

# NATIONAL MIND-HEART DIALOGUE TEAM TRAINING

## NOV - DEC 2021

### SUMMARY REPORT

## Summary

In November and December 2021, over 80 Inter-Religious Council (IRC) and Faith-Based Organization (FBO) nominees from eight countries were trained as national Mind-Heart Dialogue teams and equipped to support the Faith and Positive Change for Children (FPCC) initiative in their country. Facilitators were from diverse faiths and included male faith leaders, women of faith and youth. Their role will be to support their IRC to set up an Multi-Faith Advisory Committee on Children that brings faith leaders, FBOs and UNICEF together to find shared priorities and partner to support positive change for children. They will integrate Mind-Heart Dialogue into its internal structures and mechanisms; as well as being deployed to facilitate for diverse groups around the Committee’s priorities.

“After going through the training, my commitment to children has taken a different angle where I see myself as a protector of children. It has left me thinking of how best I can do this to make the children live full potential lives.” *Participant*

**“[Mind-Heart Dialogue] empowers people to be very creative in influencing positive change and creates space for collaboration and transformation in areas where there are deep-rooted beliefs.” *Participant***



Even from four-day, non-residential trainings, there is already evidence of attitude change among participants, because it was not primarily to train people in an approach, but to shift mindsets and create an experience that participants could replicate for others. They could clearly express what made Mind-Heart Dialogue different from other approaches and were eager to integrate it into other work and facilitate as a team. Participants shared testimonies of personal shifts in behaviour within the training, and many immediately used activities in the spaces that they could easily access, demonstrating their confidence, ability and commitment to the approach.

**\*Mind-Heart dialogue** is an evidence-based, reflective and experiential learning process, exploring faith convictions, lived experiences and knowledge to influence positive social and behavior change. It supports faith groups and development partners to work together to protect and empower children, families and communities.

Mind-Heart dialogue engages participants holistically, with faith underlying both parts:

- FAITH:** explores spiritual beliefs, values and motivations, creating space to reflect and positively interpret teachings and to integrate spiritual reflection, prayer and meditation into processes of change.
- MIND:** draws on technical knowledge, resources and people to provide evidence on what works and demonstrate the benefits of new/ adapted positive practices and abandoning harmful ones.
- HEART:** reflects on experiences and emotions to unpack drivers of behavior and motivate change; identifies norms that hold harmful practices and unequal opportunities in place; and releases local skills and resources.

## Background

The Faith and Positive Change for Children, Families and Communities initiative (FPCC) is a global partnership between: UNICEF; Religions for Peace (RfP), the world's largest inter-faith network; and Joint Learning Initiative on Local Faith Communities (JLI), knowledge partner and umbrella membership organization of Faith-Based Organizations (FBOs) and academic partners. FPCC was conceived in 2018 by UNICEF's Communication for Development (C4D) Section to help UNICEF to move beyond single-sector, small-scale, ad-hoc and sometimes instrumentalist approaches of faith engagement in development work. FPCC recognizes that faith groups also have a mandate and motivation to protect and empower children, families and communities and that development and FBOs need to work together as equal partners to facilitate transformation in communities.

The FPCC initiative builds on and has brought together evidence from a variety of sources:

- UNICEF's 2014 mapping of its approach to working with faith actors across 150 countries;
- Theories of change: UNICEF's C4D Global Theory for Social and Behavior Change and JLI's Theory of Change for faith group and community mobilization;
- A one-day consultation on the Theory of Change with JLI partners representing different faiths including practitioners and academics, from 13 different institutions;
- FPCC's in-depth review of faith-based approaches and resources, including a literature and evidence review on faith for social and behavior change;
- A global consultation workshop with over 100 faith leaders, faith-based organizations, government representatives and UNICEF officers from 20 countries across all regions and faiths;
- Seventeen case studies of UNICEF work with Faith-Based Organizations (FBOs);
- Mapping and content review of over 45 faith-based resources.

In 2019, five countries across Eastern and Southern Africa, and Western and Central Africa piloted the Mind-Heart dialogue approach through a series of 'WorkRocks',\* which were documented in a draft toolkit. FPCC then facilitated a series of six virtual Mind-Heart dialogue sessions in Eastern and Southern Africa from 2020-21 to support faith leaders, FBOs and UNICEF to protect and support vulnerable groups during COVID-19.

*\*A WorkRock combines Mind-Heart dialogue activities with action planning to enable faith actors and partners to work together effectively for social and behavioral change – to improve ongoing programs or to plan new ones.*

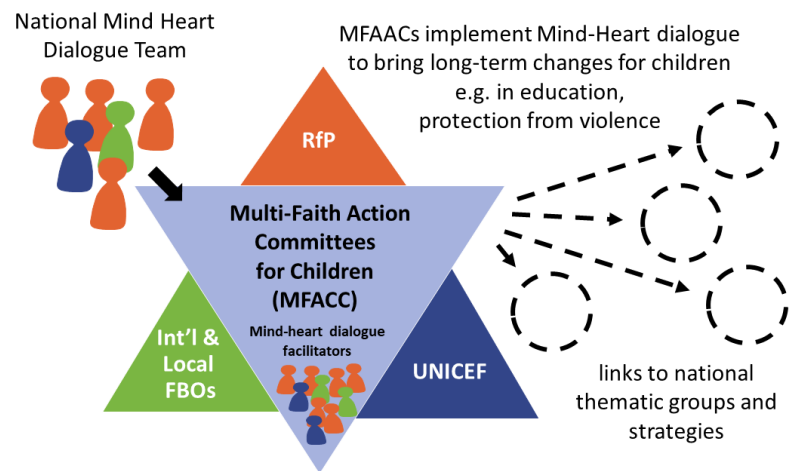
For effective, efficient and inclusive implementation that is locally owned and sustainable, FPCC envisioned national Multi-Faith Advisory Committees for Children (MFACCs), tripartite national Advisory Councils that build on any existing networks in each country and include representatives of the Inter-Religious Council (IRC), UNICEF staff and FBOs, both local and the country offices of international. To ensure Mind-Heart Dialogue is embedded within their internal mechanisms as well as their strategies for facilitating positive social and behavior change, each country needed a national team of Mind-Heart Dialogue facilitators.

