotions and beliefs that can help or hinder lasting transformation. By acknowledging and discussing these emotions and beliefs, participants can develop a more nuanced understanding of the challenges they face and the potential solutions.

➤ **Inclusive and Collaborative:**

- ❖ Mind-Heart dialogue creates a space for more equal partnerships, where everyone contributes. This inclusivity helps in catalyzing innovative and collaborative thinking, leading to more effective solutions.

➤ **Behavioral and Attitudinal Change:**

- ❖ The training has been shown to lead to significant changes in participants' attitudes and behaviors. For example, in a training in Zambia, participants who initially expressed vaccine hesitancy shifted to becoming determined advocates after engaging in activities like "Agree-Disagree" and "Participatory Drama".

➤ **Empowerment and Confidence:**

- ❖ Participants often express greater confidence in their ability to positively shift mindsets and create experiences that can be replicated for others. This confidence is crucial for implementing lasting change in their communities.

➤ **Cultural and Historical Context:**

- ❖ The dialogue also involves critical discussions of cultural practices that may have unintended harms. This helps in addressing the root causes of social issues and promoting more positive and sustainable change.

Mind-Heart dialogue is an effective approach for facilitating positive social and behavioral change. The key ways it influences social change include:

➤ **Exploring Faith Convictions and Lived Experiences:**

Mind-Heart dialogue creates a space for participants to reflect on their faith beliefs, values, and personal experiences. This helps surface the emotions, attitudes, and underlying assumptions that can either enable or hinder lasting transformation .

➤ **Integrating Facts and Information:**

The process involves incorporating relevant facts and data, which are then discussed and contextualized within the participants' faith and lived realities. This helps bridge the gap between logic/reason (mind) and emotions/feelings (heart) .

➤ **Fostering Empathy and Perspective-Taking:**

Activities like "Participatory Drama" allow participants to role-play different characters, cultivating empathy and a deeper understanding of diverse viewpoints on issues .

➤ **Catalyzing Collaborative Thinking:**

The dialogic and experiential nature of Mind-Heart dialogue encourages participants to work together, share insights, and co-create solutions, leading to more innovative and impactful approaches to social change .

➤ **Shifting Mindsets and Behaviors:**

The training has been shown to effectively shift participants' attitudes and behaviors, even on sensitive topics like vaccine hesitancy. Participants express greater confidence in their ability to replicate the Mind-Heart dialogue process to influence positive change in their communities .

➤ **Empowering Faith-Based Actors:**

By equipping faith leaders and organizations with the Mind-Heart dialogue approach, the initiative aims to leverage the unique influence and reach of religious institutions to drive social and behavioral transformation that protects and empowers children, families, and communities .

Overall, the search results highlight how Mind-Heart dialogue is a powerful tool for catalyzing positive social change by addressing the interplay between reason, emotion, faith, and lived experiences .

❖ Importance of Mind-Heart Dialogue

- Mind-heart dialogue is a reflective and experiential learning process that explores faith convictions, lived experiences, and knowledge to influence positive social and behavioral change.
- It supports faith groups and development partners to work together to protect and empower individuals, families and communities.
- The dialogue between the mind (representing logic and reason) and the heart (representing emotions and feelings) is central to making meaningful decisions and catalyzing innovative thinking.

➤ Impact and Applications:

- ❖ **Community Engagement:** Mind-Heart dialogue can be employed by various actors, including faith-based organizations, international organizations, and governments, to promote positive change in their communities.
- ❖ **Training and Capacity Building:** The approach is used in training programs to equip faith leaders and community members with the skills and knowledge necessary to influence social change.
- ❖ **Global Reach:** The Mind-Heart dialogue approach has been implemented in multiple countries, with potential for expansion to other regions and groups interested in participating.

Overall, Mind-Heart dialogue is a powerful tool for social change because it engages participants in a reflective and experiential process that addresses the emotional, cognitive, and behavioral aspects of social issues, leading to more effective and sustainable solutions.

❖ Practical Steps for Resolving Conflicts

- ❖ Developing emotional awareness and intelligence to better understand and manage emotions is key to effective conflict resolution.
- ❖ Practicing mindful awareness, critical thinking, and balanced decision-making that considers both emotions and logic can help resolve internal conflicts.
- ❖ Seeking professional guidance through therapies like Cognitive Behavioral Therapy can also be beneficial in eliminating negative thought patterns and promoting more constructive decision-making.
- ❖ Self-care practices like exercise, healthy lifestyle, and enjoyable hobbies can maintain mental-emotional health equilibrium and support conflict resolution.

Overall, the search results emphasize that the mind-heart dialogue is a valuable approach for resolving personal conflicts. By balancing logic and emotions, individuals can make more meaningful and transformative decisions that protect and empower themselves and their communities.

❖ **The benefits of combining physical activities with Mind-Heart dialogue:**

- Facilitating positive social and behavioral change that protects and empowers children, families, and communities. The Mind-Heart dialogue process involves a mixture of activities that reflect on scriptures, draw in facts, and engage people's life experiences and emotions. This helps surface the emotions and beliefs that can help or hinder lasting transformation, going deeper than usual participatory approaches.
- Catalyzing innovative and collaborative thinking by creating a space for more equal partnerships where everyone contributes. The addition of physical activities helps people become less self-conscious and defensive, engage more actively, and notice new things.

