GLOBAL INITIATIVE
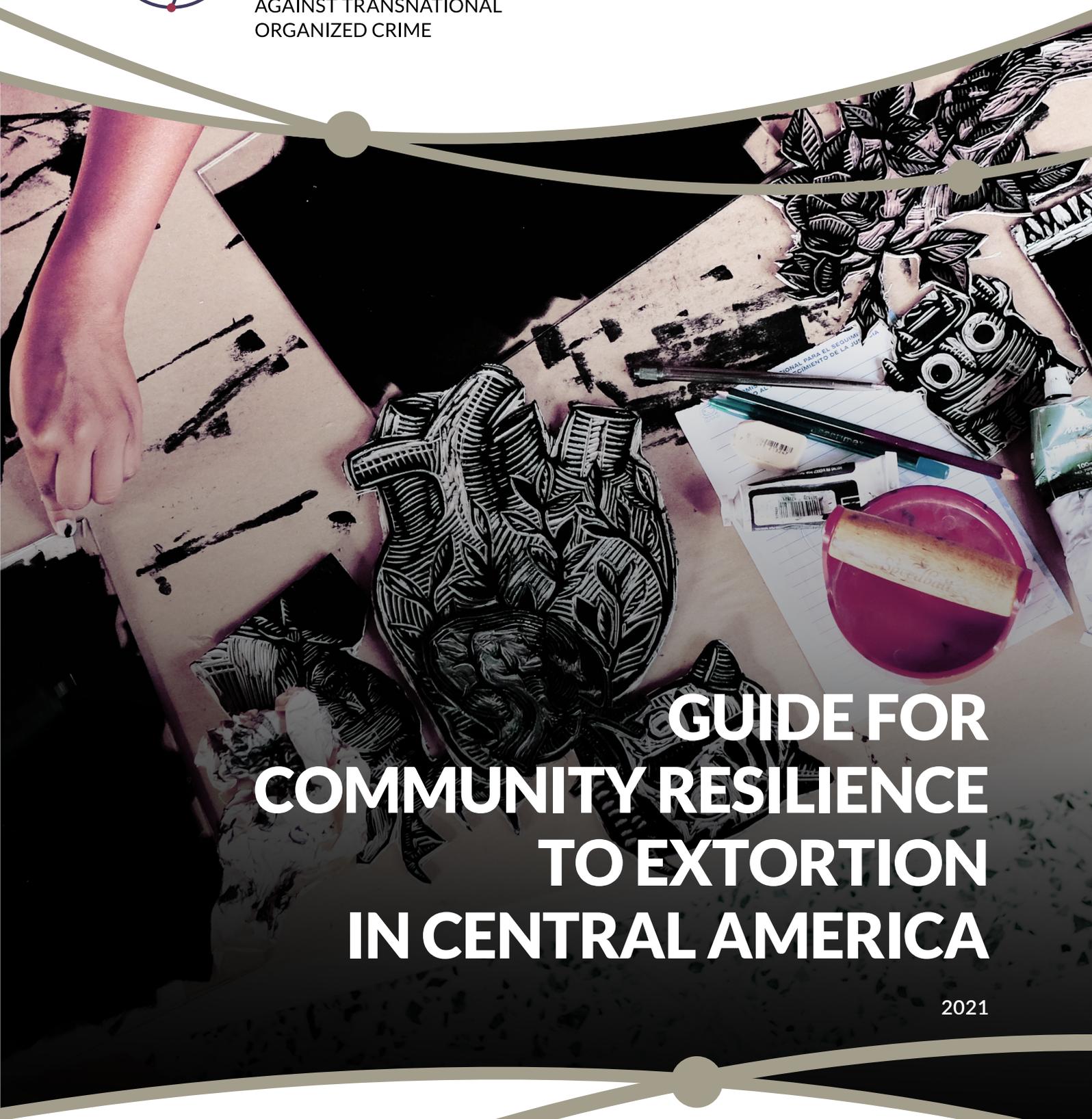### AGAINST TRANSNATIONAL ORGANIZED CRIME

GUIDE FOR COMMUNITY RESILIENCE TO EXTORTION IN CENTRAL AMERICA

2021

COALITIONSFOR
RESILIENCE

ABOUT THE AUTHORS

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WHO SHOULD READ THIS GUIDE?