## Training model

Eight pilot countries were selected based on enthusiasm, previous engagement with FPCC and a positive relationship between UNICEF and the IRC: Kenya, Malawi, South Sudan, Zambia, Nigeria, Burkina Faso, Mali and Sierra Leone. Participants included eight IRC and two FBO nominees who, after the training, became the initial national Mind-Heart Dialogue team. Each interfaith team included male faith leaders, women of faith and youth. These teams were equipped to use the Facilitators Guide to:

- Train others to facilitate Mind-Heart dialogue for social and behavioral change;
- Facilitate a WorkRock for the MFACC, combining Mind-Heart dialogue activities with action planning to enable faith actors and partners to work together effectively;
- Facilitate Mind-Heart dialogue sessions with diverse groups according to MFACC priorities, integrating technical guidance into Mind-Heart Dialogue activities.

National trainings were facilitated by a Core Team of experienced facilitators who were trained virtually in the approach and then facilitated the national trainings in pairs or threes. The national trainings lasted four days but the teams will receive ongoing mentorship.



## Trainings

### Training flow

The trainings modelled the Mind-Heart dialogue approach, ensuring participant experienced it for themselves. They involved activities that engaged minds, hearts and beliefs and enabled participants to share their own expertise, experiences and motivations. Practical activities that surfaced issues and created space for dialogue were emphasized as being more inclusive, enabling smaller voice to be heard and encouraging more creative thinking. The approach breaks negative mindsets of dependency, judgment and fear that form significant barriers to change. It supports faith groups and organizations to create a safe space to discuss sensitive issues.

“The activities helped us move from the traditional training methods leaving the trainers work as a championing the dialogue.” *Participant*

Although facilitators were encouraged to adapt and contextualize the national trainings, selecting the activities from the Facilitators’ Guide that they felt most appropriate, participants were taken on the same broad journey.

Day 1 focused on faith and childhood, allowing participants to explore their personal motivations for being part of the FPCC initiative to protect and empower children. It involved scripture reflection and drawing journeys of their own childhood challenges. Day 2 began to focus on one or more technical issues, such as child protection, back-to-school or vaccine hesitancy, as an example of how Mind-Heart Dialogue activities can be used to penetrate deeper than traditional participatory facilitation, surfacing positive and negative beliefs that impact behavior. The specific focus makes it

easier to explore contextual drivers in a meaningful way and to identify desired behavior changes. It also provides a practical example of how activities can be adapted to any issue.

On Day 3 participants reflected on their own roles in perpetuating the issue and explored their resources as faith groups to tackle it. They then adapted the global Journey of Change to create one focused on the issue they had been exploring to experience how MFACCs can do the same for any priority issue. They were also introduced to the Facilitators' Guide and practiced using it by taking part in a quiz and designing a two-hour Mind-Heart dialogue session for an imaginary group. Each

"If everybody would take this training seriously... this dialogue, it's not a training... I think the lives of the children in the world would train completely. Because anyone who goes through this goes out saying, 'I will never mistreat a child'." *Participant*

group facilitated one activity from their session plan on Day 5, followed by exploring next steps.

Pre-session - 1. Journey of childhood with children (optional)					
Time	Day 1 – FAITH & CHILDHOOD	Day 2 – GOING DEEPER		Day 3 – CREATING OUR TRANSFORMATION TREE	Day 4 – NEXT STEPS
<b>Introduction</b> 20 mins	<b>Scene-setting</b> <ul style="list-style-type: none"> <li>● Icebreaker</li> <li>● Week outline &amp; outcomes</li> </ul>	<b>Welcome</b> <ul style="list-style-type: none"> <li>● Introduction/ recap</li> <li>● Ice-breaker</li> </ul>		<b>Welcome</b> <ul style="list-style-type: none"> <li>● Introduction/ recap/ sharing commitments</li> <li>● Ice-breaker</li> </ul>	<b>Welcome</b> <ul style="list-style-type: none"> <li>● Introduction/ recap</li> <li>● Ice-breaker</li> </ul>
<b>Session 1</b> 1 hour 40 mins	<b>Creating safe space</b> <ul style="list-style-type: none"> <li>● Mind-Heart dialogue intro</li> <li>● Hopes/ fears</li> <li>● 12. Listening Well or 13. Power Walk – to create guidelines</li> </ul>	<b>Technical session</b> – bring in expert to explore issue(s) in more depth		<b>Our role</b> eg. 1 or 2 activities from <ul style="list-style-type: none"> <li>● 13. Power Walk – who is left out or</li> <li>● 8. Perpetuating cycles of violence or</li> <li>● 9. Child Protectors Balloon game or</li> <li>● 15. Mapping Safety – resources as faith groups, places where children feel safe/ in danger etc or</li> <li>● 4. Faith Object Reflection or</li> <li>● 25. Individual commitment</li> </ul>	<ul style="list-style-type: none"> <li>● Practicing session &amp; feedback</li> </ul>
20 mins	<b>BREAK</b>				
<b>Session 2</b> 1 hour 40 mins	<b>Faith &amp; Childhood</b> – to reflect how faith affected their own childhood eg. <ul style="list-style-type: none"> <li>● 2. Connecting Faith &amp; Childhood or</li> <li>● 3. Scripture Reflection or</li> <li>● 4. Faith Object Reflection or</li> <li>● 6. Mapping Childhood Journey</li> </ul>	<b>Option 1: Learning what works</b> eg. <ul style="list-style-type: none"> <li>● 21. &amp; 22. Stories of Change or</li> <li>● 23. Case studies</li> </ul>	<b>Option 2: Identifying drivers</b> <ul style="list-style-type: none"> <li>● 11. Participatory Drama &amp; 10. Prioritizing Drivers/ Causes</li> </ul>	<ul style="list-style-type: none"> <li>● 24. Adapting the Journey of Change/ Transformation Tree</li> </ul>	<b>Living out Partnership</b> – to explore healthy partnerships at community/ national level eg. <ul style="list-style-type: none"> <li>● What’s an MFAAC?</li> <li>● 16. String Game or</li> <li>● 17. Balloon Game or</li> <li>● 20. Changing Hats: partner roles</li> </ul>
1 hour	<b>LUNCH</b>				
<b>Session 3</b> 1 hour 40 mins	<b>Children’s voices</b> <ul style="list-style-type: none"> <li>● 14. Secret in a Box</li> <li>● 1. Journey of childhood or 7. Listening to Children (if 1 was done pre-session)</li> </ul>	<b>Continued</b>		<b>Facilitators’ Guide</b> <ul style="list-style-type: none"> <li>● Introduction</li> <li>● Quiz</li> <li>● Practicum session planning</li> </ul>	<b>Planning</b> <ul style="list-style-type: none"> <li>● What is the national training team role?</li> <li>● Action planning</li> </ul>
20 mins	<b>BREAK</b>				
<b>Session 4</b> 1 hour	<b>Mind-heart activity</b> – activity to explore why topic is important eg. <ul style="list-style-type: none"> <li>● 5. Personal Testimony or</li> <li>● 6. Mapping Childhood Journey</li> </ul> Check-in eg. <ul style="list-style-type: none"> <li>● 28. Mood meter or</li> <li>● 29. Temperature check</li> </ul>	<b>Reflection on transformation tree</b> <ul style="list-style-type: none"> <li>● See pg 11</li> </ul> Check-in eg. <ul style="list-style-type: none"> <li>● Feedback form</li> </ul>		<ul style="list-style-type: none"> <li>● Practicum session planning</li> <li>● 28. Mood meter</li> </ul> Check-in eg. <ul style="list-style-type: none"> <li>● 28. Mood meter or</li> <li>● 29. Temperature check</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluation</li> <li>● Closing</li> </ul>