- Improving brain health and cognitive function. Physical activity triggers the release of beneficial neurotransmitters that can reduce anxiety and depression, enhance focus and concentration, and promote the generation of new brain cells. This can lead to improved learning, memory, reasoning, and overall cognitive performance.
- Promoting overall well-being by addressing both the physical and mental aspects of health. The close connection between physical and mental health means that activities that benefit the body often have positive impacts on the mind as well.
- In summary, the combination of Mind-Heart dialogue and physical activities can lead to meaningful social change, enhanced cognitive abilities, and improved overall well-being by addressing both the rational and emotional aspects of the human experience.

1 day session

This outline captures the key elements that a one-day Mind-Heart dialogue session might include. It could focus on a specific issue (eg. child marriage), sharing learning and identifying actions you can do together. This structure could also work well for a planning or review session.

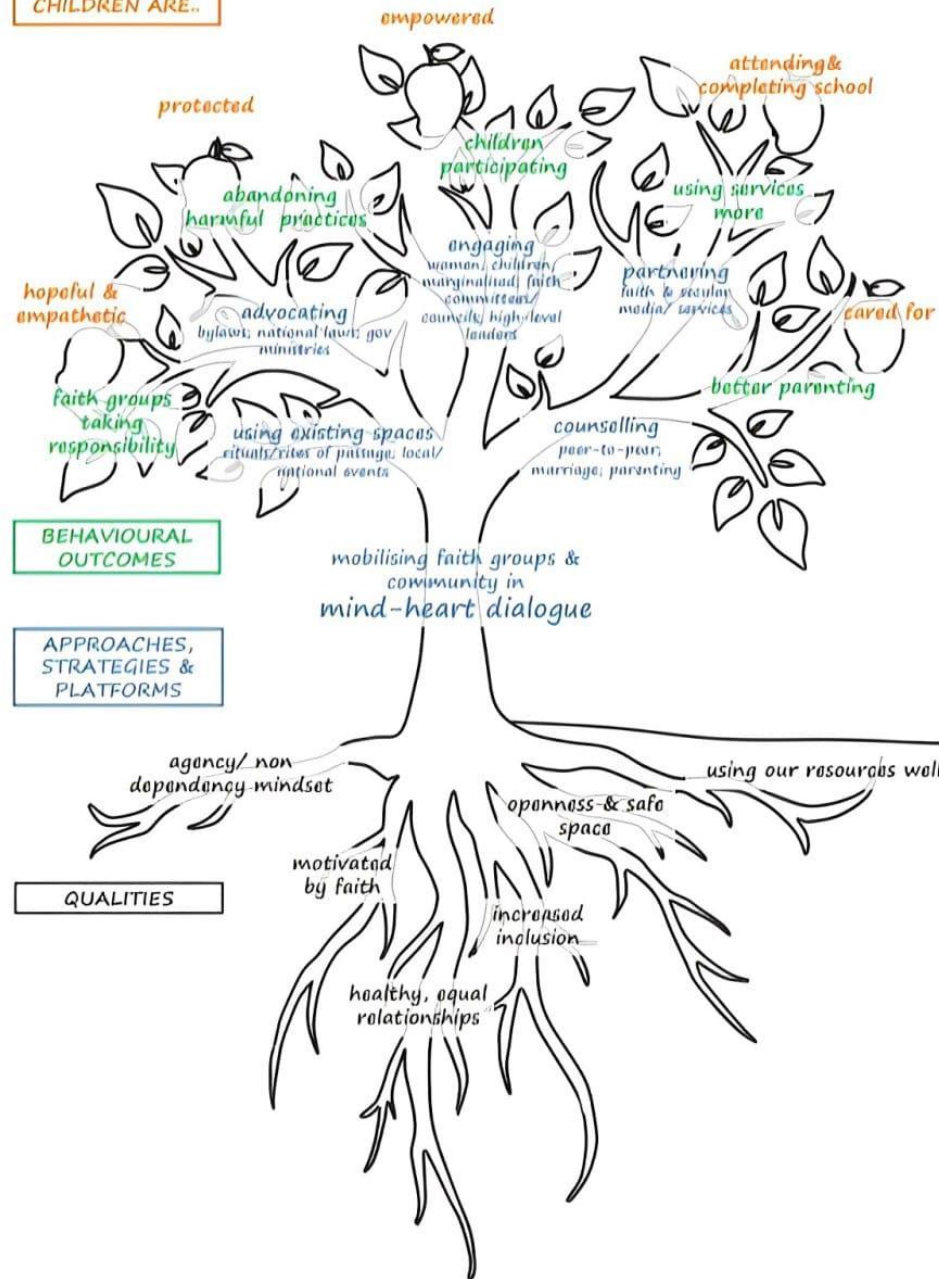
Timing	Process / content
Pre-session	1 Journey of childhood If session is one-off or 3. Scripture Reflection Ask everyone to come with a story of positive change linked to the Issue
15 mins	Icebreaker: fun time to connect
20 mins	Scene-setting: Introduction to Mind-Heart dialogue; session aims; hopes and fears; and agreeing how to create a safe space for everyone to contribute
1 hour	Mind-Heart activity to explore vision/ calling/ why the topic is important eg. <ul style="list-style-type: none"> ■ 3. Scripture Reflection ■ 7. Listening to Children ■ 5. Personal Testimony ■ 6. Mapping Childhood Journey In a review or planning day, it is vital to reconnect to the overall vision/ aims
10 mins	Explain 'Significant Stories of Change' and groups for after the break
20 mins	BREAK
40 mins	21. Significant Stories of Change in groups – outcomes for children In a review day, this should be related to your activities during the year; if a planning day, just effective stories of change
1 hour	22. Significant Stories of Change in plenary - our contribution to lasting change
1 hour	LUNCH
1 hour	Main participatory activity to go deeper/ identify gaps eg. 13. Power Walk If a review day, select a Mind-Heart activity to reflect on hindrances/ challenges eg. 10. Bean ranking from stories; 26. Bicycle planning; or mapping influences with 18. Flipchart activity
20 mins	23. Case Studies – Reflecting on Best Practice
1 hour	Responding in Action eg. 25. Individual Commitments; 26. Bicycle planning; 27. Interfaith planning
10 mins	Closing reflection and sharing commitments to action
Post-session activity	Implementing action plan; further listening

