



Toose Implementation Guide

A step-by-step guide to provide information and tools for how to implement Toose



Acknowledgements

The Toose Implementation Guide was refined through four cohorts of implementation with each cohort bringing in new, fresh inputs and insights from research and practice-based learning. The implementation guide is therefore a result of tremendous efforts from the exceptional SAFE local and international team. It is this group that know firsthand how valuable learning and evidence was towards the refinement of the Toose intervention over the years, and how much effort and hard work has gone into making the idea of Toose a reality.

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1

Background to the Stopping Abuse and Sexual Exploitation (SAFE)



The Stopping Abuse and Female Exploitation (SAFE) Programme was funded by the UK Foreign, Commonwealth and Development Office (FCDO) between 2019 – 2025. It was implemented by a consortium collectively referred to as the SAFE Communities, (SAFE C), led by ECORYS UK, with technical direction and support from Social Development Direct (SDDirect). The research and evaluation component were implemented by the Evaluation and Learning Unit (SAFE ELU) led by Tetra Tech. In the extension, the consortium partners included the World Food Programme (WFP)

At the heart of the SAFE programme is the iteratively designed and tested **TOOSE**, intervention model (**derived from the word Tose which means together in Shona**). A combined social and economic empowerment approach that builds on **Oxfam's Gender Action Learning System (GALS)**¹ and adapts it to support outcomes around gender-based violence and specifically IPV. GALS was originally designed to promote household gender equality within agricultural development programmes, and was selected for adaptation as it is simple, applicable, scalable, and is based on tools that use drawing rather than requiring literacy skills. SAFE adapted it to focus on reducing IPV, by using the lessons learnt from FCDO's flagship *What Works to Prevent Violence against Women and Girls* programme on essential elements of effective prevention programming and borrowing activities from the interventions that were proven effective.

The programme's aim was to design and test evidence-based approaches to primary prevention of intimate partner violence (IPV), with a view to developing an effective model that could be taken up by other actors wanting to work on prevention of gender-based violence (GBV)² in Zimbabwe and beyond.

Preventing intimate violence (IPV) is critical to achieving family wellbeing. In using Toose, you are tapping into real life experiences of ordinary women and men in intimate relationships who went through a transformative journey with utmost dedication, creativity and commitment. This implementation guide is a celebration of that dedication.

- 1 GALS (Gender Action Learning System) is a community-led empowerment methodology that uses principles of inclusion to improve income, food, and nutrition security of vulnerable people in a gender-equitable way. It positions poor women and men as drivers of their own development rather than victims, identifying and dismantling obstacles in their environment, challenging service providers and private actors. It has proven to be effective for changing gender inequalities that have existed for generations, strengthening negotiation power of marginalized stakeholders, and promoting collaboration, equity and respect between value chain actors. (Oxfam Novib, 2014).
- 2 Violence directed against a person because of that person's gender or violence that affects persons of a particular gender disproportionately.

1.1 From GALS to Toose

The Toose approach is an adaptation from Oxfam's market access model known as the **Gender Action and Learning Systems (GALS)**. GALS has been piloted and/or implemented in more than 14 countries in Africa, Asia and Latin America, including Zimbabwe. GALS is positioned as an approach focused on "changing gender inequalities and improving livelihoods", the SAFE programme team adapted the current GALS manual to make it more focused on GBV prevention, while retaining the core principles of community participation, simplicity and replicability. The Toose approach also maintains the core tools from GALS – including visioning and the Gender Balance Tree. Below we lay out the key reasons behind selecting the GALS model:

GALS builds on the evidence that combined economic and social empowerment programmes present the most effective means to prevent household violence, including among couples.

GALS was considered especially relevant to the SAFE programme given that our formative research highlighted economic insecurity as a key driver of IPV, which was further exacerbated by the chronic impact of COVID-19 and continuing economic insecurity within Zimbabwe.

GALS is designed to increase men and women's sense of self-reliance and control they have of their own development process, which in doing so can stimulate changes in how they are viewed in wider society. The catalyst and driving force for any GALS process are creating visions for change, which was an important fit with SAFE-C's motivation to take a benefits-based approach. GALS also positions the programme as benefiting households, with an emphasis on how both men and women benefit. This principle underlies facilitation of tools and process, whereby there is a focus on positive visions for the future and not starting with problems. This raises positive energy, which was deemed necessary for change in Zimbabwe. **The tools used in GALS are designed to analyse challenges and identify strategies to overcome them and are largely verbal or drawing based** – thereby being suitable for in low literacy settings. **The GALS process of developing visions was proven to strengthen the agency of both men and women while at the same time influencing household relationships, increasing co-operation, optimism, and resilience**, all of which contribute towards assets being managed by men and women together.

GALS has proven to be **effective at changing gender inequalities that have existed for generations in the region, including gender norms underlying violence**. Significant reductions in GBV and increases in women's participation in decision-making, control of and access to assets and services have been reported through member diaries, workshop presentations, testimonies, and external studies. For instance, an evaluation of GALS in Uganda found reduced GBV, increased land ownership and decision-making for women, greater access to health and education for women, and a greater likelihood of women being consulted by their husbands regarding how many children to have.

GALS had been tested already in Zimbabwe and led **to changes related to the division of domestic and farm work among couples and decreases in alcohol abuse** (Mayeux, 2012). An evaluation of GALS implemented by FACHIG in Zimbabwe demonstrated significant changes in the division of household labour, with men taking on domestic and care work and investing more time and money in productive activities, and more equitable household decision-making. As a result of the programme, women were more likely to own cattle, households were more likely to have joint registration on stock cards and have verbal wills restraining male in-laws grabbing assets in the event of death of a male spouse.

Finally, GALS is proven to **generate more equitable intra-household power dynamics and decreased economic pressure, which responds directly to the SAFE-C ToC**. This is significant given the evidence that joint decision-making can help reduce IPV.

2

Purpose of the Toose Implementation Guide



The primary goal of the Toose Implementation Guide is to provide step-by-step information and tools for HOW to implement Toose and ensure that the Toose intervention is implemented in a manner that substantially reduces risk, promotes contextualisation and supports local and long-lasting solutions. Further the Guide, details the main activities that will support sustained, systematic and long-term uptake of the model by GBV stakeholders in Zimbabwe and beyond. it.

Whilst the Guide is meant to enhance the ability of GBV practitioners to deliver Toose, it is not intended to provide definitive answers to specific individual and unique circumstances and contexts, and as such is only intended to be used as a guide that will need to be adjusted and adapted as implementation advances and contexts as well as circumstances change. Essentially the Implementation guide is meant to answer what, why, when, and how to of Toose, and is being offered as draft to be used by implementing organisations in different country contexts. It is our hope that this will continue being refined to align with different contexts and circumstances and provides easy to read and understand practical guidance to those wishing to effectively roll out the model.

2.1 Who is the Implementation Guide meant for?

The primary audience of the Implementation Guide are organisations, practitioners, specialists and donors with a deep commitment to preventing GBV and who are interested in implementing a combined intervention that addresses both social and economic drivers of GBV. Toose can also be layered with cash transfer programming or social protection programming designed to address food security and nutrition. **Toose may not be effective for GBV specialists, practitioners or donors implementing projects in acute emergency settings or working with very short programming periods i.e. less than one year.**

2.2 How to use the Toose Implementation Guide

The Guide should be used as a reference guide in setting up and rolling out the Toose model. The guide does not contain the Toose manuals, these can be accessed in the accompanying Facilitators manuals found here.

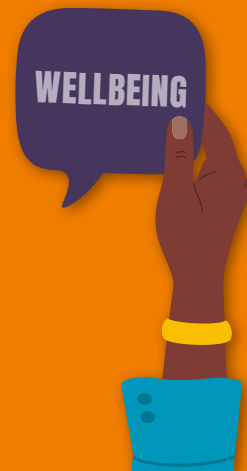
2.3 What is contained in the Toose Implementation Guide?

The implementation guide addresses both the approach and activities supporting sustained implementation of the Toose. It is divided into the following sections

1. Foundations of Toose Model
2. Toose achievements and results
3. Preparing to roll out the Toose Model
4. Selection mobilisation and training of Implementing Partners
5. Selection, training and mobilisation of Toose Community Cadres
6. Safeguarding as a key consideration for Toose
7. Key considerations on budgeting for Toose implementation
8. How to implement the Toose Economic Empowerment approach
9. How to implement the Toose Social Empowerment approach
10. How to implement the Toose Community Diffusion Approach
11. How to implement the Toose GBV Response Approach
12. How to mainstream the Toose disability approach
13. How to collect, analyse and monitor data generated by the Toose approach
14. Annexes

3

Foundations of the Toose model



3.1 Toose: The context

The TOOSE Model is grounded in an understanding of the VAWG context in Zimbabwe, where **Intimate Partner Violence (IPV) is widespread**, with victimization prevalence rates as high as 69% among women across the country. Desk reviews and formative research show that Zimbabwe has one of the highest rates of IPV in sub-Saharan Africa. The problem is compounded by women having a low economic status which increases their vulnerability to IPV as they are financially depended on their male partners. Other studies further indicated that 40% of women and a third of men accepted and justified physical chastisement of women.³



Toose was designed to address both social and economic drivers of IPV and Toose is grounded in the evidence base around the complementary effect of layering economic and social empowerment approaches to prevent GBV and decrease family financial stress. This includes the introduction of a new income stream as an impetus for couples and families to engage in joint visioning and planning, alongside sessions that promote more gender equitable norms and build key interpersonal and relationship skills. Toose was piloted in **three districts in Zimbabwe**, two rural districts and one urban district over **four cohorts or rounds of implementation**.

As well as being deeply grounded in the Zimbabwean context, The TOOSE model also builds on the strong global evidence that combined economic and social empowerment programmes present an effective means to reduce and/or prevent household violence. Global evidence available on economic empowerment programmes indicates that most economic interventions alone do not impact women's experiences of violence, and they may in fact increase women's risk of violence in some situations. However, there is growing evidence that when well-designed economic empowerment programming, including cash transfer programmes, are combined with gender-transformative interventions, they have the potential to positively impact individual gender attitudes and community-level gender norms and result in more equitable roles and relationships between intimate partners. Research conducted under the **FCDO funded What Works to Prevent Violence Against Women programme**, also found that **"combined economic empowerment and gender-transformative interventions can reduce women's experiences of IPV and men's perpetration of IPV – even in... complex settings – by up to 50%"**.⁴ However, in order to have this kind of significant impact on levels of IPV, combined interventions need to be *intentional about having the ultimate goal of reducing or preventing IPV through the programming*. Also building on global evidence which recognises the continuum between GBV prevention and response, and the ethical imperative of ensuring referral services and support for women and girls to report violence, the TOOSE model also includes a strong focus on response alongside the prevention elements.

³ Bengesai and Khan, 2021

⁴ <https://www.whatworks.co.za/documents/publications/354-eco-and-genderweb/file>

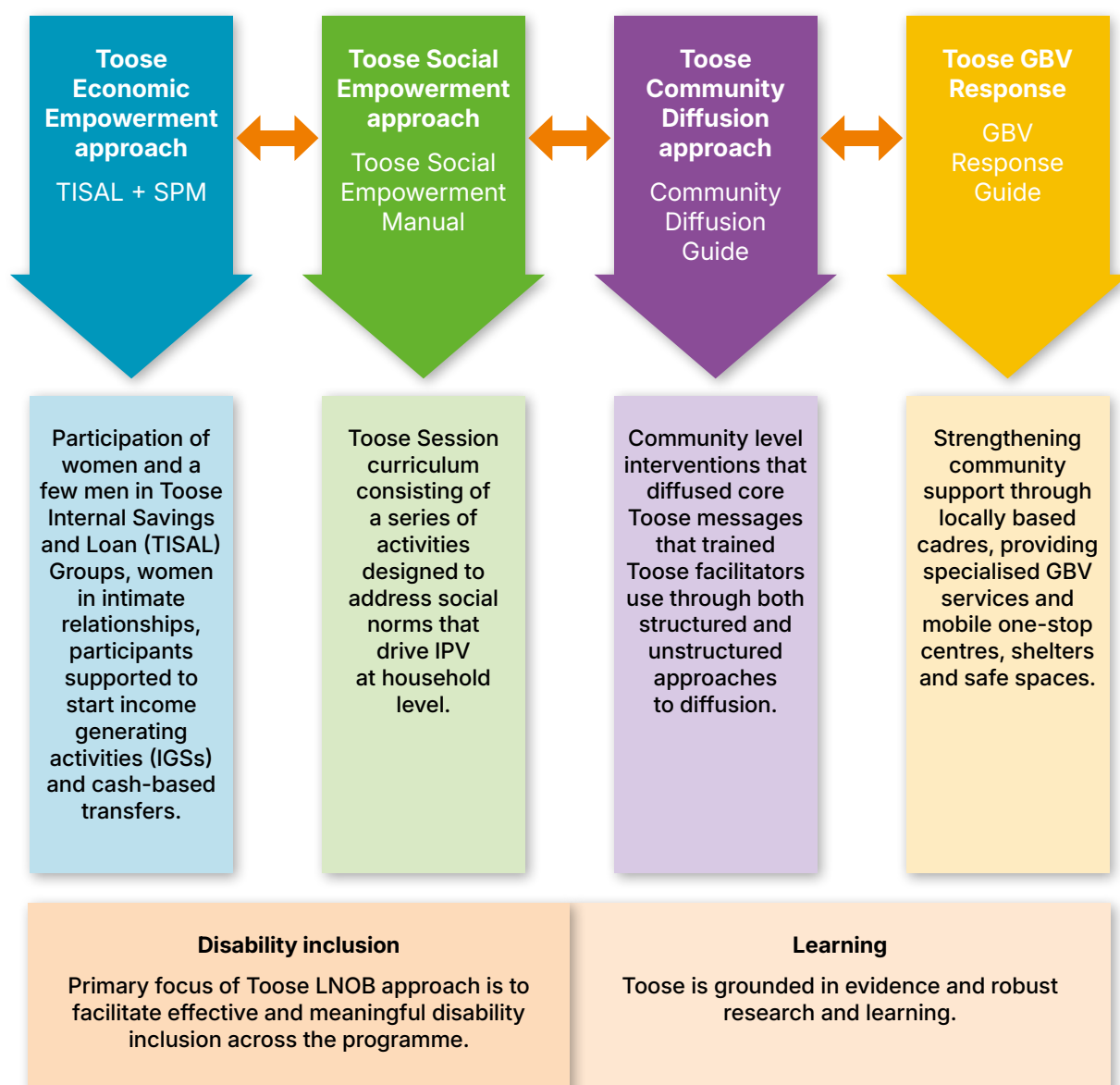
3.2 Toose: The brand

The Toose name and brand was derived from the word TOSE which means Together in Shona, one of Zimbabwe's main vernacular languages. In keeping with the name, the Toose approach aims to bring everyone together; the intimate couple, the whole family household including children; and the wider community. The brand captures the essence of the 'family well-being approach' that TOOSE aspires to, creating a family focused identity that men and women want to belong to and take pride in being associated with.

The color and feel of the brand are meant to be fun and appealing – like a lifestyle choice. The brand embodies freshness, innovation, and positive energy and is designed to be attractive to both women and men. The aspiration is that TOOSE could be disseminated and utilized locally and globally with the name and the logo maintained. Above all, however, the name and branding of the programme needs to be consistent across all aspects of implementation and should evoke an aspiration of togetherness.

3.3 Toose: The intervention approach

The Toose package



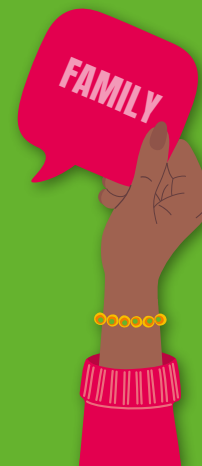
3.4 Toose: The roles

There are several key roles over the course of the Toose implementation, not all positions will need to be filled, only the ones necessary based on the size of the programme and the implementation approach selected. The following table is an overview of all the possible positions within the Toose Programme.

Role	Description
Central team roles	
Team Leader	Lead the programme team, implementation of the intervention, learning and adaptation of the approach.
GBV Expert/s (Economic/ social and response expertise)	Leading and providing technical expertise to the programme and implementing partners.
MEL Expert	Lead the monitoring, evaluation and learning and capacity strengthening of IPs on MERL.
GBV prevention roles (usually overseen by the implementing partner directly)	
Toose Facilitators	Lead the roll out of Toose in the community as well as training and mentoring of community cadres.
Community Cadre	Need a line here to explain this term.
Field Agents	Support the community mobilisation and roll out of the Toose economic empowerment interventions.
Toose Peer Facilitators	Lead community diffusion interventions. Support community mobilisation and Co- facilitate Toose social empowerment sessions with Implementing partner facilitators.
GBV response implementing roles	
Counsellors'	Provide psycho- social support to GBV survivors amongst Toose participants and community, support facilitation of safe spaces, Mobile One Stop Centres and community dialogues.
Shelter counsellors where relevant	Support GBV survivors housed in GBV shelters.
Gender Community Based Counsellors' (GCBCs)	Provide community level GBV response support to survivors- basic counselling, referrals, accompaniment, support safe spaces and community dialogues.

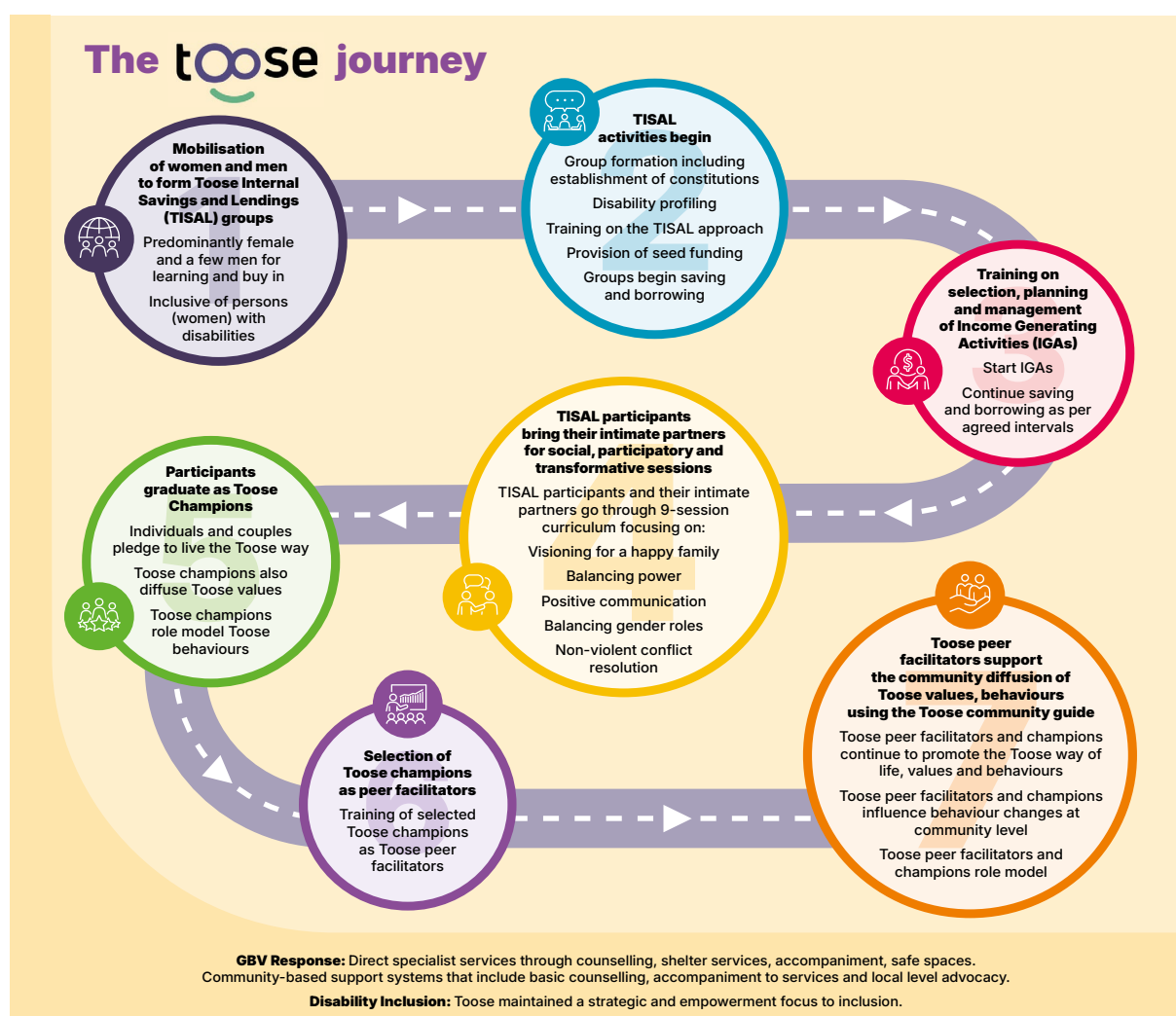
4

Toose: The approach and timeline



Central to TOOSE approach and the overall ToC (Annex 1) is the synergetic effect of economic empowerment and social empowerment activities where new income streams are used to create an impetus for families to engage in joint visioning and planning. As shown in the diagram above, and detailed further below, there are **4 key elements** to the TOOSE Approach, these are **economic empowerment, social empowerment, GBV response and community diffusion**. Each of these are anchored by integrated use of monitoring, evaluation and research data to guide learning and adaptation and disability inclusion facilitating the effective and meaningful inclusion of persons with disability.

Above is an overview of each stage of the Toose journey. These are then explored in more detail in the sections below:



4.1 Economic empowerment

The economic empowerment component consists of the participation of women (and some men) in Toose Internal Savings and Lending (TISALs) groups, which can be layered with cash-based transfers (CBT) and voucher transfers. Through the process the participants are also supported to develop and run income generating activities which are supported by a series of sessions on **Selection Planning and Management (SPM)**.

4.2 Social empowerment

The social empowerment component is centred on a 10-session curriculum consisting of a series of activities designed to build family cohesion through a focus on positive communication, balancing power, spending quality time together, and working towards shared family visions. Two of the sessions also directly discuss intimate partner violence, including its drivers and impacts on households and communities. Toose

4.3 Community diffusion

Toose takes two approaches to promoting change at the community level whilst strengthening the enabling environment. Firstly, through individual unstructured diffusion by trained Toose champions (community members who have attended the 10 social empowerment sessions) and structured diffusion through trained Toose Peer Facilitators who would have gone through the full Toose sessions and change journey. The community diffusion approach is meant to diffuse Toose messages and values to facilitate broad community discussions and interest in Toose and the changes the programming seeks to bring about.

4.4 Response

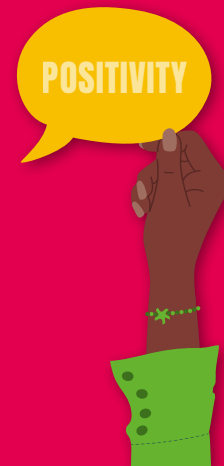
Complementing the prevention work is a modest response package that supports existing response providers to handle the increased demand for GBV services associated with the TOOSE intervention, whilst also strengthening the quality of survivor centred response provided by community cadres. This provision was considered an ethical imperative alongside the prevention intervention.

4.5 Disability inclusion

The programme aspires to be disability inclusive and therefore prioritised and mainstreamed disability inclusion throughout all the Toose components. Through this, the approach seeks to understand women and girls with disability experiences with GBV, the barriers to help seeking and the risks associated with different impairments.

5

Toose: The principles and ethics



The TOOSE Model supports individuals, couples, and communities to explore the roots of gender inequality and unpack power dynamics at the individual, couple and community level. As such, guiding the overall design and implementation of the model are a set of globally recognised key concepts, principles, and ethics in GBV prevention programming, which are set out below:

Principles and ethics of programme design

Do no harm

For the Toose approach, this principle means making considerations for both the potential risk associated with the roll out of the Toose intervention as well as how the intervention can unintentionally increase the risk of or exacerbate conflict or violence. To avoid harm, you should ensure only staff trained and with technical expertise should facilitate Toose sessions. In addition, only trained individuals and have expertise should provide counselling and or psychological first aid.

Inclusion of quality response services

Prevention programmes have enormous potential to increase survivor help-seeking. The Toose model therefore includes services and support for women and girls as an ethical imperative. This includes support to report violence and be referred to the services they need and want.

Survivor centred

The Toose model seeks to empower survivors by prioritising their rights, needs, and wishes. This includes ensuring that anyone reporting violence receives appropriate, accessible, and quality services and from an individual with the correct knowledge and skills. For TOOSE, this also includes building the skills and capacity of community members (GCBCs) to undertake community-based accompaniment providing emotional and logistical support to survivors alongside ensuring that the needs of the survivors are met. A survivor centred approach for TOOSE also means counsellors and GCBCs accompanies the TOOSE sessions particularly sessions on intimate partner violence to ensure GBV services are available on sight especially in circumstances where survivors disclose their GBV experiences.

Benefits based approach	The TOOSE Model has a deliberate emphasis on how both men and women benefit. This principle provides the foundations for the entire approach, raising positive energy within households and between couples, applying tools, and facilitating conversations that focus on positive visions for the future rather than starting with experienced and perceived problems.
Respect	This guiding principle ensures all actions taken through the TOOSE intervention are guided by the respect for choices, wishes, rights and dignity of the survivor both in terms of GBV response and prevention.
Engaging men	The commitment to engaging men to work in partnership with women to change the harmful norms that perpetuate IPV is critical for the Toose intervention. The programme should work with men as partners of change at the household level, role modelling gender equitable relationships but also engaging male key influencers that can strengthen the enabling environment for change at community level.
Informed consent	Ensuring consent to participate in all activities is given willingly and that participants know they can withdraw their consent at any time is central to ethical implementation programme. Toose facilitators should take all steps to ensure that participants receive and understand information about the activity prior to giving their consent to participate. This includes the objectives of the programme sessions and overall programme, the processes to be followed, the timelines and expectation about their participation programme, etc.
Local expertise and experience	The TOOSE Model in both its design and implementation is centred around local expertise and experiences through the implementing partner facilitators and community based TOOSE Facilitators who are not only grounded in the communities but have a deep understanding of local cultures, languages etc. It is these perspectives that should inform the ongoing learning and adaptations to the TOOSE Model.
Disability inclusive	Global evidence suggests that women with disabilities are more likely to experience intimate partner violence. The programme should therefore maintain both a strategic and empowerment focus on disability inclusion across all intervention components.

6

Toose: The minimum programme design quality and ethical considerations



In circumstances where a scale, up or indeed an adaptation of the Toose approach is being considered, at minimum the following questions should be considered to ensure the programme does not do harm as well as ensure the highest standards of programme outcomes.

Start from a place of evidence and contextual understanding of the issue:

- › Have you conducted formative research or completed a desk review of existing research carried out to understand drivers of IPV in the country context?
- › Have you identified which drivers you will be tackling and built a robust Theory of Change (ToC) that includes pathways to change for addressing those drivers?
- › Does your ToC make explicit that this is an IPV prevention programme?
- › Have you identified and selected evidence-based strategies/selected existing proven interventions to address the drivers?
- › Have you contextualised and adapted these strategies/interventions to your own context, needs and budget?
- › Be cognisant of both the design and implementation of elements that made the original curriculum effective and what any major diversion from those elements might have,
- › Where possible contact the originators of the model for insights and support on what adaptation are consistent with fidelity.

Identify and reduce the risks associated with work on GBV prevention.

- › Have you analysed which components of implementation could potentially result in harm or backlash from communities?
- › Have you developed a mitigation plan for these potential risks?
- › Do you have a robust safeguarding plan including a safeguarding referral and investigation process that has been tested to ensure participants can easily access and use it?
- › Have you mapped and integrated GBV response services into your delivery plan for anyone wanting to disclose or experiencing violence to seek help?
- › Are your team and facilitators well briefed on how to report disclosures and ensure any support provided is survivor centred and trauma-informed?

Ensure your personnel including Implementing partner staff as well as community cadres have been purposefully selected and trained.

