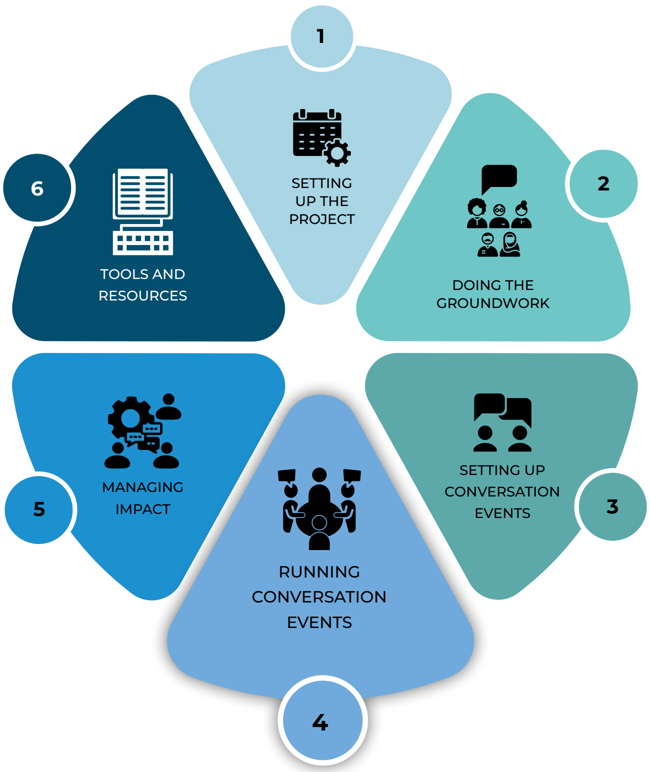


SECTION 4

RUNNING CONVERSATION EVENTS

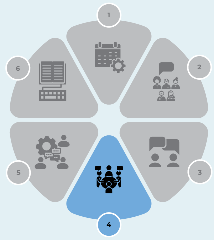
What facilitators present in the Conversation Events and *how* they present it are equally important. The *what* of facilitation was covered in Section 3. This section highlights the *how* of participatory facilitation through the different stages of Conversation Events, including how to manage some common challenges.

This section provides guidance on the following:

Module 6: Facilitating Conversation Events and addressing challenges
Module 7: Facilitating 'stages' of Conversation Events
Module 8: Documenting and analysing Conversation Events

NOTE: Modules 4, 5, 6, 7 and 8 are all important in the facilitation process and running Conversation Events, and ideally should be read together.

6 MODULE FACILITATING CONVERSATION EVENTS AND ADDRESSING CHALLENGES



Preparing for the facilitation of Conversation Events in advance, contributes to setting up an environment that is most conducive to both constructive facilitation and optimal participation. Advance preparation includes facilitators preparing themselves, others, as well as the environment around them. It also includes anticipating facilitation challenges and discussing the best ways of managing these in a respectful, dignified, participatory, and inclusive way.

This module provides guidance on the following:

- How to prepare for participatory facilitation?
- What facilitation challenges might you encounter?
- How to manage and encourage participation?
- How to shift power imbalances?
- How to manage gender issues?
- How to manage timing and pacing?

NOTE

This module is not a comprehensive Facilitation Guide. See Section 6 for links to *Further Readings.*

How to prepare for participatory facilitation?

GLOSSARY

Participatory facilitation: A style of facilitation used to guide participants through a participatory process in which they feel safe and supported to engage in dialogues and interaction, and to share, learn, and take action around a lived experience or challenge, such as AMR.

Advance preparation

The facilitation team can prepare a lot in advance to ensure that Conversation Events run smoothly and provide a conducive environment for participation. Consider the following activities in your preparations:

Prepare to facilitate

Make sure that each member of the facilitation team knows and understands the facilitation process, the flow of the sessions as a whole, and the flow of each session in itself. Adapt and adjust as necessary. Decide on the roles and responsibilities each facilitator will take on before, during, and after the Conversation Event. This includes, for example, checking who will present each session, who will guide participants through which activities, and who will take notes and monitor what is happening. See Module 8 for more on documenting and analysing Conversation Events.

Prepare logistics, resources, and materials
Ensure that you have prepared everything you need for each session, in advance. See Module 5 for more on preparation.

Prepare to manage challenges
Anticipate challenges you might encounter and together plan how to address these. For example, role-play how to deal with sensitive issues, such as dominant participants. See below for more on addressing challenges.

Brief experts and stakeholders
At various times in the Conversation Events you may invite experts to provide input and evidence on antimicrobial resistance (AMR), and stakeholders to engage in certain processes – to listen and learn from participant's experiences, or with participant's permission, to participate in the co-creation process.

The **timing** of when you invite 'external' people is important. For example, in the initial stages participants are still building up their trust and confidence in each other, in the facilitation team, and in the process. Inviting an expert, for example, to provide input on AMR is important, but this person needs to be properly briefed ahead of time.

Tips for briefing experts and stakeholders

- **Who participants are and the ground rules** they have developed for themselves and others who come into Conversation Events. Explain the consequences of breaking the ground rules. See Module 7 for more on ground rules.
- **What evidence to present and how to present it** in a way that is most appropriate and accessible for the participant group. The evidence needs to be objective and as non-judgemental as possible.
- **Input from experts needs to be short and concise**, and not presented as a lecture.
- **How to present AMR messages in a constructive and appropriate way**, and how to allow for different perspectives, for example, if participants do not understand or agree with the messages.
- **How to initiate and stimulate inclusive dialogues** around the evidence.
- How to answer questions **without using jargon**.
- Why it is important to **listen to participants**, rather than dominate discussions; and the **consequences of power imbalances** for participation.
- What **group dynamics they need to be aware of**, for example, gender sensitivities or other inclusivity issues and power dynamics (see Module 7 for more on group dynamics).

Likewise, brief and prepare other stakeholders, like local leaders, policy-makers, and funders, in advance so that they understand the importance of not dominating or taking control or ownership of the process. (See below for more on managing power dynamics.)

Example from a Responsive Dialogues project

In the **Malawi** project, facilitators spoke to experts and local leaders in advance of Conversation Events, briefing them about why it's important to work with participants, the experts/leaders roles in the Conversation Event, and the importance of making participants feel comfortable so they are able to share their views openly.

Plan the start of each day to set the mood
Discuss what is culturally appropriate in each context, for example, is opening with a prayer, silent meditation, or a song appropriate? Ask participants how they prefer to start each day or Conversation Event.

Image: Thailand Responsive Dialogues project.

Example from a Responsive Dialogues project

In several of the Conversation Events in the **Thailand** project, the facilitator started some sessions with a moment of silence and meditation to set the mood and encourage mindfulness.

Decide on appropriate ice-breakers and energisers
These should not take up too much time but are really to help participants get to know each other ('break the ice'), or have a short break when their energy levels are dipping.

Practise participatory facilitation skills
As a facilitation team, practise and role-play active listening, paraphrasing, or mirroring what was said to check that you have understood, and checking that what has been said can be shared in plenary. Practise acknowledging and thanking participants for their contributions.

Practise taking notes
Note-takers can practise active listening, summing up key points, and checking that what was said is accurately captured.

'On-the-day' preparation

On the day of the Conversation Event there are many different things to prepare and organise prior to starting. The following tips can help with preparations.

Preparation tips

- **Be punctual:** Be ready and well on time.
- **Prepare the environment and the room:** Prepare the room and the seating arrangements in advance. Put out resources and put up visuals, flipcharts, and any other aids on the wall, as necessary. See Module 5 for more details.
- **Prepare to engage with participants:** Meet participants at the door and greet each one. Be warm and welcoming, and start to build up their confidence and trust.
- **Prepare yourself:** Breathe deeply and adopt a focused mindset. Leave your own 'troubles', feelings, moods, biases, and opinions at the door. Switch off your cell phone. Be present for participants and for the process.