Ensuring that all participants carry out the pre-session listening activity with children (or those affected by the specific issue) is very important for the WorkRock to be effective.

Note: the Mind-Heart Facilitator Guide Annex 1 provides comprehensive WorkRock facilitator notes

Time	Day 1	Day 2	Day 3
Introduction 20 mins	Scene-setting <ul style="list-style-type: none"> WorkRock outcomes Mind-Heart dialogue introduction Hopes/ fears 	Welcome <ul style="list-style-type: none"> Introduction/ recap Ice-breaker 	Welcome <ul style="list-style-type: none"> Introduction/ recap Ice-breaker
Session 1 1 hour 40 mins	Faith & Childhood <ul style="list-style-type: none"> 2. Connecting Faith & Childhood 3. Scripture Reflection 4. Faith Object Reflection 	Option 1: Mapping Childhood <ul style="list-style-type: none"> 6. Mapping Childhood Journey 7. Listening to Children Option 2: Drivers of behavior <ul style="list-style-type: none"> 11. Participatory Drama 10. Prioritizing Drivers/ Causes 	Journey of Change Reflection <ul style="list-style-type: none"> Paired reflection plenary feedback Individual reflection
20 mins	BREAK		
Session 2 1 hour 40 mins	Significant Stories of Change <ul style="list-style-type: none"> 12. Listening Well 21. Groups: behavioral outcomes & results for children 	Perpetuating Violence <ul style="list-style-type: none"> 13. Power Walk 8. Perpetuating cycles of violence: group discussion 	Personal Commitments <ul style="list-style-type: none"> 9. Child Protectors Balloon game 5. Personal Testimony 25. Individual commitment
1 hour	LUNCH		
Session 3 1 hour 40 mins	Significant Stories of Change 2 <ul style="list-style-type: none"> 22. Plenary stories: how we contribute effectively to lasting change 	Living out Partnership <ul style="list-style-type: none"> 20. Changing Hats: group exploration of partner roles 10. Bean-Ranking partnership principles 	Action Planning <ul style="list-style-type: none"> 26. Bicycle planning: faith group/ organization
20 mins	BREAK		
Session 4 1 hour	Significant Change stories 3 <ul style="list-style-type: none"> 18. Flipchart Activity: influences 16. String game 28. Mood meter 	Case Study Analysis <ul style="list-style-type: none"> 23. Case Studies: buzz group learning Plenary feedback of top points 29. Temperature check 	Action Planning 2 <ul style="list-style-type: none"> 27. Interfaith Planning Wrap-up Evaluation
Evening activity	Reading & highlighting 3 approaches from case studies		

FINAL RESULTS
CHILDREN ARE..



Applying the FPCC 'Journey of Change' or 'Transformation Tree'

In a one-day planning meeting, you may choose to apply this Journey of Change or Transformation Tree (whichever version you find more helpful) to whatever issue you are tackling (if you have longer, you can develop your own journey as in the 3-5-day example):

Timing	Process / content
Pre-session	1. Journey of childhood with children
15 mins	Icebreaker: fun time to connect
20 mins	Scene-setting: introduction to Mind-Heart dialogue; session aims; hopes and fears; agreeing how to create a safe space for everyone to contribute
30 mins	Mind-Heart activity to explore the importance of children's participation eg. 14. Secret In a Box
30 mins	Listening to children: feedback from pre-session 7. Listening Activity
10 mins	Introduce FPCC Journey of Change/ Transformation Tree (see previous pages in this section)
20 mins	BREAK – time to review the Journey of Change/ Transformation Tree
20 mins	Reflection on Journey of Change/ Transformation Tree
1 hour	Drawing out drivers of the focus issue eg. 11. Participatory Drama
40 mins	Group 10. Bean Ranking most significant drivers and identifying behavioral outcomes
1 hour	LUNCH
1 hour	24. Adapting the Journey of Change/ Transformation Tree
20 mins	23. Case studies – Reflecting on Best Practice
1 hour	Responding in Action eg. 25. Individual Commitments; 26. Bicycle planning; 27. Interfaith planning
10 mins	Closing reflection and sharing commitments to action
Post-session activity	Implementing action plan; further listening

Levels for faith influence

Long-term change is possible when faith actors and partners use all elements of the Transformation Tree to influence change at all levels: individuals, families, communities, institutions and policy level. Change begins within individuals. Mind-Heart dialogue can break mindsets of dependency, judgement and fear that form barriers to change, surfacing positive and harmful beliefs that influence behaviour. Evidence shows attitudes of individuals are difficult to change without also influencing their families. Similarly, change at family-level is unlikely if the desired behaviors are not supported by social norms at community level. Communities are influenced by the practices and expectations of institutions, which are governed by policies and the wider system.