- › Have you developed a participatory selection criterion for your field agents, Toose Peer facilitators and other personnel for example Gender Community Based Clubs?
- › Have you developed a training and capacity approach that is informed by a capacity assessment process?
- › Has the training and capacity approach prioritised gender transformative training and experiential learning?
- › Do you have additional support and debrief sessions built in for facilitators and staff who may experience secondary trauma or distress?

Ensure adequate budget that allows for a proper continued learning and adaptation process and further refinement of the model.

- › Do you have adequate budget for continued and ongoing learning and adaptation?
- › Does your budget adequately incentivise community cadres (GCBCs, field agents and Toose Peer Facilitators)?
- › Does your budget adequately support implementing partners salaries and core support to facilitate adequate engagement and support to the programme?
- › Do you have enough financial support to facilitate continued monitoring, learning, accompaniment, and support?
- › Is your budget adequate to accommodate increased demand of GBV services from the prevention and community interventions?
- › Have you included adequate budget for training, mentoring and accompaniment of IPs and community cadres?

Consider a good balance between community participation in the programme and their own lives.

- › Have you thought about and addressed any potential for the programme to cause overload for participating communities?
- › Have you ensured communities are not expected to spend a lot of their time participating in the TOOSE intervention?
- › Have you included resources for compensation to participants who do participate in the intervention activities?
- › Are the timelines allowing for enough time for reflection and experiential learning on this aspect of the programming?

Ensure adequate time for implementation that facilitates learning and achievement of programme outcomes.

- › Have you given time for and invest resources in adapting well and testing newly adapted versions to ensure content is appropriate to your settings?
- › Do you have adequate time for implementation that allows for outcomes to be measured and realised. Consider a very minimum of 12 months for implementation of a full cycle. Revisit those timelines periodically to ensure they remain realistic and adjust as needed.
- › Have you factored in adequate time between sessions (one-two weeks) that allows for reflection and learning?
- › If you are taking a phased or iterative approach, with multiple cohorts, have you considered enough time between cohorts to allow for learning and adaption processes as well refinement of training materials and curriculum.
- › Have you factored in adequate time for participatory testing of intervention and MEL tools in the communities?

Build in regular wellbeing checks for those working on the programme to avoid burn out.

- › Is your team and facilitators adequately supported and resourced to manage the workload?
- › Are you regularly meeting and giving space to the team and facilitators to de-brief on their experiences?
- › Is there psycho-social support and safeguarding mechanisms in place in case the team require it?

Contextualise and localise the Toose intervention

- › • Have you translated the materials into local language ensuring both the cultural meaning and terms convey the sense intended? Have you used language that is familiar to the context – i.e. using the target audience's terminology and examples that build on their own experiences with as little jargon as possible. Have you anticipated and built in time and resources for adaptive challenges? Toose.

7

Toose: Achievements and results



7.1 What does Toose achieve?

Monitoring data and evaluative studies indicate that Toose has improved family well-being but that more refinement of the model is needed to measurably improve impact on the prevalence of IPV in households.

Toose significantly improves family wellbeing, particularly the quality of intimate partner relationships, of parent relationships with children and the family's overall sense of emotional and material well-being.⁵ Women and men participants report communicating better with their partner, being more loving and respectful, having a greater level of intimacy and their relationship overall being more harmonious. Men are more aware of the domestic burden women carry and are assisting with certain household chores, women report feeling more supported in the home. Families spend more quality time together, whilst children are more commonly invited into important family conversations, creating a safer environment for them to share their views and concerns.

Despite an increasingly difficult economic environment, most Toose households report being more able to meet their essential needs.⁶ Many women involved in TISALs and running their own IGA reported enjoying a greater sense of financial independence, which gives them the ability to make small household purchases. They are also more involved in joint decision-making with their partner and other members of the family. However, the most food insecure households did not benefit from Toose in the same way. They have struggled to actively participate in TISALs, with loan repayments often being a challenge for them. TISALs may not therefore be a suitable vehicle to improve the economic security of very poor households.⁷

Box 1: Toose summative evaluation findings

The data suggests that there have been several positive impacts of the programme.

- Household social dynamics have improved as a result of Toose, albeit not necessarily in a gender transformative way... communication, conflict resolution and quality of relationships have also improved, although there is evidence that some women are resolving conflict by being silent and acquiescing to men.
- There is evidence to suggest that there has been a reduction in IPV, including physical, economic and emotional IPV; however, less change is visible for sexual IPV, which appears to be linked to persisting triggers related to sex, infidelity and women's refusal of sex.

⁵ Stopping Abuse and Female Exploitation in Zimbabwe: Endline Report (DRAFT), (February 2025), Tetra Tech International Development.

⁶ Ibid.

⁷ Ibid; Stopping Abuse and Female Exploitation in Zimbabwe: Summative Evaluation Report (July 2024), Tetra Tech International Development.

Toose has been less effective in bringing about improvements in family quality of life for women with disabilities.⁸ There is however good evidence that their involvement has led to strengthened social cohesion and social capital for them.⁹ Further experimentation is needed to understand how the Toose model can be further adapted to benefit women with disabilities in the same ways as women without disabilities.

Toose's impact on IPV is less unequivocal as the evidence base presents conflicting findings. Qualitative evaluation studies conducted during Toose's implementation were generally positive about Toose's impact on conflict resolution in the household and on IPV (see Box X).¹⁰ However, while an endline study conducted after Toose implementation ended recorded a reduction in the mean number of IPV acts experienced by women in the past year, there was an overall increase in IPV prevalence since baseline and no change in the severity of IPV, albeit with significant variations in these findings according to different factors.¹¹ The increase in IPV prevalence was mostly accounted for by an increase in emotional violence.

It is difficult to interpret these endline findings, but some points stand out:

- It is primarily women whose households' food security had worsened over the life of Toose who were affected by increased IPV prevalence and severity.
- Women who attended Toose sessions with their intimate partner experienced a significant reduction in the mean number of IPV acts they experienced in the past year, which was not the case for women who attended Toose sessions with another family member.

This then suggests two areas where the Toose model would benefit from further experimentation. First, in its approach to enhancing economic security. Whilst involvement in TISALs to drive income generating activities appears to have enhanced household economic well-being for some, it has not done so for all, and alternative or complementary approaches may be needed for those who are most food insecure. Second, ways need to be found to secure and maintain the involvement of women's intimate partners in Toose sessions.

Wider evaluation findings, from the endline and other studies, also point to the need to revisit the balance between family well-being and women's empowerment in the Toose model. Results suggest that Toose's family well-being framing may have compromised women's empowerment outcomes such as women's own decision-making and their readiness to act as an equal partner. This may, in part, be due to some Toose messages not having been accurately conveyed by facilitators to participants. But the issue highlights the challenge of how to get the full buy-in and involvement of men to an initiative which seeks to equalise power relations between women and men. The Toose model developed by SAFE consciously prioritised a family well-being framing to gain men's buy-in. Further iteration is clearly needed to retain and deepen men's engagement, whilst being more ambitious for women's empowerment.

Toose is somewhat effective in increasing survivors' access to GBV response services although once again, available evidence is conflicting, and there are opportunities for further improvements. GBV response service uptake increased dramatically in the 3 districts where Toose was implemented¹² but this has likely been driven by the work of the GCBCs. Future iterations of Toose could strengthen linkages between Toose and the work of GCBCs so that Toose sessions proactively raise participant awareness of the GBV response services available to them.

8 Stopping Abuse and Female Exploitation in Zimbabwe: Endline Report (DRAFT), (February 2025), Tetra Tech International Development.

9 Stopping Abuse and Female Exploitation in Zimbabwe: Summative Evaluation Report (July 2024), Tetra Tech International Development.

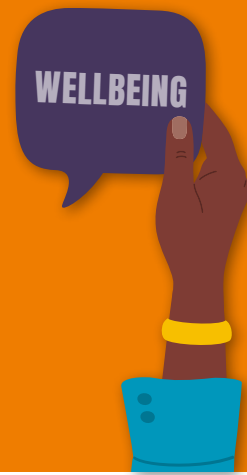
10 Ibid.

11 Stopping Abuse and Female Exploitation in Zimbabwe: Endline Report (DRAFT), (February 2025), Tetra Tech International Development.

12 The number of survivors accessing GBV response services in the 3 districts where Toose was implemented almost doubled between April 2021 and March 2023 and further increased by almost 50% by March 2024. These large increases were mostly a result of demand for counselling and the services of mobile one stop centres but there were also important increases in the use of legal and medical services, as well as transport services.

8

Preparing to roll out Toose



8.1 What are the preparatory stages of the Toose approach?

It is the stage that provides the basis and sets a foundation for successful programme implementation that is contextually relevant and informed by evidence. It is critical that this stage is fully resourced, in terms of time, as well as budget and personnel. The preparation stage should take **no less than 6 months**, especially if it is in a new context. Overall, the purpose of this period is to identify **where you will work, who you will work with, and what you will work on**. This is also the time to get buy in from leaders and stakeholders and ensure everything is prepared for a smooth implementation phase.

8.2 What are the critical preparatory steps?

The critical preparatory steps should at the bare minimum focus on the following four workstreams:

- › Evidence gathering and synthesis
- › Selection and training of IP and community facilitators
- › Adapting the Toose intervention package
- › Community and stakeholder mobilization

Using the four workstreams, the programme should seek to understand the GBV context, particularly the forms and drivers of IPV and availability of quality and appropriate response services, alongside stakeholders and partner analysis and any other local context mapping or analysis that will help inform the adaptation of the Toose package. In addition to evidence gathering, this stage should also focus on identifying and selecting implementing partners with a deep understanding of gender transformative approaches, that are already working or have some presence in the selected areas and some existing relationships. Informed by the contextually relevant evidence base as well as the identified implementing partners, a critical next step is the adaptation and preparation for roll out of the Toose intervention package and the preparation for community level roll out through training and capacity building.

8.3 Evidence gathering and synthesis

To understand your context and adapt Toose accordingly, it is recommended that you consider the following evidence gathering activities:

- › Stakeholder mapping
- › Partner selection
- › Partner due diligence
- › Evidence synthesis
- › Formative research
- › Rapid economic empowerment
- › GBV service mapping
- › Disability inclusion assessment

Whilst all these processes may be important to inform the adaptation of an evidence base and contextually relevant Toose intervention, they may however not all be important to undertake before the formal roll out of Toose. The critical questions you need to answer before deciding which evidence gathering processes you should prioritize are,

- › Are you **targeting new areas** where not much is documented about broader economic empowerment and GBV context?
- › Are there **current or recent GBV assessments** reports available to inform people about the design of the intervention?
- › Has a **GBV mapping exercise** been done in the recent past which comprehensively provides insights into the available GBV services, the gaps as well as the local through to district level referral pathways.
- › Is there **enough evidence to inform you of the adaptation of the programme** including what forms of violence are prevalent, what the drivers are and who you might want to work with/engage as part of the programme activities?
- › Are there **existing relationships and partnerships** both at local and district levels that you can tap into?
- › Is there an **existing disability inclusion** framework that you can adapt or partners you can work with.
- › Have the **staff been trained in core elements of disability inclusion**, in particular disability profiling and assessment?

Whichever way the above questions are answered, the following are **critical and non-negotiable** preparatory steps that are recommended for any organization looking to adapt the model or design a similar model in a new context.

8.4 The Toose formative research

To tailor make the Programme adaptations to the actual GBV situation and realities in the implementation areas, you should commission formative research whose objectives will be to answer the following questions:

- › What are the main pathways connecting household economic stress, gender and social norms and GBV primarily IPV at household level in focal districts and how are they different?
- › In what ways do survivors respond to IPV and why?
- › In what ways do the experiences of women and girls with multiple and intersecting vulnerabilities differ to those of other women and girls experiencing IPV.
- › What are the main gender and social norms (both harmful and positive norms) that influence IPV, and how do they operate?

These questions should be explored through community-level in depth interviews conducted in the proposed areas of operation. The interviews should use an approach that gathers insights into communities' perceptions about good and bad behaviours, rewards and sanctions and the acceptability of the perpetration of, and help-seeking for, diverse types of gender-based violence including IPV. These interviews should be supplemented by key informant interviews with members of local organisations, and representatives from local governance structures to provide a contextual backdrop for the reported community perceptions.

The research should further adopt an approach that treats each geographic area as a separate case study. This approach allows in depth investigation of the GBV phenomena within real life contexts and recognises multiple factors and sources of evidence. Further, using a multiple case study approach will provide a more holistic, comprehensive and contextualised understanding of GBV.

8.5 Toose programme baseline study

The Baseline study is aimed at understanding the types and prevalence of IPV as well as the drivers and help seeking behaviours of those experiencing it. This is captured at the start of the project (baseline) and again, ideally with the same participants, at the end of project (endline) in order to measure change associated with the intervention. Conducting rigorous baselines and endlines do cost money and are best done by an external evaluation team who have the expertise in conducting GBV focused research and evaluations.

In 2022, SAFE's Evaluation and Learning Unit conducted a baseline evaluation of the programme, consisting of a household survey with 1,245 female SAFE beneficiaries, aged 18 years and above, in 14 wards across the three districts where Toose was being implemented. To read more on the findings of this baseline see: <https://intdev.tetracheurope.com/wp-content/uploads/2023/06/FINAL-SAFE-Baseline-Evaluation-Policy-and-Programme-Brief.pdf>

8.6 GBV service mapping

While the primary focus of the programme remains that of GBV prevention, the broader prevalence of violence against women and girls as well as the expectation that prevention interventions will likely create an increase in demand for services creates the need to have a complimentary focus on provision of GBV response services. To facilitate a GBV response package that is tailored to the needs and realities of the implementation areas, it is recommended that a mapping of available GBV services is done. The objective of the mapping of services will be:

- › To understand the nature of available services, assess their availability and accessibility including physical accessibility, affordability, referral systems for all marginalised groups for women and girls.
- › To understand quality of services including capacity of staff in the districts
- › To identify needs and gaps that can be incorporated into the design of your GBV services package.

The mapping of services should draw from national and international good practices and functional models such as the UNW Essential Services package for women and girls subject to violence (<https://www.unwomen.org/en/digital-library/publications/2015/12/essential-services-package-for-women-and-girls-subject-to-violence>). Where possible, it should also follow UNFPA's multi sectoral approach to managing Sexual and Gender Based Violence, (<https://eeca.unfpa.org/sites/default/files/pub-pdf/Multisectoral%20response%20to%20GBV.pdf>) which identifies a number of services that are needed by GBV survivors.

8.7 Disability inclusion assessment

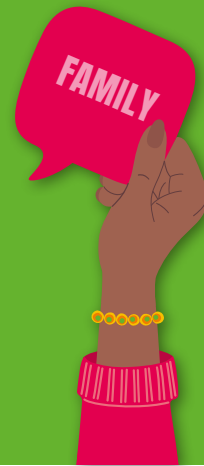
Fundamental to the Toose approach is the focus on inclusion. It recognises that women and girls are not a homogenous group and that experiences of IPV and other forms of violence are exacerbated by intersecting forms of discrimination and exclusion. To facilitate effective disability inclusion, it is recommended that you undertake a rapid assessment to identify how the programme can embed disability inclusion in its design. The process can involve a desk review and a consultative meeting with representatives of disability organisations. In circumstances where there are limitations in terms of capacity on disability inclusion approaches, you can consider bringing on board a disability technical partner to support this process. This disability assessment should at the very least spotlight on the following issues,

- › Access to GBV services and the barriers faced by women and girls with disabilities Inclusion of Persons with Disabilities in existing ISALs and the bottlenecks they face.
- › How to collect and monitor disability inclusion data.

The outcomes of the process should be used to strengthen the design and implementation approaches for more effective disability inclusion.

9

Adaptation and contextualisation of Toose



Whilst the Toose Intervention approach benefited from 4 years of learning, adaptation, and refinement, in the event that it is being adapted in a new context, it is our recommendation that you consider the following:

9.1 Continue to iterate and refine the model

The continued iteration and refinement approach can include putting in place mechanisms for continuous implementation, learning and feedback mechanisms that seek to explore whether the correct processes in your adaptation are being followed and what further adaptations are needed and why. Further, it is recommended that you pilot the sessions as part of this process to elicit feedback on the content of the curriculum in terms of whether sessions are being easily understood and resonate with participants, what sessions are proving difficult, and which sessions are eliciting a lot of feedback/prompting a lot of personal reflections and emotions. Alongside content, you should also gather feedback related to the length of sessions, time of sessions, and thoughts on any proposed changes. Once implementation has started, you should also seek to engage the Toose facilitators and implementing partners regularly to capture ongoing feedback that can be used to inform the continuous review and adaptations of the content, process and training logistics (see continued learning and adaptation below for more on this).

9.2 Continued learning and adaptation approach

Given the need to contextualise and localise the Toose intervention approach, it is recommended that practitioners adopt and continue with a learning and adaptation approach, which is accompanied where possible by a flexible budgeting process that adequately responds and accommodates the revisions and adaptations to the approach as implementation unfolds. Whilst the formal learning and adaptation usually happens at the end of a cohort (i.e. after the full roll out is complete), it is recommended that some revisions and adaptations do not wait until the end of a cohort especially in circumstances where this is likely to cause harm. Further, a learning and adaptation approach that is effective should be accompanied by sufficient budget for continuous capacity strengthening, mentoring and support of implementing partners and community cadres. Finally, remember an effective learning and adaptive approach requires time for changes to be rolled out and the impact observed.

9.3 Disability inclusive adaptation

Disability inclusion in Toose ensures effective and meaningful inclusion in the design as well as reasonable accommodation throughout the implementation. In order to be effective, this requires recognizing that women and girls are not a homogenous group and that their experiences of IPV and other forms of violence are mediated by other intersecting forms of discrimination and exclusion. It is our strong recommendation to any organization or individuals seeking to uptake or scale up the Toose model to continue to prioritise a disability inclusion approach. Not doing so will mean the intervention will not be targeting the most vulnerable or prepared to fully support them in the event that persons with disabilities are recruited into the programme.

10

Community entry and stakeholder mobilisation



The Toose approach acknowledges that for change to happen and be sustained, there is need to create an enabling and welcoming environment for the programme to roll out. This is vital to minimise backlash and ensure support for a whole community approach. This is achieved through garnering the support and buy-in of different stakeholders including community cadres who live in the communities, community leaders and government stakeholders such as Ministries of Gender etc. Introducing Toose to these stakeholders early on and mobilising their support and investment in the programming will facilitate smooth entry and ensure continued engagements at community level. When conducting these early community entry/mobilisation activities consider the following:

- › **Define a clear objective and messaging of Toose:** It is important to have a clear and easily communicated objective and messaging as you introduce Toose and mobilise stakeholders and communities in support of it. Toose is framed as a family wellbeing programme, with the central messaging being around the creation of 'Happy families' which is used as an inclusive way to bring together individuals, couples, families and communities in support of Toose. This message should be communicated widely to diverse stakeholders so that you get maximum buy in from as many sections of the community as possible. Avoid creating messaging that excludes any sections of society particularly men.
- › **Alert mapped service providers for GBV about the programme:** Following the service mapping, you should create a list of verified services and alert them that the programme is starting and that you are recommending any participants to them. Ideally you will be working with a dedicated GBV response partner, like a women's rights organisation, who can support with this.
- › **Mobilise and introduce the programme to the community** before the selection of programme participants to manage backlash. Ensure men are on board as their involvement is very important to ensure change is sustained. Depending on the context, different ways can be used to mobilise communities including the use of SMS bulk messages or through community leaders including chiefs, counsellors or community cadres. Another strategy would be to take advantage of local gatherings like church gathering to introduce the programme.

- › **Keep the focus on women and girls:** Whilst the Toose approach is a couple's intervention, there is need for caution lest the involvement of men become an end, rather than a catalyst to prevent GBV. It is therefore critical to centre the wishes and needs of women and girls, including ensuring that they feel safe and empowered to access GBV response services that they may need. In addition, the economic empowerment interventions should specifically focus on facilitating women's economic independence and the overall financial health of the household.
- › **Encourage implementing partners and government stakeholders to introduce the programme through their networks:** This introduction is especially important as it provides the opportunity to share the broad objective of the programme and expectations through trusted and known people/sources in the community. Ensure IPs and government are fully versed on the programme in order to properly introduce it and respond to questions.
- › **Introduce the partners and their distinct roles:** In addition to introducing all the partners, where possible share the details of the GBV response partner or services so that communities can start utilising the GBV services where needed.
- › **Introduce the Toose approach of collaborating with community cadres** and the selection criteria for field agents and GCBCs. Ensure you share the selection criteria with communities/ local leaders to ensure full support and buy in.
- › **Create community feedback mechanisms:** This may include help desks, suggestion boxes and Toll-free numbers for any suggestions and inquiries about the programme. This is important to strengthen the community level accountability mechanisms. A specific safeguarding reporting mechanism that is accessible to all community members should also be made available and widely publicised.

11

Selection of implementing partners



11.1 Considerations for selecting Toose implementing partners for prevention components

Toose is framed as a family well-being programme, incorporating social and economic empowerment approaches, which operate at both household and community levels. Implementing this approach successfully, therefore requires a wide range of skills and expertise from IPs operating at the district level – which may not be possible to find within one organisation. The following are critical considerations in selecting implementing partners.

- **Selection of Implementing Partners should be influenced and linked to the identification and geographical targeting of the programme:** This may involve an analysis of the various partners that have a clear and established presence in the targeted geographical areas in order to provide the operational basis for the programme to be built around.
- **IPs that you select for Toose need to, individually or collectively, meet the following criteria:**
 - Comply with local and national laws and or have Memorandum of Understanding with their local government which enable them to operate in the relevant selected areas.
 - Established presence in the targeted implementation areas: Existing presence and relationships within the target local governments that will enable rapid mobilisation
 - A commitment to feminist principles and prior experiences preventing GBV (Women's Rights Organisations should be considered as key prevention and response partners)
 - Experience in economic empowerment initiatives for example small scale livestock, ISAL interventions and/or targeting women for economic empowerment; and

11.2 Special considerations for selecting Toose GBV response partner/s

GBV response is an ethical imperative implemented alongside the GBV prevention components. In selecting a GBV response partner, it is important to align this with the in-depth assessment of GBV response mapping of services that is undertaken during the preparatory stages of the programme. Consider the following factors in selecting GBV partners for Toose.

- › Existing presence and scale in the selected geographical areas as well as a deep understanding and expertise of providing GBV response services, local existing referral networks and pathways.
- › Experience and expertise in providing quality GBV response services
- › Existing local level relationships to referral partners including police, health, courts etc
- › Consider selecting a partner with existing GBV response mechanisms for example shelters, referral pathways etc. that can easily be adapted and aligned to the Toose intervention approach

11.3 In selecting partners for Toose, remember:

- › **A too diverse partnership portfolio is resource intensive:** This is inclusive of financial resources for capacity building, accompaniment, refresher trainings as well as human resources to support throughout implementation.
- › **Partners with very limited understanding of gender and GBV** require more time to prepare them for implementation. It took a lot of time and resources to adequately prepare partners for implementation especially those that were interacting with gender equity, disability and social inclusion (GEDSI) and GBV for the first time.
- › Having a **diverse mix of partners requires a lot of facilitation skill and expertise** to get them to the same level of understanding. The Toose team had to invest extensively in building and or strengthening the capacity of partners to be able to deliver on the intervention within the same timelines.
- › Whilst **bringing completely new partners into the GBV space is good**, a critical consideration is whether they **will sustain the intervention** beyond programme timelines have ended, rather than reverting back to their comfort zones.

12

Selection of implementing partner facilitators



The core group of facilitators for the Toose intervention should be drawn from the Implementing Partner staff. The number of facilitators selected for Toose depends a lot on the number of participants being targeted, but the overarching principle is that there should be different genders co-facilitating Toose sessions. It is recommended that a pair of male and female facilitators support not more than 5 groups of participants consisting of 28 per group. This ensures groups are intimately supported through their change process. Besides ensuring the identification of both male and female facilitators, it is also important to identify the right facilitators who have a basic understanding of gender concepts, experience in community development and are prepared to go through their own transformative change journeys. In addition, Toose Facilitators should subscribe to feminist principles, gender equality and Toose values. Most importantly, Toose Facilitators should be prepared to live and model the Toose way of life. A deep understanding of the local context, language, norms is also important to consider when selecting Toose Facilitators.

12.1 Co-facilitation of different genders

To be effective and ensure inclusive discussions, where both men and women feel safe and comfortable to engage, co-facilitating of different genders is highly recommended for the following reasons,

- › The approach catalyses the effective participation of both male and female programme participants.
- › Male and female co-facilitation can share different viewpoints, experiences and insights thereby enriching the discussion and learning environment.
- › Role modelling- co facilitation of different genders can model collaborative and inclusive behaviours between women and men, demonstrating the value of diverse perspectives and teamwork.
- › Co facilitators can ensure that the needs and concerns of diverse groups are represented and addressed.
- › The facilitators can more easily share their own experiences which participants of their own sex can relate to
- › In situations where sensitive issues need separate group discussions or where women or men are feeling uncomfortable discussing issues openly in a group, co-facilitators can easily set up separate groups.

12.2 What are some of the issues to manage for co-facilitation to be effective?

Overall, there are a lot of positives that are derived from co-facilitation of people, however the below are some of the issues that need observing, managing, and mitigating against,

1. **Power dynamics:** Power imbalances may be experienced with one facilitator dominating the discussion or decision-making process. It is critical to invest in building the capacity of women in life skills and confidence building, whilst at the same time helping the male facilitator to understand the benefits of sharing power and space with their co-facilitator.
2. **Stereotyping and bias:** Participants may bring biases or stereotypes to the discussion, which can impact the co-facilitators' ability to work effectively together. It is very important that facilitators are adequately trained and mentored in gender transformative principles right at the start of the Toose journey. Importantly, continued mentoring and accompaniment by the experts is important until facilitators are ready to stand on their own and have dealt with their own biases.
3. **Communication styles:** Men and women may have different communication styles, which can lead to misunderstandings or conflicts if not addressed. It is important for co-facilitators to be trained and invest time and resources for practicing sessions before interacting with participants.

12.3 Training and capacity strengthening of implementing partner facilitators.

To establish a solid foundation for the implementation of the Toose intervention approach among IPs, there is a need to prioritise the training of IP Facilitators. This training should encourage critical reflection and transformation of facilitator's own attitudes, norms and behaviours around gender and violence before they embark on leading sessions with others.

The objectives of the Toose facilitator training is as follows:

- › Develop critical consciousness and reflect on their own beliefs and attitudes through exploring their personal experiences of gender, gender-based violence and power as well as listening to and developing empathy for the experiences of others. Building new skills and practice behaviours to improve communication, enhance negotiation and de-escalate conflict amongst participants
- › Developing a sense of 'we are in this together' and solidarity in the power of their groups to effect changes. Research suggests that when a group of individuals make this shift together, this can provide a foundation for social change to happen and be sustained.

To this end, the Toose Programme facilitators should be trained in the following,

- › Gender transformative approaches
- › Toose Economic Empowerment approach (TISAL and SPM)
- › Toose Social Empowerment Approach (Toose Social Empowerment Curriculum)
- › Disability Inclusion Approach
- › Toose MERL Approach
- › Safeguarding

The contents of these trainings are covered in the implementation sections of this guide.