NOTE

Try not to have your facilitation notes or session plans on your cell phone. Participants see you looking at it your cell phone all the time and might be prompted to do the same. Rather discuss with participants cell phone etiquette while in the Conversation Events.

What facilitation challenges might you encounter?

Challenges in running Conversation Events may range from needing to encourage more participation and stimulating discussion, through to managing domineering participants or stakeholders. Although it is not possible to anticipate every challenge, the facilitation team can plan how to manage the most common ones. These include, for example:

- **Levels of participation:** In many Conversation Events, participants come from the same community, for example, the same geographical area, profession, or gender group. They share common attributes, such as language, culture, or gender. However, their individual personalities will still vary. Some participants will be more vocal and dominant in discussions, and others may be more silent – creating a need to manage the level of participation of different individuals.

  Conversation Events also bring together participants from different backgrounds – they may hold different values, attitudes, and behaviours; they may have different educational and literacy levels, different first languages, and different abilities. Some participants may be experiencing psychological or emotional stress because of, for example, family problems, illness, gender-based violence, money worries, and so on. All these issue shape participation in Conversation Events.

- **Power imbalances and gender sensitivity:** In some cultures, men are expected to be more vocal than women. So, power imbalances and gender sensitivity might be challenging to manage. And, of course bringing some key stakeholders into Conversation Events who may be policy-makers, experts, or researchers, with varying levels of influence and expertise, raises its own particular power challenges.
- **Time and pace of Conversation Events:** Advance preparation of agendas provides a structure to follow and helps with timing and pacing. However, it may become apparent while running Conversation Events that insufficient time has been built in for asking questions or sharing experiences, for in-depth discussion, for the co- creation process, or for any other part of the Conversation Events. This raises the challenge of adjusting and adapting the timing and pacing 'on the go'.

How to manage and encourage participation?

In every Conversation Event there will be participants who are eager to share their ideas. These 'over-participators' may be helpful at the beginning in getting the conversations going. However, over-participators can also become over-dominant, and drown out or silence the valuable perspectives of introverted individuals, or those who take longer to process information.

Strengthening participation

The task of the facilitation team is to be sensitive to and promote healthy group dynamics in a way that strengthens participation by all. This might include practising the following:

- **Awareness of self:** Sensitivity starts with each facilitator reflecting on and becoming aware of their own values and attitudes, and how these shape their behaviours. Self-awareness is the first step to changing behaviour – to leave our own fixed opinions and biases outside the Conversation Events, to dominate conversations less, and to listen more.
- **Awareness with others:** As a facilitation team, encourage honest reflection on each of your responses in Conversation Events. For example, during briefings, trainings, and at the reflection/analysis sessions between each Conversation Event, the team reflects on their own responses to issues, such as passing judgement on what others are saying, dominating discussions, talking too much, and not giving others a chance to participate. Facilitators can either share their feelings and experiences, or keep them to themselves if they are more comfortable with this.
- **Prepare strategies to deal with participation challenges in advance:** For example, a co-facilitator will be ready to step in to assist or to add their voice to stimulate input. As a facilitation team, take the opportunity during breaks or between Conversation Events to reflect on challenges you are encountering, and to support each other to work through these challenges together.

- **Share the challenge with participants:** Discuss the importance of respecting each other and valuing an inclusive and fair environment, free of discrimination, domination and inequality.
- **Stress active participation but not domination!** Do not look at the person who is always speaking or encourage/acknowledge them by asking them more questions or inviting them to speak. Say: "We'll come back to you after others have spoken" or "Let's hear from someone else."

Visual image captured in a Conversation Event, showing one way to manage dominant participants.
Image: Thailand Responsive Dialogues project.

- **Discuss how to respond to participants appropriately:** For example, in the Malawi project, facilitators discussed the challenge of participants who seemed to lack confidence to share their views during the first Conversation Event. Through discussion, facilitators decided how to provide these participants with more encouragement. This led to a greater readiness by participants to engage in discussions and articulate issues.
- **Allow time for participants to respond:** For example, when you ask open-ended questions, invite feedback and opinions and let participants speak without interruption. But also allow for 'silence' – it may mean some people are thinking!
- **Develop rapport with participations:** For example, in the Zambia project, the facilitation team spent time getting to know participants during the breaks and this helped participants to feel at ease and contribute more openly.
- **Do no harm!** Personal verbal attacks, insults, humiliating comments, bullying, and other harmful behaviours are not acceptable. Consider taking the 'offender' aside and explaining why their behaviour is unacceptable, asking why they behaved that way and whether it was intended. In extreme cases, the person may need to be 'removed' from the group.

How to shift power imbalances

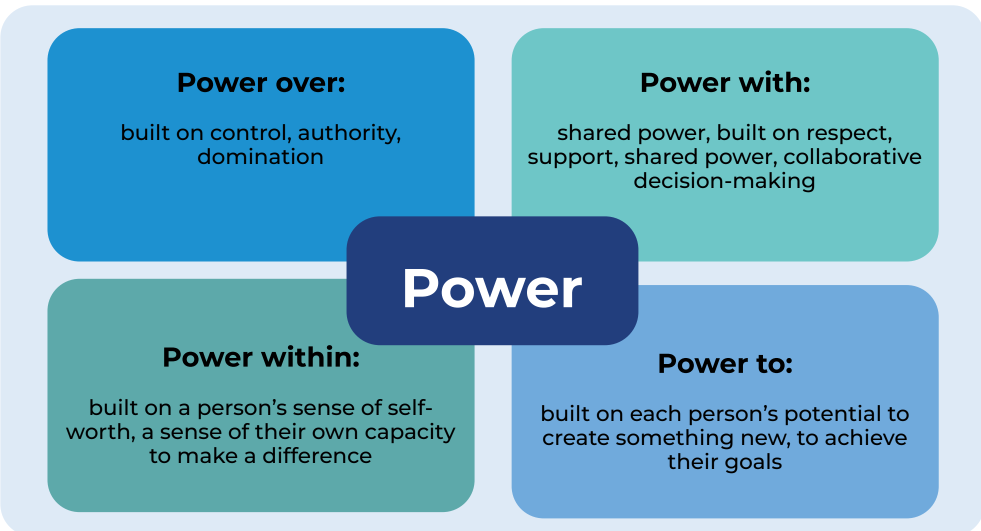
Power – in all its forms – is evident in all relationships, and especially in Responsive Dialogues and in Conversation Events. It may be visible and obvious; or hidden, invisible and difficult to 'see'. However it shows up, power has the ability to influence others, and can translate into 'privilege' and entitlement. This is especially evident in gender relations and interactions (see later).

One way to address **power dynamics** in Conversation Events is to name them and make them visible so that everyone is aware of their **influence** and potential to shape dialogues in a way that benefits one group or individual at the expense of others. For example, in a space where there is a senior expert, introduce the expert by their proper title and role, acknowledge their expertise, and explain that in this space everyone brings their own level of experience or knowledge, but that everyone's experience and expertise is equally valid, important, and relevant.

The ideal is to harness power to influence the process of working collaboratively together and to commit to buy-in. In other words, to move away from using 'power over' others, to building power and decision-making to become more about 'power with' others, 'power to' act, and being empowered, i.e. 'power within' (as shown in the diagram below from VeneKlasen & Miller, 2007). See the *Cross-cutting themes* for more on shifting power imbalances.

GLOSSARY
Power dynamics: The balance of power between people when they engage with each other.
Influence: The use of power to change how something (decisions) develops, or how people behave, act or think, based on their relationships.