Elements of the Transformation Tree

Fruit: Faith groups agree on the desired fruits (or outcomes) for children, families and communities (eg. children are protected from violence). To ensure complex issues are addressed in-depth, a specific fruit can become the focus (eg. reduced sexual violence or violent discipline).

Leaves: Changes in attitudes, behaviour and practices of children, parents and communities must be achieved before the Tree will be able to bear the desired fruit. Mind-Heart dialogue will enable faith communities to identify context-specific barriers and opportunities related to their priority fruit so that they will know what strategies to use to influence change. Listening to children, families and communities through Mind-Heart dialogue before attempting change is critical. For example if the desired fruit is girls attending and completing primary school, some of the leaves could be:

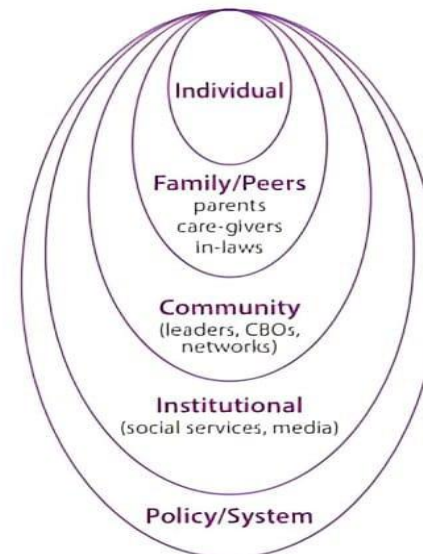
- girls are motivated and interested to learn (individual level)
- parents value girls equally to boys and reduce their domestic chores (family level)
- communities stop expecting girls to be married early (community level)
- teachers treat girls equally to boys (institutional level)
- government enforces policy making child marriage illegal (policy level)

Branches: Faith voices and joint actions to influence social and behaviour change can be more powerful and wider-scale when they take place across the many spaces (platforms/ mechanisms) within faith networks. Many examples have been given in this chapter (see appendix 2 for further detail).

Trunk: The trunk is the foundational Mind and Heart dialogue approach for mobilizing faith groups and communities - the overall approach explained in this Guide.

Roots: For change to be sustained, essential qualities must characterise each of the actors partnering to support it. In a healthy process, these qualities will grow and develop through its stages, as roots grow with a tree.

"When I was in Ethiopia, I met a nurse who went around the country showing a film about the harm of Female Genital Mutilation. Yet she sent her own four daughters across the border to get cut. She knew the issues, but felt she had to conform so her children could be married. To really change behaviour, we have to go beyond messaging to tackle deep-rooted social norms."



Energizers and mix-up activities

In-person

Samson and Delilah



10 mins



6 minimum

Objective: to energise participants

Steps:

1. Form two teams of any size.
2. Each team confers together (so the other team cannot hear them) to choose whether to be 'Samson', 'Delilah' or the 'Lion' each round.
 - On the count of three, they all do the relevant action and make the sound together:
 - If you are Samson, you grunt and make a 'muscle-man' pose - (demonstrate by flexing your muscles)
 - If you are Delilah, you say, "OoOOOoh" put your hands on your hips and then shake your hips back and forth - (demonstrate)
 - If you are the Lion, you "ROOOOOAAAAARI!" show your fangs and your claws - (demonstrate)
3. Each time, give a point to the winning team: Samson beats the Lion, the Lion beats Delilah, and Delilah beats Samson. If both do the same, no one wins (see FPCC participants as Lions above)



Who Began the Movement



10 mins



6 minimum

Objective: to energise people or start a discussion on power and the origin of cultural beliefs - both good and harmful

Steps:

1. Participants form a circle and one closes their eyes/ moves away so they cannot see/ hear
2. Explain that there will be a leader whose movements/ actions they have to copy, changing every time s/he changes. The person who does not know the leader will have to guess who it is by watching to see who initiates the movement.
3. Participants choose the first leader (by pointing if the guesser is close enough to hear)
4. The leader begins actions and everyone copies, such as: marching on the spot; waving arms in the air; nodding; jumping
5. The guesser returns and stands in the middle of the circle. S/he is told that s/he must look for the leader: the one who is initiating the movements. S/he can have 3 attempts to guess.
6. The leader must change the movement frequently. Everyone in the circle copies without staring too obviously at the leader.
7. If the guesser fails within 3 attempts or when they guess correctly, someone else goes out of the room and the game can repeat.

Core Mind-Heart activities

Exploring faith and scripture

2. Connecting Faith and Childhood



40 mins



6-10 per small group

Objective: empathising with children's experience of faith now by remembering our own

Steps:

1. Ask participants to reflect individually on these questions – even if no personal faith, how they interacted with it as a child:
 - What is your first memory of faith and how it impacted you as a child or someone else?
 - How does it make you feel?
2. In buzz group of 2-3, participants share how they felt – or only sharing actual story if they prefer.
3. Ask if anyone would like to share their story in the larger group and note key themes on flipchart.