12.4 Key considerations for training and mentoring of Toose facilitators

- › **Gender transformative training is essential:** SAFE C prioritised Gender Transformative training for all IP facilitators at the beginning of the programme in order to prepare them for the full Toose transformative journey. This training helped introduce key concepts as well start the journey to self-reflection on their own set of beliefs, attitudes and practices around gender. In so doing the training enables participants to confront their own biases and build their capacity to address sensitive and difficult issues that may emerge in their families and communities. The quality of facilitation and the depth in understanding of gender and GBV significantly differed between those that had gone through the full training package, including gender transformative training, and those that had not received the gender transformative foundational training.
- › **Clarify the long-term goals of the programme:** To be effective and ensure the facilitators are moving at the same pace, there is need to train facilitators on what the programme is seeking to change, the pathways to change and their role in achieving that change. Training them on the programme's theory of change and the broad changes it was seeking to bring in the communities ensures everyone has the same understanding of how the programming seeks to achieve the intended goal.
- › **Enhance the ability of facilitators to question and challenge traditional views:** The training of facilitators should not just be aimed at increasing the knowledge of the facilitators in the content of the different curriculum but should be focused on the ability to engage, question and challenge the usual traditional views about gender and GBV so that they can use these skills in their community mobilisation, activism and engagement.
- › **Training and mentoring should go beyond internalising the content to practicing and mastering the skills and techniques:** Toose is about engaging in people's daily lives and struggles as well challenging deeply held norms, practices and beliefs. Therefore, it is critical for facilitators to practice and master the skills to facilitate challenging discussions and people.
- › **Embed participatory approaches to training:** The Toose approach is about taking participants on a reflective and transformative journey through engaging on very sensitive and sometimes deeply held beliefs and therefore using participatory approaches and activities to encourage personal self-disclosure and exploration of new and alternative ways of thinking.
- › **Ensure ALL trainings are accompanied by GBV support for participants:** Training on Toose can solicit difficult emotions and suppressed trauma amongst participants as they reflect on their own personal circumstances, it is therefore critical that the trainings be accompanied by onsite psychological support that helps participants to deal with distress, anger or pain that may come through these reflective processes.

Ensure MERL trainings are targeting all staff including programme staff who will be responsible for collecting data and monitoring changes in participants' lives: For effective data collection and learning, training and capacity strengthening on the Toose MEL approach and the related tools should target both the MEL staff and programme staff who have the responsibility of collecting data. If only MEL staff are targeted through trainings and capacity strengthening, the programme will create a lot of gaps in data collection and analysis.

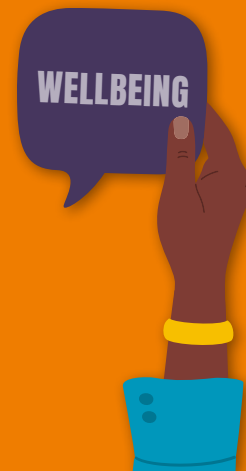
12.5 Strengthening facilitation skills

Effective facilitation is at the core of the success of the Toose approach, and it is essential therefore to prioritize the capacity strengthening, mentoring and accompaniment of Toose Facilitators. Depending on the context, the following trainings methods can be considered.

- › **Structured face to face trainings:** Structured trainings are used in capacitating facilitators in the core elements of the approach including, gender transformative approach, cascading the Toose curriculum, the TISAL economic empowerment approach etc. If a learn and adapt approach is being used, structured trainings can be used to cascade any new revisions and adaptations to the content of the various Toose components. See the Toose Facilitators Guide for more information on potential training content [INSERT HYPERLINK](#).
- › **Online Trainings:** In instances of limited resources, a combination of face-to-face trainings and online training and reflections can be considered. It is however noteworthy to highlight that online trainings for sensitive engagements and discussion may not be the best approach as they mitigate against effective participation of vulnerable groups.
- › **Technical Backstopping:** Whilst training are the first and most effective way of strengthening the capacity of Toose facilitators, it is critical to also plan for ongoing technical backstopping as implementation unfolds. This technical backstopping is also meant to ensure that Toose facilitators are supported to understand and apply the Toose approach to their specific contexts and communities. Technical backstopping also provides a robust support system to maintain the quality and integrity of the programme's technical aspects.
- › **Ongoing mentoring and support:** mentoring helps enhance facilitator' skills in problem analysis and critical thinking thereby strengthening and enhancing a collaborative environment where continuous engagement, learning and adaptation is at the core of the approach. Ongoing mentoring and support include planning and review meetings before and after each session focusing on of what is working, what needs to be changed, etc the mentoring approach also offers a platform for peer to peer learning and psychosocial support.

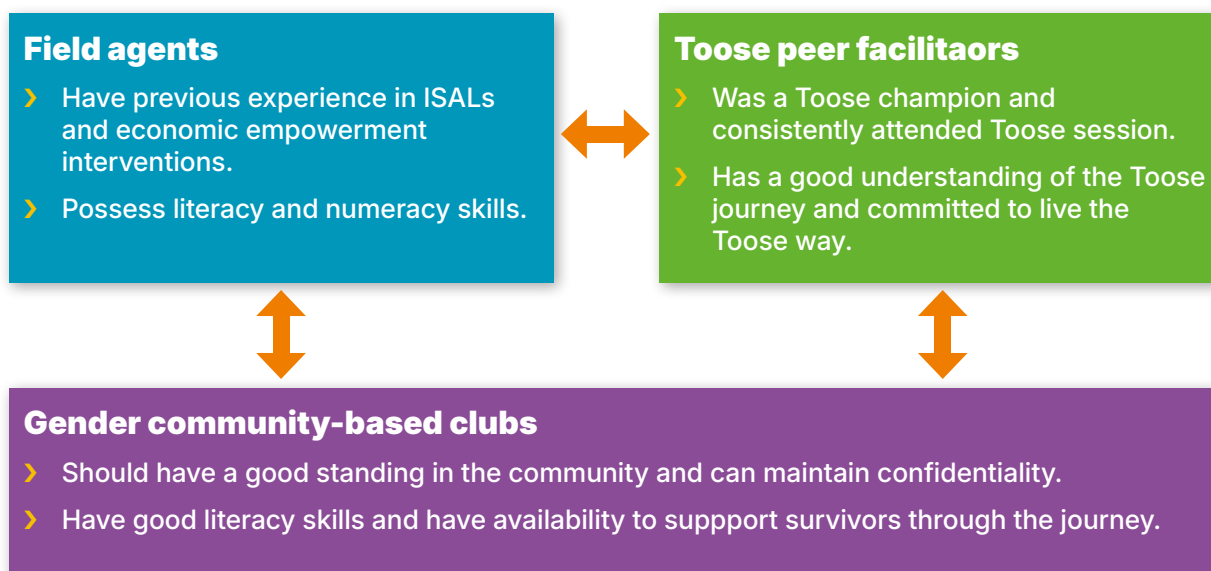
13

Selection and mobilisation of Toose community cadres



The Toose intervention model uses a flow down approach to facilitation, through the use of locally based and grounded community volunteers and cadres that can lead the implementation at the community level. These community volunteers are selected from the community by means of a transparent, participatory and accountable process involving community members and duty bearers. To effectively ground the Toose interventions in the communities, the programme works with the following community cadres: Field Agents (support the facilitation of the economic empowerment component), Toose Peer Facilitators (members of Toose groups who having graduated from Toose, go on to facilitate Toose social empowerment and community diffusion session) and GCBCs (GBV response cadres supported by the response partner) For effective community level mobilisation and engagement, the three levels of community cadres need to work together as their roles are mutually beneficial and reinforcing. In addition, their selection criteria need to be aligned to reflect their roles at ward level where their roles intersect. The following are some overarching selection considerations for the community cadres:

(More information on the selection criteria for field agents, Toose Peer Facilitators and GCBCs is covered in the Implementation section of this Guide)



13.1 Working with community cadres/volunteers: Is it effective?

The Toose community cadres composed of Field agents, Toose Peer Facilitators and Gender Community Based Clubs formed a cadre of local activists who can support or lead community mobilisation and engagement on both prevention and response. The involvement of community cadres is very effective for the following reasons:

- › Community cadres understand their local contexts, cultures and community dynamics and therefore use this understanding in mobilising and engaging with communities.
- › They are rooted in the communities and therefore can support the programme in being the eyes and ears on the ground in terms of what is working, what is not working and what needs to change. This therefore allows the programme to be sensitive to local realities.
- › They can support in collecting data, monitoring the effectiveness of the intervention and providing real time feedback from the communities,
- › They can mobilise communities for programme activities.
- › They (GCBCs) are critical in facilitating referrals and accompaniment of survivors for GBV services.
- › For all the intervention components on Toose, community cadres support with co-facilitation of sessions bringing contextual nuances like local level dramas, music and poems,
- › They role model the Toose behaviours and values in their communities, which helps create demand for participation in the programme.

13.2 Key issues to consider when working with community cadres

Whilst on the whole working with community cadres at various levels can be a game changer, some of the issues to closely monitor and put mitigation measures including the following.

- › Given the importance of facilitation skills on the Toose intervention, developing community cadres' skills in facilitation requires a lot of time and resources including utilising accompaniment approach, pairing community cadres with more experienced facilitators, especially when engaging in difficult conversations, sessions, people or groups. This can be time and resources intensive.
- › Whilst the Toose is primarily a couple's approach, do not select couples as community cadres, instead selection should be based on individual attributes
- › Community cadres require continuous monitoring to ensure they are adhering to the agreed terms of reference and not overstepping or misusing the power that comes with participating on the programme. Code of conducts, confidentiality contracts and role clarity through Terms of Reference for the different cadres should be prioritised at the preparatory stages of the programme.
- › Due to various levels of education and understanding, it may take an exceptionally long time for some community cadres to grasp the core concepts of the programme especially in an adaptive approach where content is constantly changing.
- › Given the fact that Toose uses manual and facilitators guides as a basis for facilitation of Toose, it is critical that minimum literacy capacities be defined right at the start to avoid people with no literacy skills being considered as community cadres.
- › Having community cadres drawn from the same community but playing different roles can pose coordination challenges. Clear roles should be defined and communicated clearly with coordination mechanisms that emphasizes the interconnectedness.

13.3 What are the dos for effective community cadres' engagement?

Despite some of the challenges that may be encountered in working with community cadres, it is still acknowledged that they remain a key component of delivering on the Toose intervention. To ensure their effectiveness, the following are recommended,

- › The programme should include incentives for community cadres across the board. These should go beyond the simple visibility materials like t 'shirts and hats to include communication allowances, food during meetings, transport etc, small monthly stipends etc.
- › Community cadres should also be part of TISAL groups or continue to receive cash-based transfers so that they continue being motivated to give their time.
- › Ensure basic Gender Transformative training (explained more above) for community cadres is prioritised right at the onset, so that they also start their own reflection and change journeys.
- › Define and clarify the roles of the different community cadres at the onset of the programme.
- › There is need to include adequate time and resources for refresher trainings and ongoing support of community cadres to facilitate their effectiveness.
- › Ensure all training materials and guides are simplified and translated into local languages to ensure they are user friendly and accessible to community cadres.
- › There should be a strong coordination mechanism for community cadres that is led by the implementing partners. This can include monthly coordination meetings, combined reflection and debrief meetings at ward level, ward level planning sessions etc.
- › In order to create a sense of one programme at community level, IPs need to be intentional in creating community level communication platforms that bring together the GCBCs, TPFs and Field Agents.

13.4 Co-facilitation between implementing partners and community cadres

In order to facilitate the transfer of skills and expertise and the overriding need to strengthen local capacities in order to sustain the Toose intervention in the communities, there is need to prioritise co-facilitation between Implementing partners and community cadres for the social empowerment sessions. This approach has numerous benefits that include the following,

- › Toose peer facilitators bring local knowledge and examples, providing valuable insights into the community's needs, concerns and cultural nuances.
- › Increased credibility and trust among participants as they see a local leader facilitating the session.
- › Peer facilitators can infuse local cultures, music, and dance that bring the sessions to life that communities can easily relate to.
- › Peer facilitators can provide ongoing support and follow up after the training, ensuring that the learning is sustained and applied in the community.
- › The participation of peer facilitators creates potential for the Toose approach, values, messaging and ways of life to be sustained beyond the lifespan of the programme.

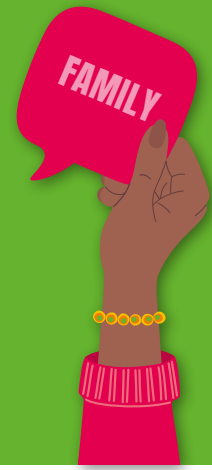
13.5 Key considerations for effective co-facilitation between IPs and Community cadres

- › Building trust and relationships between Implementing partner facilitators and Toose Peer Facilitators is crucial to successful co-facilitation.
- › There is a need for clear communication and planning to ensure that both facilitators are on the same page and can work together effectively.
- › There is a need for flexibility and adaptability as things don't always go as planned.
- › Toose Peer Facilitators may have limited understanding of the facilitator's guides if written in English, which may reduce their confidence when facilitating and may misrepresent facts therefore continued leadership and guidance by IP Toose facilitators is critical.
- › There is a need to manage the power dynamics between IP facilitators and Toose Peer Facilitators: Power imbalances may be experienced with one facilitator dominating the discussion or decision-making process.

This approach is recommended only if the Toose Peer Facilitators have been well trained, mentored and prepared for co-facilitation. In addition, there needs to be investment of time for practice before sessions as well as debrief after every session to ensure challenges encountered during facilitation are managed as soon as is possible.

14

Safeguarding as a key consideration on Toose



The programme' focus on addressing GBV and working with vulnerable women and girls and as such requires extra scrutiny and precautions to ensure the programme is not doing harm and that all participants and community members are safe from sexual harassment and abuse by those involved in or because of the programme activities., The Toose safeguarding approach requires taking all reasonable steps to prevent harm, exploitation, abuse, discrimination and neglect occurring and protecting programme participants from harm – especially women, children, survivors of GBV and women with disabilities. In addition, the purpose of the safeguarding approach is to ensure all stakeholders know how to report harm and to give accountability to those who want to report. The Toose safeguarding approach involves.

Risk assessment and service mapping

- › Ensuring an inclusive approach to safeguarding – this involves taking account of the needs and local specifics during risk assessment and service mapping in the initial programme adaptation process. This can then be used to inform mitigation measures, feedback and accountability mechanisms and also used to inform training of facilitators to ensure a contextualised and survivor centred approach.

Research and activity participation

- › Informed consent and safeguarding – ensuring high ethical standards in our research and activities is a core value of Toose approach. This involves seeking informed consent of participants before undertaking any research or activities. Potential participants should be given information in a form they can understand to help them make informed decisions whether to participate or opt not to take part. Participants should be told that they can withdraw their consent at any time.
- › Those leading/recruiting participants for research or activities should explain what the activity is, who is undertaking and financing it, why it is being undertaken, how long it will last and how their data will be used/disseminated. Informed consent should consider possible safeguarding implications for participants and use this to inform programme protocols.

Training

- › All Toose staff, implementing partners and community cadres should be trained in identifying concerns and allegations of abuse or breach of safeguarding protocols.

Reporting

- › A safeguarding reporting mechanism should be set up and made accessible to all programme partners, staff, participants, and community members interacting with the programming. This reporting mechanism should be linked to quality GBV services that provide trauma informed and survivor centred support. Facilitate urgent reporting if it is appropriate and safe to do so.

14.1 Safeguarding checklist for Toose implementing partners

Safeguarding policy and a code of conduct

- › Do you have a safeguarding policy which sets up the organisations' commitment to implementing safeguarding standards
- › Do you have a code of conduct which sets out acceptable behaviours?

Safe recruitment

- › Do you have/have you adopted safe recruitment practices that include background checks for new and existing staff

Risk management

- › Do you have a risk management register?
- › Do your Implementing Partners have risk management registers which identify safeguarding risks, outlines mitigation actions etc
- › Have you created mechanisms for quarterly risks reviews?

Whistleblowing, harassment, and handling concerns

- › Do partners, programme participants and the wider community have access to internal or external reporting processes (including a toll-free number/reporting box/email address) that allows for confidential reporting without retaliation?
- › Has the reporting mechanism been widely publicised and is it linked to GBV response services?

Intersectional approaches

It is important that we support safeguarding work that is inclusive. That means:

- › Feminist
- › LGBTQI+ inclusive including trans-inclusive.
- › Inclusive of the specific risks faced by children and in line with child safeguarding standard
- › Disability inclusive
- › Inclusive of ethnic and racial minorities, such as Roma, BAME etc.

Capacity building

- › Do you have a safeguarding capacity building plan for your programme?
- › Have your team and implementing partners been trained on safeguarding?
- › Have your community cadres been trained on safeguarding?
- › Do you have clear reporting and referral mechanisms?
- › Have relevant personnel been trained in how to response to any reports coming through the reporting mechanism?
- › Is there a case handling procedure established, and the relevant personnel trained on it?

15

Budgeting for Toose



To ensure fidelity to the Toose intervention model and adaptation of the approach and materials to the context it is important to have an adequate budget that covers all key activities and resource needs.

15.1 Key considerations for budgeting for Toose

Budgeting for Toose requires a thoughtful approach to ensure resources are allocated effectively. Below are some key elements that should be considered:

- › **Formative research:** To understand the GBV situation as well as the key drivers of IPV, the Toose model requires that formative research be conducted to facilitate local level contextualisation of the content. It is therefore critical to ensure there is a budget allocated for formative research at the start of the programme.
- › **Training and Capacity Building:** The Toose model demands substantial investment in both training materials and workshops tailored for the implementation team, implementing partner staff and community cadres. These resources are vital to equipping team members at different levels with the skills, knowledge, and tools necessary for the model's successful and efficient implementation. Training and capacity strengthening efforts focus on the gender transformative approach to programming, disability inclusive programming; the economic and social empowerment sessions, GBV response, safeguarding and the community level diffusion.
- › **Phased Approach:** It is important to budget adequately for the different phases of programme implementation which comprise the inception, economic empowerment, social empowerment and community level diffusion phases.
- › **Budgeting for the GBV Response:** The GBV response may include providing direct support for GBV response services, selecting and strengthening the capacity of GCBCs, supporting safe spaces where appropriate, facilitating GCBC community-level support, and assisting Mobile One-Stop Centres when applicable.
- › **Monitoring and Evaluation:** The Toose model emphasizes a practice-based learning approach to its implementation, requiring dedicated funding for monitoring. This ensures insights are gathered from implementation to refine the interventions, material content and adapt delivery modalities.

- › **Incentivisation:** Incentivisation plays a crucial role in the success of the Toose model, which relies heavily on community cadres to effectively deliver its programme interventions. Community cadres are at the heart of implementation, acting as agents of change within their localities. They mobilize communities, facilitate discussions, and ensure that the programme's goals align with the needs and realities of the target population. By offering incentives any organisation seeking to implement the model can motivate these cadres to stay committed and driven. Incentives can be mix of financial rewards, capacity-strengthening opportunities, recognition, or material support.
- › **Budgeting for adaptations:** The Toose model is underpinned by a learning and adaptation process to be most effective. It must be accompanied by an equally flexible budget that allows for adaptations and redirection of resources where they are most needed. A flexible learning and adaptation process versus a rigid budgeting process will only result in some critical activities being under resourced.
- › **Seed funding:** Seed funding plays a crucial role in the success of Internal Savings and Loans (ISAL) groups. It is therefore important to budget adequately for the provision of seed funding for TISAL groups.
- › **Budgeting for disability inclusion:** Planning for disability accommodations improves participation outcomes for persons with disabilities. Disability inclusion is a key component of the Toose model that requires resources for reasonable accommodations which include but are not limited to provision of assistive devices, disability inclusive training, transport costs to enable participation among other elements.
- › **Support, ongoing monitoring, and mentoring of community cadres:** It is also important to ensure that the budget covers support, ongoing monitoring and mentoring sessions for the community cadres that comprise Toose field agents, peer facilitators and GCBCs in all phases of the programme.

16

How to implement the Toose economic empowerment approach

WORKING
TOGETHER



This section offers detailed instructions on how to plan and implement the economic empowerment component of the Toose approach. This guide will firstly consider what is meant by economic empowerment and how it is connected to other programme interventions along with key components to consider when implementing the economic empowerment component of Toose. For the full economic empowerment sessions see the Toose Economic Empowerment Field Agent's Guide [INSERT HYPERLINK](#).

16.1 What is the economic empowerment component to the Toose approach?

The Toose economic empowerment approach is designed to not only empower women economically but to provide an entry point and platform for layering social interventions, that is, the Toose social empowerment approach. The Toose economic empowerment approach is an integrated approach that combines savings and loans, seed funding, and business skills capacity building. The Toose economic empowerment approach utilizes a modified version of the Internal Savings and Lending (ISAL) model, known as the Toose Internal Savings and Lending (TISAL) approach. This adaptation infuses Toose values and principles around visioning, objective-based savings, and focus on the family. These groups serve as a source of capital for investments in income-generating activities as well as meeting household needs. Additionally, participants are provided with seed funding to quickly boost group savings and enhance their lending capacity. To ensure that participants establish and operate profitable, viable, and sustainable Income Generating Activities (IGAs), the Toose economic empowerment approach offers comprehensive business skills training. This training is based on a specialized curriculum emphasizing the selection, planning, and management (SPM) of IGAs. It is designed to build and enhance the capacity of women and men in TISAL groups to successfully select, manage, and market their IGAs to generate profit used repay TISAL group loans and boost household income.

16.2 What is the Toose Internal Savings and Loans (TISAL) approach?

The TISAL approach is an adaptation of the Internal Saving and Lending (ISAL) methodology that is widely implemented in Zimbabwe as a means of financial inclusion for those that are economically vulnerable in hard-to-reach areas. ISALs are a type of community-based Accumulated Savings and Credit Associations (ASCAs). **ISALs are informal financial services, managed within the community, which offer members a secure place to save money and access small loans for investment in income generating activities, boost household income or to meet household needs during difficult times.**

Like all ASCAs, TISAL members agree to save regularly over a period and are then able to borrow from accumulated savings, paying an agreed amount of interest. At the end of the savings cycle, accumulated savings and interest payments are divided among group members in proportion to their savings. The Toose economic empowerment approach utilizes a modified version of the Internal Savings and Lending (ISAL) model, known as the Toose Internal Savings and Lending (TISAL) approach. This adaptation infuses Toose values and principles around visioning, objective-based savings, and focus on the family. These groups serve as a source of capital for investments in income-generating activities as well as meeting household needs. Additionally, participants are provided with seed funding to quickly boost group savings and enhance their lending capacity. Like all ASCAs, TISAL members agree to save regularly over a period and are then able to borrow from accumulated savings, paying an agreed amount of interest. At the end of the savings cycle, accumulated savings and interest payments are divided among group members in proportion to their savings.

16.3 Who participates in TISALs?

The Toose economic empowerment sessions are primarily targeted at women and few men in intimate relationships. It prioritizes enhancing women's economic empowerment to address the financial dependency and economic vulnerabilities faced women. As women usually have fewer financial resources, the programme establishes more female -only groups compared to male-only groups. These groups provide women with crucial financial capital to invest in income-generating activities (IGAs).

The male-only groups that are established highlight the importance of engaging men in fostering women's empowerment and addressing harmful social and gender norms that perpetuate violence. These male-only TISAL groups help dispel the misconception that TISALs are exclusively for women, generate interest among other men in the community who witness the positive changes in their peers, and secure broader buy-in for the initiative.

16.4 How do TISALs differ from ISAL

The TISAL approach...	The ISAL approach...
<ul style="list-style-type: none"> › emphasizes a significant shift in mindsets, moving beyond mere economic empowerment to fostering happy families. It aims to transition households from subsistence living to a form of wealth creation. Additionally, it encourages women to critically assess their ability to participate in TISALs, focusing on their agency and capabilities. It also promotes self-screening to enhance group work and collaboration. 	<ul style="list-style-type: none"> › promotes economic empowerment mindsets where the focus is only savings and accessing loans.
<ul style="list-style-type: none"> › infuses visioning as a key strategy derived from the social empowerment component of the Toose Model. The visioning process encourages participants to reflect on their motivations for saving. 	<ul style="list-style-type: none"> › does not have the visioning process.
<ul style="list-style-type: none"> › encourages objective-based/purposeful savings. Adopting an objective-based/purposeful approach played a critical role in providing clarity and direction for TISAL members in saving and utilization of loans. 	<ul style="list-style-type: none"> › encourages savings without identifying a specific objective. Decisions on the use of savings and loans can either be made during or during the savings cycle.

<ul style="list-style-type: none"> › integrates both social and economic outcomes by providing individuals with access to savings and loans, with a focus on targeting families. 	<ul style="list-style-type: none"> › focuses only on economic outcomes, which is access to savings and loans at an individual level.
<ul style="list-style-type: none"> › fosters a family-oriented mindset. While individuals participate in TISAL activities, the goal is to enhance the wellbeing of the entire family. From the outset, it integrates both personal and family goals. 	<ul style="list-style-type: none"> › focuses on the individual and their empowerment. It assumes that the positive outcomes from individual empowerment will have a trickle-down effect on household level.
<ul style="list-style-type: none"> › prioritise inclusive group formation: Although the concept of self-selection is not a new one, there is an added emphasis in the guidance to potential participants to be inclusive of persons with disability and other vulnerable and hard-to-reach groups. 	<ul style="list-style-type: none"> › prioritizes groups self-selection without additional guidance on how to bring on board marginalized and vulnerable groups such as persons with disabilities.
<ul style="list-style-type: none"> › incorporates flexible savings, allowing marginalized individuals to participate. This share-out model, borrowed from the SILC model, encourages people to save what they can by purchasing shares, rather than adhering to fixed savings. 	<ul style="list-style-type: none"> › Savings are based on a rigid rate where all members contribute an agreed amount monthly.
<ul style="list-style-type: none"> › purposefully links to Income Generating Activities (IGAs). Participants are encouraged to use ISAL as a capital base to grow their businesses, injecting cash into their households and repaying loans to the group. While borrowing for basic services and needs is not discouraged, the programme emphasizes using loans to initiate IGAs for sustainability. 	<ul style="list-style-type: none"> › does not necessarily emphasize linking TISAL to an IGA.

16.5 Advantages of the TISAL approach

- › Provide affordable credit for borrowers and a return on their savings that typically exceeds those that any formal institution could provide.
- › Provides instant injection of funds to women and households
- › One of the most revolutionary aspects of TISALs is that it is driven entirely by the members. The money the group saves or earns, the members have generated themselves while the implementing organization provides only training, support, mentoring and basic materials.
- › Once a group is trained, members can continue to operate without supervision and, what's more, teach the principles of TISAL to others in the community. Properly implemented, TISALs create a safe space for women to save their money, access loans, receive support during personal emergencies and build their social support network. As a result, women will have access to economic resources and feel supported by other women.

16.6 TISAL curriculum at a glance

- › **Session 1: Introducing the Toose journey:** This session provides couples with an introduction to the Toose journey, guiding them through its key elements and emphasizing the importance of creating a shared vision. By laying a solid foundation, it prepares couples to navigate the journey together with clarity and mutual understanding.
- › **Session 2: Me and my group:** This session provides an overview of what makes a strong and effective TISAL group, emphasizing the key qualities and practices that contribute to its success. It also introduces the various roles and responsibilities of group members, highlighting how collaboration and active participation from everyone involved ensures the group's goals are achieved.
- › **Session 3: Group fund development:** This session is focused on how TISAL groups can grow the group fund and the types of funds to consider. It involves exploring practical approaches to grow the group fund, ensuring its sustainability and effectiveness in supporting the group's goals.
- › **Session 4: Loan applications and appraisal:** This session explains how loans work and provides guidance on assessing loan requests. Participants learn to evaluate borrowers' credibility, repayment ability, and the purpose of the loan to make responsible lending decisions and ensure financial accountability.
- › **Session 5: Constitution development:** This session is designed to support TISAL groups in the development of their constitution, providing a structured framework for objective setting, and operational guidelines. By working collaboratively, participants will have the opportunity to shape a document that reflects their shared values and aspirations, ensuring a strong foundation for future activities and decision-making.
- › **Session 6: Record-keeping:** This session is dedicated to enhancing the skills of group members in record-keeping, emphasizing the importance of accurate and efficient documentation. Participants will gain practical knowledge and techniques to maintain clear financial records, which are essential for transparency, accountability, and the overall success of their savings and loan activities.

16.7 What is selection, planning and management of income generating activities approach

To ensure that participants establish and operate profitable, viable, and sustainable Income Generating Activities (IGAs), the Toose economic empowerment approach offers comprehensive business skills training. This training is based on a specialized curriculum emphasizing the selection, planning, and management (SPM) of IGAs. It is designed to build and enhance the capacity of women and men in TISAL groups to successfully select, manage, and market their IGAs to generate profit used repay TISAL group loans and boost household income.