This guide aims to provide content, ideas and suggestions for training activities related to extortion in Central America. The guide is based on the 'Action manual for community resilience to extortion in Central America', produced by the GI-TOC within the framework of the Coalitions for Resilience project, which contains definitions, typologies, case studies and other important information for the understanding of the criminal market in the region.

The guide is meant for people interested in countering extortion, especially those who wish to get involved and participate in various initiatives to tackle the problem, facilitating workshops or community-dialogue spaces.

How to use this guide?

This guide is in your hands because you are particularly interested in facilitating and accompanying training processes on responses to extortion in Central America. This guide is complemented by the action manual; without it, the guide does not reach its desired potential since the manual has all the substantive content for training. The manual provides all the necessary information on extortion, and the guide offers a methodological proposal to address it in the community; that is why they are combined tools proposed for the training processes.

Organizing workshops and dialogues on extortion is not an easy task, especially because of the consequences and impact of the criminal market on communities, which often lead to the death of family members, friends and/or neighbours. Talking about these issues with people in our community involves touching emotions, remembering experiences and going deeper into issues that cut

across and impact people's daily lives. However, talking about extortion is also an important step in the process of reflecting, analyzing, discussing and, finally, proposing alternatives and solutions for this issue. Therefore, we appreciate the interest, openness and availability shown in facilitating and accompanying these processes.

Workshops and dialogues for community resilience

The guide proposes two methodologies for addressing the issue: **workshops** and **dialogues** for community resilience. The main difference between the two lies in their length and methodology. The workshops are formative spaces planned with learning objectives, contents and concrete activities to be developed during a stipulated time. The dialogues, on the other hand, are collective spaces that do not have a specific and/or planned learning objective; they seek to be open spaces for dialogue exchange with people interested in the topic.

How do I know if I should organize a dialogue or a workshop? Here is a guide presenting the differences between both.

Workshops and dialogues for resilience

	WORKSHPS	DIALOGUES
OBJECTIVE	Promote the search for alternatives and solutions on a topic, through a training process that develops new knowledge and improves existing skills in a wide audience.	Generate support and communication networks in the search for alternatives and solutions on a topic, through a collective and planned space for discussion and dialogue with different stakeholders.
CHARACTERISTICS	Training process planned in sessions.	Organized learning spaces.
TEMPORALITY	They have a sequence of training sessions.	They do not have a sequence nor depend on each other.
LEARNING OBJECTIVES	Explicit.	Not explicit.
METHODOLOGY	Participatory methodology.	Participatory methodology.
TARGET AUDIENCE	Young people and adults interested in gaining new knowledge and generating initiatives and/or solutions around an issue. They have time and availability to enroll in a training process. For example: social activists, students and members of civil-society organizations.	Young people and adults interested in dialogue and discussion to generate initiatives and/or solutions around an issue. They generally have limited time for training processes, so they prioritize short spaces for dialogue and discussion. For example: public officials and members of civil-society organizations.
FACILITATORS	They have time and availability for planning sessions, prepare material and develop the workshops. They have experience in participatory methodologies. Ideally developed by two or more people.	They have time and availability to organize short sessions for dialogue and discussion. They have experience in learning methodologies through questions. Ideally developed by two or more people.
ACTION MANUAL FOR COMMUNITY RESILIENCE	Essential for content development.	Support tool for discussions.

Therefore, our recommendation is to conduct the training workshops if the group has the time, the availability and the interest, and if there are the necessary conditions to do so. Although training processes require more time and planning, in the medium-term, they allow either the achievement of results or a better organization of concrete initiatives, specifically because these are built during the sessions with enough time and with the whole group's participation. Otherwise, if participants' time is more limited and the objective is focused on concretizing synergies and proposals for change in a short time, organizing and developing the dialogues would be a better option.

After reading the guide, you will be able to decide how you will address the issue of extortion within your community, either through a formative workshop, the dialogues, or even both. This will depend on the objectives you would like to achieve, as well as the time and resources at your disposal.