Moving away from 'power over' others to building 'power with', power within' and 'power to' act



Source: VeneKlasen, L. & Miller, V. (2002). A New Weave of Power. See: https://www.powercube.net/other-forms-of-power/expressions-of-power/

> *"Power is never static, for power is not a thing that we can hold or store, it is a movement, a relationship, a balance, fluid and changing. The power one person can wield over another is dependent on a myriad of external factors and subtle agreements"* (Starhawk, 1990).

Ideas for shifting power imbalances

Potential power challenge	Potential solutions
Knowledge power and privilege of experts	
Some experts have specific subject knowledge and may use this to marginalise or disregard the contribution of others. For example, they use unfamiliar words and jargon to shape the direction of ideas, solutions, and policy recommendations. Others might feel intimidated and so defer to or simply agree with these experts.	Brief experts in advance to hold back with their input and responses. (See above for more on briefing experts.) When there are questions, ask participants to respond first before automatically deferring to experts. Encourage participants by reinforcing their 'expertise'. Explain that we are each 'experts', with our own experiences, stories, and important contributions. Use first names and avoid titles like 'Doctor' or 'Professor', as a sign that all voices are equally important, unless you specifically want participants to acknowledge a person's expertise or the use of titles is important in the setting. However, be aware that calling participants by their first names is not always appropriate. For example, in the Zambia project, it was not appropriate for younger facilitators to call older people by their first names. Instead, participants were asked what they wanted to be called.
Seniority power and privilege of social or economic position	
Some people in the Conversation Events may have more status, for example, because of their economic or social position, or because of their age or gender. They feel entitled to speak, while those with less status feel less empowered to voice an opinion. Participants may be subconsciously driven by what their community leaders would 'expect' of them – even if these people are not physically present in the room.	Make seniority power visible by discussing the expectations of those with seniority, but stressing that we each have equal status in this space.
Power or privilege due to familiarity with other participants	
People who know others in a Conversation Event may feel more comfortable to participate than those who do not know others present.	Create an environment that builds understanding and trust between participants so that everyone feels comfortable working together. This is an ongoing process. (See above for more on preparing the environment and building trust.)

As a facilitator, you can 'challenge' anyone who has power by asking questions that are . . . challenging. This requires confidence and a level of expertise as a facilitator – but having a few questions ready can help break the sense of the powerful person 'knowing it all'. For example, if an expert talks about how 'illiteracy and ignorance leads to AMR or antibiotic misuse', ask how effective awareness-raising campaigns have been in countries with a high level of literacy, for example, in the USA or Italy.

How to manage gender issues?

It is important to consciously integrate gender issues into every Responsive Dialogues process and activity. However, the way the facilitation team does this will vary, depending on the topic of the Conversation Events and the cultural contexts in which they occur. This is why it is vital to plan for this, together in advance. See the *Cross-cutting themes* for more on inclusivity and gender sensitivity.

Most Conversation Events involve both men and women – with some being single gender groups and others being mixed gender groups. Participation may vary in these different groups. In many settings, only involving women as participants may be complex. Often women may be unable to participate because they cannot leave their domestic or childcare responsibilities. If they do participate, they may be reticent to contribute to discussions due to lack of confidence, deference to their husband's viewpoint, or a concern about contradicting their husband or family's standpoint.

Photo: Framaja Photography.

Example from a Responsive Dialogues project

In the **Zambia** project, a gender expert was invited in as a consultant and to train the core implementation team and facilitators on how to manage gender dynamics and power relations. This was considered important as the topic of the Responsive Dialogues was Urinary Tract Infections (UTIs) – a sensitive and gendered issue.

The gender expert suggested devoting a session of a Conversation Event to gender issues, and using gender probing questions to facilitate the deliberation on the issues, such as:

- What is the difference between sex and gender? How do they relate to each other?
- What are our own gender values and norms? How do these affect our relationships and behaviour?
- How do factors affect men and women differently, for example, long queues at healthcare facilities? How do these factors impact on health-seeking behaviour?
- Is it easy for men/women to tell their partners about their own challenges with antibiotic usage and AMR? Why or why not? How would their partner react? Why?
- How does gender determine opportunities, rights, and access to resources and medicines?
- How do our gender identities impact our participation in Conversation Events?

During the Conversation Events themselves, participants were asked how they would like to be divided into groups. For example, in one of the sessions where participants were asked to share if they had been diagnosed with a UTI, females said they were more comfortable doing this in a female-only group, without the presence of their husbands.

Participatory facilitation tips

In all participant groups, but especially in mixed gender Conversation Events:

- **Set targets for the participation of different genders.** Carefully monitor this and address any barriers.
- **'Swap shoes'.** Ask men to 'walk in the shoes of women' and women to 'walk in the shoes of men' to see things from each others' point of view.
- **Encourage full and equitable participation.** Give women and men equal opportunities to answer questions, lead discussions, or present group feedback. Make everyone aware of this.
- **Include activities that encourage women to speak out.** Allow more time for women who may be shy or afraid to express themselves.
- **Include positive role-models of both genders**, for example, in the facilitation team, and amongst the experts and stakeholders who are invited to join the events. The Malawi project adopted this principle to promote positive reinforcement for both women and men.
- **Make gender bias visible** and help participants to explore and understand where gender bias or prejudice comes from, and to explore values and attitudes related to gender and power. If some participants continue to disrespect others or discriminate on the basis of gender, facilitators may need to speak to them in private.
- If gender dynamics are leading to conflict or hostility amongst participants, **remain calm, stop everyone, breathe, and take a short break** or do an ice-breaker to de-escalate negative emotions.

- **Invite a gender expert or organisation to help address gender issues.** Remember, the same briefing process as mentioned previously applies to any expert who comes into Conversation Events, for whatever purpose.

Gender sensitivity applies to both men and women, as seen in the example below.

Example from a Responsive Dialogues project

In the **Malawi** project, men spoke about having a strong preference for self-medication and buying antibiotics from drugstores. Time and the impact on the household of not being able to work were critical aspects affecting their health-seeking behaviour.

As a man, you are the breadwinner, and when you think of Queens (government health facility) and the long queues, you may simply decide to just go and buy medicines due to the productive roles men engage in. (Male participant of Conversation Event, Malawi)

How to manage timing and pacing?

The quality and outcomes of the deliberations depends on sufficient time and monitoring the pace of the Conversation Events. How you time and pace each session and the Conversation Events as a whole depends on the participant group and local context.

Running Conversation Events to time
During the preparation phase, Conversation Events will have been scheduled with the communities at times that they agree are most suitable for them to meet. However, flexibility is key. Circumstances may change, and if the scheduled timing does not work, the members of the facilitation team need to adjust their own schedules to fit the community's schedule. Similarly, if sessions take longer to complete, or if the community would like another session, this may be added during the course of the Conversation Events – provided that the entire group agrees to it and can find a suitable time to attend, and provided that the project has the budget and resources for this.

Running sessions to time
This is always a challenge and while it is important to cover all the sessions, giving adequate time for all participants to really take part and steer the outputs can mean that some sessions run over time.

Break-out sessions
In some cases where there are break-out sessions, it is possible that different groups take different amounts of time to carry out a task. A good idea is for each small group to appoint a timekeeper. Always check with the group before calling a session to a close and consult with co-facilitators about when and how to stop a session.