The Selection, Planning, and Management (SPM) of Income Generating Activities (IGAs) Training in the Toose economic empowerment approach is designed to support TISAL group members with their IGAs. Failure rates among new businesses remain high due to a lack of business knowledge and skills. The SPM training equips TISAL group members with the knowledge and skills necessary for establishing and managing successful IGAs. This training focuses on critical aspects such as selecting, planning, and managing income-generating activities. Through the SPM curriculum, participants gain the skills needed to identify viable IGAs, develop comprehensive business plans, and effectively manage their operations for sustained success. By empowering individuals to create sustainable and profitable IGAs, the SPM training supports the successful operation of IGAs, enabling participants to repay their loans, interest and grow their TISAL fund portfolios, meet their basic needs, and make effective use of the savings generated within the group.

SPM consists of five core sessions, which are delivered by implementing partners with support from field agents during a five-day workshop for TISAL group members.

16.8 SPM curriculum at a glance

- › **Session 1: Introduction to selecting, planning and managing Income Generating Activities (IGAs):** This session serves as an introduction to income-generating activities (IGAs), equipping participants with the knowledge and tools needed to identify, plan, and manage viable opportunities. It highlights key factors to consider, such as market demand, available resources, and sustainability, ensuring participants can make informed decisions.
- › **Session 2: Financing, operating and marketing our IGAs:** This session equips participants with strategies to finance, operate, and market their income-generating activities (IGAs). It highlights funding options, efficient operations management, and marketing techniques to ensure sustainability and success.
- › **Session 3: Is my IGA profitable:** This session focuses on ensuring that income-generating activities (IGAs) are both affordable and profitable by exploring strategies to reduce costs, utilize resources efficiently, and maximize returns for long-term success, it focuses on calculating costs and income to assess the profitability of income-generating activities (IGAs) while categorizing family expenses. It helps participants determine whether IGA income is required to cover weekly or occasional household expenses, ensuring effective financial planning.
- › **Session 4: How should I plan for start-up of my IGA:** This session covers key aspects of a business plan, such as identifying tasks, assigning responsibilities, estimating timeframes, and determining required resources and total capital. Additionally, it highlights the importance of planning to ensure the IGA's success and sustainability.
- › **Session 5: What are the most important elements of management of IGAs:** This session focuses on equipping participants to manage cash flow within an income-generating activity (IGA). It also educates participants on how incoming funds should be allocated to essential areas, including working costs, loan repayments, personal expenditure, and savings. Ensuring financial separation between these categories helps maintain clarity and minimize risks.

16.9 The role of seed funding in the Toose economic empowerment approach?

To enhance the performance of TISALs, the Toose economic empowerment approach advocates for the provision of seed funding to each group, enabling participants to immediately initiate their loan and savings cycle. The fear of debt or existing levels of indebtedness discourages many beneficiaries from joining other TISAL groups or starting IGAs. Provision of seed funding is intended to facilitate participation in TISAL groups, particularly for those who are more vulnerable and face barriers to inclusion. Seed funding is only provide once groups make initial start-up contributions, demonstrating their willingness and commitment to the enterprise. Additionally, TISAL groups are expected to repay the seed funding by the end of the first savings cycle which lasts about 12 months, ensuring accountability and sustainability.

17

Key steps in the economic empowerment implementation cycle



17.1 Community mobilisation for Toose participants

Before initiating the community mobilisation for the Toose economic empowerment approach, it is important for the consortium lead, technical prevention and response partners, and key stakeholders, including relevant government representatives, community stakeholders from the Ministry of Women Affairs, religious representatives, and community leaders, to hold a preparatory meeting. This meeting should review key mobilisation steps, messaging, targeted communities, scheduling and logistics to ensure a coordinated and effective mobilisation. The meeting is important as it also provides a platform for stakeholders to practice and harmonise messaging and addressing frequently asked questions. This is different from the broad community preparedness/mobilisation mentioned above, which is focused more on general introduction of Toose to communities.

17.2 The selection of Toose field agents

Toose field agents are selected through a meticulous, multi-level system designed to ensure several key goals:

1. **Community ownership:** Engaging community members in the selection process fosters a sense of ownership and accountability. This approach helps build trust and strengthens the relationship between field agents and the communities they serve.
2. **Buy-in:** By involving various stakeholders in the selection process, the system ensures that everyone has a stake in the success of the field agents. This buy-in is crucial for the long-term effectiveness of the agents' work.
3. **Integrity:** The selection process emphasizes transparency and ethical considerations, ensuring that only individuals with high moral standards are chosen. This focus on integrity is essential for maintaining the credibility and trustworthiness of the field agents.
4. **Safety and security:** The multi-level system also prioritizes the safety and security of both the field agents and the communities they work with. By carefully vetting candidates and considering potential risks, the process aims to create a safe and secure environment for all parties involved.

The selection process for Toose field agents is inclusive and community-driven, involving local stakeholders at every stage. It begins with the initial community mobilisation meeting, where a call for potential Toose field agents is announced based on specific selection criteria outlined below. Candidates can either self-nominate or be elected by community members.

After the list of potential candidates is submitted to the implementing partner, a thorough verification process takes place. This involves consulting key community stakeholders, including other partners working in the area, government representatives, and community leaders, to verify the suitability of the proposed candidates. Additionally, further verifications are conducted in collaboration with the police to ensure that all selected field agents do not have a criminal background or have pending cases. This comprehensive process ensures that the selection of Toose field agents is transparent, inclusive, and based on the community's needs and trust. For Toose economic empowerment approach, total of 25 Toose field agents covering a total of 50 groups over three implementation cohorts. On average, one Toose field agent worked with 2 – 3 groups.

The selection criteria for field agents

To effectively fulfil their roles and responsibilities, Toose field agents need a diverse set of skills. When selecting Toose field agents, the following characteristics should be considered.

- › **Gender:** When selecting Toose facilitators, it is advisable to prioritize having more women than men, given that the majority of TISAL groups are composed of women. This approach ensures better representation and understanding of the unique needs and challenges faced by female group members, fostering a more inclusive and supportive environment.
- › **Representation of diversity:** represent the different population groups as this will influence diversity in the formation of TISAL groups. Therefore, field agents should consist of young people, couples, men and persons with disabilities so that they reach out to their peers.
- › **Knowledge of the local context:** Toose field agents should have knowledge of the local context, values, and customs so that they can better serve and support TISAL groups.
- › **Knowledge of community-based savings and loans approaches:** Toose field agents should have past experience and/or knowledge of the Internal Savings and Loans (ISAL) methodology through membership or previous experience as a field agent.
- › **Financial literacy:** Understanding basic financial principles and practices is crucial. Agents should be able to explain concepts like savings, loans, interest rates, and budgeting to group members.
- › **Influential:** Toose field agents should be able to influence other members of the community.
- › **Good standing in communities:** Toose field agents should be confident, respectful, reliable, punctual, prepared and trusted by the community.
- › **Time:** Toose field agents should be people with time to train, support, monitor and mentor TISAL groups once established.
- › **Literate:** It is important for potential Toose field agents be literate, that is, have the ability to read and write.
- › **Communication:** Excellent verbal and written communication skills are essential. Agents must be able to convey information clearly and effectively, conduct training sessions, and write detailed reports.
- › **Interpersonal skills:** Building trust and maintaining good relationships with group members and the community are key. Toose field agents should be empathetic, patient, and able to handle conflicts diplomatically.
- › **Organizational skills:** Toose field agents need to manage multiple groups, track meetings, and keep accurate records. Strong organizational skills help ensure that everything runs smoothly.

- › **Problem-solving:** The ability to identify issues and develop practical solutions is vital. Agents must be able to think on their feet and address challenges as they arise.
- › **Training and facilitation:** Agents should be skilled in training and facilitating group activities. They need to be able to engage participants and ensure they understand and apply what they've learned.
- › **Flexibility and adaptability:** The ability to adapt to different situations and work in varying environments is important for Toose field agents who often work in diverse and sometimes challenging conditions.
- › **Ethical standards:** Upholding high ethical standards and demonstrating integrity in all interactions is critical to maintaining trust and credibility within the community. Most importantly, field agents should be people who are, to some extent, living the Toose values.
- › **No record of criminal activity:** Toose field agents should have no record of criminal activity, ensuring that all members have a background of responsible and lawful behaviour.
- › **Willing to sign the code of conduct and safeguarding standards:** Toose field agents must be willing to sign the code of conduct and safeguarding standards. This commitment demonstrates their dedication to maintaining a respectful, safe, and ethical environment for all group members.
- › **Field agents should be selected from the initial target pool e.g., CBT and or resilience programmes.**

However, in selecting Toose facilitators, implementing partners should weigh and balance these characteristics on a case-by-case basis. At times some field agents may have an ability without basic writing skills, staff could consider pairing them with others that can write.

Once selected, Toose field agents are provided with Terms of Reference that outline the following:

- › Roles and responsibilities.
- › Expected conduct and behaviors.
- › The support and mentoring they will receive from implementing partners.

Roles and responsibilities of Toose field agents

Toose field agents have an important role as facilitators of the economic empowerment of the Toose approach. Toose field agents work together with implementing partners to help to structure TISAL groups and their activities to achieve the goal of the programme which is to establish well-functioning TISAL groups and profitable, viable and sustainable income generating activities (IGAs).

Specifically, TISAL field agents' role includes:

- › **Group formation and support:** They assist in the formation of new TISAL groups and provide ongoing support to existing groups. This includes helping with group registration, setting up meetings, and resolving any conflicts that may arise.
- › **Training and capacity building:** Take TISAL group members through the TISAL and SPM sessions that comprise the Toose economic empowerment approach.
- › **Support to TISAL groups:** Transform individuals into an effective TISAL group by organizing, communicating, and paying attention to how the group members work together.

- › **Provide technical backstopping:** help to ensure the success of the TISAL group through provision of technical backstopping on the TISAL approach.
- › **Create an environment of respect and safety,** encourage active listening, and help groups to plan and monitor the performance and viability of their group.
- › **Participate in TISAL group meetings:** Toose field agents work with TISAL members in all meetings, training sessions, and monitoring visits.
- › **Monitoring and evaluation:** regularly monitor the activities of TISAL groups to ensure compliance with established guidelines. They collect data on group performance, savings, and loan disbursements, and report this information to implementing partners.
- › **Reporting:** prepare regular reports on the progress and challenges of ISAL groups, which are submitted to their supervisors or relevant authorities.
- › **Problem solving:** address any issues or challenges faced by ISAL groups, providing solutions and support to ensure the smooth functioning of the groups. Help resolve group conflict including escalating issues to the implementing partner where necessary.

Coordination between implementation partners and Toose field agents

Although Toose field agents and implementing partner staff collaborate closely, they each have distinct roles, with some overlap, in supporting TISAL groups. Toose field agents primarily focus on community mobilisation, group formation, facilitating sessions, and mentoring. They work directly with the groups, providing hands-on support and guidance. Implementing partner staff, on the other hand, oversee the overall programme implementation, ensure adherence to guidelines of implementing the Toose economic approach, conduct verifications of whether the Toose field agents are conducting their roles properly, and offer technical support. Their roles intersect in areas such as group support and capacity building, where both agents and staff contribute to the effective functioning and success of TISAL groups. This collaborative approach ensures comprehensive and well-rounded support for the programme. The table below outlines the roles of implementing partners and Toose field agents.

Implementing partners	Toose field agents
Training of Toose field agents on the Toose economic empowerment approach	Support the group formation process
Monitoring of Toose field agents and TISAL groups	Training TISAL groups on Toose economic empowerment approach
Providing support and technical backstopping	Monitor groups and provide support including technical backstopping
Conflict resolution and team building	Conflict resolution and team building
Managing group dynamics	Managing group dynamics
Reporting	Reporting
Participate in some meetings	Participate in all TISAL group meetings
	Raise awareness

Training of Toose field agents

The training of Toose field agents should commence following the completion of community mobilisation, selection, and verification of the agents. This training process begins shortly after the verification stage and extends over the first three months of community implementation. During this period, field agents receive comprehensive instruction on various components of the Toose economic empowerment approach. The phased approach allows for gradual skill development and provides continuous support as field agents apply their training in real-time community settings. A phased approach enables Toose field agents to reflect on and internalize the content, enhancing their overall comprehension and effectiveness. The trainings are conducted in order of importance.

In preparing Toose field agents for implementing the Toose economic empowerment approach, there are six key trainings that should be conducted.

- › **Training on the TISAL approach:** Field agents undergo comprehensive training on the TISAL approach, focusing on six key modules as outlined in the TISAL Manual. Training on the Selection, Planning and Management of Income Generating Activities: Field agents are trained on SPM so that they train and support TISAL members with essential skills to operate profitable, viable and ultimately sustainable IGAs.
- › **Disability sensitisation training:** To ensure that Toose field agents employ disability inclusive practices and language, Toose field agents receive training on disability inclusion as outlined in the disability section below.
- › **Safeguarding including risk mitigation:** The training on safeguarding focuses on expected behaviours, safeguarding risk registers and safe programming.
- › **Training on first line support:** Toose field agents are trained on first line support to addressing initial reports and concerns that are likely to emerge during the economic empowerment approach including the referral pathway as outlined in the response section below.

Note: field agents are generally not paid. However, incentivization is provided, which includes lunch, transport and incidentals.

17.3 Formation of TISAL groups

When establishing TISAL groups it is recommended that most of the groups are women groups. However, a programme could have a few men's groups for learning. Establishing TISAL groups is a collaborative process between implementing partner staff, Toose field agents and community members. The first step is to hold a larger community session to sensitise communities on TISAL groups and to get volunteers. This is set out as Session 0 in the Toose Economic Empowerment Field Agents Guide, however a brief overview is provided below:.

- › Where available, implementing partners can use the bulk messaging system to inform potential beneficiaries on the programme, its objectives and upcoming activities focusing on the next steps.
- › Implementing partners can also use meetings to provide detailed information and address any queries potential programme beneficiaries have about the programme.

- › Meetings should be ward-based to ensure that potential beneficiaries have access to information specifically for the formation of TISAL groups. Information shared during meetings will include:
 - **Group Composition:** Discuss the ideal composition of the TISAL groups.
 - **Criteria:** Outline the criteria required for group formation.
 - **Expectations:** Set clear expectations for group members.
 - **Linkages:** Explain the connection with the Toose social empowerment approach.
 - **Introduction of Field Agents:** Introduce the Toose field agents and clarify their roles and responsibilities.

Key criteria for the selection of TISAL groups

- › **Women only TISAL groups:** Women only TISAL groups consist of and are led by women from the targeted communities.
- › **Men only TISAL groups:** Men only TISAL groups consist of and are led by men from the targeted communities.
- › In setting up groups, it is recommended that for every 4 women only TISAL group established, there should be one men only group established.
- › **Each group will consist of 14 members** who would have self-selected to participate in the groups.
- › Group members **should be married** or in intimate relationship. The intimate partners should be cohabitating or eating from the same pot. It is important that the intimate partners be cohabitating to allow
- › Where possible, **all groups should be inclusive** of the different population groups that comprise **couples, women and men with disabilities**.
- › Where possible partners should liaise with response partners to ensure that **GBV survivors** have an opportunity to participate in TISALs.
 - Prevention partners should inform response partners on schedules for TISAL formation in targeted communities.
 - Response partners should share information about the TISAL formation activities so that GBV survivors that are interested can participate in groups within their locale.
- › It is important to note that GBV survivors should not form independent groups to avoid discrimination. Rather, GBV survivors should endeavour to integrate in to groups.

Conduct verification of TISAL groups

To ensure the TISAL groups meet the set criteria, a thorough verification process is essential. Implementing partners conduct the verification of groups to confirm that they align with the established criteria. During this process, implementing partner staff and field agents collaborate closely with the groups. If any group does not meet the eligibility criteria, the staff and field agents will provide guidance and support to help them make the necessary adjustments and replacements. This may involve recommending changes in group composition. The goal is to ensure all groups meet the criteria and are fully prepared to participate effectively in the programme.

Conduct disability profiling and assessment of TISAL members and their partners

Following the formation of TISAL groups, implementing partner staff should conduct disability profiling and assessment of group members and their partners to determine their specific needs and ensure that the programme is inclusive and accessible to all. The disability profiling and assessment. This assessment involves identifying the types and severity of disability that TISAL members and their partners could have so that partners could make reasonable accommodations. By understanding these needs, the staff can provide tailored support, resources, and accommodations to enable full participation in the activities. **Ensuring reasonable accommodations for persons with disability** which include but is not limited to accessible venues, and assistive devices among other elements. The disability assessment and profiling will provide additional information required to make reasonable accommodations for the partners effectively and meaningful participate in Toose sessions.

17.4 Roll out of TISAL and SPM sessions

The TISAL groups receive the TISAL and SPM sessions (set out in the Field Agents Guide) over a period of 4 – 8 weeks before the commencement of the Toose social empowerment sessions.

They start with the TISAL sessions geared towards helping members formalise their groups through developing the constitution, selecting an executive committee, setting up records and beginning the process of savings and loans. Please refer to the TISAL component of the [Toose Field Agents Economic Empowerment Guide](#).

Once the groups have begun their first savings, they should receive the SPM sessions with a focus on supporting the Toose participants to start and manage successful IGAs. Please refer to the SPM component of the [Toose Field Agents Economic Empowerment Guide](#).

How many participants per sessions?

A TISAL group has a maximum of 14 members, which means one Toose economic empowerment session can have a **maximum of 14 people participating**.

Support and mentoring of TISAL groups

Supporting and mentoring TISAL groups is a key component that ensures the success, viability and sustainability of groups. It is important to monitor the retention and recruitment, functionality of groups, and their maturity.

Provision of seed funding

Once the groups have successfully made their initial savings, the implementing partner may begin to explore the introduction of seed funding to further support their development. This seed funding can serve as a crucial boost, helping the groups to expand their income-generating activities and strengthen their financial base. By introducing seed funding at the appropriate time, the implementing partner can empower groups to achieve greater economic resilience and sustainability while fostering long-term growth.

Retention and recruitment

Monitoring retention and recruitment through the implementation processes is important in ensuring that the programme achieves its intended outcomes. There are many reasons why people may drop out of groups and these include:

- › **Relocation:** Members may need to leave the group due to moving to a new area.
- › **Voluntary disengagement:** Some members may choose to leave the group on their own accord.
- › **Dismissal:** Members may be removed from the group due to various reasons.
- › **Death:** The passing of a group member.

Incorporating new members

It is possible to recruit new members into the TISAL groups within the first three months where possible. Below are considerations when TISAL groups need to recruit new members.

- › **Death or relocation:** In the event of a member's death or relocation, groups are encouraged to replace the member with their partner, preferably after the share outs.
- › **Voluntary disengagement or dismissal:** Members who voluntarily disengage or are dismissed are not replaced immediately. Instead, replacements are made when starting a new savings and loans cycle.
- › **Training new members:** New members receive training on TISAL and SPM from other group members or Toose field agents, where possible.
- › **Verification:** The new members are verified by field agents and group leadership to ensure they meet the necessary criteria and are a good fit for the group.
- › **New members cannot be incorporated after the third saving cycle.**

Criteria for functional groups

For a TISAL group to be considered functional, it should meet the following criteria:

- › **Stable portfolio growth:** The group should demonstrate consistent and stable financial growth.
- › **Profitable and viable IGAs:** Members should have established profitable and sustainable Income-Generating Activities (IGAs).
- › **High retention rate:** The group should maintain a high retention rate of its members.
- › **Minimal conflict:** The group should experience minimal conflicts and adopt non-violent conflict resolution mechanisms when disputes arise.
- › **Adherence to TISAL principles:** The group should strictly adhere to the principles of the TISAL programme.
- › **Achievement of vision milestones:** Members should be making progress towards and achieving their vision milestones.

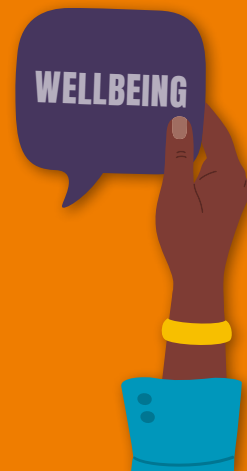
Group maturity

A TISAL group is deemed mature when it meets several key criteria.

- › Firstly, the group must have successfully conducted at least two share outs, demonstrating their ability to manage and distribute funds effectively.
- › It should have high levels of member retention indicating stability and satisfaction within the group.
- › A mature group requires minimal supervision, showcasing their self-sufficiency and capability to operate independently.
- › All members should have established sustainable Income-Generating Activities (IGAs), ensuring financial stability and growth.
- › Lastly, the group members should be achieving their vision milestones, reflecting their progress toward personal and collective goals.

18

How to implement Toose social empowerment approach



18.1 What is the social empowerment approach

The social empowerment pillar of the Toose approach presents the next step on the journey of transformation for women, men and families participating in the programme. The social empowerment pillar of the Toose approach is designed to address some of the social drivers of intimate partner violence at household level. It aims to significant and lasting changes improvements in gender relations, reduce intimate partner violence, and complement the changes brought about by economic empowerment approach of the Toose approach. The social empowerment component builds on the journey of transformation which began during the economic empowerment component and continues to centre discussions on the concept of shared visioning, planning and decision-making among TISAL members and their intimate partners. In this phase, TISAL members bring in their partners for the social empowerment sessions.

At the heart of it all is a **10-session curriculum** rolled out to TISAL members and their intimate partners over **4-6 months**. Delivered by trained facilitators, the curriculum takes participants on a gender transformative journey through a process of reflections and dialogue around a shared vision for the family to improve its' quality of life. The approach is about the creation of "**happy families**" through making space for **dialogue, reflection, and activities focused on shared planning and decision-making** at household level, use of positive forms of power, gender, relationships, peacefully resolving conflict among couples and family, ending violence against women and girls, and positive communication and listening skills. Additional sessions in the curriculum seek to improve interpersonal skills and reduce the gender- inequitable relations, beliefs, behaviours, and norms that underpin intimate partner violence at the household level.

18.2 Who participates in Toose social empowerment sessions?

The Toose social empowerment sessions brings together TISAL members and their intimate partners who are invited to participate in bimonthly sessions to engage in dialogue, reflect on their own experiences, and gain new skills to create happy families by reducing IPV. Since the Toose approach is a couple's intervention, it is important that TISAL members bring their spouses or intimate partners. The structure of the social empowerment sessions requires that both the participants reside in the same household. Although intimate couples are the primary target of the curriculum sessions, their wider family members also benefitted. This was intentional as the programme was aware that relationships between couples are embedded in the broader context of the family and the community, thereby making it imperative to ensure the approach focused on those levels as well.

18.3 The curriculum at a glance

The curriculum consists of 10 sessions.

- **Session 1: Getting to know each other and relationship building:** This session focuses on introducing the group to the social empowerment approach to the Toose Model to TISAL members and their intimate partners. The session supports group cohesion by bringing men onto the fold, familiarising them on the goals of Toose, and building trust between couples before engaging in sensitive and difficult issues covered in the Toose curriculum. It offers an opportunity for leaders participating in the programme to de-role and removed barriers to participation.
- **Session 2: Visioning for a healthy, happy family:** In this session the participants will be revisiting and refining their family visions for happy families. The session builds on the visioning session conducted in the first session of the economic empowerment journey.
- **Session 3: Reflecting on power in our lives:** The session introduces the concept of visioning linking it with the TISAL visioning process. It also introduced the concept of power that provided a platform for identifying forms of power, encouraged reflection on individual uses of power and created the basis for a discussion power to facilitate conversations on shared visioning between the couples.
- **Session 4: Positive time and communication in our relationships:** This session created an enabling environment for couple visioning and family cohesion by building key skills such as effective communication and listening skills and sharing positive time as a family required in negotiating family visions and diffusing tensions amongst couples.
- **Session 5: How to achieve our visions:** This session developed the capacity of the couples to develop and achieve their family visions through identifying social and economic activities, opportunities and challenges, and setting timeframes to reach their goal.
- **Session 6: Problem solving:** Having identified the social and economic factors that may create barriers for achieving family visions, this session provided an opportunity to turn barriers into opportunities. It builds the capacity of participants to reflect on problems and identify ways to address them.
- **Session 7: Exploring gender roles:** This session facilitates a deeper exploration and reflection into gender roles and their impact in achieving family visions. It also encourages reflection on how gender roles and responsibilities could be shared to achieve family visions. It also explores societal expectations of men and women that may create barriers in achieving the family visions
- **Session 8: Violence in the home:** This session explores violence against women and children, highlighting intimate partner violence and its consequences and sharing the benefits of healthy relationships free from violence in our families to fulfil our vision and goals. This is a session that unpacks intimate partner violence directly and provides space for participants to unpack and discuss on openly.
- **Session 9: Intimate partner violence:** This session deepens learning on intimate partner violence, its causes and risk factors, its consequences and sharing the benefits of healthy relationships free from violence in our families to fulfil our vision and goals.
- **Session 10: Toose review:** A chance to review and reflect on the sessions held so far.

18.4 How many participants per sessions?

TISAL members participate in Toose sessions with their intimate partners. As a TISAL group has a maximum of 14 members, one Toose social empowerment session can have a maximum of 28 people participating. Evidence has shown that a manageable size for a discussion group is between 20 and 30. The sessions are facilitated by two facilitators – a male and a female.

18.5 Who is a Toose participant, champion, and facilitator?

A **Toose participant** refers to TISAL members and their partners who are currently undergoing Toose social empowerment sessions

A **Toose champion** refers to Toose participant that has graduated from Toose.

A **Toose facilitator** refers to implementing partner facilitator cofacilitates Toose social empowerment sessions and supports all prevention interventions.

A **Toose peer facilitator** refers to trained community cadres who co-facilitates Toose social empowerment sessions and lead community diffusion.

18.6 Who facilitates the Toose social empowerment sessions?

The effectiveness of Toose social empowerment approach often hinges on the presence of skilled facilitators who can inspire, guide and support learning among participants. These facilitators should possess a deep understanding of the objectives of the programme, its objectives and the curriculum. It is important that the facilitators are aligned with gender equality values underpinning the programme, to avoid misinterpretation of messages and unintended negative impact. The facilitation team consists of facilitators from implementation partner staff and community level facilitators specifically prepared through gender transformative trainings that catalyse their personal self-reflection on gender and transformation as well as the Toose social empowerment curriculum.

Implementing partner facilitators: These facilitators are drawn from the implementing partner (IP) staff and consist of a pairing of males and females. It is recommended that four staff members (2 females; 2 males) cover 23 TISAL groups per Cohort. This is so that there is co-facilitation of sessions which is one of the key tenets of Toose.

Community level/Toose peer facilitators: These are individual men and women that will have undergone the whole Toose journey and graduated as Toose champions. Where funding allows for more than one implementation round, Toose peer facilitators co-facilitate with implementing partner facilitators for any second or subsequent Cohorts that are funded.

Toose sessions should always be facilitated in pairs, and by one man and one woman. This pairing creates a supportive environment for the facilitators and allows better management of participant space and of difficult topics that might be raised during the sessions. Pairing can also provide a good opportunity for peer training and learning among co-facilitators. When pairing facilitators, be aware of power dynamics between women and men, especially if one is a peer facilitator and the other an IP facilitator.

18.7 How to select Toose peer facilitators?

The selection of implementing partner staff facilitators and community- level facilitators is conducted as follows:

Selection of implementing partner staff facilitators

In recruiting staff, implementing partners are encouraged to identify female and male facilitators who will lead group discussions for their own gender. Implementing partner facilitators are the mainstay of the Toose approach.

Selection of community level Toose peer facilitators

Community level Toose peer facilitators are selected following the completion of the social empowerment sessions.

Considerations for the selection of facilitators

There are several aspects to consider when selecting facilitators for the Toose social empowerment approach.