Virtual adaptation: use breakout rooms on Zoom, see <https://support.zoom.us/hc/en-us/articles/206476093-Enabling-breakout-rooms>

3. Scripture Reflection



40 mins



1-2 per small group

Objective: finding a shared faith/ ethics driven responsibility to protect and support children

Steps:

1. Ask people to reflect on the following questions, either individually or in pairs
 - What stories, learning come to mind from your scriptures in relation to children? Try to think of at least 2 or 3.
 - What do those show us about the attitudes and responsibilities we need towards children?
 - How does this compare with our childhood memory?
2. Introduce someone who will be respected by all faiths that are present who can give alternative interpretations if someone raises a problematic text
-- resources such as 'Faith for Life' or 'Channels of Hope' might be helpful
3. Facilitate plenary feedback and discussion: ask for examples from the scriptures and what they teach us about the right motivations, attitudes and behaviors in relation to children.

Virtual adaptation:

- use breakout rooms on Zoom for small-group reflection, see <https://support.zoom.us/hc/en-us/articles/206476093-Enabling-breakout-rooms>
- use Google Jamboard or write directly onto a PowerPoint slide to capture plenary feedback

"It is important that scripture is well-interpreted Otherwise instead of faith influencing positive change for children, it may influence negative change."

7. Listening to Children



30+ mins

Objective: to feed in the children's voice so everyone better understands the issues they face

Steps:

1. Ask volunteers to put on the object and to speak in the words of first the girl-child and then the boy-child – first about the biggest issues they face, especially in relation to harmful practices, and secondly about who controls the decisions that are taken about those issues.
2. Participants reflect in small groups how we perpetuate the cycle of violence.

“All of us were crying listening to the children.... We as elders with local religions, Islamic or Christian...we can do something.”

Resources: object to represent a 'boy' and 'girl' that people can put on to represent the voice of the child e.g. a hat/ other item of clothing; post-its, flipchart and pens

Virtual adaptation: use Google Jamboard to collect ideas in plenary or write directly on a PowerPoint slide on your shared screen, see <https://jamboard.google.com/>

Tip: if you are developing a 'Journey of Change' visual, capture the groups that most influence decisions for the children on post-its and add them to the first part of the chart that shows the levels of influence from individual to policy

8. Perpetuating Cycles of Violence



40 mins



4-6 per small group

Objective: to analyse our own role in contributing to violence

Steps:

1. Engage participants' hearts using the Arts (eg. painting/ poem/ spoken word) or a personal testimony from a survivor of violence.
2. Having listened to those voices, in wider peer or mixed groups, participants discuss:
 - How have I contributed to some form of violence against children or women, whether through inaction or action (in my personal/ work life)?
 - What can I/ we do differently or better?
3. Each group agrees 3 ideas to feed back and prioritize one action to take immediately.
4. Gather feedback in plenary on flipchart

Resources: something related to the Arts and the topic on which you are focusing

Virtual adaptation: go into breakout rooms for small group work; use Google Jamboard to collect ideas in plenary or write directly on a PowerPoint slide on your shared screen, see <https://jamboard.google.com/>

22. Significant Stories of Change (2)



1 hour



4-8 per small group

Objective: to draw out how these changes happened – approaches, strategies, qualities etc

How we contribute effectively to lasting change

Steps:

1. One person from each group tells the selected story to everyone.
2. Those listening identify what helped bring about and sustain change – the qualities and approaches.
3. Add them to the wall chart as you discuss.

Resources: flipchart; pens; post-it notes to make wallchart

Virtual adaptation: collect ideas on PowerPoint slide or use Jamboard question by question, see <https://jamboard.google.com/>

Tips and options

- It is good to carry out a listening activity before beginning story-telling
- You can do the whole thing verbally if materials or literacy is a challenge
- You can also get participants to map out their story like the childhood map showing the greatest ups and downs and then discussing what helped and hindered them
- You can do the whole exercise in small groups but people find it harder to get behind the activities to think about how change happens so this can be helpful to do in a larger group where you can facilitate it and where you are using the best stories to draw out best practice.

23. Case Studies – Reflecting on Best Practice



40 mins



3 per small group

Objective: to draw out how these changes happened – approaches, strategies, qualities etc

Ideally give participants the case studies the day before to reflect on overnight: What does each case study show us about the most effective approaches involving faith to bring/ sustain change for children?

Steps:

1. Read the case studies in groups of three and reflect: What does each case study show us about the most effective approaches involving faith to bringing and sustaining change for children?
2. Select three key points to share.

3. Plenary feedback of case study learning, linking back to our findings (and add to the Journey of Change if you are building one).

Resources: find some case studies that demonstrate best practice in the area of change you are seeking, especially related to faith. Look for alignment with the Journey of Change.

Virtual adaptation: go into breakout rooms for small group work; use Google Jamboard to collect ideas in plenary or write directly on a PowerPoint slide on your shared screen, see <https://jamboard.google.com/>

28. Mood Meter



5-15 mins

Objective: to check how participants are feeling after a session/ WorkRock

Steps:

1. Ask everyone to tick the flipchart face that relates to how they are feeling in relation to something in particular, eg.
 - how much they enjoyed the sessions
 - how confident they feel facilitating the activities
2. You can ask a few people why they have ticked that face if you want to explore further what worked well and less well.