Sessions may finish quicker

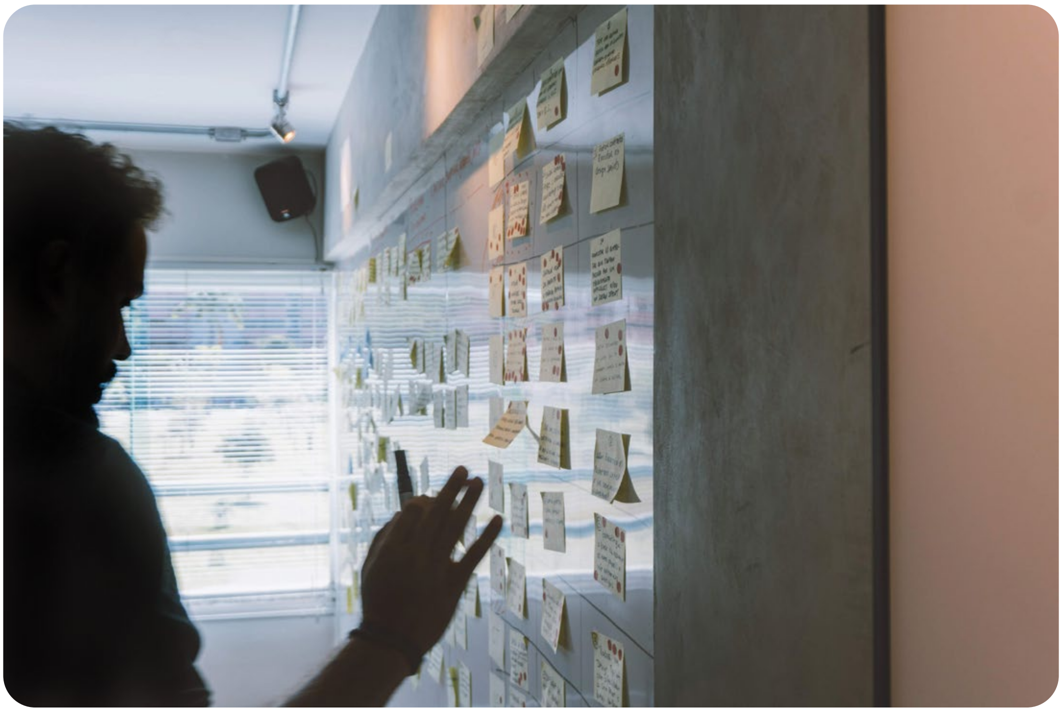
Although this is less common, it can happen, for example, if a presentation was particularly clear. However, sometimes this is a sign that no one understood anything, or that there is something else going on in the community which is preventing participants from giving their full attention to the session. Similarly, if the 'power' in the room is dominated by one person, others may simply 'switch off' and discussions may not be as rich as intended.

Try to find out why a session is not running to time and adjust the agenda accordingly. If there are adjustments to the agenda on the day, or more time needs to be scheduled, share this with the participants and jointly agree on how this can be done.

There are some tactics that you can use to help a group keep to time better. Some of these relate to managing power and gender dynamics, which have been covered above. A few other tips are presented below. However, despite the best management tips, be prepared to adjust the agenda and change the session plans if the participant groups want to do so.

Participatory facilitation tips

- **Agree with the group about starting sessions on time** and where appropriate, the 'penalty' for late-comers. For example, in the Zambia project, participants in Lusaka agreed that any late-comers had to 'do a dance' – and they held everyone to account, including one of the core implementation team who showed up late because he was organising lunch!
- Check that the **agenda is detailed and realistic in terms of the time** and has allowed for in-depth discussion and deliberation. Share the agenda and timings with participants and agree any changes with them.
- **Keep to the timing of breaks/refreshments and start and end times** of each Conversation Events to avoid participant fatigue and discomfort.
- **Keep monitoring timing and pacing** so that the team can identify the need for any extra Conversation Events earlier in the process, rather than later.
- **Enlist a co-facilitator or one of the participants to assist with monitoring time and pace.** Time-keeping tasks can be shared and rotated around different people who will all feel a sense of responsibility to time-keeping.
- **Write down questions/issues which keep coming up and which cannot be resolved or finished in a session, for future discussion or resolution.** Check this 'parking lot' list at the end of the session or Conversation Event/s to see if any of the issues are still outstanding, and decide on how to take them forward.
- **Always check with a break-out group how much time they need.** Balance the needs of different break-out groups. If a group needs to wrap up and leave before their discussion or activity/task is finished, explain what the consequences of leaving early are. For example, they might need to work on the task in their own time between Conversation Events and be ready to give feedback first in the next Conversation Event.
- **Decide which sessions in the Conversation Events are critical and cannot be dropped** and work out any re-adjustments around them. As an example, in the Zambia project, due to various resource and budgetary constraints, the core implementation team needed to combine sessions in a creative way so as to cut six Conversation Events to four Conversation Events. They needed to adapt and adjust the programme without losing any key content or shortcutting processes, bearing in mind the constraints they were facing.



A facilitator adapting and adjusting the programme in a creative way to ensure that no key content or processes are lost.
Photo: Startaê Team, Unsplash.

Checklist of guidance in this module

Tick completed activities/tasks and those that still need completion.

Activities	Yes	To do
The participatory facilitation of Conversation Events is prepared in advance		
Challenges encountered in Conversation Events are identified		
How to encourage and balance participation is planned		
How to manage power is planned		
How to manage gender sensitivity is planned		
How to manage time and pace of Conversation Events is planned		

7 MODULE FACILITATING ‘STAGES’ OF CONVERSATION EVENTS

This module presents a selection of participatory facilitation processes and activities to guide participants through the critical ‘stages’ of Conversation Events, from building on participants’ knowledge and understanding, to introspection and sharing of experiences, reflections, and ideas, to co-creating locally relevant solutions.

This module provides guidance on the following:

- Stage 1: Facilitating input and evidence on antimicrobial resistance (AMR) and One Health
- Stage 2: Facilitating the exploration of lived experiences of AMR
- Stage 3: Facilitating the process of ideation
- Stage 4: Facilitating the process of co-creation and prototyping
- How to ensure continuous improvement?
- How to monitor facilitation?

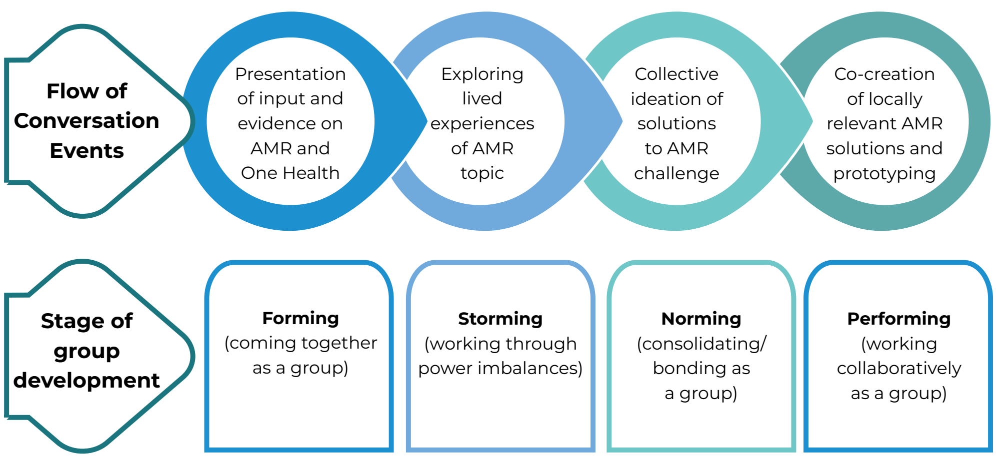
NOTE

The module supports Module 4, Planning Conversation Events, and should be read together with it.

As you facilitate the Conversation Events with each participant group, you might notice certain patterns of behaviour that the group itself displays at different stages as it develops, as shown in the diagram below.

This model of group development and the dynamics that groups show at different stages was proposed by the psychologist, Bruce Tuckman. Ideas on how to manage these dynamics are provided in the sections that follow.

The flow of Conversation Events and the stages of group development



NOTE

Although there is a certain ‘flow’ to the Conversation Events, it is still important to adapt the design of them for your context. See Module 4 for more on planning and designing Conversation Events to suit each participant group and context.

Stage 1: Facilitating input and evidence on AMR and One Health

The first few sessions of the Conversation Events set the scene, environment, and mood for the sessions and Events that will follow. This will influence how subsequent sessions are perceived and received by participants.