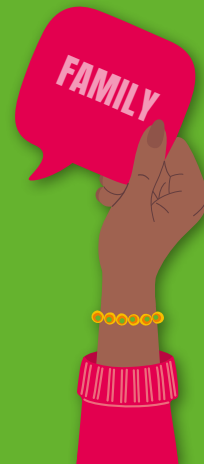
- › **Be a Toose champion:** To be selected as a Toose Peer Facilitator one should be a Toose champion that has undergone the full Toose journey i.e. the economic empowerment and 10 sessions of the Toose social empowerment curriculum.
- › **Be literate:** Selected Toose facilitators should have the ability to read and write
- › **Leadership skills:** Toose facilitators should have good leadership skills.
- › **Role model:** Toose facilitators should be persons living the Toose way, that is, respect
- › **Commitment to Toose values:** Toose facilitators should be willing and committed to live the Toose way.
- › **Actively role modelling the Toose values at household and community levels:** potential Toose facilitators should be role models
- › **Availability:** Since Toose sessions are conducted twice a month, Toose facilitators should be available when needed to support Toose activities.
- › **Interpersonal skills:** Toose facilitators should have good communication skills, ability to speak confidently, friendly, approachable, be patient, kind, non-judgemental, and tolerant.
- › **Good standing in the community:** Toose facilitators should be persons that are respected in the community and well-known to other community members.
- › **Creative:** Toose facilitators should possess the ability to think outside the box and come up with innovative solutions and ideas.
- › **Committed to organisational values:** Willing to work with implementing partners and be a representative of the organisation's values.

Other considerations include:

- › **Gender of facilitators:** As highlighted above, the Toose social empowerment approach requires cofacilitation of mixed genders to create a safe space for men and women to share their experiences when participating in the sessions.
- › **Age of facilitators:** Implementing the Toose approach across the four-implementation phase showed that the Toose social empowerment sessions requires older and mature facilitators. Younger facilitators faced challenges when participants discussed sensitive, difficult and intimate discussions and offering alternative viewpoints.
- › **Diversity:** The pool of Toose facilitators should represent the diversity of the targeted community e.g., different ages, men and women with disability.

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Key implementation steps for the Toose social empowerment Approach



19.1 Training of facilitators on the Toose social empowerment approach

The primary purpose of the facilitator training is to build the capacity of facilitators to run the Toose social empowerment sessions. This training for facilitators is conducted in a phased approach, allowing for training on a smaller number of sessions, implementation of those sessions, critical reflection, and contextual adaptation.

Phase	Sessions covered from the social empowerment manual
Phase 1	1,2,3, 4
Phase 2	5,6, 7
Phase 3	8, 9, 10

Through this phased approach, facilitators can gradually apply what they have learned, assess its effectiveness, and make necessary adjustments to better fit the specific context they are working in. This iterative process ensures that the training remains relevant and impactful, addressing the unique needs and challenges faced by the facilitators and participants alike. By incorporating opportunities for critical reflections, facilitators can continuously evaluate their own performance and identify areas for improvement. This reflective practice not only enhances their training skills but also promotes a deeper understanding of the Toose social empowerment approach. Furthermore, the phased approach allows for flexibility in adapting the training content to suit the diverse backgrounds and experiences of the participants. Facilitators can tailor their methods and materials to ensure that the training is accessible, engaging, and effective for everyone involved.

Phased implementation of the Toose social empowerment sessions In line with the facilitator training, the rollout of the session to the group members and their partners should be conducted in phases as outlined in the table above. In between phases, the facilitators draw learning and assess the impact of the sessions on the Toose participants and take corrective action where necessary.

Key consideration when conducting Toose social empowerment sessions

Managing feedback activities: The feedback activities that mark the beginning of each Toose session are crucial. It is important for facilitators to conduct these activities as they provide insight into the participants' progress. Feedback activities offer facilitators the opportunity to check whether participants have been able to practice what they learned in the previous session and to identify any challenges they faced.

Scheduling of sessions

- › Implementing partner facilitators decide on the schedule of sessions, in consultation with Toose participants to ensure the timing is convenient.
- › Sessions should be scheduled on a weekly or bi-weekly basis, ensuring that no more than two weeks pass between sessions for each group of participants.
- › To ensure maximum participation, Toose participants decide on the exact time and day.
- › In scheduling the sessions, considerations should be made for seasonal activities, workload of women and men, competing events, culture and religion.

Session preparation

- › Implementing partner facilitators should familiarise themselves with the session's objectives, agenda, and desired outcomes.
- › Gather all necessary materials and resources for the session, such as handouts, visual aids, and equipment.

Mobilisation and confirmation with participants

- › Create and distribute invitations to potential participants, providing details about the session's purpose, date, time, and venue.
- › Follow up with participants to confirm their attendance and address any questions or concerns they may have.
- › Keep a record of confirmed participants and their contact information for future communications.

Book venues and confirm

- › Before sending out invitations for each session, identify suitable venues for the session, considering factors such as location, accessibility, availability of shade, ablution facilities, capacity, and amenities. Appropriate venues can be identified and booked through a collaborative process involving Toose participants, leveraging their expertise to pinpoint suitable options.
- › In instances where it is required, make reservations and confirm the booking with the venue management, ensuring all requirements are met.
- › Arrange for any necessary setup, such as seating arrangements.

Read and practice the module to understand how to deliver the session

- › Thoroughly review the session module, including any accompanying materials and guidelines.
- › Practice delivering the module to ensure familiarity with the content and flow of the session.
- › Identify potential challenges and develop strategies to address them during the session.

Sharing tasks and responsibilities for co-facilitation

- › Collaborate with co-facilitators to assign specific tasks and responsibilities for the session.
- › Ensure all facilitators are clear on their roles and have the necessary resources to perform their duties.
- › Schedule regular check-ins with co-facilitators to monitor progress and address any issues that arise.

Booking/preparation of refreshments

- › Determine the type and quantity of refreshments needed for the session. Prioritise healthy and nutritious foods and refreshments over fast food and processed snacks.
- › Contact vendors or catering services to place orders and arrange for timely delivery or setup.

19.2 Graduation of Toose participants

The graduation process for Toose participants marks a significant milestone in their Toose journey towards economic empowerment. It signifies that participants have successfully engaged in Toose social empowerment sessions and marks their transition from being Toose participants to becoming Toose champions. To graduate as a Toose champion, participants must have attended and actively participated in **at least six sessions**. It is during the graduation process where Toose participants take opportunity to individually and as couples to make pledges about the behaviours they are going to change and living the Toose values.

20

How to implement the Toose community diffusion approach



20.1 What is the Toose community diffusion approach

While the Toose economic empowerment interventions address the economic and social drivers of IPV, the community diffusion approach focuses on creating an accepting and enabling environment for Toose through the spread or diffusion of key Toose messages, values and principles. The implementation of the Toose community level approach is through diffusion in the form of community conversations. Through community conversations, Toose ideas, practices and knowledge are spread within the community.

20.2 What are Toose community conversations?

Toose community conversations are participatory and interactive group discussions that focus communities' attention on some of the critical components of Toose in an open and safe forum that respects the diversity of opinions allowing communities to express their opinions, interest and even biases. These conversations help participants explore key elements of the Toose approach, such as achieving happier, healthier families through visioning, balancing power and roles in relationships, and using effective communication skills to support violence-free families. Held within communities where the Toose intervention is implemented, these discussions encourage greater uptake of Toose ideas among community members. For more information on implementing Toose Community Conversations see the [Facilitators Guide](#).

20.3 How are community conversations conducted and by who?

There are two pathways to how the community conversations should be conducted.

Pathway 1: Unstructured diffusion by Toose participants, champions (those who have completed their Toose journey) and peer facilitators:

Unstructured diffusion is the interpersonal and informal sharing of Toose messages within social networks, including peers, neighbours, and friends. Unstructured diffusion is closely tied to the Toose social empowerment sessions as Toose participants (couples that are still undergoing the 10 sessions) and champions (couples that have completed the 10 sessions) are encouraged by the facilitators to talk about what they are learning/have learnt from their participation in the sessions with their friends and families. Toose participants and champions will also diffuse Toose ideals by role model positive/gender equitable attitudes and behaviours in their daily lives.

Pathway 2: Structured Diffusion using Toose Peer Facilitators:

Structured diffusion by Toose peer facilitators is the primary pathway for the Toose community level approach. Community conversations led by Toose peer facilitators are structured, that is, Toose peer facilitators share set messages through identified community spaces that are easily accessible, zero-cost and within their locale and within their formal and informal networks such as family, neighbours, work colleagues, prayer fellowship groups, saving groups. It is accompanied by planning, support and monitoring from IPs/other Toose peer facilitators.

20.4 Community conversations messages at a glance

Community conversation messages are derived from and reflect the key themes of Toose social empowerment sessions. These conversations aim to plant seeds that catalyse deeper reflections among community members, especially those who have observed positive changes in their peers participating in the programme.

- › **Community Conversation 1: Visioning and planning together as a family:** This community conversation seeks to encourage participants to reflect on the benefits of collaborative visioning and planning in families. It introduces the community to the idea of developing a family vision to build happy families, reduce conflict and improve communication.
- › **Community Conversation 2: Power in our relationships:** This conversation encourages participants to reflect on their experience with power as individuals, in their relationships and families. It introduces the idea of using positive forms of power and the potential benefits to the improvement of families.
- › **Community Conversation 3: Communicating and listening to each other:** This conversation highlights the importance of effective communication and listening skills in all relationships and interactions, including within the family. This conversation highlights communication as a form of power that should be used positively and having healthy relationships involves effective communication, listening, and spending positive time together.
- › **Community Conversation 4: Community conversation 4:** Happy families support and help each other: This conversation introduces the concept of ideas, and opinions about the roles men and women should have at the household level, including having a discussion around balance in the family around work, expenditure, decision-making, and property ownership.
- › **Community Conversation 5: Happy, healthy, and safe relationships:** This conversation introduces the concept of safe and healthy relationships that utilize non-violent conflict resolution strategies. It emphasises the role and importance of peaceful conflict resolution in the achievement of couples' vision for happy and prosperous households. By addressing disagreements calmly and respectfully, couples can strengthen their relationships, foster mutual understanding, and create a supportive environment that promotes overall well-being and success for their households.

20.5 Planning and conducting unstructured diffusion using Toose participants, and champions

Unstructured diffusion starts when the Toose social empowerment sessions begin. Session facilitators should begin sharing key messages learnt from the sessions such as visioning and planning together as families, using positive forms of power in their lives to achieve their visions among others.

20.6 Planning and conducting structured diffusion using Toose peer facilitators

Delivery of community conversations by Toose peer facilitators is a structured process that requires planning and careful execution. It is therefore important to implement practical measures that not only prepare Toose peer facilitators but also support them in sharing Toose values, principles, and messages with other community peers. The effectiveness of how peer facilitators communicate about Toose to their community peers will significantly determine the reach and influence of the messages shared. Therefore, the following activities should be conducted to prepare, support and mentor the Toose peer facilitators in conducting structured diffusion:

20.7 Training of trainers on the structured diffusion of Toose

The purpose of Training of Trainers (ToT) is to enhance the capabilities of implementing partner staff so they can effectively train, support, mentor, and monitor Toose peer facilitators in conducting community conversations for structured diffusion. The training will equip partner staff with skills and knowledge to train peer facilitators, including understanding Toose values and effective training methodologies. At the completion of the training, partner staff should be able to:

- › train Toose peer facilitators on conducting structured conversations
- › support and mentor Toose peer facilitators as they conduct community conversations
- › provide technical backstopping to Toose peer facilitators
- › monitor the impact, reach and effectiveness of messages

It is crucial to monitor the accuracy and impact of messages shared by Toose peer facilitators to prevent any misrepresentation that could lead to harm. Additionally, continuous monitoring of how Toose peer facilitators handle difficult and sensitive discussions during community conversations is essential to ensure these topics are addressed appropriately and effectively.

20.8 Training of Toose peer facilitators on structured diffusion of Toose

Training of the Toose peer facilitators builds their capacity on how to mobilise communities. The training will focus on the following elements:

- › how to conduct community conversations that will catalyse critical reflection among peers and lead to the adoption of Toose messages
- › talking points that introduce the discussion and theme, including key Toose messages
- › basic dos and don'ts during the discussion
- › how to handle difficult and sensitive discussions
- › ways of clarifying ideas and take-home ideas
- › guidance on time limitations for specific topics to be discussed
- › training on the referral pathway to services for GBV survivors.

The Toose Facilitators Community Conversations guide provides detailed guidance on the different community conversation and elements for training.

20.9 Seven basic steps for Toose peer facilitators

As change agents, Toose peer facilitators should follow seven basic steps when introducing Toose to community peers:

- › **Develop a need for change among the members of the community:** Toose peer facilitators should help community members become aware of the need to alter their behaviour and point out different ways of behaving offered by Toose that can help address existing problems
- › **Establish an information exchange relationship:** Once a need for change is identified, Toose peer facilitators should focus on building rapport with community members. It is essential for Toose facilitators to be perceived as credible, empathetic, non-judgemental, competent, and trustworthy.
- › **Weave a narrative that will encourage critical reflection on challenges:** Toose peer facilitators are responsible for helping their community understand why they are facing challenges and show why the Toose approach is an alternative that could help in establishing happy and prosperous families.

- › **Create an intent to change in the community peers:** After Toose peer facilitators have explored various avenues of action that community members may take to achieve their vision, they should motivate community members' interest in the Toose.
- › **Translate intent into action:** Toose peer facilitators should influence behaviour change among community members through the adoption of skills, and values prescribed by Toose.
- › **Encourage adoption of Toose values and prevent discontinuance:** Toose peer facilitators should help adopters of Toose values by reinforcing messages which will help in maintaining the new behaviours and prevent people reverting back to negative behaviours.
- › **Achieve self-reliance among adopters:** Toose peer facilitators should develop the ability of their peers to create long-term sustainable change across their community.

20.10 Mapping of spaces for mobilisation of communities

Community mapping is an essential part of the preparation process to help guide Toose peer facilitators in conducting community conversations in a cost-effective and time saving manner. Implementing partners will assist with the mapping process during the training and planning sessions. The following questions should be addressed:

- › What key events are there and spaces that the Toose peer facilitators could leverage?
- › Who is influential and how can the Toose peer facilitators partner with them?
- › Are there other programmes and resources that could enable or hinder the sharing of Toose messages?

20.11 Planning, practice and debrief sessions

Every month, implementing partner staff should conduct planning, practice and debrief sessions for Toose peer facilitators. The purpose of the sessions will be to provide a platform for Toose peer facilitators, with support from implementing partner staff, to

- › plan and organise of community conversations
- › practice conducting community conversations and obtain technical support and backstopping from partner staff
- › share learning and experiences with their peers
- › debrief and garner peer support to improve their wellbeing

The planning, practice and debrief sessions are crucial in ensuring that Toose peer facilitators diffusion efforts are of high quality and achieve the intended outcomes. The sessions are a form of continuous capacity building, support, mentoring and monitoring.

20.12 Key considerations in conducting community conversations

- › **Consider different strengths of men and women:** Due to power dynamics and lived experiences, women and men may have different capacities in terms of facilitation. It is therefore important that support to Toose peer facilitators should consider the gender and power dynamics among the facilitators and between the facilitators and the communities they intend to reach.
- › **The ease of conducting community conversations varies with different population groups.** Toose peer facilitators may face challenges from family members compared to strangers when engaging on issues associated with violence and power. Therefore, it will be useful to have women engage women and men engage men or adopt a co-facilitation approach. The Toose peer facilitators will need to have some practice sessions to build their confidence, skills and to re-focus the conversation when they have met with challenging debates.

21

How to implement the Toose GBV response approach

WORKING
TOGETHER



21.1 Introduction to the Toose GBV response approach

The Toose GBV response component was designed in recognition of the continuum between GBV response and prevention interventions and the need to ensure that quality services and reporting mechanisms and referrals are available and accessible. Toose GBV response includes an ethical minimal response package that is focused on strengthening community level response support. In Zimbabwe, many of the issues of low quality and poor referrals are rooted in structural problems, like the rotation of staff, lack of consistent training and lack of resourcing of formal services. **The Toose GBV response package focuses on the non-formal sector due to the scale of input required to effectively strengthen formal institutions' response services, and the constraints in engaging these institutions in an impactful way.** In doing so the programme has ensured that the anticipated increased number of survivors seeking services because of our Toose prevention activities will have access to the most critical services with a guaranteed level of quality.

21.2 The Toose GBV response programme focus areas

- › Strengthening community-based response and increasing demand generation through carefully selected community cadres known as Gender Community Based Clubs (GCBCs).
- › Contributing to the delivery and quality of the package of non-governmental direct services to survivors in SAFE districts.

21.3 What is the Toose' approach to Community GBV response?

The Toose approach recognises that all communities have naturally occurring and effective support mechanisms and systems of coping with social vices such as GBV and therefore prioritises building communities' resilience, capacities, and knowledge through the engagement and support of Gender Community Based Clubs (GCBCs) who should be drawn from the local communities where the programme is being implemented. This entails:

- › Making use of local community knowledge and available capacities to mitigate, prevent and respond to GBV.
- › Identifying and strengthening existing support systems to minimise the exposure to GBV and to protect those already facing abuse from further harm.
- › Identifying locally existing, functional and or dormant referral mechanisms and strengthening these to facilitate effective coordination and access to GBV services.

- › Putting survivors at the centre of GBV response through survivor centred approaches that promote the agency and voice of survivors.
- › Promoting, providing, and supporting safe spaces for survivors such as community-based shelters, One Stop Centres, peer to peer activities and group counselling.
- › Community level information sharing and awareness raising on available GBV services and the referral systems and protocols.
- › Survivor support and accompaniment to GBV services.

21.4 What are the selection criteria for gender community-based clubs?

A rigorous selection process should be undertaken in selecting GCBCs for the programme. The selection process should be conducted through a community wide process facilitated by a GBV response partner where available or the Toose prevention Implementing Partner with support of the local leadership (or where necessary local/national government).

- › The suitability of members to serve in clubs should be further verified by local traditional leaders (rural districts) or the police (urban areas).
- › In politically challenging districts and to facilitate local level buy in, the selection process for GCBCs should include community leaders and members.
- › GCBCs selected should be of varying sex, age and disability status.
- › The number of GCBCs per geographical area should align with the size of the wards and the distances between different wards to mitigate against them walking very long distances to support survivors. FGCBs should be formally recognized and acknowledged by the local leadership.

21.5 Who can be selected as a GCBC?

- › A GCBC can be any well-respected man or woman from the community dedicated to playing a part in responding and preventing GBV in the focal wards.
- › Given that most survivors are women and girls, it is important that the selection is skewed towards more women than men. For the SAFE Programme the ratio of women versus men was 4:1 respectively. Despite this, having male representation is still important to facilitate male buy in and ensure you have men that can potentially support and engage with other men.
- › Attention should be paid to selecting people of varying ages and backgrounds, including young men and women and persons with disability to ensure the clubs have a comparative advantage when it came to successful demand-creation.

21.6 Localisation of the GCBC approach

- › In order to promote local level ownership and effective contextualisation of the approach, it is critical and recommended for programmes to promote the localisation of the term GCBCs so that the concept is meaningful to the communities. To facilitate this, Toose, translated the term and concept of a GCBC into local languages.

21.7 Training and capacity strengthening of GCBCs

For effective capacity strengthening of GCBCs, in a new area and with a completely fresh group of GCBCs the trainings for community cadres at a minimum should focus on the following key areas,

1. Gender transformative training
2. Psychological first aid training and local to district level referral pathways (survivor centred approach, trauma informed support, self and collective care etc)
3. Safeguarding
4. Community mobilisation and actions (community dialogues, safe spaces and mobile one stop centres
5. Disability sensitisation.

21.8 Key Considerations for effective training and capacity strengthening of GCBCs

In order to facilitate access to quality GBV services and minimise harm to survivors, Toose should prioritise the training and capacity strengthening of GCBCs. Further, to ensure the training is effective and achieving the intended outcomes, the following should be considered.

- The trainings should be conducted through a phased and incremental approach using approaches as defined in the next sections. This is to allow for critical reflection, practice, and mastery of concepts by the GCBCs.
- Training on GBV response community approaches should be run by experienced GBV response facilitators using participatory methodologies and covering a wide range of topics to equip the GCBCs to carry out their roles in the focal wards.
- The phased approach to training should as much as possible try to strengthen the community referral system in the Toose wards and districts. Musasa supported the development of ward to district level referral pathways which identified the critical GBV services including health, Victim Friendly police, shelters and their contact persons.

21.9 Training and Capacity strengthening approaches to community level GBV response

In order to prepare and catalyse the community level GBV responses mechanisms, training and capacity strengthening of selected GCBCs is essential. Through these trainings, GCBCs can understand their roles (and the roles of the other community cadres namely field agents and Toose Peer facilitators), understand basic information on GBV, start their own transformative journeys through the training on gender transformative approaches, safeguarding or beneficiaries etc. To facilitate this, the following training courses are mandatory to ensure transformative and safe support to GBV access to services,

21.10 Gender transformative training

A gender transformative approach training as referred to in the previous section focused on building basic understanding of gender and inequalities, the root causes of inequality and GBV and their role as community cadres in removing and managing structural barriers for survivors to access services. For GCBCs, critical elements of the training is also to build their understanding on why survivors struggle to open up about GBV in their lives, the source of stigma around GBV and barriers to reporting.

The second level of focus on gender transformative training is GCBCs as individuals who may hold the same social, cultural and normative barriers. By critically reflecting on their own beliefs and challenging behaviors, GCBCs can help identify and shift internal biases that might perpetuate violence or harmful attitudes towards survivors. Equally, by starting with themselves, the GCBCs are able to make the changes needed internally before they can model the behaviors and attitudes to others.

In order to be effective, the training content and curriculum should be informed by the local context and local level experiences of gender and GBV. For Toose, the training was informed by formative research as well as other formative engagements with participants.

21.11 Psychological first aid approach and training

One of the main objectives of the Toose GBV response component is the support for survivors to access critical and lifesaving GBV response services both at community level by GCBCs and GBV response partner specialized centers where available. However, to facilitate the identification, referrals and accompaniment for services by GCBCs, training on GBV psychological first aid, which is a basic, but very critical GBV training should be prioritized. The purpose of the training should be to build the capacity of GCBCs on first line GBV response and survivor handlings skills. In addition, the training aims to sensitize community cadres on basic GBV concepts, the root cause as well as the consequences. Very closely linked to this is training on the local to district level referral pathway which provides information on what services are available, where they are available (local or district level) etc. In addition, the training should focus on survivor centred approaches, trauma informed approaches etc.

21.12 Safeguarding training

The safeguarding training was considered one of the most important trainings on Toose and the objective is to build the capacity of GCBCs on beneficiary and program participants safeguarding mechanisms and protocols at community level and ensuring that their work is not doing harm. Further, this training is meant to equip GCBCs with skills and knowledge on how to create and maintain an environment that prevents exploitation and abuse of women and children with whom they are interacting.

1. Core elements of Safeguarding training (Do no harm)

<p>Why?</p> <ul style="list-style-type: none"> › To ensure volunteers and community cadres' work and operations do no harm to survivors. › Acknowledging that every employee and community cadres has potential to harm survivors and beneficiaries. › Prevention of sexual exploitation is a critical component of the Toose approach. 	<p>Who?</p> <ul style="list-style-type: none"> › All service provision staff with particular emphasis on front line staff like shelter staff, counsellors, paralegals. › GCBCs who work directly with survivors in the community or shelters. › Volunteers who interact with survivors.
<p>How?</p> <ul style="list-style-type: none"> › Creating and maintaining an environment which prevent sexual exploitation against women and girls through implementation of Behaviour Protocols. › Role modelling behaviours (language, actions, and relationships) that demonstrates respect for survivors. › Ensuring that all physical and online contact with children and survivors is appropriate in the local culture. › Using positive, non-violent methods to manage children and survivors. › Accountable for survivors and children' behaviours-avoid compromising situations. › Complying with data privacy and confidentiality. › Immediately reporting through established Musasa Toll free numbers. › Recognise, respond, report, record and refer. 	<p>What?</p> <ul style="list-style-type: none"> › What behaviours are expected. developing a sexual relationship with a child or survivor. › Sexually exploiting or abusing survivors or program participants. › Exchanging money, employment, goods or services for sex including sexual favours, other forms of humiliating, degrading or exploitative behaviours. › Fondling, holding, kissing and hugging of survivors. › Using language, making suggestions or offering suggestive or inappropriate advice to survivors. › Spending excessive or unnecessary time alone with GBV survivors. › Condoning or participating in behaviours' that are illegal, unsafe or abusive. › Stay silent, cover or enable the abuse of survivors and program participants.

21.13 Community action initiatives training

Zimbabwe has done very well in enacting the relevant legislation, policies and frameworks for the prevention and response of GBV, however there are serious gaps and challenges in resourcing and implementation of the various pieces of legislation. Community Action initiatives therefore through leadership of GCBCs is about giving agency to hold government and stakeholders accountable for the delivery of quality GBV services. In addition to facilitating accountability, it is also about communities taking control of their own lives and providing practical support to overcome service provision concerns. The program therefore train GCBCs on how to lead and facilitate Community Action Initiatives. Given their unique position where they interact with survivors and women on daily basis, as well as being present and rooted in the communities, they therefore have grounded knowledge of the situation in their communities and have evidence of gaps in both policies and implementation as well as the resulting challenges at community levels. GCBCs use community dialogues (further unpacked hereunder) as their main advocacy platforms.

21.14 Community interventions for improving survivors' access to quality GBV services

Objectives of community interventions

The Toose GBV response community interventions have these broad objectives,

- › Support and facilitate access to local level knowledge about GBV and the Toose referral pathway for Toose intervention **participants (accompaniment of TISAL and Toose Social empowerment sessions)**.
- › Facilitate access to quality GBV services even in hard-to-reach areas where normal services are unavailable. **(mobile one stop centres)**.
- › Create space for knowledge and relationship building as well as fun **(safe spaces)**.
- › Create an environment for open and constructive engagement there was no tolerance and normalisation of GBV **(community dialogues)**.
- › Create space for open and constructive community level engagement **(community dialogues and safe spaces)**.

Key considerations for effective community mobilisation for improved GBV services

- › It is critical to do a gender sensitive planning with particular focus on identifying local level barriers to participation for women and survivors of GBV. These barriers could potentially include transport, stigma, lack of knowledge etc and develop mitigations plans.
- › Ensure inclusive participation of the most marginalised of women and girls with disability.
- › Prioritise mobilisation of women and girls from the Toose program participants to ensure smooth coordination between the prevention and response components of the program.
- › Promote women leadership and ensure women have both voice and agency.
- › Be sensitive to local cultures, language, and norms.
- › Avoid reinforcing stereotypes in the process of mobilisation and facilitation of community mobilisation interventions e.g. allowing men to lead all discussion.
- › Ensure the venues and times for community interventions are safe and accessible for women and adolescent girls.
- › Use the language that is appropriate and accessible to program participants.

In addition, the below are the dos and don'ts for community mobilisation:

Do's	Don'ts
<ul style="list-style-type: none"> › Engage communities early to ensure adequate time for preparation. › Respect community cultures (dressing, sitting arrangements, etc). › Identify and work side by side with local and government stakeholders. › Encourage the participation of vulnerable groups in particular women and girls with disabilities. › Be flexible and adaptable in order to accommodate local priorities, funerals, community level activities, etc. 	<ul style="list-style-type: none"> › •Disregard local cultures. › Overpromise and underdeliver, instead give agency to communities. › Impose solutions to the communities, facilitate the identification of local level solutions. › Ignore conflicts and power dynamics. › Rush process.

Bridging the gap between GBV prevention and response

In responding to a widespread lack of comprehensive education about GBV leading to a lot of misconceptions, denial and underreporting of incidences of GBV, the Toose GBV response approach prioritises bridging the gap between GBV prevention and response interventions. Additionally, the program acknowledged that addressing GBV required a strong community driven approach that combined deliberate engagement and interaction with Toose participants during their economic and social empowerment sessions as well a strong GBV services support system that prioritises program participants specifically and the whole community generally.