Resources: flipchart pens

29. Temperature Check



5-15 mins

Objective: to check how participants are feeling after a session/ WorkRock

Steps:

1. Draw a large thermometer on a piece of flipchart
2. Ask everyone to mark how they are feeling on the thermometer – the better they are feeling, the 'hotter' they should place the mark

Resources: flipchart pens

... for action/ long-term impact

30. Stories of Significant Change



2 hours +



4-8 per small group

Objective: to use stories in a systematic way to measure impact in chosen areas

To be used in a second gathering after people have been taking action.

Steps:

1. Explain that the purpose of the exercise is for everyone to celebrate the positive changes that are happening; and to learn what can be done to strengthen the work by everyone.
2. Introduce the areas of change you are seeking eg. the behavioral changes from the 'Journey of Change' if you are using it
 - Uptake of & demand for services
 - Improved parenting & wellbeing practices
 - Empowered children & youth with influence
 - Empowered marginalized communities & groups
 - Reinforcement of positive norms & abandonment of harmful norms
 - Peaceful, secure communities
 - Increased responsiveness from faith institutions
3. Divide people into small groups, encouraging them to listen well to each other and to celebrate what they have done. Ensure that all voices are included – such as groups for children and youth; young women; older women; etc.
6. In plenary, each group shares the one chosen story in the first area and why it was selected. A note-taker should capture the details of the stories in the person's own words (see template format in Appendix 6). The facilitator can record the story on their phone, if possible
7. After hearing the stories, everyone together selects one story for that area and says why they think it is most significant.
8. This is repeated for the other areas of change.
9. After the stories are chosen, invite other stakeholders to verify or qualify what they have noted about the changes that have taken place.
10. Reflect in plenary what has helped and hindered change. Discuss what we can learn from this. Identify actions that different groups can take to strengthen positive and sustainable change and to mitigate the hindrances, reminding people that it needs to be achievable and lasting.
11. Take a photo of journeys of change documented for the story and an active photo of the people involved to illustrate each selected story.

MONITORING, EVALUATION, ACCOUNTABILITY AND LEARNING MEAL FOR MIND- HEART DIALOGUE AND THE FPCC JOURNEY OF CHANGE

How do we know if Mind-Heart dialogue is making a difference?

As Mind-Heart dialogue facilitators, we are accountable to each other and our partners in supporting positive change. We should have equal interest in understanding how and the extent to which our joint efforts have made a difference. This will help us identify changes that may be needed. Monitoring can take place at different times and levels:

- After a Mind-Heart dialogue **activity/session** to understand how participants are feeling about the content and approach (see 28. Mood Meter/ 29. Temperature Check below or Appendix 3 for a sample post-session feedback form)
- At **program level** to know the extent to which the agreed actions are being implemented and to identify and learn from challenges that may have been experienced

To assess program level change, Mind-Heart dialogue facilitators can focus on the following three areas (please refer to Appendix 8 and the FPCC Monitoring and Evaluation Framework for further detail).

Levels of partnership/ coordination:

- within religious group
- across religious groups
- with wider community
- between IRCs and local FBOs
- between UNICEF and faith groups

Organizational/ partnership change

Has there been any Institutional change and improved partnership and coordination brought about as a result of our work?

- Have there been improvements in coordination amongst faith partners? eg. reduced duplication, better use of resources, greater ownership, reduced dependency mindset, more inclusive partnerships
- Have there been changes within UNICEF? eg. less instrumentalist attitudes to faith engagement, more holistic, more systematically incorporated within country programming processes

Changes in communication and engagement approaches

Has there been an improvement in the quality of communication and engagement at community-level?

- **Relevance** in responding to needs and emerging priorities
- **Effectiveness** in applying Mind-Heart dialogue approaches, wider set of strategies/entry points, more inclusive approaches
- **Diverse** in leveraging a wider range of spaces and platforms aimed at different levels of influence as outlined in the Journey of Change

Change in factors affecting children, family and communities' lives

Has our work made/ started to make a difference in people's attitudes or behaviors in relation to the agreed priorities in the Transformation Tree (or Journey of Change)?