## Core team training, 1-5 November 2021

### Summary

From November 1<sup>st</sup> to 5<sup>th</sup>, the Mind-Heart Dialogue Core Team, eight facilitators plus two RfP/ ACRL coordinators, met together virtually to experience Mind-Heart dialogue activities and plan the next steps.

Originally planned to be in person, the training used the learning from the FPCC Virtual Sessions on Faith and COVID-19 to ensure genuine Mind-Heart dialogue could still take place at a deep enough level to impact attitudes and emotions. The training limited online time to two hours each morning and afternoon with a two-hour lunch break in order to maximize people's attention, giving participants individual activities for self-reflection in the lunch breaks and evenings. It used features such as the Zoom annotate tool and Google JamBoard to create interactive online sessions, and breakout rooms for small-group discussion.

#### Core team:

Fred Olweny (CORAT, Kenya)  
Dr Lonah Mumelo (CORAT, Kenya)  
Monica Mungai (CORAT, Kenya)  
Dr Daniel Akal (CORAT, Kenya)  
Victor Mughogho (Eagles, Malawi)  
Steffie Kemp (JLI, Malawi);  
Vincent Kogo (Youth Interfaith Network, Burkina Faso)

### Participant feedback

- “The approach is amazing and I think it has made me think about changing my way of training. I’ve realized that in most of the cases we’ve been dealing with the mind and not the heart... from here, in any other engagement that I have, I am going to see what I can borrow from what I have learned because the training that I have gone through has been so emotional, so intentional, at the same time a lot of thinking has been happening. It takes the whole person when you engage in this kind of training.”
- “It is not something that just happens in the room, and then you leave. This is something that when you are driving back home... you are even reflecting. I remember when we were looking at the ways that we have perpetuated violence against children, I didn’t stop there, I even thought about the [‘house-girl’]s... most of them have just finished high school, they are still children. And I started thinking back, the girls who have come through my hands, could I have mistreated any one of them without knowing? And I found I was guilty in one way or the other. And as we were laying down the burdens, I just thought ‘God forgive me’”
- “The processes used activities to make me internalize the Mind-Heart Dialogue approach.”
- “We feel very confident that this Mind-Heart dialogue is going to touch very many people and it’s going to touch very many people globally in how we treat our children.”

### Next steps

The Core Team planned the national trainings that would occur through November and December in the eight pilot countries.

## Kenya training, 8-11 November 2021

### Summary

*“I found the training approach transformative. We left the training with a lot of question marks about how we had been treating our children.” Dr Lonah, facilitator.*

#### Facilitators:

Dr Lonah Mumelo (CORAT, Kenya)  
Fred Olweny (CORAT, Kenya)  
Dr Rozilla Adhiambo (ACRL, Kenya)  
FBO participation  
John Mangenge & Florence Achaa

The Kenya training kept a general focus on issues affecting children and gave the participants choice of which technical issue to focus on for their own planning. Participants really got into the spirit of



the Mind-Heart Dialogue activities. The 'Child Protectors Balloon Game' brought the greatest shift in attitude as the participants representing the children saw their balloons bursting without being able to do anything about it, feeling completely out of control. It enabled them to empathize with how children might feel when unequipped to protect themselves and not knowing where to go for help. Other participants really liked 'Secret in a Box', describing how it helped them to understand the importance of action being led and owned by local stakeholders and community members; and others appreciated how the 'Laying down your burdens' activity enabled them to become conscious of the wrongs they did towards children.

The greatest challenge was that the Kenyan participants were mostly young and the lack of life experience made it harder for them to relate to some testimonies. It also could lead to challenges in training other, more senior faith leaders.

### Participant feedback

- "The journey of change depicted as a tree is so memorable."
- "Work rocks are more effective in social behavior change communication initiatives compared to the conventional workshops."
- "The power walk which enabled me understand my environment and the things I can change."
- "I have learned the need to involve grassroots in decision making/problem solving."



*Closing ceremony*

### Next steps

Participants all agreed to make an individual plan for facilitating Mind-Heart Dialogue in 2022, which they would share with the IRC before the end of the year.

- "I will engage our church groups, Mothers' Union, Kenya Anglican men's Association, youth, Sunday school leaders in Mind-Heart Dialogue. I will then engage the clergy to get space and engage them on specific issues, engage leadership so they can also use Mind-Heart Dialogue. As a congregation leader, I plan to use Mind-Heart Dialogue. I planned with IR Kenya team to participate in training in their programme."

The IRC plan to meet to discuss how to proceed at national level.