The GCBCs play a critical role in linking community prevention to response within the Toose intervention package thereby achieving the integration objectives. GCBCs members should therefore regularly participate in ISAL group meetings and Toose sessions to respond to disclosures during sessions by providing basic counselling, referrals and/or accompaniment to services. Through this participation, GCBC should provide support to IP staff and field agents in handling survivors either through providing counselling or referring them to services including the shelter. This role includes managing tensions during ISAL and TOOSE sessions. GCBCs should also take advantage of their participation in Toose sessions to develop key messages around GBV and use the platforms to raise awareness about GBV and its impacts as well as the available services. In addition, they should disseminate educational materials like fliers and shared the district referral pathways. The increased knowledge and understanding of GBV by Toose participants lead to reduced stigma and greater willingness to participate in dialogues and safe spaces as well as seek and report incidences of GBV. As a result of GCBCs participation and co-facilitation of sessions 8-9, there should be a significant increase in the number of Toose participants seeking for services.

In addition to the role the GCBCs play, the GBV Response partner plays a very significant role of supporting the co-facilitation of the IPV sessions (Sessions 8&9) together with prevention partners. This is critical as they are able to bring their knowledge, expertise and practiced based experiences into the facilitation of these sessions. Critical, is also their experience in managing difficult

Having obtained the knowledge and understanding about their own GBV situations through the Toose economic and social empowerment sessions, participants are also linked to safe spaces and other GBV interventions like counselling, legal, shelters etc. SAFE spaces in particular built the confidence and self-esteem of women as they continued with their transformative journey.

Key considerations of integrating GBV prevention and response

To facilitate effective support to the TISAL and Toose Social empowerment sessions by GCBCs as well as creating safe and accessible avenues for Toose participants to seek and access GBV services, the below are key questions to consider.

- › Have you trained the GCBCs in the whole Toose journey? This is critical to ensure their support and messaging is aligning with the broad objectives of the Toose intervention.
- › Are the GCBCs also part of TISALs? This is to ensure they are personally and individually empowering themselves so that we mitigate against GBV caused by economic vulnerability
- › Are different demographics of the population represented- practice based experiences suggest that people feel more comfortable to engage with people in their peer groups for example adolescent girls prefer seeking support from young women and men and likewise older women from older GCBCs
- › Are they embedded in the community cadre coordination networks and platform-This important to ensure smooth coordination at community level as well as targeted support program participants that maybe seeking help.

21.15 Examples of local-level GBV Response approaches to consider

There are several community GBV response approaches that you can consider facilitating access to quality GBV response services as well as creating an environment where GBV is not tolerated. These factors include budget considerations, time available on the project and available knowledge and expertise on GBV response. The following are some of the low costs but highly impactful GBV response interventions.

Toose community dialogues

Why Toose community dialogues approach?

Under the Toose intervention, the Gender Community Based Clubs (GCBCs) play a critical surveillance role in the community to improve access and the quality of GBV services in their communities because of their proximity to the issues and survivors. Given their unique role as the first port of call for survivors, referrals and accompaniers of women and girl survivors of GBV to services, GCBCs have the unique position of knowing the issues that affect women and girls including the quality of GBV services being accessed. In addition, GCBCs also occupy a unique position of participating and or accompanying the Toose journey through both Toose economic and social empowerment sessions where they get a perspective about the GBV issues their communities are grappling with. GCBCs therefore informed by the nature of cases being reported through the Toll-free lines, shelters etc, the issues being raised during TISALs and social empowerment sessions, the gaps in GBV service provision and challenges can convene community dialogues with selected stakeholders and communities that may include Gender Ministries, traditional leaders, the Victim Friendly police etc. The dialogues are done with technical support from the GBV response technical partner.

What is a Toose community dialogue?

Toose Community dialogues are forums or platforms for community members where the Toose intervention is being implemented together with leadership from the GCBCs and the GBV response partner where available to discuss identified community level problems face to face to identify the root causes, consequences and local solutions to the same.

Under the Toose interventions, community dialogues can be held separately with communities or together with identified community leaders. Dialogues therefore create an opportunity not only for communities to reflect on these identified issues and or problems but also initiate collective action. In keeping with the spirit of the overall Toose intervention approach Toose dialogue sessions are participatory and interactive discussions that focuses communities' attention on an identified local GBV issue in an open and free process that respects the diversity of opinions and foster shared values whilst allowing communities to express their opinions, interest and even biases.

Through dialogues, communities develop shared understanding and actively move towards change and solutions rather than spending all the time on analysing the problems. Essentially, dialogue should move communities from finger pointing and naming enemies to constructive solutions and actions and in the process transforming individuals and whole communities.

Given this background, the emphasis when facilitating community engagement and dialogues is active listening to deepen understanding and openness to being questioned by the participants.

How to prepare for a Toose dialogue

- › **Be the change you want to see:** Evaluate your own personal transformative journey, before you mobilise and engage with communities ensure you have gone through your own personal transformative journey and that you are walking and living the Toose values.
- › **Ensure you are aware and follow the required authorisation processes:** Inform and obtain the necessary authorisations and permits to hold the dialogue from the RDC' office, Ministry of Women Affairs, village heads as the case maybe.
- › **Sensitisation of community leaders:** For a community dialogue to be effective, you require the buy in of community leaders who should be appraised of the objectives of the dialogue, why the issue was identified as a critical issue for discussion. Be prepared to engage and respond to difficult questions, for example ' why a focus on violence against women and girls only?, ' but the bible says men should be the head of their families and women should just submit' 'what is our role in the dialogue' etc Ensure you are well prepared with facts and figures that are contextual and locally relevant and understood so that you get the leaders buy in before the actual community dialogue.
- › **Decide whether to hold a spontaneous or a preplanned dialogue session:** A prearranged dialogue session can be held in a hall, church, community meeting place, classroom where participants can comfortably attend and engage. Spontaneous sessions on the other hand can be held in a public space where your target group usually meets. This could include beerhalls, farmers markets, women' church groups etc. For a spontaneous dialogue: you will need to go there a bit early, study the space and dynamics before a formal request to hold a dialogue session. If the environment and the request is turned down, do not force yourself on the group. With a pre-planned dialogue, identify and mobilise your target group using the identified issue to inform your dialogue target group. Is it religious leaders, community leaders, women, men, duty bearers. Ensure that reasonable time is given to mobilisation before the actual dialogue.
- › **Decide on where to hold the dialogue session:** Consider issues of proximity and convenience for the participants. Most importantly consider venues that will not pose safeguarding risks for participants in particular women and girls as well as emphasize the power imbalances between men and women where women will be crowded on the dust whilst the men will be sitting on benches and chairs.

- › **Decide on the number of participants per dialogue session:** A session should not have more than 50 participants and not less than 10 for a meaningful, constructive and inclusive discussion.
- › **Define the message and plan:** GCBCs with support from experts should clearly define the message and plan detailed talking points, structure and process of the dialogue.
- › **Determine whether to hold a single sex or mixed group dialogue:** This is informed by the nature of the issues that has been identified for discussion. Sexual and gender-based violence (SGBV,) sexual reproductive rights, family planning etc maybe deemed too sensitive and highly emotional for an initial mixed dialogue therefore it is advisable to engage groups separately to provide each group with an opportunity to discuss their issues and concerns without being influenced by community dynamics, social inequalities or societal expectations of what a men or woman should or should not say.
- › **Decide on the length of the dialogue session:** Each dialogue session should not be less than 30 minutes and not more than 3 hours to ensure it remains focused, action oriented and leave time for participants to travel back before it gets dark.
- › **Ensure GBV services through GCBCs and/or expert counsellors are on sight to accompany the dialogue session:** In particular where sensitive GBV topics are going to be discussed. In addition, be aware and knowledgeable about the existing local to district level referral pathways so that any participants who may require them able to access them. Where these are readily available, they should be printed out and shared with participants or displayed on the board for participants to see. Available GBV service support teams should be introduced at the start of the meeting so that participants can feel comfortable to seek their support even during dialogue session if at any point they feel triggered by the discussions.

Facilitating community dialogues

Toose recognises that strong facilitation is a key enabler for achieving maximum impact in a combined GBV response and prevention intervention. Conversely effective participation guides participants through their own reflection and transformative process. The Toose approach to dialogue facilitation is therefore focused on improving skills which help GCBCs and participants to reflect on, find their own meaning and express their personal stories, fears and experiences and anxieties. Given this background, the following are key considerations for dialogues facilitators and GCBCs,

- › **Welcome participants and ensure** you follow local rules and customs on welcoming community leaders like chiefs for example in most communities in Zimbabwe chiefs or headman are acknowledged first using their totems with a young person from their clan leading the greeting ceremony which may include clapping hands, etc. Take steps to ensure everyone including representatives of government are welcomed and feel part of the group.
- › **Introduce the organisation and the objectives of the dialogue session:** Introduce the organisation and the program emphasizing the organisation' role in facilitating access to quality GBV services. Importantly introduce the program as Toose which focuses on happy and peaceful families through joint visioning and planning.
- › **Communicate to the participants at the onset the amount of time** you are going to spend with them so that they are guided. Remember, a dialogue session should not be less that 30 minutes or more than 3 hours to keep the discussion tight and action focused.

- › **Notify the dialogue participants the available GBV services on site** or sensitise them about the existing referral pathway. Pay particular attention to participants' reaction during dialogues. The message or content may remind them of the abuse they have suffered and therefore trigger them. Ensure at the very least that basic counselling, legal support etc is available on site to facilitate timely and urgent on-site support and referral. When this happens, emphasize to participants that whatever happened to them is not their fault and they should not blame themselves. For those who witnessed or were a bystander when violence was happening and did not anything or enough, remind participants about the objective of the session which is not to make anyone feel guilty or blame anyone particularly men for violence and paint women as the victims. Remind and emphasize that the aim of the dialogue is to vision happy families and communities and therefore working together to find ways to achieve this including developing community commitments charters and action plans.
- › **Ensure your talking points on hand** and that you are understand and are comfortable to engage with them. Choose your words carefully as words can have different meanings in different contexts. Remember to be tactful and sensitive in your facilitation to mitigate against backlash.
- › **Have a good understanding of the cultural context and customs:** Ensure you are sensitive to the local languages and cultural expectations like dressing and language. This helps in building trust and confidence. Adapt your language and dressing to your audience, for example covering your head if that is what is expected in that community. Additionally, if you are engaging with communities of low literacy, avoid technical terms and complicated language. If you are talking to community leaders, show respect in the way you talk.
- › **Be firm and confident in moderating the discussions** to ensure a positive, constructive and focused discussion which allows for deeper reflection and action planning. Community members may resist or downplay any discussions on GBV, find local level examples which may help communities understand better, for example focusing on 'happy families and family wellbeing' Also use positive stories and cases studies so that you can paint a picture of what is possible. Ensure all voices are heard and that all discussions that are off topic or very controversial are kept in check. Facilitators should have the skill to bring back discussions and keep it on course.
- › **As Toose is about fun through dance, song, drama etc**, ensure these are infused into your dialogue session as drama, music and dance can help in raising difficult issues in an engaging and relatable way thereby making it easier to be understood.
- › **Observe and manage the participation of all participants:** Ensure the effective participation of vulnerable groups like women and persons with disabilities.
- › **For highly sensitive or emotive discussions, engage groups in separate genders** so that each gender has the space and opportunity to discuss their issues and concerns in an open and safe environment without being influenced by community dynamics and social inequalities. It is in these separate groups where key issues are agreed and then brought back to the wider group for wider community discussions where there is a sense of safety in numbers
- › **Do not be the expert:** For highly technical issues like the GBV context, the sexual and reproductive health rights etc, bring in experts who are respected in the communities from the different government ministries like health, police or other WROs working in the areas. Privately and gently explain to participants that your role is simply to facilitate and raise awareness and then refer them to the proper channels of support.

- › **The facilitator should always have clear closing and take away points prepared** and where possible printed out for participants as reference to avoid misinterpretation of messages. Always summarise the discussion and highlight the key commitments and actions if any. No dialogue should end without clear take aways, action points or commitment.
- › **Keep a record of issues that have been agreed on** and those that need to be escalated to higher offices.
- › **Offer to stay behind** in case some participants need further information or support after the dialogue session. Remind them of the toll free numbers for Musasa or their local counsellor. Remember do not take on the role of a psychologist or counsellor especially in complicated cases that require specialised care and support.
- › **Where possible provide water or a snack:** Acknowledging that some participants may have walked for some distance in scorching heat, provide them with a snack or water to drink. To also ensure mothers with small children effectively participate, ensure small snacks are available

Dealing with some usual difficult questions

Community dialogues are usually associated with a lot exceedingly tough questions from participants which often relate to culture, traditions, religions and related social norms. Some of the common but tough questions that are raised during dialogues and possible answers are below. As a facilitator, ensure you have practices answers to some of these tough questions before sessions. Remember; don't be rude, impatient, or irritated if participants keep raising some of these difficult questions.

- › **The bible says that men must be the head of the household and women should submit to their husbands. The reason why there is so much violence in the home is because women and not submissive to their husbands.** *'The same verse obliges husbands to love their wives as christ loved the church or make reference to Colossians 3:19 which says ' husbands, love your wives and do not be harsh to them.'*
- › **Women are not as strong and intelligent as men and therefore cannot be trusted with decision making.** *'Our culture says musha mukadzi which means both men and women are strong and intelligent. You can add that' physical strength should not be used as a basis for comparison'* and Toose is about families that vision and plan together resulting in happy families.
- › **Rape cases are on the rise because women and girls are walking alone and wearing miniskirts thereby inviting rape to themselves.** You can challenge participants to think about children or even babies that are raped, is it still about their dressing? Rape is a serious misuse of power, and it is a criminal offence to force a woman into sex simply because she is walking alone or wearing a miniskirt.
- › **In our culture boys and men cannot show weaknesses or cry:** *'Boys and men are also human beings with emotions and crying is a normal way to release those emotions. It is therefore right for everyone including men and boys to cry because when people hold their emotions they can explode and resort to violence. It is unhealthy to encourage men and boys to hold their emotions, we should encourage them if they are going to have healthy and normal lives.'*

Toose Mobile One Stop Centre (MOSC) approach

The mobile one stop centre approach was adopted under the Toose program in Chiredzi, Mwenezi and Chikomba because of the expansive nature of the districts especially Chikomba and Mwenezi where survivors had to walk long distances to access GBV services found at the district centres.

Why Mobile One Stop Centres

- › Mobile One Stop Centres are amazingly effective in plugging gaps in GBV service provision usually associated with traditional settings including hospitals, police and courts especially in cases where a survivor required several multi-disciplinary services that maybe scattered in different locations.
- › They also mitigate against the risk associated with survivors retelling their stories of trauma every time they seek help from the different service providers which situation has the potential to cause secondary trauma.
- › Even in cases where GBV services are available, often these services including police stations and hospitals do not provide an appropriate atmosphere to report GBV and in most communities' services are often located far from each other with the quality of them also being very different thereby creating barriers for survivors.
- › One of the key barriers to survivors accessing services is lack of knowledge about how and where to access them, so through the Mobile One Stop Centre approach, GCBCs sensitise women and girls on available services and where and how to access them,
- › The MOSC provide holistic, integrated multi sectoral services for survivors either in one location like a church or community hall or through a network of service providers clustered around the same geographical centres. To ensure the GBV services provided meet the minimum standards of quality, ensure all the multi sectoral teams are trained.
- › In addition to providing GBV services, MOSC can also potentially provide sexual and reproductive health rights including family planning over and above specific GBV services. Critical, are the linkages between the MOSC with community-based shelters where available.

Key questions to consider before implementing the MOSC approach.

- › Have you engaged and sensitised community leaders and government stakeholders?
- › Have you mapped already existing GBV services and identified gaps and the barriers to accessing quality services?
- › Have you trained your staff and multi-sectoral teams on how to provide survivor centred care and support?
- › Have you sensitised communities on MOSC approach to manage expectations?
- › Have you identified complimentary services like shelters, safe spaces to facilitate referrals and make the approach more effective?
- › Have you set aside a budget to facilitate continued and ongoing support after MOSC?
- › Have you identified a venue that not only provide private consulting space but also safety and security for survivors?
- › Do you have Standard Operating Procedures for Mobile One Stop Centres which provides a framework for its implementation?

Key considerations for effective Mobile One Stop Centre interventions

- › Consider using places that will not likely compromise survivor' confidentiality and privacy. Whilst places including near markets, crowded places or under trees are usually popular for MOSC, it is critical to undertake proper assessments before the activity and put in place mitigation measures to ensure confidentiality and privacy is prioritised.
- › Ensure security and safety guarantees through local level security and law enforcement mechanisms including traditional leaders and local police so that women and girls are feeling safety to attend and seek out GBV services.
- › If the MOSC has a special target for children in particular adolescent girls, ensure mechanisms for their safety, confidentiality and managing stigma and discrimination are put in place before and during the MOSC activity.
- › Whilst the broad objective of MOSC is to follow survivors in hard to reach areas that have serious accessibility challenges, sometimes this is still not possible as women and girls still walk long distances to access. Even though the MOSC follow survivors in hard and far to reach communities, in rural areas of Chikomba and Mwenezi there is still an accessibility barrier for women and girls.
- › Ensure some level of consistency and frequency in the mobilisation of MOSC as once off activities minimise their impact as most GBV cases require multiple follow up services.

Toose safe spaces

What is the safe space approach?

A safe space is defined as a formal or informal place where women and girls feel physically and emotionally safe. The term 'safe,' in this context, refers to the absence of trauma, excessive stress, violence (or fear of violence), or abuse. Additionally, a safe space is a space where women and girls, being the intended beneficiaries, feel comfortable and enjoy the freedom to express themselves without the fear of judgment or harm. The safe space session is however not designed as a series of lessons to be taught to participants but rather allows participants to bring their own experiences and learning, using this as the foundation for understanding. Safe spaces offer women a platform to access non-discriminatory psychosocial support for gender-based violence in a welcoming environment where they can socialize and rebuild their networks. In these spaces, they also receive information on women's rights, as well as physical and mental health. Additionally, women gain relevant skills and could form ISALS

Why safe space approach?

Women are constantly engaged in unpaid labour in the private sphere where they engage in household activities such as cooking, cleaning, looking after children, and working part time jobs to fend for their households. Women unlike men do not find many opportunities to socialise and interact with other women in a safe and friendly environment where they can discuss issues of life, challenges in their day to day lives and share experiences to uplift one another. They also do not always could receive information about Gender Based Violence as well as receive information on types of psychosocial support available to them or their counterparts in the community. To respond to this status the Response partner with support of GCBCs should consider convening safe spaces in the same geographical areas where the Toose project is being implemented.

How to facilitate a safe space?

- › Ensure the activity is highly participatory and use exercises and activities to prompt questions and reflection, to maximise shared learning.
- › It is essential that participants engage in critical thinking and individual questioning.
- › Women with children are also free to bring their children as the environment should be child friendly without the need to look for alternative caregiving services to tend to their children.
- › Manage the numbers-the Safe Spaces accommodate an ideal number of 25 women a session to allow in-depth participation from all. Women are provided with refreshments to snack on and quench their thirst during the session.

Toose community-based shelters Approach

What is a community-based shelter?

A shelter in this context is a safe home that provides alternative home to survivors of violence. The objective of the shelters is to keep a victim/survivor from any further potential harm from the perpetrator with the aim of supporting them through their traumatic experience. Survivors accommodated in the shelters are referred from GCBCs as well as other multi sectoral service providers both at local and district level. The shelter package includes ongoing psychosocial support, legal support, accompaniment for services and life skills which help in facilitating reintegration back into their families and communities

Key considerations for setting up community-based shelters?

Community shelters by their very nature are supposed to be grounded and rooted in the communities to provide safety and security to survivors of GBV. In addition, they are very low cost as they involve partnerships with community level stakeholders including churches, community centres, schools etc. In setting up or supporting existing community-based shelters, the below are some of the key questions to consider.

- › Have you created long lasting relationships with communities where the shelter is being set up or already operating? Whilst the shelters are community based, there is still a need to create a longer vision in that allow for setting up as well operation that facilitates longer support for GBV survivors.
- › Do you have adequate budget for supporting the shelter and accompanying referral mechanisms like transportation to specialised services, accompaniment?
- › Do you have a functional referral system in place that facilitates linkages to other complimentary services like courts, hospitals, police etc?
- › Have you budgeted for disability inclusion including both the hardware (ramps, wheelchairs etc) and software (training of counsellors, shelter administrators, GCBCs)?
- › Do you have a sustainability for the shelter?
- › Have you developed Standard Operating Procedures for the shelter which governs the management of the shelter?
- › Is the community-based shelter easily accessible for survivors of GBV? If not, have you developed mechanisms to facilitate access to the shelter?
- › Have you factored in incentives for GCBCs who play an accompanying role for community-based shelters? These should include bicycles where possible to minimize transportation challenges.
- › Have you factored in visibility materials including T shirts, bags, notebooks etc?

21.16 Wellbeing support to GCBCs

The work of the GCBCs is very stressful and comes with huge sacrifices from them. In some cases, GCBCs have to travel long distances to services centres, facing stigma and exclusion, contempt, physical and verbal threats in their communities and in order to manage their wellbeing, debrief meetings and sessions should be conducted often. These sessions allow GCBCs to share their daily experiences, challenges, successes and identifying gaps and areas that need to be rectified and strengthened. This enables them to improve their handling of survivors of GBV, their knowledge of the referral pathway. The debrief sessions are also opportunities for the response partner to conduct refresher trainings on beneficiary safeguarding, survivor handling and the inclusive referral pathway.

21.17 Adaptation of Toose GBV response approach

To effectively adapt and support the GBV response component, REMEMBER:

- 1. Involvement of community leaders and members in the selection of GCBC Club members is crucial:** Community involvement in selection of GCBCs members is critical to acceptance of GCBCs messages and activities. By involving community leaders in the selection process ensures that community leaders are aware of the existence and roles of GCBCs. The community leaders could potentially assist with holding the GCBCs accountable. Further, community members and leaders have the contextual knowledge of all potential members which is important if the programme is to avoid selecting perpetrators of violence.
- 2. Training, Mentoring, Supervision and Feedback of GCBCs is important:** Training, mentoring, supervision, and feedback are all critical to support GCBCs. The programme through the response partner can develop a comprehensive training package which should be delivered in a phased approach to allow GCBCs to assimilate new information at their own pace. Through the feedback and debrief meetings, Toose program established an iterative system of learning and routine feedback which are essential part of every successful community system of facilitators.
- 3. A safe supervisory environment is crucial:** Ensuring a safe supervisory environment that promotes trust, critical reflection, and honest feedback for GCBCs is crucial
- 4. In order for GCBCs to retain and sustain their role, incentivisation is critical:** Whilst the programme can potentially provide small allowances for communication, transport allowances and bicycles to improve mobility and mitigate against doing harm,
- 5. The value for money of working with GCBCs, including to reaching those left behind (PLWD) and influencing systemic change through advocacy:** Working with GCBCs helps to decentralise GBV basic services and information to all areas in the targeted geographical areas. Instead of the implementing partner continuously going to the field to deliver the same role, the GCBCs who are grounded in the communities mobilise communities using different platforms thereby facilitating increased access to services.

22

How to implement the Toose disability inclusion approach



22.1 Why should you prioritise disability in Toose?

Toose included a strong focus on disability inclusion, below are some key factors to consider when integrating disability inclusion

High Risk of violence amongst Persons with Disability: Global evidence suggests that women with disabilities are two or four times more likely to experience Intimate partner violence. They face multiple and intersecting forms of violence driven by factors that include poverty, a lack of education and livelihoods, and barriers in accessing GBV information and services. For example, information about the different forms of GBV and where to access support and services may not be available in accessible formats to PWDs, (e.g. through Braille, sign language and captions), or may not be shared in a way that those with intellectual disabilities can understand (e.g. in easy-read or pictorial formats).

Discrimination and stigma of women and girls with disabilities: Due to the discrimination and stigma linked to disability, cases of GBV among women and girls with disabilities are rarely given the attention they deserve. Women and girls with disabilities are often excluded from women's groups, activities and meeting places where this information is commonly disseminated.

Environmental barriers to accessing GBV services: Furthermore, even if these women and girls do reach a safe space such as shelters or a facility where they can get help, the environmental barriers, such as stairs or inaccessible structures, may adversely affect their experience. These factors further increase their vulnerability.

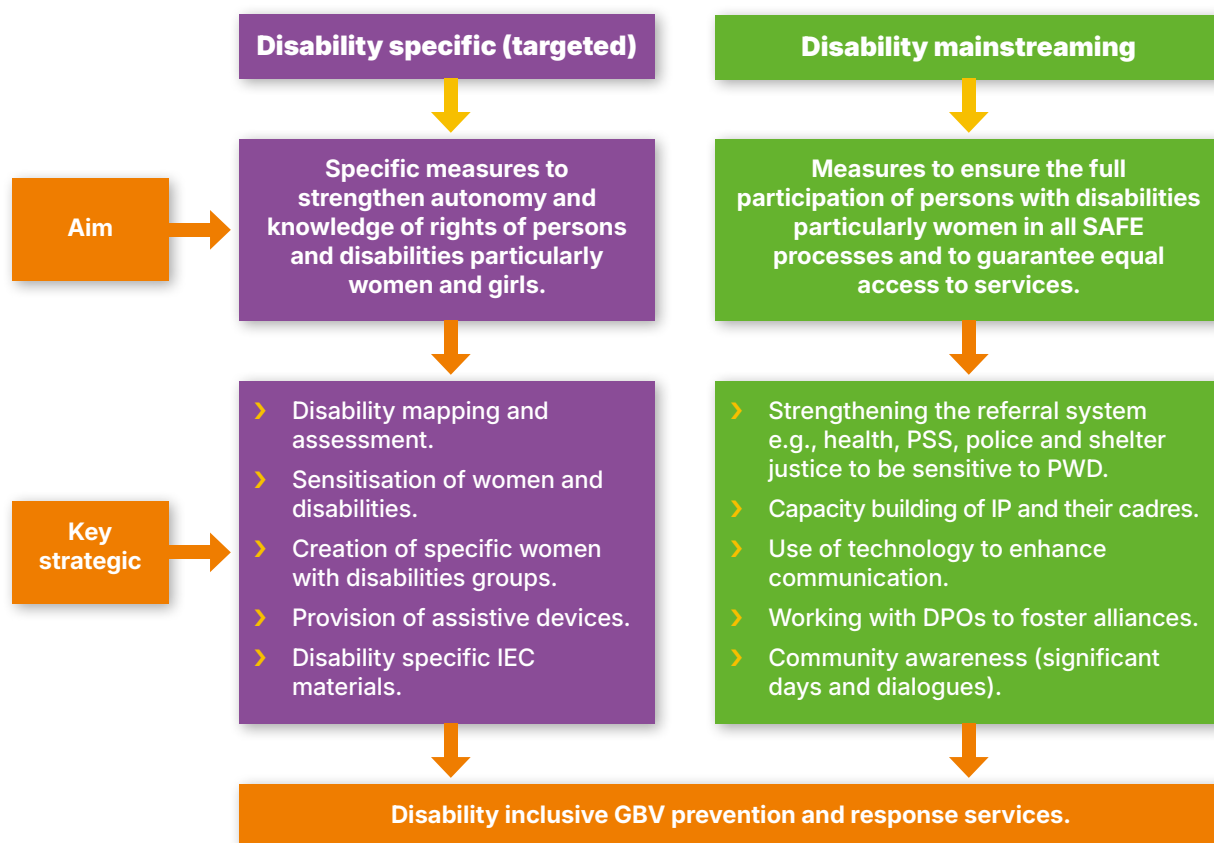
Extreme vulnerability amongst women and girls with disabilities: For women and girls with disabilities who do report violence, there can be steep barriers. These include lack of financial resources, lack of transportation, and/or lack of services necessary to those with physical or communicative disabilities. In addition, the intersectionality of poverty and disability heightens the level of vulnerability among women and girls who often have limited income opportunities. Despite this heightened vulnerability, mainstream services and systems aimed at helping survivors are poor and in instances where they exist, they fail to recognize the specific needs of women and girls with disabilities.

How can you facilitate effective and meaningful inclusion of PWD in Toose?