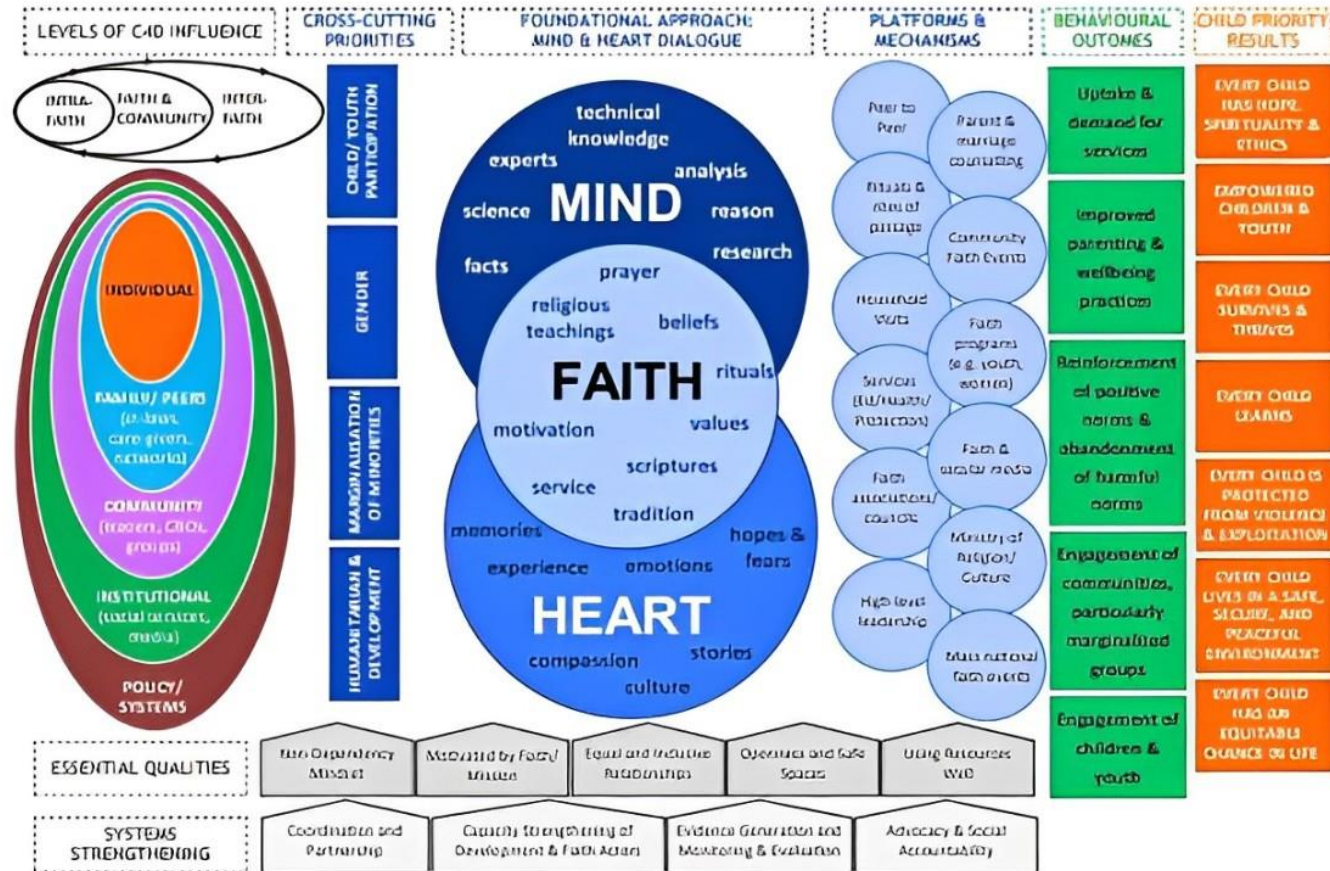
Behavioral outcomes - Transformation Tree

- using services more
- better parenting
- children participating
- abandoning harmful practices
- faith groups taking responsibility

APPENDICES

Appendix 1 – FPCC Global Theory of Change (awaiting final version)

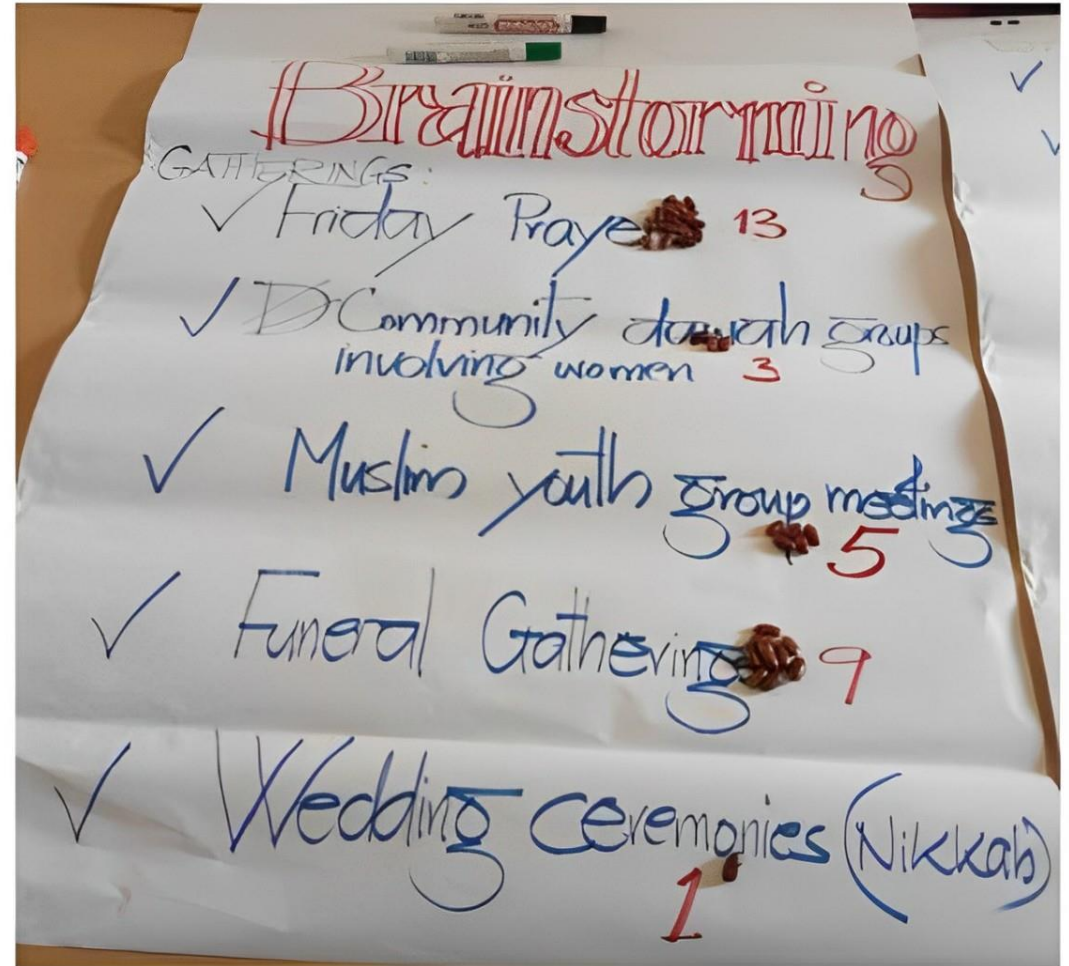
JOURNEY OF CHANGE: FAITH AND POSITIVE CHANGE FOR CHILDREN, FAMILIES AND COMMUNITIES