In the initial Conversation Event, the group is still in the process of forming and getting to know each other, and participants might be hesitant to participate. The facilitation team may observe that there is a certain degree of formality, fear, and anxiety, as participants’ roles and expectations are still unclear.

The facilitation team’s role is to create a respectful and inclusive environment that builds trust so that everyone feels comfortable to share their opinions, experiences, and discuss potentially sensitive, emotional topics together. This is an ongoing process and can be reinforced by, for example, using specific ice-breakers and other interactive activities to develop meaningful rapport between the facilitation team and participants, and between participants themselves.

Participatory facilitation tips

- **Guide participants to set ground rules** for respectful communication, and to commit to adhering to these. Write up the rules; keep them up on the wall at each Conversation Event, and refer to them when necessary. Ask the group to decide on what happens if the rules are broken.
- **Clearly define the purpose and aims of the Conversation Events as a whole**. Explain the activities and processes that will be used to meet the aims. Clearly explain the aims of this Conversation Event and the agenda that will be followed.
- **Encourage equitable participation.** Validate diverse viewpoints and model active listening. Give each participant your full attention. Be completely present to what’s happening.
- **Use interactive activities** that engage different senses to stimulate thinking and discussion.
- **Plan what information to introduce** in a sensitive yet informative and engaging manner.
- **Use small group work to build rapport** between different participants, and give sufficient time for discussions to really unfold.
- **Regularly sum up key points.** This allows participants to reflect on what is being said, and demonstrates that their contributions are being heard and understood.
- **Explain that external people may join** at various times to present information, listen and learn from participants, and with the groups’ permission, participate in co-creating solutions. Explain the role that stakeholders could play in taking solutions forward. Discuss any challenges, feelings, and fears the group might have around external people being invited into the group, and ways of managing these.

In the initial Conversation Event, input and evidence about AMR is presented. If this is done by an external expert, introduce the person and facilitate discussion. Make sure that everyone has an opportunity to ask questions and check that participants have understood the input. A good way to check understanding is for participants to discuss in pairs or small groups what they understood, what they still need to know/ask, and then to report back to plenary. See Module 6 for more on briefing experts.

Examples from Responsive Dialogues projects

Many Responsive Dialogues projects used the **Drug Bag activity** in the initial Conversation Events to help participants explore antibiotic misuse in their context, which could lead to AMR problems. This activity allows participants to 'see' and 'hear' about antibiotics, and to actually touch them, and share their experiences of medicine usage in their own settings. See Section 6 for the resource, *Examples of Participatory Activities for Conversation Events* for an example of the Drug Bag activity.

Participants engaged in the Drug Bag activity in Malawi.

Photo: Eleanor MacPherson.

By the end of the first set of Conversation Events, participants should understand and be comfortable with what Responsive Dialogues are, how they will run, and what the main topics will be. All expectations should be clear.

Stage 2: Facilitating the exploration of lived experiences of AMR

By this time in the process, participants will have a general understanding of the Conversation Events and be familiar with each other. Detailed and complex information about AMR is introduced in a step-wise fashion that allows participants to relate the information to their own lives and that of the communities they are part of.

Example of a Responsive Dialogues project

In the **Zambia** project, the facilitator, who was a healthcare worker, presented input on antimicrobials and AMR. He used both words and visuals to present the information in a way that participants could relate to.

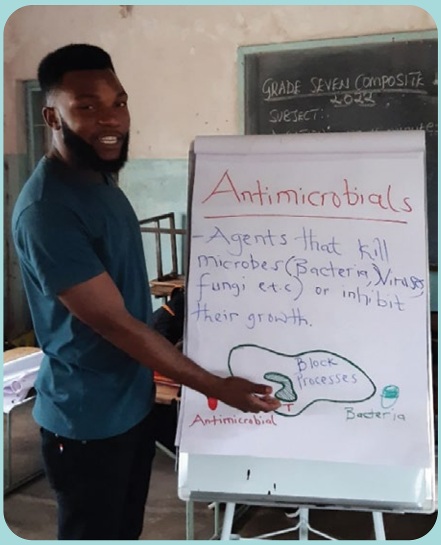


Photo: Jo Zaremba.

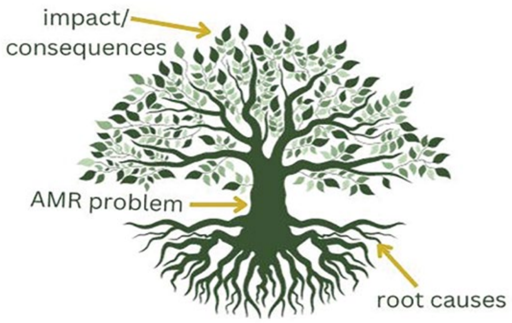
Sessions may become more lively as the group is busy establishing ways of working together which might include debate, exchange of opinions, and disagreement or conflict. See Module 6 for more on addressing facilitation challenges.

It may be helpful to allow some time for individual reflection, as well as for sharing experiences in small groups. Include a mixture of presentation and facilitation styles which will engage a range of participants – from those who are more extrovert, to introvert people. Leave time and space for participants to ask questions, explore topics in their own words and ways, and interact with different participants in the group. If more or new information is introduced, try and make sure that it addresses participants' questions and builds on previous information – and does not confuse or overwhelm participants!

One of the core activities or discussions during this stage involves exploring the issues – or problems – as well as what the causes and drivers behind these problems are. Include activities that help people see this 'causality' visually – such as the Problem Tree Analysis (see below).

Examples from Responsive Dialogues projects

Many of the country projects used the **Problem Tree Analysis** to help participants identify what is the AMR problem, what are the root causes of that problem, and what are the consequences/impact. See Section 6 for the resource, *Examples of Participatory Activities for Conversation Events* for an example of the Problem Tree Analysis.



PROBLEM TREE ANALYSIS

Participatory facilitation tips

- **Allow space for emotions.** Lived experiences can be distressing and painful to share, especially for those who have witnessed and/or cared for children, relatives, and friends experiencing the stress of illness and death. Remember that AMR also impacts many people's livelihoods, as livestock die or need to be culled. This calls for sensitive and empathic facilitation. It's important not to rush the sharing of these experiences.
- **Show empathy and caring.** Ask for help if a situation gets too uncomfortable for you. Another participant or a co-facilitator may be able to provide a participant with emotional support. If someone gets upset, allow them time to leave the group/room if they need to, and make sure someone caring is with them.
- **Listen and paraphrase.** Allow everyone to speak. Sensitively ask probing and clarifying questions.
- **Continue to build trust** as the group works through the 'storming' stage of development. This may mean working in smaller groups separated along gender, age, or in other ways that are most conducive to building trust. It may also mean managing challenges that arise as participants begin to voice diverse opinions, and assisting the group work through and shift power imbalances. See Module 6 for more on addressing these challenges.

At the end of this stage, ensure participants are clear about any reflection with other community members that will be expected before the next Conversation Event is convened.

Stage 3: Facilitating the process of ideation

Participants should now be familiar with the AMR challenge, and should be starting to think about how it relates to their context, as well as why it is important to actually do something about AMR. The sessions now **move away from problems, towards finding ways to address these problems** and the root causes discussed in earlier sessions. Approaches are used that really open up participants' creativity and encourage contributions from everyone – no matter how 'wild or crazy' they are.

Allow time for participants to **build on each other's ideas**. When one idea is exhausted, move the conversation along to another idea. Make sure that everyone in the group has a chance to share their ideas and complement or thank *every* idea. At brainstorming stage *all* ideas are valid. Encourage participants to consider **gender and inclusivity issues** in their ideation. Allow this ideation process to continue until participants start running out of ideas, but keep the option open to keep adding ideas.