In order to facilitate meaningful and effective disability inclusion in Toose, you need to adopt a 'twin track approach that integrates both disability specific and mainstreaming considerations in design and roll out of the Toose.

- › The Toose **disability inclusion** therefore focuses on strategic **empowerment** in both prevention and response interventions. This means addressing explicitly the strategic and practical needs of persons (women) with disabilities in the programme such as **understanding** the experiences of GBV for women and girls with disabilities, the barriers to help-seeking and the additional risks associated with the different impairments.
- › **Including** women and girls with disabilities through actively promoting their engagement and ensuring all the programme's activities are not only accessible but meet their specific needs.
- › **Empowering** women and girls with disabilities through creating opportunities for inclusive participation in the design of activities, and ensuring the programme is accountable to them.

Toose approach to disability inclusion (twin track approach)



22.2 What are the design considerations for effective disability inclusion in Toose

- › Undertake a rapid disability assessment of the key elements you plan to implement to ensure a disability inclusive intervention.
- › Undertake consultations where possible with organisations for Persons with Disability to ensure the design is responsive to their needs, gaps and aspirations.
- › Where there are gaps in technical understanding of local level disability context, consider selecting a national disability technical partner or expert to provide context specific technical support to the programme and implementing partners.
- › Undertake a GBV service assessment using the Availability, Accessibility, Acceptability and Quality framework to identify barriers faced by survivors with disabilities.
- › Review all manuals and training guides to ensure they are contextualised to local level disability situations.
- › Train implementing partners and community cadres on disability inclusive facilitation of Toose Select and train PWD as community cadres and disability ambassadors to promote the leadership of PWD
- › Develop Standard Operating Procedures for inclusive economic, social, community level and GBV response interventions to guide integration of disability into different components.
- › Train and support implementing partners to conduct accessibility and barriers audits to identify environmental, institutional and attitudinal barriers to participation and accessibility.

22.3 Creating an inclusive and enabling environment for participation in Toose

- › Ongoing disability Inclusion training and demand driven mentorship support of Implementing Partners on disability inclusion.
- › Support adaptations to meeting venues, times and length of session to facilitate and enhance the participation of PWD.
- › Develop inclusive facilitators guides to ensure inclusive roll out of Toose.
- › Identify, train and mentor persons with disabilities as part of cohorts of community cadres including, Disability Ambassadors, field agents, Toose Peer Facilitators and Gender Community Based Clubs.
- › Provide assistive devices to participants to enhance facilitation. These may include wheelchairs, walking sticks, materials in braille.
- › Produce a disability referral directory for survivors of GBV and other related services. The directory can include information on local Organisations of Persons with Disabilities (OPDs) and other services for persons with disabilities.
- › Where possible support the provision of specialist disability services like sign language interpretation in sessions and courts as well as accompaniment for GBV services.

22.4 Reasonable accommodations and support

- › Inclusive implementation budgets to ensure PWD' urgent, immediate as well as strategic needs are appropriately catered for.
- › Provision of assistive devices to participants Adjusting meeting venues, communications materials (large print) for Toose materials and additional time for people with disabilities to complete tasks during sessions.
- › Provision of transport costs for persons with disabilities to mitigate against challenges of attending and fully participating in sessions.
- › Allowing proxies and assistance to attend both TISALs and Toose social empowerment sessions.
- › Support the provision of specialist services such as sign language interpreters.
- › Home visitation by community cadres to offer further support to PWDs and assess some gaps and challenges they may be facing for example completing their homework Tasks.

22.5 Communication and awareness

- › Working with local Organisations for Persons with Disabilities to raise awareness in communities as well as provide referral services.
- › Facilitating the provision of ongoing disability awareness during sessions including TISAL and Toose social empowerment sessions.
- › Infusing a survivor centred approach into GBV response interventions to ensure the needs and concerns of PWD in particular women and girls are put at the centre of any decision that is made for them.

22.6 Generate data for disability

- › The critical first step is to train and capacitate implementing partners and community cadres on collecting and analysing disability data so that you have disability disaggregated data.
- › Support Implementing Partners to conduct identification, assessment and disability profiling of TISAL beneficiaries during TISAL mobilisation and set up phases. This involves conducting Focus group Discussions (FDGDs) with persons with disabilities (including their caregivers) as key informants and participants in the FGDS.

22.7 What are the key considerations and decision points in integrating disability inclusion in Toose

Implementing disability inclusion approaches in Toose can present unique challenges which need both careful planning and coordination. The following section describes some of the key considerations and decisions you need to make before and during implementation of Toose,

How to meet the needs of various forms of disabilities: As persons with disabilities are not a homogenous group, they present with unique needs and experiences according to their different forms of disabilities as well as other personal factors. Meaningful inclusion and participation require you to address the specific needs of each of the individuals' participants. Ask yourself the following questions before rolling out of Toose.

- › Do you have adequate budgets to target and adequately support all forms of disability in terms of both their urgent and immediate as well strategic needs?
- › If not, what are the forms of disability you can realistically target for inclusion?
- › Have you developed a clear message to justify your choice for inclusion? (This can be a very difficult and sensitive issue to discuss with Implementing Partners and communities, so you need to be clear on the justifications for your choices.
- › Have you trained both the Implementing Partners and community cadres on how to facilitate meaningful and effective disability inclusion for the identified forms of disability?
- › **Adequate budget for inclusion:** Disability inclusion is not zero budget approach. From the onset, you are advised to set aside a budget for disability inclusion as not doing that will mean not being able to meet some of the costs associated with disability inclusion. Including assistive devices, transport, translation of materials into braille etc. To mitigate against this challenge, referrals were conducted to other disability support organisations for further support.
- › **Ensuring information is in accessible formats:** To facilitate effective participation of PWD, you should set aside adequate budgets for translating materials into accessible formats especially for participants with visual disability. Additionally, set aside adequate time before implementation to facilitate this translation and testing the materials with PWD. Where this is not possible, ensure participants with visual impairments are accompanied with their aids during the sessions.
- › **Low levels of literacy amongst PWD can result in poor comprehension of curriculum-based interventions:** There can be lower levels of literacy amongst PWD especially amongst those with mild/moderate physical and sensory disability who may be interested in participating in Toose. which may affect their level of participation. Therefore, consider adjustments on time, catch up sessions through home visitation and targeted support to ensure they comprehend issues at the same level as other participants.

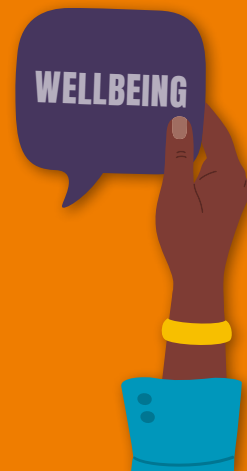
- › **Ableism within group settings:** Non-disabled people often assume that persons with disabilities do not have natural ability or capacity and in some instances are not patient with PWD during session delivery. Disability sensitisation and promotion of trust and confidence for both those with and without disabilities should be conducted among groups particularly during TISAL group formation.
- › **Staff turnover within Implementing Partners:** Staff turnover amongst Implementing Partners is inevitable and has potential to reverse the gains made on inclusion, especially those that were trained and mentored on disability inclusion. Consider therefore adopting a continuous engagement and mentoring strategy to consolidate the gains throughout the Toose journey. It is also advisable to Invest in community-based facilitators and linkages with OPDs as these will provide a sustainable approach to managing the risk of professional's skills flight.
- › **Lack of capital to contribute to TISAL loans among PWD:** The intersection of disability and poverty poses challenges for PWD to have resources to meet the requirements of TISALs in terms of contributions. An equity-based approach can be adopted which looks at supporting PWD in form of additional seed money. Support and linkages to inclusive livelihoods and income generating projects is recommended to improve household income for persons with disabilities.
- › **Late reporting of GBV and abuse by people with disabilities:** Stigma and discrimination pervasive in communities prevent PWD from seeking services. To mitigate against this, prioritise training of community cadres in disability inclusion to improve their capacity to provide community sensitisation on available support. The disability ambassadors trained as field agents should also provide home visits as part of surveillance and support to families. These measures will help facilitating early identification and reporting of GBV issues.

22.8 What does success look like for Toose disability inclusion

- › Implementing partners use the information gathered through mapping of PWD in interventions to ensure access and meaningful participation in activities.
- › Disability Ambassadors and women with disabilities working as Field Agents, GCBCs and Toose Facilitators report increased confidence, self-esteem and acceptance within their communities.
- › The programme demonstrates an increased understanding of the experiences of GBV for women with disabilities, their barriers to help seeking and participation in programme activities.
- › The programme can evidence key steps taken to remove barriers to access and participation for PWD. For example, accessible meeting points and buildings, accessible communication and materials etc.
- › Women and men with disabilities are active in leadership positions to ensure prevention and response activities are not only accessible but also accountable to women and men with disabilities.
- › The programme is working with all partners and community cadres to building their capacity in disability inclusion.
- › Improved access to and uptake of GBV services for women and girls with disabilities.

23

Monitoring, evaluation and learning in Toose



Toose's monitoring, evaluation and learning approach is described in **Annex 2**. Here we explain some key considerations to reflect on when adapting and operationalising a monitoring system to support Toose's implementation.

23.1 Key considerations for adapting the Toose monitoring and evaluation system

Decision-making about your monitoring focus and the data you need to collect need to be guided by a clear specification of what you want to know about the intervention's implementation. This usually means exploring key elements of the intervention's theory of change.

The Toose monitoring system comprises of different tools which ensure efficient, accurate and consistent data collection throughout the implementation of Toose. Table A below summarises the main intervention areas to monitor and the tools to be used.

Table A: An outline of the Toose monitoring tools

ToC pathway	Key intervention area or outcome monitored	Monitoring tool
Pathway 1: Economic	Women and men participate in TISALs by saving, taking loans to invest in IGAs, and repaying loans.	TISALs register
Pathway 2: Social	TISAL participants and their partners attend Toose sessions and take forward Toose activities e.g. developing vision.	Toose register
Pathway 1 and Pathway 2: Economic and social	Households feel more financially secure. Women have more negotiating power in the household. TISAL participants and their partners work together to improve family well-being. TISAL participants and their partners resolve disagreements peacefully, without resort to violence.	Toose review

Pathway 3: Community support	Toose champions share their Toose knowledge with other community members.	Toose review
Pathway 3: Community support	Community members participate in community conversations.	Community conversation tool
Pathway 4: GBV response services	GCBCs raise community awareness of available GBV response services and how to access them.	GCBC Volunteer and counselling register
Pathway 4: GBV response services	A range of GBV response services are operational Women and girls use GBV response services.	GBV service registers

The monitoring scope described in Table A represents a balanced approach, which enables implementers to understand progress in intervention implementation as well as outcomes in terms of knowledge, attitude and behaviour change amongst direct participants. There is some limited scope for scaling it back, and lots more scope for expanding further if resources allow, but this approach strikes a good balance in approach.

Table B: Options for scaling up and down Toose's monitoring

Ways to scale back Toose's monitoring	Ways to scale up Toose's monitoring
<ul style="list-style-type: none"> › Reduce the number of Toose participant social descriptors collected in the TISAL and Toose registers and the associated scope for disaggregated data analysis. › Drop the community conversation tool if this is not a core part of your Toose intervention. › Drop some of the GBV services reported on in the GBV response service registers to align with the services that are available locally. 	<ul style="list-style-type: none"> › Expand TISAL monitoring to include more careful monitoring of the financial viability of TISALs and the IGAs participants are investing in. › Expand monitoring of community support to understand attitudinal and behaviour changes at community level. › Deepen the Toose Review by running focus group discussions with targeted groups of participants e.g. women with disabilities to get a clearer understanding of their specific experiences. › Run an evaluation of the whole intervention or certain parts of it to capture more rigorously the changes being catalysed and what is driving these changes.¹³

¹³ The SAFE programme benefitted from an independent evaluation running in parallel to implementation. Findings from the evaluation were used to inform and adapt the implementation approach, to capture the changes the programme has brought about and understand what has contributed to these changes. SAFE's evaluation materials can be accessed [here](#).

23.2 What kinds of disaggregated data analysis will be needed?

Incorporating a range of participant social descriptors into monitoring tools to enable disaggregated analysis increases the complexity of the tools and the time taken for data collection, entry and analysis. Making early decisions about the kinds of disaggregated analysis that are needed will help manage the complexity of monitoring tools and avoid collecting data unnecessarily.

It is important to recognise that it is extremely challenging to get disaggregated perspectives through the Toose Review which captures changes in participants' knowledge, attitudes and practices at the Toose group level, not an individual level. Instead, additional monitoring tools may be needed. During the Toose Review session (Toose session 10), Toose facilitators can intentionally draw out the experiences of sub-groups like women with disabilities and the Toose Review tool has been designed with this in mind. This does however require facilitators to know their participants' situations well, to deliberately seek out the experiences of particular types of participants during the Review session and diligently record the experiences shared, including noting who shared the change (woman with disability, woman with migrant husband etc.).

Alternatively, programme implementers may consider holding a small number of focus group discussions or interviews¹⁴ with participants whose social situation is of particular interest e.g. women with disabilities to draw out their specific experiences and thereby deepen the data gathered through the Toose Review.

23.3 What human resources are needed to run Toose's monitoring system?

Appropriately resourcing data analysis is complex. What works depends on the project delivery chain and capacities within it. However, as this data tells us about the intervention outcomes it is important that it is done well. When deciding who performs what functions in the monitoring system, consider the following:

- › Consider the available skills and fit responsibilities with what different team members can reasonably deliver.
- › Ensure the team members involved in implementing it have the right mix of knowledge and skills.
- › The number of staff needed to monitor Toose effectively is aligned to the number of TISALs and Toose groups being supported, the scale of the community support and the scope of the GBV response services available.
- › If the intervention involves multiple implementing partners, supported and overseen by a project management agency then the latter would also require a MEL Officer whose responsibility it would be to: confirm the Toose monitoring approach to be used; develop all systems and tools to be used by each implementing partner; train implementing partners to be able to perform their expected roles; quality assure monitoring data collected by all implementing partners; conduct cross-implementing partner data analysis, and/or support implementing partner data analysis, communicating project level monitoring findings for discussion.

¹⁴ The SAFE programme tended to conduct interviews with women with disabilities to make it as easy as possible for the women (who had different types of disability) to participate. For other social groups of interest, we conducted focus group discussions e.g. women with migrant husbands, women from the Apostolic Church.

Table C: Human resources needed to run Toose's monitoring system

Monitoring tool	Human resource required
Data collection and entry	
TISAL register	<ul style="list-style-type: none"> ➤ Field agent completes register using data from TISAL group's record book and enters data into data management system, once per month for every TISAL group. ➤ Toose IP MEL officer sets up data management system, validates data received and analyses on monthly basis.
Toose register	<ul style="list-style-type: none"> ➤ Toose facilitator completes Toose register at each Toose session (10 sessions total) and enters data into data management system ➤ Toose IP MEL officer sets up data management system, validates data received and analyses on monthly basis .
Toose review	<ul style="list-style-type: none"> ➤ Toose facilitator records changes in participants' knowledge, attitudes, behaviours reported during Toose sessions 4-9 and enters data into data management system. ➤ Toose facilitator conducts Toose Review session (session 10), records required data in Review tool and enters data into data management system, once per set of 10 Toose sessions. ➤ Toose IP MEL officer sets up data management system; validates Toose register data received; analyses Toose register data on monthly basis and at end 10 Toose sessions; validates Toose Review data from sessions 4-9 on on-going basis; conducts rapid data analysis to identify problems arising following receipt of session 5 data; validates Toose Review session 10 data; completes analysis of all Toose Review data (sessions 4-10) following receipt of session 10 data.
Community conversation tool	<ul style="list-style-type: none"> ➤ Toose facilitator completes tool, drawing on data recorded in notebooks by Toose peer facilitators, and enters data into data management system, one tool for each community conversation held, with data gathered on a monthly basis. ➤ Toose IP MEL Officer sets up data management system; validates data and analyses it monthly.
GCBC referral tool	<ul style="list-style-type: none"> ➤ GCBC members completes tool, drawing on data recorded in their individual notebooks, one per GCBC per month. ➤ GBV response services partner staff MEL officer sets up data management system; enters data into data management system, one per GCBC on monthly basis; analyses data monthly.
GBV response service registers	<ul style="list-style-type: none"> ➤ GBV response services staff complete registers of service utilisation for each type of service on rolling basis. ➤ GBV response service MEL Officer sets up data management system, validates data and analyses it on monthly basis.

Training is essential for all staff involved in Toose monitoring to familiarise them with the approach and expectations, and to help them understand how the monitoring will support effective implementation. Given the integrated nature of the work, it is beneficial to train together staff involved in data collection and staff involved in data system management analysis so that they have a shared understanding of the approach and their respective roles, and appreciate their inter-dependencies. Where possible, training on the monitoring tools should include field opportunities to test the tools. Further targeted, on the job training may be needed to reinforce formal training sessions and iron out any challenges. Tailored training on how to conduct the kinds of data analysis planned may be needed if the intention is that implementing partners lead parts of this.

Box 2: Aspects of Toose monitoring to cover in team training

1. Intervention theory of change.
2. Overview of the Toose monitoring approach.
3. Toose monitoring tools and how to use them.
4. Data management systems and data confidentiality.
5. Data analysis plans.
6. Roles and responsibilities of team members.
7. How monitoring data will be used.

23.4 What data management packages should be used?

The choice of data management package is an important decision. The right package will achieve efficiencies in running the monitoring system and facilitate data use, whilst the wrong package will result in lots of frustration and wasted resources. It is therefore worth taking time to consider your needs and the packages that best meet those needs before making any decisions.

- › Although requiring an upfront investment, the data management system would ideally enable data to be collected at source. A fully digitised system reduces data entry errors and speeds up data collection and validation processes and is overall more efficient.
- › A package which operates like a database, containing a record for each TISAL/Toose participant could work well. This would allow both TISAL and Toose register data to be collated by participant and links could be made between spouses.
- › It is likely that you will need to use different software packages for data storage/management and for analysis, so it is important to check compatibility across platforms.

Whichever data management package you choose, you should ensure that it does not require repeated entry of consistent data such as participant name, sex, age etc each time new data is entered.

23.5 What data analysis should be done?

There is a range of data analysis that can be done using the data collected but, depending on resources, you may need to prioritise. Having sight of the attitude and behaviour changes being catalysed amongst Toose participants should always be a priority. As active participation in TISALs and in Toose sessions are essential for attitude and behaviour change to occur, these areas may also be priorities for analysis. TISALs participation data is collected on a monthly basis, but it is often worthwhile to compare activity over multiple months to see longer-term trends. There may also be value to analysing other data over multiple months for this purpose e.g. GBV response services use.

The types of questions that are useful to explore through the data analysis are set out in (Box 1.2). For some, it is important to disaggregate data by, for example, sex, location, age, although this does add to the complexity of the analysis and the time taken to do it.

Box 3: Possible areas for data analysis

1. TISAL/Toose participants

- › Who are the TISAL/Toose group members? (Disaggregate by sex, age, marital status, disability, location)
- › Who are TISAL members attending Toose sessions with?

2. Are TISAL members active participants?

- › Do TISAL group members attend their monthly TISAL group meetings?
- › What is the dropout/retention rate and what are the reasons for dropping out?
- › Are TISAL members saving every month (disaggregate by sex, disability status, location)? If so, how much do they save (individually, as a group)?
- › Are TISAL members taking loans (disaggregate by sex, disability status, location)? If so, what size of loan do they take?
- › Are members using the loans to invest in IGAs? If so, what kinds of IGAs are they investing in?
- › Are TISAL members repaying loans on time (disaggregate by sex, disability status, location)?

3. Are TISALs viable?

- › What is the value of unpaid loans (by group)? Does this represent a risk to TISAL?

4. Are participants actively engaged in Toose sessions?

- › Do Toose participants (TISAL members and their partners) attend Toose sessions? (Disaggregate by TISAL member/partner, sex, disability, location)
- › Do Toose participants complete the full Toose curriculum?¹⁵ (Disaggregate by TISAL member/partner, sex, disability, location)

¹⁵ As participant attendance can be erratic, it is important to have a sense of the minimum number of Toose sessions an individual needs to have attended to have adequate exposure to Toose messages to make the kinds of behaviour change expected possible. Out of the 9 core Toose sessions (excluding session 10, which is the Review session), we recommend 6 is an absolute minimum but 7 would be preferable.

5. What knowledge, attitude and behavior changes are occurring in participants' lives and relationships?

- › Are women and men participants in all Toose groups demonstrating the following behaviors? How common are these changes amongst Toose groups?
 - Have an understanding of gender roles.
 - Have an understanding of harmful behaviours and why they occur.
 - Taking action to enhance their and their family's economic security.
 - Women are involved in household decisions that affect them.
 - Intimate partners communicate well with each other and with other members of the family.
 - Intimate partners resolve conflict without resort to violence.
 - Respectful, supportive and loving family relationships and a positive sense of individual well-being.

Taking individual or collective action to prevent gender-based conflict and violence in their community.

- › What are the contributing factors to the changes reported by the participants?
- › What difference do the changes reported make to participants and their families?
- › How are children and wider family members benefiting from the changes?
- › What have been the attitude and behavior changes experienced by women with disabilities (or any other priority target group) as a result of their participation in Toose?
- › Are there any behaviors or changes reported by participants that we do not want to see?
- › What are the issues making change difficult for participants (including for women with disabilities)?

6. How extensive is the reach of Toose's community diffusion?

- › How many people have been informed about Toose-by-Toose participants?
- › How many women and men have participated in Toose community conversations?
- › Which Toose messages have been communicated within the community?
- › Which Toose tools have been shared within the community?
- › Which platforms are commonly used to hold community conversations?
- › Do community members want to learn more about Toose?

7. What lessons can we learn from community conversations?

- › What factors contributed to the success of the community conversation, if any?
- › What challenges arose during the community conversation?

8. Are GCBCs an effective first point of assistance for women and girls affected by violence?

- › How many awareness raising events have GCBCs held in the past month? Which platforms did they use?
- › What were the reasons for people seeking GCBC assistance?
- › How many people have GCBCs counselled in the past month?
- › How many people have GCBCs referred to GBV response services (disaggregated by sex, age, disability, type of service received)?
- › Are clients of GCBCs satisfied with the services received?

9. Are women and girls affected by violence accessing GBV response services?

- › How many survivors of violence have accessed GBV services? (Disaggregated by sex, age, location, disability).
- › Which GBV response services have survivors of violence accessed (disaggregated by type of service e.g. counselling, shelter, psychotherapy, health services, legal services)?

10. How can we improve Toose?

- › What do participants like about Toose, or find particularly useful?
- › What do participants not like about Toose or not find useful?
- › What suggestions do participants have for improving Toose, including for specific target groups like women with disabilities?

23.6 How can monitoring data be used to inform intervention adaptation?

The real value of monitoring data lies in using it to understand which areas of the intervention are working well, and which areas need attention. Once data analysis is complete, it is important to ask, ***'What do these findings tell us about what is working well, and what might need improving?'*** and use these reflections to iterate and improve the intervention.

Use the learning and adaptation meetings to share findings from the data analysis and discuss implications and follow up actions. However, it is important that the scheduling of these meetings allow sufficient time for final monitoring data to be collected, cleaned and then analysed. Exactly how long is needed to do this will depend on your data collection and cleaning processes but this should be carefully considered before scheduling reflection meetings and setting timelines for the next intervention cycle.

23.7 How do I ensure the monitoring is done ethically?

There are two main considerations here. First, how to collect data ethically? And second how to ensure appropriate data protection?

The main issue in relation to data collection is to ensure that the data collection process does no harm to participants. Data collection during Toose sessions, especially the Toose Review session (Session 10), is the most sensitive as these are the times when issues of concern, like some form of violence may be disclosed. Toose facilitators should be trained to sensitively handle these kinds of disclosures, ensuring the participants' well-being, confidentiality, and making them aware of the GBV response services available.

To ensure appropriate data protection, you may assign each participant a unique identifier number, which can be used to anonymise data held. Toose monitoring tools have been designed with this in mind. Data should also be held using a secure system, only giving access to relevant people. Other data protection laws may apply, but these vary from country to country.

Annex 1: The Toose Theory of Change

TOOSE's intended goal is to reduce the prevalence of GBV, specifically IPV, in focal wards and to improve couple and family well-being. To achieve this, and address core drivers of IPV, the SAFE programme identified four main pathways of change at the community level, which the TOOSE model was designed to address. A fifth pathway of change ensured the Toose model was both evidence-based and contributed to strengthening evidence on what works for the elimination of IPV.

Toose's five pathways of change:

1. Support households to better manage economic stress.
2. Encourage more gender equitable intimate partner and family relationships and non-violent resolution of conflict.
3. Reduce tolerance towards IPV and other forms of GBV in focal communities.
4. Increase access to essential GBV services for women and adolescent girls.
5. Building the evidence base on combining economic and social empowerment programming, reduce household financial stress and prevent GBV.

These five pathways are underpinned by a commitment to include and empower people with disabilities and people living in different family settings (ie. those not in an intimate relationship where both parties live together in the household e.g. women with migrant husbands, women in polygamous unions, women who are single, divorced, widowed etc.). Consequently, SAFE has sought to adapt its interventions – ISALs, Toose, GBV services – to facilitate this, with our learning and evidence-building.

The pathways are described in more detail below.

Pathway 1: Households are able to manage economic stress

This pathway of change saw women, as well as some men, saving money in ISAL groups, which they then could invest in income generating activities as a means of both diversifying and increasing household income. Through this economic activity and a new ability to contribute economically to the household, we anticipate that women ISAL members would have more negotiating power within the household and greater influence in household decision-making. In addition, the TOOSE model can be layered with a cash transfer programme which assists ISAL members to meet their basic needs and free up resources for investing in ISALs and specific income generating activities (IGAs).

As part of the TOOSE approach, ISAL members and their spouses or intimate partners – are supported to develop and practice the skills to create a shared vision for improving their family well-being – including improving communication and conflict resolution skills, being better able to manage economic stress in the household, and building the understanding that working together as a team can help them achieve their vision more easily. This, combined with the economic impetus provided by participating in an ISAL group and developing specific income generating activities was expect to enable intimate partners to work together to increase their income or asset base and to make better use of their available resources.

Pathway 2: Intimate partner and family relationships are more gender equitable, do not seek to control individuals and do not resort to violence to resolve conflict

This second pathway of change relies on the participation of ISAL members and their partner, in curriculum-based sessions focused on shifting gender roles, changing harmful behaviours, including IPV, and spending more positive time together. Through a process of learning and reflection over 7 consecutive weeks, participants are expected to develop the self-awareness, knowledge and skills to adopt more co-operative, gender equitable behaviours in the household, intimate partners would feel more united and supportive of each other and would be less inclined to resort to violence to resolve conflict or to assert control over others.

Pathway 3: Members of focal communities express a desire to live the Toose way

Both Toose champions and Toose peer facilitators are encouraged to share their Toose learning with their families and community members through 'unstructured diffusion' (informal, unplanned and ad hoc chats) and through 'structured diffusion', community discussions often organised on the back of other community events such as church gatherings. These diffusion activities help spread knowledge about Toose, and how to live 'the Toose way' beyond those who have participated in Toose sessions. In parallel to this, GCBCs under the response component also conduct awareness raising events about GBV and the GBV responses services that are available. Together these activities encourage others in the community to adopt behaviours promoted by Toose.