- Choosing 2-3 categories (e.g. levels of priority; levels of risk; whether stakeholders contribute positively, neutrally or negatively to children's lives)

- Write/draw each idea onto an individual piece of paper (or choosing an object to represent each if you do not have paper)

- Divide them into piles for each category



DISTINCTIVE ROLES IN PARTNERSHIP FOR POSITIVE CHANGE FOR CHILDREN

BOY CHILD

ROLE MODEL . PEER EDUCATION
DEVELOP POSITIVE CHARACTER . VOICE
OF BOYS

FAITH LEADER

BREAK THE SILENCE
COUNSELLING / ADVOCACY in context
of child
protection
CORRECT RELIGIOUS TEACHING
PLATFORMS TO DISCUSS ISSUES RELATING TO
CHILDREN

MEDIA

AWARENESS . AMPLIFY VOICES OF CHILDREN
MEDIA ADVOCACY . WATCHDOG .
DISSEMINATE POLICIES

UNICEF

FUNDING
TECHNICAL + OTHER RESOURCES
ADVOCACY KNOWLEDGE
EDUCATION FOR ALL CHILDREN

**GOVERNMENT/
POLICY MAKER**

CHILD FRIENDLY POLICY + LAW
RESOURCES, ENFORCEMENT.
LEADERSHIP . CHILD PROTECTION POLICY

CSO

ADVOCACY - DEFEND RIGHTS OF CHILDREN
CAPACITY BUILDING
INTERPRET BYLAWS

MAGISTRATE

SECURITY PROTECTION and other
ENFORCE CHILD MARRIAGE LAW

POLICE

TEACHER

DISABILITY FRIENDLY SCHOOLS
TEACH PARENTS HOW TO SUPPORT THEIR
CHILDREN IN SCHOOL

Inclusion:

- What systems did the FPCC program put in place in order to allow the community, of all backgrounds, to have greater participation in the design, implementation, and review of the support of the initiative?
- Please explain these systems. Have you or the community been actively engaging in these systems, and participating in the program?
- What, if any, changes do we need to make to the program to make FPCC more participative?

Empowerment and Ownership:

- Have there been fair and equitable opportunities for all groups to influence the direction of FPCC? Please provide examples.

Participation:

- Consultative: Were local people – men, women, boys, and girls – of all different ages, religious and ethnic communities and backgrounds, consulted when assessing needs to address in FPCC?
- Relevance: Are the objectives of FPCC relevant to the specific needs and priorities of your community? Are the activities appropriate to meet these objectives? Is the assistance being provided culturally appropriate?

Diversity of approaches:

- To what extent has FPCC influenced the use of a wider range of communication and engagement spaces, entry points and platforms as outlined in the Journey of Change?

Building on Local Capacity:

- To what extent has local capacity (including youth, women's, and disadvantaged people's groups) been supported and further developed during FPCC, to help deliver the program aims?
- How does this compare to before FPCC? Has the situation improved? If yes, how? If not, how not?
- Has FPCC provided fair opportunity to the community itself to be active in the implementation of FPCC? Please give examples. If it has not provided fair opportunity, please also explain.
- To what extent has your community itself, and its knowledge/expertise, been actively utilized in the implementation of FPCC? Please give examples.
- If you feel more could have been done, please explain.

Interview Questions on Changes in UNICEF because of FPCC

Attitudes to Faith Engagement and More Systematic Integration into Country Programming

Questions:

1. Had you worked on any initiatives prior to this FPCC program, in relation to faith-engagement to bring about social and behavioral change?
2. Have you received any prior communication about the progress of FPCC, since its inception
3. Have you made an effort to engage with the FPCC project since its inception?
4. Assuming you knew about FPCC, what was your initial opinion regarding it?
5. Has the program so far changed any of your views on this type of programming?
6. If yes, how so? Have you integrated any of the precepts into other projects/programs on which you are working?
7. If no, could you explain why not?
8. Are there any suggestions, based on your recent experience, that you feel could improve not only the FPCC program but potential for its uptake either within yourself, or across UNICEF?