## Malawi training, 8-11 November 2021

### Summary

As vaccination hesitancy persists in Malawi and it is an area of ongoing partnership between UNICEF and the Public Affairs Committee (PAC, the Malawi IRC), the organizers selected this as an area of focus for days two and three, enabling participants to really analyze the drivers of vaccine hesitancy through drama, prioritize the top ones through bean ranking and identify the desired behavior changes. The participatory drama also enabled participants to empathize with characters holding very different views to their own as the audience were asked to take on the roles of different characters and say what they were feeling,



*Child Protectors' Balloon game*

### Facilitators:

Victor Mughogho (Eagles, Malawi)  
Steffie Kemp (JLI, Malawi)

### FBO participation

Oscar Mponda (ERD nominee)  
Louis N'goma (ERD nominee)

what was motivating them and what would have helped them change their own/others' attitudes.

Participants engaged deeply in the activities and connected back to their own childhoods. One participant shared that after reflecting on his own childhood on Day 1, he found a child attacking his car later that day. Where he would normally have become angry, he was instead able to empathize and be calm and kind.

### Participant feedback

- "I used to just be a bystander, noticing from a distance. But after that training, I have learned to take responsibility for things that are happening to children."
- "Behaviour change can only happen when we involve the mind, heart and faith together."
- "This training was very important to me, very inspiring, an eye-opener... [The Power Walk] was very powerful to me as I looked at it as a priest and how I am leaving other people behind because of who they are. The Power Walk is an activity which I will use in the church and many places where I go and preach."
- "I was impressed by how the training was done, more especially because we were from different faiths. To make an impact, I would wish to be teamed with someone of another faith, so that we are working together and we can reach to so many people."



*Secret in a Box*



- “The activity that impressed me the most was ‘Secret in a Box’. Most of the time we make decisions for other people without even knowing what they are going through and this was really a breakthrough to me.”
- “I am using the opportunities of existing spaces, like I am a Sunday school teacher, so I’m taking advantage of that.”



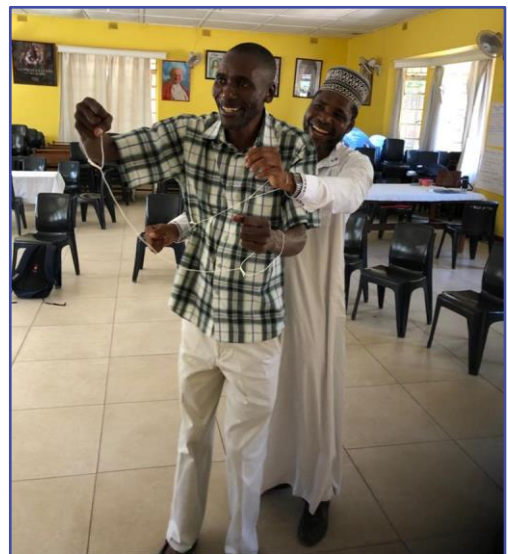
*Stakeholder mapping*

### Next steps

After analyzing their own role in perpetuating vaccine hesitancy, participants made important individual commitments around fact checking before forwarding messages and creating space in their faith groups for health workers to share accurate information. They also made commitments to take forward the approach in their own work. For example, one participant often trains communities in child development and is planning to integrate Mind-Heart Dialogue activities. One woman has already facilitated ‘Secret in a Bx’, an activity showing the

importance of children’s agency and foregrounding their views, with her colleagues.

- “The training left me with a lot of confidence. I didn’t hesitate to bring the activities to the people closest to me, those are my work mates, whom I did with my first activity... I’ve chosen to use the space that is already there for Mind-Heart Dialogue activities, I have groups already waiting that I’ll start working with early next year. I think they need this approach, these activities to open up their eyes.”
- “I have many spaces because I am a chaplain and work at the hospital and have a parish congregation, so I take my parish as a space where I can use Mind-Heart Dialogue training. But I can also use it in the hospital... to empower the patient to claim what they need when they are sick. It may be difficult but it is achievable.”



*String game*

PAC are also planning to use Mind-Heart dialogue as a key approach in their national programs with UNICEF, for example on vaccine hesitancy and food security/ childhood nutrition. They were clear that if they set up any national committee with UNICEF and FBOs, it would have to fit within their existing structures. In partnership with the facilitators, PAC will also integrate Mind-Heart Dialogue into ongoing meetings so that religious leaders can hold vibrant sessions with their own congregants.

## Zambia training, 15-18 November 2021

### Summary

Already thinking about rolling out Mind-Heart Dialogue, ZINGO, the Zambian IRC, ensured that participants reflected the diversity of the seven 'mother-bodies' within their network, with representatives from Islam, a range of Christian denominations and the Baha'i faith – and a good age range and gender balance. ZINGO too chose to focus on vaccine hesitancy as it could

#### Facilitators:

Victor Mughogho (Eagles, Malawi)

Steffie Kemp (JLI, Malawi)

FBO participation

no nominees



Mapping

immediately integrate with their ongoing work and existing plans. The four days demonstrated the power of Mind-Heart Dialogue to shift even deep-rooted attitudes as several participants changed their own views on vaccination. An 'Agree-Disagree' activity created safe space for discussion around vaccination without the questions having right or wrong answers, while UNICEF staff integrated factual information to prompt discussion. This activity revealed significant vaccine hesitancy from some members of the group; yet by the end of the day, every member was in favour of vaccination, making personal

commitments to get vaccinated or to create space in their faith groups for doctors in the congregation to share how vaccinations work. The greatest attitude shift came through the participatory dramas that participants made about vaccine hesitancy – taking on the roles of people with opposing views to them created a non-confrontational way to explore alternative ways of thinking.

'Longest Line' also saw a real shift in attitudes. In this activity, participants split into two groups, trying to form the longest connected line using only the resources they had on them. Participants not only removed scarfs and shoes, but even robes, creating a perfect image of how much more effectively they could reach their goals when they firstly recognised all the resources that they had, and secondly, faith groups share them sacrificially to help their communities. This was followed by a

mapping to identify interfaith resources in a particular area, leading to innovative ideas to counter misinformation about vaccination.