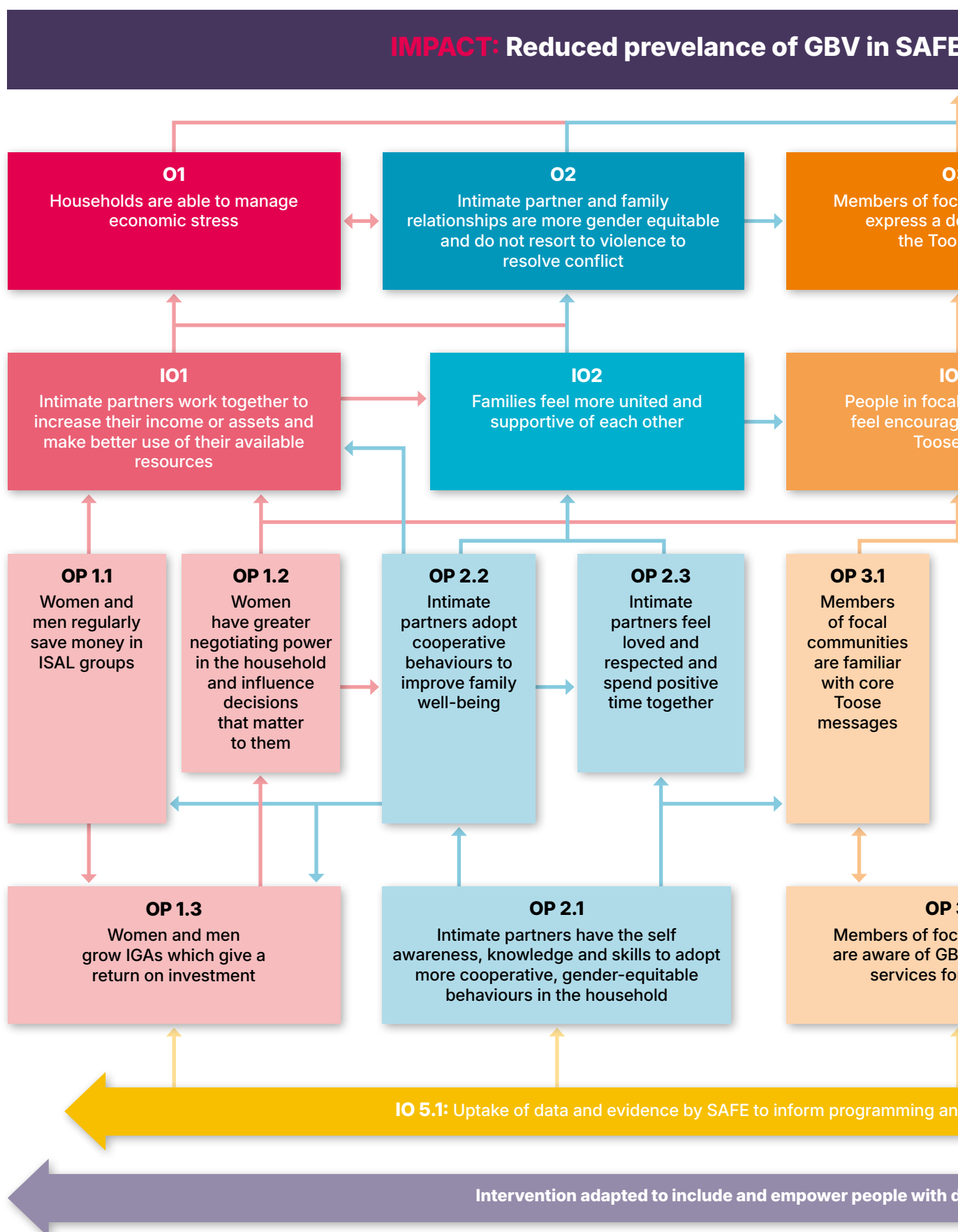
Pathway 4: Increased access to essential GBV services by women and adolescent girls

This fourth pathway of change brings together prevention and response as those exposed to the TOOSE messaging are more supported and informed to seek help when experiencing violence. In parallel, a range of GBV response services are made available, with GCBCs in the community playing an access and referral role to one stop centres who in turn, provide referrals to shelters, as well as legal and police services.

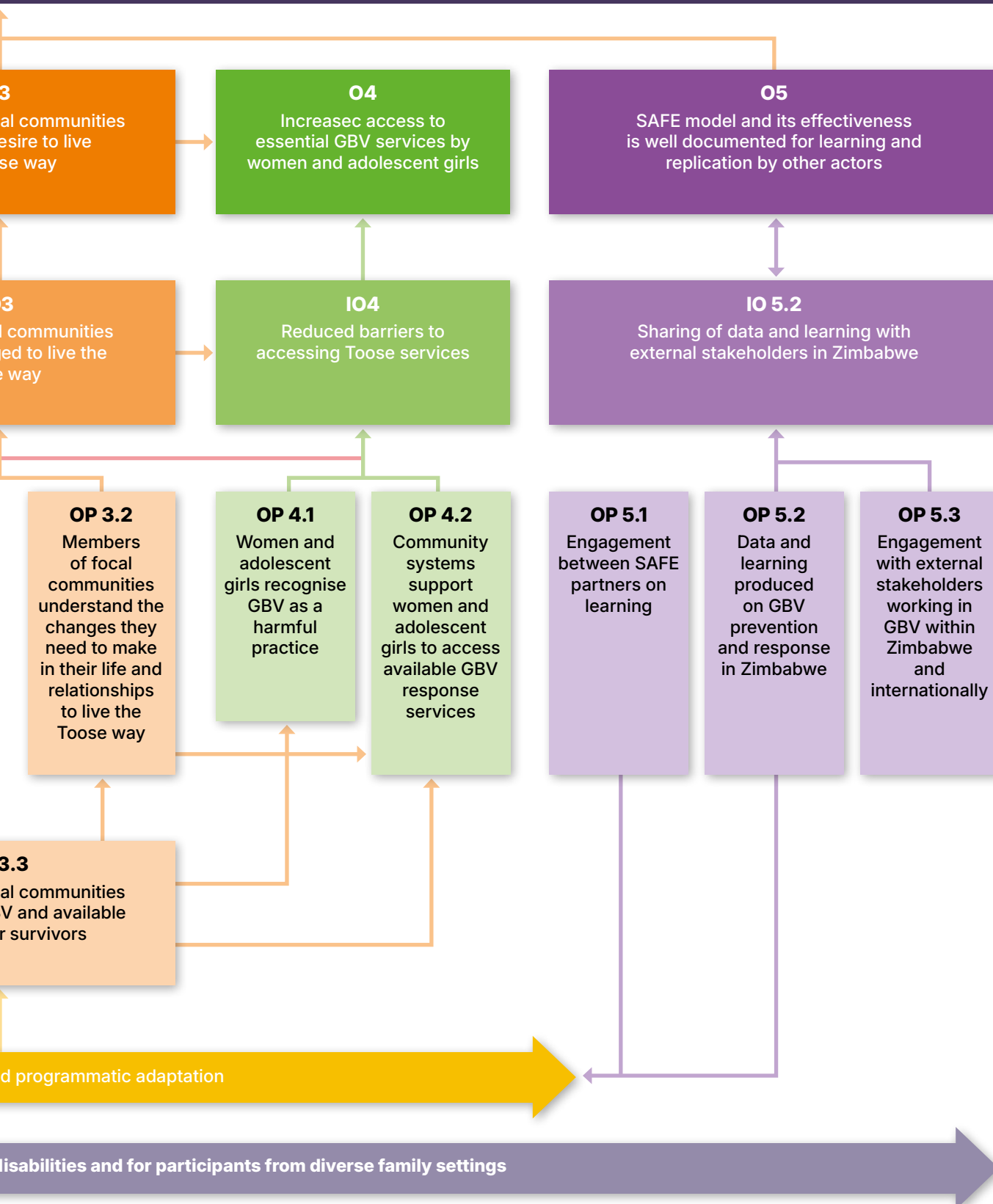
Pathway 5: SAFE model and its effectiveness is well documented for learning and replication by other actors

The fifth pathway of change foresees the TOOSE model as an evidence-based programme, but also a programme that generates evidence, to inform GBV prevention policy and practice in Zimbabwe and elsewhere. The programme is designed to generate learning on what is and isn't working to prevent IPV, and why, through internal monitoring and independent evaluations. This learning is used by Toose to adapt the programme's implementation approach, ensuring it is well tailored and focused on achieving the best possible results. This learning is distilled and shared with external stakeholders working on GBV in Zimbabwe and internationally so that they are able to draw on this experience in their own work.

The Toose Theory of Change



Key focal wards and improved family well-being



Annex 2: Toose's monitoring approach

Overview

Here we present Toose's monitoring approach. It is a balanced approach, which covers essential areas, whilst not being over ambitious. There is scope to expand it and also scope to scale it back slightly (see Monitoring, Evaluating and Learning: key considerations for further guidance).

A simple monitoring approach, should, as a minimum, seek to answer the following three questions, with findings being used to improve implementation for better results:

1. Are key activities happening as expected?
2. Is the intervention achieving the intended knowledge, attitude, and behaviour changes amongst participants?
3. Are there any safeguarding issues, which need to be addressed?

Toose's theory of change (Annex 1) helps us identify the key intervention areas and outcomes to focus on in monitoring (Table A).

Table A: Key intervention areas and outcomes to monitor

ToC component	Key intervention areas	Outcomes: changes in knowledge, attitude, and behaviour
Pathway 1: Economic security	People participate in TISALs by saving, taking loans to invest in IGAs, and repaying loans.	Households feel more financially secure. Women have more negotiating power in the household.
Pathway 2: Social empowerment	TISAL participants and their partners attend Toose sessions and take forward Toose activities e.g. developing vision.	TISAL participants and their partners work together to improve family well-being. TISAL participants and their partners resolve disagreements peacefully, without resort to violence.
Pathway 3: Community support	Toose champions share their Toose knowledge with other community members. Community members participate in community conversations.	Community members are aware of and support Toose messages.
Pathway 4: Access to essential GBV response services	GCBCs raise community awareness of available GBV response services and how to access them. A range of essential GBV response services are operational.	Women and girls use essential GBV response services.

Toose's 6 monitoring tools (Table B) cover the breadth of key intervention areas and outcomes summarised above. As each tool monitors different aspects of the Toose programme, it is recommended to use all 6 tools as a package. Most of the tools are quantitative and simple to use. The most complex tool is the Toose Review. It is though the most valuable tool to use as it captures the changes in behaviours (or lack of change) amongst Toose participants, as well as any safeguarding concerns arising.

Table B: Recommended Toose monitoring tools and the key intervention areas or outcomes they track.

ToC Pathway	Key intervention area or outcome monitored	Monitoring tool
Pathway 1: Economic	Women and men participate in TISALs by saving, taking loans to invest in IGAs, and repaying loans.	TISALs register
Pathway 2: Social	TISAL participants and their partners attend Toose sessions and take forward Toose activities e.g. developing vision.	Toose register
Pathway 1 and Pathway 2: Economic and social	Households feel more financially secure. Women have more negotiating power in the household. TISAL participants and their partners work together to improve family well-being. TISAL participants and their partners resolve disagreements peacefully, without resort to violence.	Toose review
Pathway 3: Community support	Toose champions share their Toose knowledge with other community members.	Toose review
Pathway 3: Community support	Community members participate in community conversations.	Community conversation tool
Pathway 4: GBV response services	GCBCs raise community awareness of available GBV response services and how to access them.	GCBC Volunteer and counselling register
Pathway 4: GBV response services	A range of GBV response services are operational Women and girls use GBV response services.	GBV service registers

Toose was originally designed to intentionally include vulnerable groups such as women and men with disabilities, as well as women from varied family settings e.g. with migrant, or female-headed household. To understand how these target groups were participating in Toose and the changes they were experiencing, several Toose monitoring tools include social identifiers such as disability status, whether a participant is a head of household or from a polygamous family, whilst the Toose Review tool explicitly seeks to capture changes experienced by women and men with disabilities. Depending on the objectives of your project, you may not need to collect all this data. You can therefore further tailor the Toose monitoring tools included here to the specifics of your own intervention.

Toose monitoring tools and how to use them

This section describes each of the six Toose monitoring tools, including what they are used to monitor, how we monitor and what we analyse.

TISAL Register

What we monitor

The TISAL register monitors whether women and men are participating in the TISALs as we intend. Specifically, we are interested in monitoring TISAL members' attendance at monthly meetings, their savings and loan-taking behaviours and the viability of the TISAL group.

How we monitor

TISAL groups maintain record books with details of members' savings, loans, repayments etc. TISAL field agents collect the monitoring data required for the TISAL register from the TISAL group record books at the end of every month. This includes any changes to the group's membership. Facilitators complete one TISAL register for each TISAL Group per month and collate electronically using the Excel spreadsheet template. This is submitted to the MEL Officer for verification and analysis.

What we analyse

Data analysis should ideally be conducted monthly to verify that implementation is proceeding as intended and that there are no challenges arising. However, it is also valuable to analyze data across multiple months to draw out trends and use this to identify lessons emerging. Box 4 summarises the questions that can usefully be explored through analysis of TISAL monitoring data.

Box 4: Questions to explore in TISAL monitoring data analysis

1. TISAL participants

- › Who are the TISAL group members (disaggregate by sex, age, marital status, disability, location)?

2. Are TISAL members active participants?

- › Do TISAL group members attend their monthly TISAL group meetings?
- › What is the dropout/retention rate and what are the reasons for dropping out?
- › Are TISAL members saving every month (disaggregate by sex, disability status, location)? If so, how much do they save (individually, as a group)?
- › Are TISAL members taking loans (disaggregate by sex, disability status, location)? If so, what size of loan do they take?
- › Are members using the loans to invest in IGAs?
- › Are TISAL members repaying loans on time (disaggregate by sex, disability status, location)?

3. Are TISALs viable?

- › What is the value of unpaid loans (by group)? Does this represent a risk to the TISAL?

Toose Register

What we monitor

The Toose Register monitors the attendance of TISAL members and their partners at Toose sessions.

How we monitor

At the start of Toose sessions, the MEL Officer can copy socio-demographic data of each TISAL member from the TISAL register into the Toose register. Toose facilitators should then validate this with TISAL participants. After this, each TISAL participant is asked to nominate a partner, ideally their intimate partner, to attend Toose sessions with them. The Toose facilitator records the socio-demographic data of these partners into the Toose register. Thereafter, at the start of each Toose session, the Toose facilitator should record in the register which participants are present. Attendance data should ideally be shared with the MEL Officer after every Toose session.

What we analyse

Box 5 summarises the questions that can usefully be explored through analysis of Toose Register data.

Box 5: Questions to explore in Toose Register monitoring data analysis

1. Toose participants

- › Who are the Toose group members (disaggregate by sex, age, marital status, disability, location)?
- › Who are TISAL members attending Toose sessions with?

2. Are participants actively engaged in Toose sessions?

- › Do Toose participants (TISAL members and their partners) attend Toose sessions? (Disaggregate by TISAL member/partner, sex, disability, location)
- › Do Toose participants complete the full Toose curriculum?¹⁶ (Disaggregate by TISAL member/partner, sex, disability, location)

Data analysis should ideally be conducted after every 2 sessions to verify whether there are any attendance concerns that need addressing. Getting participants to attend sessions consistently can be a challenge. It is possible that some individuals miss several sessions, or they send others in their place. If this situation arises, Toose facilitators should follow up with the individuals concerned to find out the reasons for absences and consider how this can be resolved.

Following the final session, it is useful to analyze attendance data for the entire 10 sessions to understand the proportion of participants (TISAL members and their partners) who have completed the full Toose curriculum and to draw out wider trends to inform future implementation on.

¹⁶ As participant attendance can be erratic, it is important to have a sense of the minimum number of Toose sessions an individual needs to have attended to have adequate exposure to Toose messages to make the kinds of behaviour change expected possible. Out of the 9 core Toose sessions (excluding session 10, which is the Review session), we recommend 6 is an absolute minimum but 7 would be preferable.

Toose Review

What we monitor

The Review captures changes in participants' knowledge, attitude and behaviours catalysed through their involvement in Toose. Following an outcome mapping approach,¹⁷ these can be predicted in advance by first visioning what the situation will look like at the end of the intervention and then identifying markers of progress. The latter are normally identified at three levels: 'expect to see' (low hanging fruit, which are easy to achieve), 'like to see' (possible to achieve, with some effort) and 'love to see' (difficult to achieve and only likely to happen on occasions). Box 6 details the progress markers used on SAFE whilst Box 7 provides our overall vision. The progress markers are the broad categories of change we monitored for through the Toose Review. More detailed examples of each type of change are provided in the annex of the [Toose Review tool](#). Alongside these, we identified behaviours we didn't want to see, as a means of highlighting things for our attention, including potential safeguarding issues e.g. cases of violence, or of early marriage, which need to be addressed.

Box 6: Toose progress markers, the focus of the Toose Review

Expect to see

1. Toose participants take forward core elements of Toose curriculum.
2. Toose participants demonstrate an understanding of gender roles and behaviours.
3. Toose participants demonstrate an understanding of harmful behaviours and why they occur.

Like to see

1. Toose participants contribute to a positive atmosphere in Toose sessions which makes it possible for participants to discuss sensitive issues.
2. Toose participants take action to enhance their and their families' economic security.
3. Toose participants participate in making household decisions that affect them.
4. Toose participants communicate well with their partner and other members of their family and take action to prevent conflict and violence in their family.

Love to see

1. Toose participants and their families have good domestic relationships and a positive sense of well-being.
2. Toose participants take individual or collective action to prevent gender-based conflict and violence in their community.

Don't want to see

1. Toose participants undermine Toose sessions and messaging.
2. Toose participants tolerate or perpetrate violence.

¹⁷ Outcome mapping is a participatory approach to programme planning, monitoring and evaluation. It is well suited to programmes seeking to bring about higher-level changes through attitude and behaviour change. It is oriented towards learning and is useful in identifying where change is occurring and where it is not. See here for more details: [Home | Outcome Mapping Learning Community](#)

Box 7: SAFE's vision for change

Families of all types are taking forward a shared vision to improve their quality of life. All family members have contributed to creating this vision and are playing a role in making it a reality.

- › In families where a couple is present, **intimate partners have discussed and agreed how they will try to meet their family's needs**. They use cash transfers, savings and loan schemes and other support to diversify and increase household income and grow productive activities.
- › Through their productive activities, actively supported by their partner, **women are able to contribute to covering household expenses**, a contribution that her family recognises, and which enables her to strengthen her negotiating power in the household and take more control over decisions affecting her life.
- › In female-headed households (where male partners are absent), the head of household has **discussed and agreed with other family members how they will meet their family's needs**. Through her productive activities, she is more independent from her absent partner and other members of the household, both financially and in terms of the control she exercises over decisions affecting her life and that of her children.
- › In all family settings, family members **adopt behaviours and practices** that demonstrate that all household members are valued and respected.
- › Where intimate partners are cohabiting, **they take important household decisions together**, considering the views of other family members, especially where decisions relate to them.
- › By adopting a more cooperative approach to meeting the family's needs, family members do not resort to harmful coping strategies like alcohol abuse, transactional relationships, and child marriage. Women and men (intimate partners) are comfortable in their adjusted roles and neither partner resorts to the use of violence to assert their authority, to discipline or otherwise influence the other's behaviour.
- › Women and men recognise that many families in the community could benefit from adopting a cooperative approach to family life based on equality and respect and encourage and support others to make similar changes in their family. They are proud of the changes they have made and are able to set an example for others in their extended family, social networks and community.
- › They bring together groups of community members and influencers, which collectively tackle issues that bring economic stress to families, and drive harmful behaviours such as alcohol abuse, violence in the household, transactional relationships and child marriage.

How we monitor

The final session in the Toose curriculum (session 10) is the Toose Review session when participants can reflect on the changes that have taken place in their life and relationships as a result of their involvement in Toose. Detailed guidance on how to facilitate the session is provided in the [Toose Manual](#).

The facilitator records the changes that participants' report during the discussion in the Review Tool (Sections B and C), capturing the following in as much detail as possible and supported by verbatim quotes where possible:

- › Who has experienced the change (man/man with disability/woman/woman with disability)
- › What was the change?
- › Who else participates in the change.
- › When did the change happen?
- › What helped the change happen?
- › What difference the change makes to the participant and his/her family?

For each change reported in Sections B and C of the Tool, the facilitator records the proportion of the Toose Group who have experienced a similar kind of change, either A few/Half or more/All or almost all, by circling one of them. The Toose Session 10 guidance explains how to find this out.

During the Toose Review (session 10), the facilitator also explores:

- › What has contributed to the changes reported by the participants: the facilitator records details, particularly aspects of the intervention which have contributed, but also contextual factors, in Section D of the tool.
- › What participants like or find useful about Toose, what they don't like or find useful about Toose and how Toose could be improved feedback. Participant feedback is recorded in Section E of the tool.
- › What participants have shared about Toose with people outside of their household. This, along with an approximate estimate of the numbers of people they have discussed Toose with are recorded in Section F.

The Toose Review tool includes sections where specifics on the experiences of women with disabilities can be recorded. If women with disabilities are not an explicit target group in your intervention these sections can be deleted from the tool. Alternatively, if you have other groups, you are target, you could repurpose these sections to capture their feedback.

In other Toose sessions, when using the Tool, the facilitator can just focus on documenting who has experienced the change, what the change was and anyone else involved in the change.

Changes in knowledge, attitudes and behaviours amongst participants will start to become evident after only a few Toose sessions. It is important to record these as much as possible, particularly from Session 4 onwards, as participants are engaging with core Toose content. The opening session is the only dedicated reflection time built into each Toose session. It is likely that facilitators will hear about changes that have happened in participants' lives since the last session at this time but in practice evidence of a change can emerge at any time during Toose sessions and facilitators need to be alert to them. Toose facilitators use the Toose Review tool to record any changes they note during the session, completing sections A, B and C of the tool only. It is good to record as much detail about the changes as possible, but it is fine to adopt a lighter touch approach than in the Toose Review session itself.

What we analyse

Box 8 summarises the questions that can be explored when analyzing Toose Review data.

Qualitative data analysis can be time consuming to do robustly. At the same time, it is helpful to be aware of the attitude and behaviour changes that are being catalyzed over the course of the Toose sessions and especially of any 'don't want to see' behaviours which may be of concern.

MEL Officers should therefore aim to:

- Do a rapid analysis of Toose Review data for all groups after each Toose session.
 - Check that core messages are being accurately understood by participants
 - Identify that the kinds of expected changes are starting to emerge and
 - Identify any 'don't want to see' behaviours that need to be addressed.

Complete and in-depth analysis of all Toose Review data collected over the course of the ten Toose sessions, including the Review session, would then be done after the final session. For this, Excel can be used, or, if you are working with large numbers of Toose groups, software such as Nvivo may be useful.

Box 8: Questions to explore when analyzing Toose Review data

1. What knowledge, attitude and behaviour changes are occurring in participants' lives and relationships?

- Are women and men participants in all Toose groups demonstrating the following behaviours? How common are these changes amongst Toose groups?
 - Have an understanding of gender roles.
 - Have an understanding of harmful behaviours and why they occur.
 - Taking action to enhance their and their family's economic security.
 - Women are involved in household decisions that affect them.
 - Intimate partners communicate well with each other and with other members of the family.
 - Intimate partners resolve conflict without resort to violence.
 - Respectful, supportive and loving family relationships and a positive sense of individual well-being.
 - Taking individual or collective action to prevent gender-based conflict and violence in their community.
- What are the contributing factors to the changes reported by the participants?
- What difference do the changes reported make to participants and their families?
- How are children and wider family members benefitting from the changes?
- What have been the attitude and behaviour changes experienced by women with disabilities (or any other priority target group) as a result of their participation in Toose?
- Are there any behaviors or changes reported by participants that we do not want to see?
- What are the issues making change difficult for participants (including for women with disabilities)?

2. How extensive is the reach of Toose's community diffusion?

- How many people have been informed about Toose-by-Toose participants?

3. How can we improve Toose?

- What do participants like about Toose, or find particularly useful?
- What do participants not like about Toose or not find useful?
- What suggestions do participants have for improving Toose, including for specific target groups like women with disabilities?

Community Conversation Tool

What we monitor

The Community Conversation Tool tracks the community conversations being conducted by Toose Peer facilitators in a community, attendance at the meetings, meeting platforms used, the Toose messages and tools being communicated, and demand for further information about Toose. The information gathered helps to understand how structured diffusion is happening in the community and interest in learning more about Toose.

How we monitor

Toose facilitators collect the information they require to complete the community conversation tool from each Toose Peer Facilitator working in a given community, drawing on the latter's notebooks. The Toose facilitator completes one community conversation tool for every community conversation held. required data for all structured community conversations, which IPs then collated and entered using a template in excel.

Data from the community conversation tool should be transferred into this excel template [SAFE Community Level Conversation tool.xlsx] into the TPF tab. The template collates records for each community conversation held in a particular community in the month to give an overview. There should be one of these completed for each community.

What we analyse

Box 9 summarises the questions that can usefully be explored through analysis of Community conversation data. Collectively, this data gives an understanding of the Toose elements that are being communicated within communities and the demand for more.

Box 9: Questions to explore in Toose Register monitoring data analysis

1. How extensive is the reach of Toose's community diffusion?

- › How many women and men have participated in Toose community conversations?
- › Which Toose messages have been communicated within the community?
- › Which Toose tools have been shared within the community?
- › Which platforms are commonly used to hold community conversations?
- › Do community members want to learn more about it? What do they want to learn about?

2. What lessons can we learn from community conversations

- › What factors contributed to the success of the community conversation, if any?
- › What challenges arose during the community conversation?

Data analysis is done using Excel template [SAFE Community Level Conversation tool.xlsx]. Analysis should first be done at a community level, using the TPF tab. From this, you can understand the total number of Toose peer facilitators who held community conversations in the community in the last month, the number of community conversations held in the community, the number of community members who attended those conversations etc. The IP tab can be used to aggregate key community level data at the district level.

Data analysis should be conducted monthly for each community where Toose is being implemented. Over time, you will be able to identify Toose messages and tools that are commonly shared within communities, as well as those that are shared less frequently. For the latter, it is important to explore why this the case and whether facilitators need support to communicate with them effectively. Analysis should also identify which Toose topics community members would like to learn more about and ensure that community conversations are held on these as far as possible.

The Community Conversation tool identifies challenges and success factors. It is useful to draw these out and share with the implementation team during learning and adaptation reflections to consider implications.

GCBC Volunteer and Counselling Register

What we monitor

The GCBC Volunteer Counselling and Referral Register is used to track activities of GCBC members in terms of awareness raising events held, counselling services provided, and referrals made to GBV response services. It also captures details of clients who have received GCBC counselling or referral, as well as their satisfaction with services received.

How we monitor

Each GCBC completes a register every month. Normally, they record the required information in their own notebooks and then transfer this information to the register, which is submitted to the MEL Officer for verification and entry into the data management system.

What we analyse

Box 10: summarises the questions that can usefully be explored through analysis of the data collected through the GCBC volunteer counselling and referral register.

Box 10: Questions to explore using data from the GCBC volunteer counselling and referral register

1. Are GCBCs an effective first point of assistance for women and girls affected by violence?

- How many awareness raising events have GCBCs held in the past month? Which platforms did they use?
- What were the reasons for people seeking GCBC assistance?
- How many people have GCBCs counselled in the past month?
- How many people have GCBCs referred to GBV response services (disaggregated by sex, age, disability, type of service received)?
- Are clients of GCBCs satisfied with the services received?

GBV Response Service Registers

What we monitor

The GBV response service register tracks the uptake of GBV services accessed through shelters and mobile one stop centers. It captures demographic data, type of cases, services given to the survivor and referrals made. Monitoring this data ensures an understanding of the nature and trends of GBV, the number of survivors accessing services and the type of services that the survivors are accessing.

How we monitor

The shelter administrator and field counsellor collect the information during their face-to-face interviews with survivors on a daily basis and record the data in the client case management file hard copy. The shelter administrator and field counsellor then complete the GBV Response Service Register once every month and submit it to the monitoring and evaluation officer for data analysis and reporting. The completed GBV Response Service Register is a summary of the information compiled in the case management file.

What we analyse

Box 11 summarises the questions that can usefully be explored through analysis of GBV service use data.

Box 11: Questions to explore in GBV service use data analysis

1. Are women and girls affected by violence accessing GBV response services?

- How many people have accessed GBV services? (Disaggregated by sex, age, location, disability).
- Which GBV response services have survivors of violence accessed (Disaggregated by type of service e.g. counselling, shelter, psychotherapy, health services, legal services)?



Contact details

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