Once participants have listed all their ideas, help them to organise them through clustering or **running prioritisation activities**. Ask further probing questions about each idea to help the group filter out those that are impossible or difficult to implement, those that are practical, and those that are practical and easy to implement (see example below).

Prioritising ideas

Difficult to implement (not feasible)	Very practical (feasible)	Easy to implement (feasible)

Ensure that all ideas and solutions are captured and stored safely so that they can be used and transformed into actions and interventions. Take notes and photograph the flipcharts. See Module 8 for more on documenting and analysing Conversation Events.

It may be helpful to dicuss the process for the next stage with participants and seek their input about whether or not to invite any other stakeholders to the co-creation session and if so, whom. These could include media specialists that could help to draw up realistic plans for local awareness-raising campaigns or local health officials who may be able to help identify touch-points where policies can incorporate messages from Conversation Events.

By the end of this stage, there should be an agreed set of three to five ideas that can be worked into prototypes or solutions. Invite participants to reflect on these ideas before the next Conversation Event.

Stage 4: Facilitating the process of co-creation and prototyping

This final stage involves creative processes as well as very practical thinking to **generate solutions that are locally and contextually relevant** and can be the foundation for impact. Local solutions, at community level, could involve households or key community groups or NGOs, while other solutions, such as policy recommendations, will involve high-level stakeholders and have a longer timeline.

Co-creation takes time, so think about how to divide participants into smaller groups to work on different solutions and, potentially, design part of these solutions. Allowing people to select the 'solution' they want to work on and then work on the solution they are most interested in, may help generate more detailed plans. For instance, some people may be naturally creative and come up with drawings/songs/enactments of a solution, while others will be better at identifying resources, funding requirements, actual activities, and steps involved.

Some Responsive Dialogues projects suggest **bringing in additional or new stakeholders** who can already help with the process of co-creation. For instance, inviting media specialists who can help draw up realistic plans for a local awareness-raising campaign; or local health officials who may be able to help identify touch-points where policies are translated into plans and who could incorporate messages from the Conversation Events into these plans.

If, with participants' permission, you have invited stakeholders into the co-creation process, who will be helpful in implementing solutions, be sure to brief them properly so that they do not dominate the discussions or hijack them to achieve their own agendas. See Module 6 for more on briefing stakeholders.

Example from a Responsive Dialogues project

In the **Malawi** project, the co-creation phase had trial sessions where an additional mix of local and national policy-makers/stakeholders were invited to review the solutions earmarked for co-creation prior to the actual co-creation meeting with more key stakeholders.

Facilitate the **prioritisation of promising AMR solutions**, collectively analysing why each solution is important, and what contribution or impact it could make in the community. See Section 6 for the resource, *Examples of Participatory Activities for Conversation Events* for more on prioritising ideas and solutions. In this way, participants begin to narrow down several solutions until they reach a decision about one or parts of one solution to take forward. For each solution, ask probing questions, such as:

- Is this solution really community-based and is it possible for your community implement this alone?

- What would the community think about it? Which ‘champions’ or other stakeholders could take it up?
- Is this solution valuable for informing national level policies?
- Are there solutions which can be applied at the regional (provincial/district/administrative) level?
- What resources will you need to implement this, for example, people, equipment, money?
- Where could you get these resources?
- Would additional stakeholders be helpful to develop these ideas into more concrete solutions?
- How can we involve them in the co-creation process?

Assist participants to plan out how a solution will be taken forward, for example, using artistic tools to design visual or audible specific solutions, such as messages or a radio broadcast, or a particular policy recommendation. Planning templates like the one below can be helpful to guide participants through the different aspects that need to be considered to translate ideas into pragmatic solutions. Also, allow space to reconsider ideas that turn out to not to be practical and even drop them!

Planning template

Idea/solution	Steps/activities to carry out the solution	Who is needed to carry this out? Which stakeholders?	Resources needed and who will provide them?	Change that solution will make/generate

It is important to remind ourselves to include gender as part of the guidance or criteria that participants use to select ideas and then prioritise and vote on solutions. (Gender consultant to Zambia Responsive Dialogues project)

Funding is a key resource and it is important to **identify potential sources of funding and resources** in the co-creation process. This could be local church or school funds (for instance, to develop and produce posters about antibiotic use), community or NGO funds (for instance, local challenge funds), as well as in-kind resources (for instance, ‘free air time’ at a local radio station). This is a good time to review the AMR ecosystem (see Module 1) and to introduce the idea of key stakeholders who could help identify sources for community level funds. If these sources require a formal application procedure, introduce this in the Conversation Event and let participants agree who would be involved in the application/proposal process.

Examples from Responsive Dialogues projects

In the **Malawi** project, promising and practical ideas and solutions were initially decided by the participants as a group before they went into smaller groups to begin to narrow down the solutions. Participants had first ranked the AMR problems based on their potential scale/severity, and this ultimately served as criteria for deciding which ideas and solutions were needed to address the AMR challenges.

In the project in **Zambia**, each participant individually voted on the top two solutions they felt were most feasible. From this process, the top five to six solutions created the 'Prioritised solutions' list. The facilitation team created the following criteria to guide participants' prioritisation process:

- Is the idea affordable?
- Does this idea have a specific target community?
- Has this solution identified the right partners/stakeholders?
- Does this solution have the right activities and timelines?
- Is this solution impactful?
- Is this solution scalable?

The most feasible solutions were disseminated on radio and TV.

Support participants to make the identified co-created solution or an aspect of it as real as possible through **prototypes**. A prototype is like an early model of a solution. It may involve visualising an intervention or strategy or role-playing an aspect of the solution. The prototype should be tangible or demonstrable, it should only include basic elements (low-fidelity), and have low or no costs.

GLOSSARY
Prototypes: To use tools, such as paper models, role-plays, mock-ups of flyers, and so on to make solutions as real as possible. The aim is to use these on a small scale to evaluate specific features of the co-created solution.

Each solution requires a different prototyping process. For example, participants may work in small groups on their prototype, and then share their work and developments with others, who provide them with feedback to make improvements to enhance the solution. Experts and stakeholders might also play an important advisory role in this process.

The prototyping indicates whether to move forward with the solution, develop it further, or dismiss it and begin the prioritisation process again with another co-created solution.

By the end of this stage, participants have narrowed down their identified solutions, and decided on one solution or parts of one solution to take forward, with the help of identified key stakeholders.

Example from a Responsive Dialogues project

In the **Malawi** project, solution prioritisation depended on what was promising and practical. Promising meant that a solution was addressing a critical issue and was likely to have impact, whereas practical meant necessary resources (including social demand) were available.

Some of the identified and prioritised solutions included increasing AMR and proper antibiotic usage awareness, strengthening regulatory frameworks, increasing health system capacity (including diagnostic and essential supply capacity), supporting farmers working in cooperatives (to boost capital and access better markets), and researching organic farming techniques (to reduce antibiotic dependence).

Each solution contained specific details about what was needed to make the solution work. Of these, raising awareness was most practical and immediately implemented through the Ministry of Health incorporating the AMR messages from the Conversation Events into the national AMR awareness campaign, and through the participants and local leaders sharing with peers and wider communities. The rest of the solutions were shared with stakeholders in a dissemination workshop. See Module 12 for more on dissemination.

How to ensure continuous improvement

At each stage of the Conversation Events, seek feedback from participants and use this input to make adjustments to subsequent Conversation Events so that they more effectively and appropriately lead to achieving their purposes and goals. This critical part of Conversation Events allows participants time and space to reflect and comment on what was presented and covered (content), as well as how it was presented – including the deliberative processes and activities used. See Section 1 for more on the Monitoring and Evaluation (M&E) Framework.

Through their feedback, participants become co-creators of subsequent Conversation Events and sessions; and facilitators receive important observations and input about what went well and what did not, which they can then use for the improvement of the next Conversation Events and sessions. This feedback loop is the basis for the iterative and ongoing improvement of Responsive Dialogues.