### Participant feedback

- “The activity that impressed me the most is the Longest Line activity. It made me think out of the box by using anything I can to achieve what I want to achieve.”
- “The journey of childhood left the greatest impression of me, just how children go through a lot of problems and sometimes how a girl child is neglected and overburdened at each stage in life.”
- “For me the activity that had the greatest impression on me was the bean ranking because it allowed us to prioritise drivers. If you are looking at early marriage, there are various drivers of early marriages but what is the ones that really, really triggers early marriage?”
- “The approach will enable me to change the attitudes of others. The training was of a different kind, it was totally different from the other trainings and workshops that we have had, because this one was participatory, engaging. It has improved our approaches.”



*Longest line*

### Next steps

Participants made individual commitments to take Mind-Heart Dialogue forward with family, friends and in their faith groups. They identified creative existing spaces that they could use for Mind-Heart Dialogue, for example the time in between prayers at the mosque when people are waiting around, youth groups and children’s classes where they could really listen to their views.

- “We are confident because the training was successful and we acquired enough knowledge that we can pass to others ... The training was characterized by togetherness and respect of our different views. I think if we respect our different views according to our different denominations, this interfaith partnership will work and it will be successful.”
- “I feel very confident and look forward to training others in Mind-Heart Dialogue...The interaction with other faith leaders has strengthened the bonds of friendship and we will interact and exchange ideas. As a team, we will organise a Mind-Heart dialogue with mothers on early marriages and pregnancies in our communities.”
- “The Mind-Heart dialogue activity that left the greatest impression on me was the Child Protectors Balloon Game because it helped me to understand the importance of planning together as partners to protect children. I plan to integrate some of the activities in my teaching sessions, particularly in seminars and workshops.”

The IRC plan to take the training back to each of the seven ‘mother bodies’ that make up their membership, and then to cascade it down to 800 congregations, initially on vaccine hesitancy and

then more widely. They were excited by the idea of a national committee that could facilitate joint action planning and equal partnerships.

## Nigeria training, 22-25 November 2021

### Summary

*“My ‘aha’ moment was that we could carry out a 4-day training without using the traditional methods of PowerPoint and this also amazed the participants. They said they’d never seen this kind of a training.” Monica, facilitator*

#### Facilitators:

Monica Mungai (CORAT, Kenya)

Dr Daniel Akal (CORAT, Kenya)

FBO participation

Participants were very receptive to Mind-Heart Dialogue activities, eager to engage, challenge themselves and change the narrative in their own communities. Out of simple activities, participants drew profound revelations. For example, trying to keep balloons in the air during the ‘Balloon Game’, the first time without any time to coordinate and the second time with the opportunity to plan together, participants identified the need for various faiths to come together to protect and empower children. They realised that they’d been working alone, without plans, often failing to



*Group work*

meet their goals. They agreed that from that point onwards, they were going to work together. The approach, involving not training but facilitating dialogue, really helped the participants to open up and share honestly about the times when they had failed to take care of children as individuals. Taking time for ‘Laying down burdens’ helped participants to go out without feeling guilty, but committed to change. Facilitators also added in their own images and illustrations, which participants really connected with.

Between day 1 and day 2, facilitators moved the sessions from a board room with tables to another room where everyone could sit in a circle, participants and facilitators together. They noticed that on that second day, participation was much better, and that even a small change could make a significant difference.

*“When we removed the tables, it was like a burden was lifted and people could now talk freely and share their experiences.” Dr Akal, facilitator.*

### Participant feedback

- “It was a wonderful training, the only one of its kind I ever attended. The training opened my eyes on the need to give special attention to children, their protection, their health, their mindset and their future... Truly this training has changed my mindset. I believe that if we pass this training on, a lot of things will change in our society.”
- “For us to link to the grassroots, this kind of training is very, very important.”



- “Mind-Heart Dialogue approach send a real message. If it was just for my mind, I’d have just received the knowledge needed to do the training. But you need to have feelings as a human being, how to deal with issues of children better. Without any document or paper I could use the examples we were given that could help people relate more. I know the way I felt when they were presented to me.”
- “Facilitators have equipped us to live together, to talk together, to dialogue together, and that who go a long way to reunite the country.... Even across Africa and the globe. One thing about this, the facilitators all the participants to share their experiences. This is very important and will allow more religious unity.”

### Next steps

Participants were eager to go out and share the dialogue, and even before the end of the training, many had already begun to do so in their families, with their neighbours and at other evening engagements, like youth groups. They agreed to each make an individual plan for 2022 to share with ACRL by the end of the year about how they were going to use Mind-Heart Dialogue in their own context.

- “I have every confidence to pass on Mind-Heart Dialogue as I’ve been so equipped through the various activities.”
- “I will train my family members, open their eyes on the content I’ve learned. I’ve also been gone to my local church to discuss and try to identify people who will be trained. We are encouraging the inter religious council at the highest levels to see how we can pass this training down through our structures to the local level.”
- “We normally have our national executive council meeting once in a quarter and we bring in all the state chair persons, secretaries, leader of each block... I can reach all the states at once... and they can carry it down to their states by gathering the local chairpersons.”
- “I am more than ready to do this training at personal level and on any platform that may be offered to me.”

Nationally, the Nigerian Inter-Religious Council (NIRC) plan to roll Mind-Heart Dialogue out nationally, first to federal states and then to communities. They agreed to have a meeting to plan how to facilitate this. They also agreed to involve the government, who are very supportive of interfaith work. A high-level government official visited the training and were asked to support the process of taking Mind-Heart Dialogue to grassroots, an idea that they received positively.

### Sierra Leone training, 22-25 November 2021

#### Summary

The two Core Team trainers, facilitating Mind-Heart Dialogue for the first time gave feedback that they were personally amazed by how effective the activities were, making discussions lived and facilitation “simple and flowing”. Participants responded well to the approach, describing it as “best” for adult facilitation as it recognized how their own experiences had shaped who they are, and created space

Facilitators:  
 Dr Lonah Mumelo (CORAT, Kenya)  
 Dr Rozilla Adhiambo (ACRL, Kenya)  
 FRO participation



to lay down burdens. Personal testimonies also became real points of connection as participants and facilitators identified shared experiences.