For this continuous feedback loop to work effectively, the team needs to build in enough time to collect input from participants and to make the necessary adaptations to the agenda and session plans, leading to ongoing improvement.

Feedback on key issues may be collected verbally and/or in writing. It might include questionnaires, feedback forms, reflections on 'ah ha' moments, and/or journals. Facilitators can include any activities and tools that will help to encourage full and equitable participation, especially of those participants who may be shy or afraid to express themselves.

REMEMBER

Time is built in between each Conversation Event so that participants can reflect on their experience and share information with others, and so that they can informally gather responses to feed back into subsequent Conversation Events. This is another way of ensuring continuous improvement of Conversation Events and of Responsive Dialogues. See Module 4 for more.

Example from a Responsive Dialogues project

In the **Thailand** project, during and after each Conversation Event, participants provided feedback, which fed into the next Conversation Event. Some feedback, for example, resulted in adding an extra Conversation Event where needed, and even asking one participant from one Conversation Event to participate in another Conversation Events Set, as an 'expert'.

Some key issues on which to receive feedback:

- **Content:** For example, how relevant is the input, evidence, materials, and resources to participants' experience of AMR? Is it sufficient (too much/too little)? Is it provided in a locally relevant manner?
- **Power dynamics:** For example, how power imbalances are addressed and managed between:
    - Facilitators and participants
    - Participants themselves
    - Experts and participants
    - Stakeholders and participants.
- **Quality of participation:** For example, how do facilitation, processes, and activities ensure inclusivity and equitable participation by all?
- **Valuing of participants' contributions:** For example, do participants feel that their contributions are valued, listened to, and considered in the deliberation process?
- **Time:** For example, is there sufficient time for presentation, interpretation, questioning, dialogue, reflection, and feedback from participants?
- **Co-ideation and co-creation:** For example, is the process of joint participatory generation of ideas and solutions inclusive, participatory, and realistic?

How to monitor facilitation?

The core implementation team uses their M&E Framework to outline questions to ask about the process of facilitating the Conversation Events, how these questions should be asked, and who will ask them. For example, if an external, independent person is used to monitor the facilitation, make sure that they are briefed and if in the room, properly introduced to participants. If any questionnaires or surveys are used, be clear that these are for monitoring purposes only, and not, for example, as a 'test' of any sort and that all responses are anonymised. Remember to always seek permission from the participant group for any additional people or activities which they may not be expecting. See Section 6 for the *Example: Questions Used to Monitor Facilitation* and *Example: Question Guide for Follow-up Evaluation*.

Checklist of guidance in this module

Tick completed activities/tasks and those that still need completion.

Activities	Yes	To do
The facilitation team understands the type of participatory facilitation activities to use in each 'stage' of Conversation Events		
Participant feedback and continuous improvement of Conversation Events is planned		
Facilitation processes are monitored		

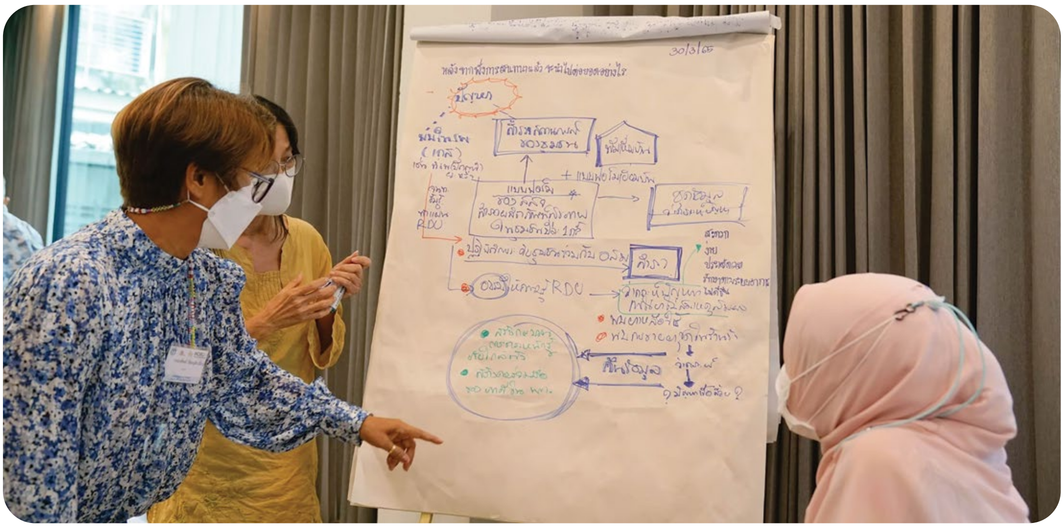
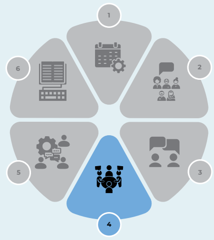


Photo: Thailand Responsive Dialogues project.

8 MODULE DOCUMENTING AND ANALYSING CONVERSATION EVENTS



Throughout all the Conversation Events it is important to systematically capture the valuable information and insights arising. Different types of information may be captured using different mechanisms (see Modules 4 and 5). This module focuses specifically on the information that facilitators capture, and how this and other material, including recordings and photographs, can be used to help with the ongoing analysis of Conversation Events.

This module provides guidance on the following:

- Why document and analyse Conversation Events?
- How to collate, organise, and store information?
- How to analyse information?

Why document and analyse Conversation Events?

Documenting Conversation Events provides important information for understanding and unpacking the local and lived realities of antimicrobial resistance (AMR) challenges, for designing and running subsequent Conversation Events and sessions, and for gathering evidence for policy-makers or other decision-makers. It is also a major part of overall monitoring and evaluation.

All co-facilitator's should take part in documenting Conversation Events, even if there are other note-takers or photographers, because all co-facilitators need to be able to recount what they heard or learnt from any session and contribute to the analysis. To ensure a comprehensive record of the sessions, it may be helpful to allocate tasks amongst the co-facilitators so that some focus on capturing the actual proceedings and others on observations and reflections.

NOTE

When you document what was said in an organised way, you don't just remember what happened, you also find important things that were said and see connections and patterns you might have missed. This helps you to understand what people really meant and discover new ways of looking at things.

How to capture and organise proceedings?

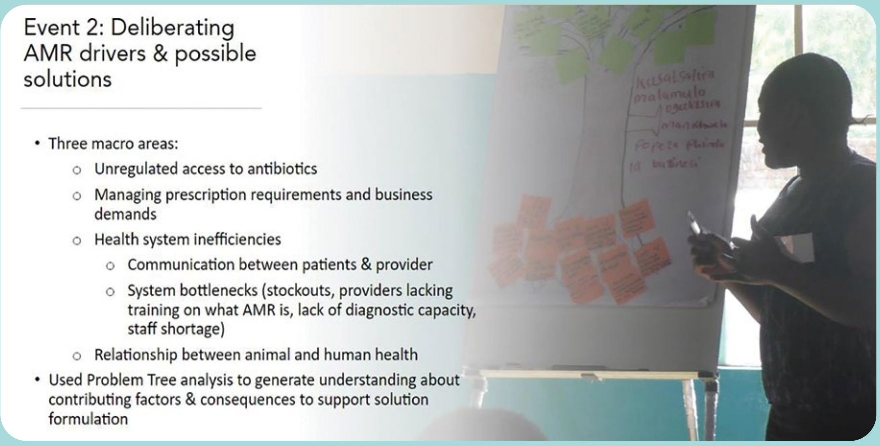
The table that follows presents methods for the effective capturing of proceedings in Conversation Events, and for organising ideas and thoughts. Choose methods that align with your preferences and the tools you're most comfortable using. You will probably use one or two of the methods in any of the Conversation Events and allocate tasks to several co-facilitators. The most important thing is to capture the information, observations, processes used, ideas, potential action items, and any insights that might emerge, in a way that makes it easy to review and share later on. Reflections after Conversation Events can yield additional insights.

Ways of capturing proceedings and organising ideas

Paper and pen	Use a notebook or loose sheets of paper to jot down key points, ideas, and actions, as well as observations, such as people's emotional reactions to what is being said and how involved they are. See Section 6 for ideas on a *note-taking system*.
Photos, visuals, PowerPoint Presentations	Take photos of whiteboards, diagrams, sticky notes, and visual aids used during the Conversation Events, or save the hard copies. These can help jog your memory and provide context when reviewing your notes later. **NOTE:** Any pictures of participants need their consent if they are to be used later on in documents or presentations. See Module 3 for more on consent.
Digital voice/audio recordings	Use a digital voice recorder to record a session or to capture detailed discussions and ideas. Use the recording to supplement your written notes, rather than transcribe verbatim what was said, as this is time-consuming. It is useful to jot down on paper the time that something important is said so that you can easily locate it in the recording when you are analysing the discussions. For example, *Participant A spoke about . . . @30 minutes.*
Structured templates	Create a template to fill out during or after the Conversation Event. It may include sections for key takeaways, action items, follow-up tasks, and other relevant information.
Mind-mapping tools	Mind-mapping helps visually organise ideas and concepts, and makes use of text as well as diagrams, colours, shapes, and so on, to show relationships and patterns.
Journaling	In some Conversation Events participants may be requested to do 'homework' which may include journaling to reflect on a discussion or issue. With the permission of the participant, capture what is journaled and use it in your analysis.
Coding notes	Use some form of coding to highlight and easily identify your own observations or interpretations versus what actually is said, or a quote from a paraphrase, a decision, idea, question, and so on. Note down relevant words people use, for example, when AMR or antibiotics are first introduced, how are these terms used? For example, people often refer to 'getting AMR' or 'having AMR' as if it is a disease or illness. As AMR becomes clearer, do participants change the way they refer to AMR? How? Similarly, in some contexts, the term 'antibiotics' is used interchangeably with 'medicines', regardless of what the medicine is. Note down how the language used changes over time.

Example from a Responsive Dialogues project

In the **Malawi** project, feedback sessions took the form of facilitator debriefings with the core implementation team. After a Conversation Event, facilitators shared with the team how the day went, highlighting key successes/learnings and challenges. The team and facilitators would then together work out plans and strategies for the next Conversation Event. Feedback for each set of Conversation Events was captured as written notes which were ultimately analysed together with other data captured using audio recordings (which were later transcribed) and flipcharts. Qualitative analysis approaches were used, such as thematic analysis, to make sense of the data.



Malawi Responsive Dialogues project, PowerPoint Presentation.

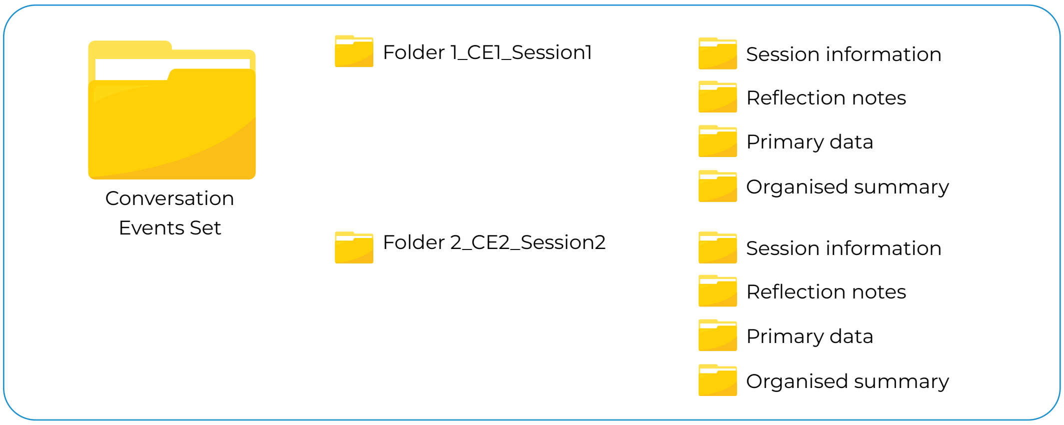
Photo: Raymond Pongolani.

How to collate, organise, and store information?

After the Conversation Events, collate and organise the information gathered in the different formats so that there is a detailed record of proceedings that can be used to feed back into the next Conversation Events, or used later in the Responsive Dialogues process as evidence to inform post-Conversation Events activities.

Organising tips

- **Develop a logical and efficient system** to organise and store the information from each Conversation Events Set in folders, as shown in the diagram that follows. Some of the information will be in an electronic format but non-digital materials can be organised in a similar way. In each folder, name the documents carefully so they are easily accessible for future use.
- **Handle all data in a way that guarantees confidentiality and security of personal information.** Use password protection of electronic data and locked storage for non-digital materials to ensure security of information. Only project staff should have access to the data.
- **Back up electronic data** on a storage cloud interface.



Organise information in manageable folders.

How to analyse information?

Analysing the findings from the Conversation Events as a facilitation team helps to maximise learnings. You might also want to sub-contract someone with qualitative research skills to assist with the analysis of information. Here are suggestions on how to conduct the data analysis:

- **Gather the team:** Assemble all facilitators who were part of the Conversation Events.
- **Reflect on the Conversation Events:** Spend time together reflecting on how the Conversation Events went. After some initial reflections about practical arrangements – timing, venue, refreshments, and so on, ask all co-facilitators how they felt and what they heard, saw, and learnt.
- **Interrogate the data:** Share all the gathered data, both written and visual, and search for meaning and patterns, supplementing this with audio recordings, as required.
- **Identify key findings:** As a team, identify the most important findings, observations, and insights that have emerged. Highlight specific points that were particularly meaningful or had a strong impact. Encourage facilitators to share their thoughts, impressions, and any additional insights they gained.
- **Organise into themes:** Group similar key findings and insights into thematic categories. These themes should encapsulate the main ideas that arose from the Conversation Events. For example, if you discussed a community health initiative, themes might include: Awareness Campaigns, Resource Allocation, Stakeholder Engagement.
- **Discuss implications and actions:** Discuss what the findings mean for the Responsive Dialogues project. Consider how the insights might influence ideas, solutions for piloting, for future scaling up, and for policy decisions or strategies. These will vary depending on the stage of the Conversation Events, will feed into subsequent Conversation Events, or will be used as evidence for post-Conversation Events activities.

Example from a Responsive Dialogues project

In the **Zambia** project, feedback sessions were held at the end every Conversation Event as a way of evaluating the sessions, as well as improving the next session.

A rapid analysis of each Conversation Event was conducted by the community engagement expert, which included key quotes and learning points, themes, or messages that the team identified in the reflection session, and photographs.

Summary presentations of each Conversation Event were also done as a way of documenting and sharing project progress with the funders. These summaries helped to facilitate the analysis process. Notes and audio recordings/pictures were also helpful during this process.

Write a short summary

The core implementation team should compile a short report or summary of the Conversation Events Set which captures the key findings and reflections. This is a useful way of organising findings and feeding into subsequent Conversation Events Sets and into the overall analysis of the Conversation Events Set/s.

The report can be in the form of a Word document or a PowerPoint Presentation. The basic structure might include sections such as:

- Background
- Key findings
- Reflections
- Conclusions
- Recommendations

Checklist of guidance in this module

Tick completed activities/tasks and those that still need completion.

Activities	Yes	To do
Why to document and analyse Conversation Events is established		
Collating, organising, and storing of information is planned		
A process for analysing and making sense of the information is planned		
Writing a short report/summary is planned		