Facilitators felt that the participants needed the opportunity to practice facilitating which had been included in other trainings but hadn't been included in Sierra Leone. They also felt that more time was needed overall for participants to follow dialogues through to the end.

### Participant feedback

- “It was really mind-blowing and goes back to some of the issues that led some of the children to be where they are today, because of our collective actions in the lives of the children. Today we are blaming the children without realising that we have played



*Posing with UNICEF after technical session*

a great role in the outcomes we see in their lives today... this will always be in my mind and wherever I go, I'll make sure I try to bring it wherever I go, so people can engage in dialogue, whether parents or guardians or politicians.”

- “Unity is power. Where we see the two faiths coming together in unity with one accord, the two scriptures giving similar meaning to what is happening in society... that is helping people to make the right decision, we cannot work alone as one faith, we cannot achieve our goal of brings the minds and hearts of society in dialogue. But when we work together we use our scriptures to transform society, then we will see the end results, positive transformation will take place in our society.”

### Next steps

- For me, there are so many opportunities, so many platforms, I have the platform of the church, ceremonies that will be going on, naming ceremonies, you name it! It will be in my sermon every Sunday, in Bible studies I will utilise it. I don't only want it to stay with me, I'll engage my team so they can understand and use it for the betterment of society. I'll work together with my fellow master trainings to support each other to achieve this goal of Mind-Heart dialogue.
- “I am going to use these activities to encourage more people to love and care for their children and take the COVID-19 vaccine.”
- “I am very competent with what I have gone through in Mind-Heart dialogue. I've even started doing it, I go to the radio, I discuss about it, I've just finished some global leadership

training, I brought it in, and people took it on. We need to bring all of the stakeholders to be engaged in dialogue so that at the end of the day, we'll see our children in a better society."

## Burkina Faso training, 23-26 November 2021

### Summary

*"The thing that pleased me most was the promotion of interreligious dialogue. Participants of different faiths showed that one can have a different faith but act together for the goal of bringing positive change for children, families and communities." Sh Issa Traore, facilitator*

#### Facilitators:

Vincent Kogo (Youth Interfaith Network, Burkina Faso)  
Sh Issa Traore (IRC, Mali)  
Jimmy Otieno (RfP, Kenya)  
FBO participation  
no nominees

To help participants connect together and create a more inclusive atmosphere, they were all asked to write down all their titles on a paper at the beginning of the four days. Facilitators took the titles, put them in a bag and promised to return them at the end, explaining that for the duration of the training, everyone was equal in status and no one's opinion was worth any more or less.

Icebreakers, illustrations and roleplays worked very effectively, and participants were constantly amazed that profound conversations could emerge from having fun. For example, participants created a drama skit where a father is reluctant to take his daughter to college after she passed exams. He insists on marrying her off. During the drama, they explored potential strategies, for example the girl and her mother going to visit the teacher; or the chief calling a meeting with the father and other community stakeholders.

### Participant feedback

- "This is really one of the trainings in my life that I have most appreciated. I have often been to practical trainings but this really is the best that I have seen. This training will allow us to change our approaches and mindsets, to see how things happen on the ground. And through what we have received, we can put it into practice, whether individually or in a group, in our different communities."
- "When the training began, I really saw that it was beneficial. Through games... they allowed me to understand certain things about my childhood, certain things that had an impact on me but I didn't know before."
- "We saw through the days together that there was synergy - you become aware of it, you discuss together, you find it. Neither faith can work in isolation, neither Christians or Muslims, so we must go together... with all the challenges that we have, individually you can go so far, you can have a project, but together we can go further."



*Balloon game*

- “[Mind-Heart Dialogue is] really a new way of training. For me, it is something new and enriching and I did not know that you could begin with games and succeed with learning something.”
- “I really appreciate the Mind-Heart Dialogue and I admit that it has already positively changed my perspective on children and their real needs. The methodology used is very adaptable for children and for adults and is fun. These four days have allowed me to play and also to remember lots of things.”

### Next steps

Participants were excited and eager to begin Mind-Heart Dialogue in their own context, confident that the methodology was simple enough to pass on.

- “I have learned a lot and I know that through games, one can learn many things without words. They allowed me to know that I can also help other people, in my church or children, and facilitate in the same way.”
- “We must take care that this program is well implemented in Burkina Faso so that members of the interreligious council can accompany an organization or different groups can implement in their context.”
- “I can really say that this training has been an asset for me as a project facilitator, especially in the area of children... it turns to us to go back to communities to really talk, to dialogue together, to care for our children. I could already say, going from here, that we have won a part of our children’s future, and with God’s help, we will succeed. What we have learned here will not be forgotten.”
- “I will try to communicate what I have learned to progress this cause and then work together for the world that God wants, with more justice and peace.”



*Energiser*

Although UNICEF did not manage to attend the training, the Burkina Faso IRC met with them the week after to share their plans for future Mind-Heart Dialogue trainings for the rest of the council. UNICEF agreed to include some of these plans in their budget and work plans for 2022.

## South Sudan training, 6-9 December 2021

### Summary

The start of the South Sudan training was delayed to the second day due to the security permit. However, once this arrived, participants were eager to begin on the second day and facilitators managed to convey the key content in spite

#### Facilitators:

Monica Mungai (CORAT, Kenya)

Dr Daniel Akal (CORAT, Kenya)

#### FBO participation

John Mwanza (ADRA nominee)

Habiba Abdallah Noah (IRW nominee)

of the shorter time scale. Both FBO and a UNICEF representative participated throughout, with a second UNICEF staff member also joining for the first day.

Participants drew out several harmful practices to focus on during the week, such as the removal of the lower teeth and making of marks of faces – something which they explained could be done through harsh methods, such as hot metals, and even cause blindness. The lack of lower teeth exposed people to misunderstanding and disrespect if they left the country, and some even put the teeth back in. Another harmful practice identified was revenge killing between clans which could escalate or continue in an endless cycle.

On the final day, facilitators moved the training from the room to under a tree, to shatter participants' preconceptions about where Mind-Heart Dialogue had to occur and to show that it could happen anywhere, at any time, with any group.

*“The suffering is quite high and they may feel that with the little they have they cannot take Mind-Heart Dialogue forwards, so we made it look like it’s possible to do anywhere, at any time with any group. They were excited to be under the mango tree and we used it to illustrate the transformation tree which became clearer as we were using a real tree.” Facilitator*



*Facilitating under a tree*

### **Participant feedback**

- “With this training, I’m sure we’ll be able to reach many and our children will have a brighter future.”
- “One of the interesting activities that really made an impression on me and made me reflect on the work I do and the environment I live in was mapping the safety of children. That gave me good picture of how we should be considerate, looking at areas where children are safe and at risk. I realized there are places where children are at risk - we might consider them safe for children but they might not be safe. So it’s important for caregivers and other stakeholders to be cognizant and also include children and engage them to understand what is safe.”
- “Having gone through this training, I’m quite confident in what I’ve learned on Mind-Heart Dialogue approach. One of the activities was the ‘Power Walk’, that really impressed me. At times we don’t really take note of the vulnerabilities people have and it really enlightened me in terms of seeing the influence which I have in society that I can use to help others. I found this quite interesting in terms of how I can be a person who will help children who are suffering.”

### **Next steps**

Participants came up with similar individual plans to other countries – to facilitate in their contexts, whether in their faith group or with FBO colleagues. They were confident and excited to begin, and a few already began sharing about Mind-Heart Dialogue before the end of the training. Facilitators were clear that Mind-Heart Dialogue could be any length of time – whether they had three days or just half an hour.

- “I’m very confident that I’ll be able to teach others with the Mind-Heart Dialogue approach.”



- “Really, I enjoyed the training. We’ve been teaching children lots of things but I realized we made mistakes, like punishing children for not giving right answers... Even now in these two days I’ve been telling my neighbors - I started with the wives at home... After Christmas we will sit together and do something for our children as the punishment of children really is big in South Sudan. We’ll discuss with other Christian and Muslim leaders about what to do, especially to help young mothers and the schools. We’ll discuss with the teachers. We need to influence South Sudan as a whole but we’re going to start from Juba. After we have something, we can go to the states and our brothers and sisters there.”
- “The plan which I have is to utilize the lessons I’ve learned and resources I have now to share with my colleagues in the office and our fellow church members so that they can benefit from this training in ensuring children are protected.”

In terms of national planning, the inter-religious council agreed to have a meeting in the new year to make a plan to take Mind-Heart Dialogue to other states. Despite the insecurity in South Sudan, all participants were determined to continue spreading the approach, seeing how vital it was to address some of the challenges that children experience.

### Mali training, 7-10 December 2021

#### Summary

Participants were equally surprised by the unorthodox approach of Mind-Heart Dialogue and the religious unity that was fostered in the relaxed, equalizing atmosphere it created between the Muslim, Catholic and Protestant participants. Here too simple activities like the ‘Power Walk’ or ‘Balloon Game’ catalyzed new thinking without threatening people’s paradigms, but by creating the same for them to choose to reflect on them further.

Female Genital Mutilation (FGM), children’s mental health and vaccination were three key issues that emerged. UNICEF staff came to facilitate a technical session on them that equipped participants with more knowledge to integrate into the Mind-Heart Dialogue activities.

#### Participant feedback

- “The training pleased me a lot. I made discoveries that I had never seen. The games allowed us to see that unless we work together, we can’t move forward. And about the issues covered by UNICEF, I believe that we must involve youth in issues of FGM and vaccination. We must engage them because they are most concerned in it.”

#### Facilitators:

Sh Issa Traore (Interreligious Council, Mali)

Jimmy Otieno (RfP, Kenya)

#### FBO participation

Geoffrey Mtike (ADRA nominee) – did not turn up



*Balloon game*



*Power walk*



- “The fraternal atmosphere that lasted throughout the training pleased me. We must really lay down our titles. Everyone must be equal.”
- “We have found it useful and fun. The theoretical has been implied and the practical emphasized by the facilitators’ approach. It was really understandable, above all the games.”
- “Illustrations like the walk of power and the balloon game animated us and helped us to think.”
- “We have been in a very good atmosphere. People have been joyful, happy, enthusiastic.”
- “The content has been very rich and we have seen a lot of things... we are used to power point presentations and projectors but this is an atypical training. We were not in a room with giant chairs but just ourselves as people. We had lots of role plays and stimulation. Really, the method used to achieve our objectives pleased me greatly.”
- “I’m so happy to have participated in this training. The things I appreciated in these four days are that I know we can’t say, ‘I’m a Christian, you’re a Muslim, we can’t work together’. No. I know that now we must work together. I also know we need to collaborate with children. If you want a good country, a good government, you need to give a good education to children, child protection first of all.”



*FGM drama*

### **Next steps**

Participants left the training convinced by the need for interfaith partnerships and excited to pursue them in ways that foreground young people and children as active participants. As they found the participatory activities to be striking and memorable and really recognized what a departure Mind-Heart Dialogue is from other approaches, this should make it easier to replicate. Most people strongly agreed that they were both confident to facilitate Mind-Heart Dialogue going forwards and excited to do so! One commented that translation into Arabic would help local spread.

- “I learned more about teamwork and how in our communities we can join hands to educate our children. I’m really glad to go quickly and teach other people what I have learned here.”
- “We have plans to facilitate Mind-Heart Dialogue in the future in collaboration with our communities.”

### **FBO & UNICEF participation**

Due to the last-minute training arrangements, there was low participation from both UNICEF and FBOs. In countries where two or three FBOs representatives were nominated, such as Malawi, Kenya and South Sudan, their participation really added value with their different experiences and skill set. They also came up with plans to immediately integrate Mind-Heart Dialogue into their ongoing work. In contrast to the feedback from WorkRocks in 2019, FBO participants seemed to understand their role well, and were excited to join the national Mind-Heart Dialogue teams and take their learning back to their own work.

In some trainings, a UNICEF staff member participated for a day or joined to facilitate a technical session. The technical sessions gave participants important facts that they could integrate into/ draw out from their Mind-Heart Dialogue activities. In some countries UNICEF just made presentations; while in others they integrated their knowledge into a participatory activity, engaging with

participants' own experiences and allowing everyone's view to be heard in a non-threatening way. However, only in South Sudan did UNICEF staff commit to the full week. UNICEF's absence for the important planning at the end could be a significant hindrance to the smooth implementation of next steps.

## Next steps

Certificates of participation will be prepared by CORAT and ACRL for each of the attendees in the eight countries as National Mind-Heart Dialogue facilitators.

ACRL will follow up with each country, particularly around setting up an established structure that meets regularly and includes IRC members, UNICEF staff and FBO representatives, as opposed to the current approach of engaging on siloed projects which may not be sustained beyond the current people in their roles. ACRL will work with the IRCs to contextualise the idea of these Multi-Faith Action Committees for Children (MFACCs), depending on their existing structures and ways of working.

In the meantime, ACRL will encourage the IRCs to implement any plans made during the training, to include UNICEF in their annual planning and to proactively take ideas to UNICEF for inclusion in theirs. Some countries have pre-existing programs with UNICEF, such as around vaccine hesitancy, in which Mind-Heart Dialogue could be immediately integrated with some flexibility around funding. Individual facilitators also made their own plans to use Mind-Heart Dialogue in the existing places they have, which will be followed up through the Monitoring, Evaluation and Learning (MEL) plan.

In more detail, ACRL plan:

1. IRCs follow up with trained National Facilitators and consolidate their immediate plans for between December and January. They share plans with ACRL.
2. ACRL uses the plans to help develop a follow up and feedback mechanism and meetings for end of January, in partnership with CORAT.
3. All IRCs meet with their UNICEF country office before the end of the year to plan for national roll out activities and Mind-Heart Dialogue engagement.
4. UNICEF, IRCs and FBOs meet and create joint integrated programmatic plans for 2022, taking advantage of the annual planning and review processes.
5. ACRL schedule a Regional Orientation on MFACCs for ESAR and WCAR and also a national launch of MFACCs in the 8 countries.
6. Trained Mind-Heart Dialogue national facilitators orient MFACCs on Mind-Heart Dialogue approach.
7. National MFACCs map FBOs and issues, creating a Workplan.
8. CORAT helps design a support, supervision and mentorship plan for all Mind-Heart Dialogue facilitators.
9. Launch of MEL activities by end of January 2021.

## Monitoring, Evaluation and Learning (MEL)

FPCC are in the process of finalizing a full MEAL process, but in the meantime, there is a simplified version to use with the national Mind-Heart Dialogue teams. It involves:

- A short reflection form for each individual within the team to do every 4 months, capturing any Mind-Heart dialogue sessions they have facilitated individually or for the IRC
- Virtual sessions to share learning with teams in other countries

- A simple Mind-Heart dialogue activity to do after a year with a group where they've done a few sessions to find out what impact they are having

In the four-month reflection, facilitators will begin by drawing their journey of change over the last few months, mapping the highs and lows and analyzing what helped the high points to be successful. They will then list the existing spaces that they have used for Mind-Heart Dialogue, or any new ones they created, prompted by a list from the program guidance to frame future ideas. It then asks about specific Mind-Heart Dialogue activities used, as a proxy measurement for whether approaches are improving, and facilitators are going beyond simply messaging. Finally, it asks about any attitude/ behavior changes that have taken place that will help protect/ empower children, and the final results for children – and any evidence.

Annually, the facilitators will choose an area where they have facilitated multiple Mind-Heart Dialogue sessions or one longer one, and facilitate listening activities with children, their families and community to identify whether they recognize changes in attitude/ behavior and any related improvements in children's lives. Adults will select Stories of Significant Change, while children will rank the changes they want in their own lives and then drawing or creating dramas to show the situation before FPCC began; the situation now (whether positive, negative or no change); and their dream for it in the future.

### Recommendations for future training

- **Importance of practical experience:** the national trainings that did not include time for participants to plan sessions and facilitate activities noted that this would have made a significant difference to participants' confidence and enabled a more accurate assessment of how much they had understood Mind-Heart Dialogue
- **Commitment of UNICEF:** UNICEF coming in as the technical advisor but not otherwise participating perpetuated the image of an unequal partnership where faith groups need behavior change while UNICEF is just there to support them. Integral to FPCC is the recognition that we all have attitudes that hinder us from forming effective partnerships that support positive change for children. It also made action planning more complicated. It was even noted by participants and UNICEF's consistent participation suggested as an improvement. Only in South Sudan did a representative from UNICEF participate throughout, which facilitators noted made a big difference to participants' perception.
- **FBO representation:** FBO participation is very important, but they need adequate time to plan in order to attend. Where possible, greater interfaith representation is desirable.
- **Pre-established structures for next steps:** while individual action planning was carried out (and for several, already put into action), national planning was more difficult due to inadequate preparation, UNICEF's absence, or the lack of a pre-established structure to progress. This left participants very eager to continue but unsure where they would start. Where the Director of the IRC committed to attend the whole training or the action planning, a level of planning was possible that gave participants a sense of purpose going forwards, but UNICEF's absence meant that their partnership was not considered or seen as someone to go to after with a proposal. If MFACCs had already been established, or at least concretely approved at country level, this would have allowed immediate plans to be made for a specific purpose. Failing this, if the IRCs had agreed with UNICEF in advance a program in which the team could be deployed, or if staff with the ability to make high-level decisions had been able to attend, solid plans could have been made.

- **Residential or high-level presence:** non-residential trainings brought in issues of late arrivals, needing to leave early for family duties, or whole day absences for funerals and other commitments. This was partly counterbalanced by the presence of the IRC Director, where they were attending the whole training. The commitment of high-level participants is needed to model and emphasize what is expected, or certificates issued to those who completed the full program to tie attendance to a specific outcome.
- **Wider representation of faith groups:** in several countries, participants commented that the training did not represent the full range of faith groups and greater diversity could have further strengthened the training.
- **Longer training:** four days felt rushed for several facilitators and participants, some of whom commented that having longer for national planning could have increased their confidence going forwards.
- **Uniform workplan template:** Many participants inquired on the elements to be included in the workplan and requested a template to be shared especially with the MFACCs to ensure uniformity. However, as MFACCs need the freedom to contextualize and choose their own approach, these templates would probably have had to be country-specific, planned in pre-meetings with IRC leaders.
- **Participation certification:** Participants requested for certificates of participation at the end of the training.