The guide was developed so that the workshop and dialogue methodologies complement each other, making it possible to use both within the same process, alternating and supplementing each other.

This guide begins with general notes that are useful for both methodologies. The first section develops content on adult learning and the reasons why participatory methodologies are so important. The second section addresses the training workshops and their characteristics, as well as notes and suggestions on how to organize workshops for community resilience. The third section addresses the dialogues, as well as their characteristics and suggestions on how to organize them around the issue of extortion. At the end of the document, you will find the toolkit section, where you can have access to activities, forms and templates including educational support information, especially for the development of the workshops.

To make a better use of the guide, we have incorporated symbols to indicate some recurrent elements:

EYE

BULB

PENCIL

Important information

Reminders or suggestions
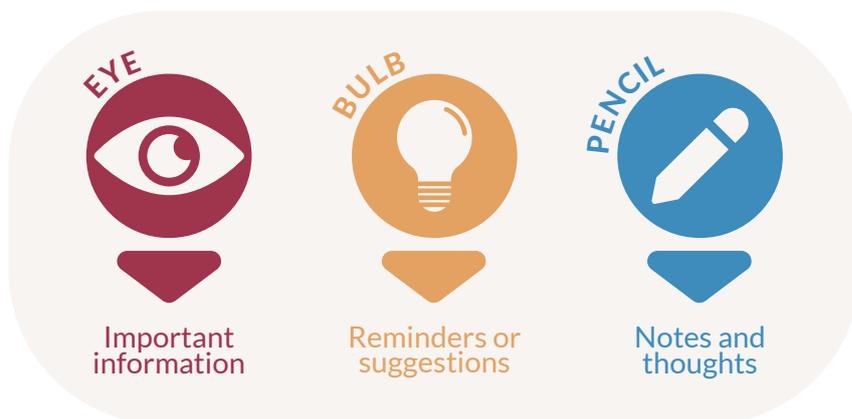
Notes and thoughts

This document was developed so that each facilitator can make it their own. In each section, there are specific spaces for notes, suggestions or thoughts, which will allow facilitators to build and plan workshops and dialogues according to their vision and the target group they want to reach. It is important to highlight that both the action manual and the guide present a collection of information, ideas, suggestions and proposals as common denominators resulting from studies, responses from other countries, community actions and expert opinions on the subject.

The following information focuses on helping individuals and communities in different regions to develop a better response to extortion, despite the fact that there is no single and infallible solution and response to this criminal market. Nonetheless, having relevant, accurate information from competent authorities on the subject is important for proper prevention, detection and response to cases. We hope this guide will be a useful tool for the development of workshops and dialogues for community resilience, as we are convinced that talking about extortion in Central America is an important step for affected communities in the search for resilience and solutions.

If you have any questions about the guide and the use of the action manual, please do not hesitate to contact the Global Initiative Against Transnational Organized Crime at: *secretariat@globalinitiative.net.*

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ADULT LEARNING

Learning is the process of acquiring, improving and developing information, knowledge, skills and attitudes in people's lives. If we are thinking of developing training activities, it is important to have information on learning methodologies aimed at the target audience, especially if we seek to make our activities meaningful and provide added value to the people who participate in these activities.

The workshops and dialogues for community resilience are intended for young and adult audiences. Therefore, this section will provide information on adult education as well as useful suggestions and advice for the appropriate development of training activities.

We often associate the word education or training with skills such as memorizing concepts – methods which are recurrent in traditional education. Although memory and repetition play an important role in cognitive learning, they will only be useful and allow better results if they are accompanied by connections to people's senses and experiences. A participant in a training workshop who only observes and listens to concepts will not internalize knowledge in the same way as a person who, while observing, listening, discovering and analyzing, also has room for creativity and for proposing ideas, therefore applying the gained knowledge.

Within a training process, the content to be transmitted can be learned in different ways. American psychologist Howard Gardner proposed the concept of multiple intelligences in 1983, claiming that intelligence is much more than academic knowledge and skills. He also affirmed that people learn in different ways. At present, the theory of multiple intelligences identifies eight types of intelligence in people: linguistic-verbal, kinesthetic, logical-mathematical, spatial, musical, interpersonal, intrapersonal and naturalist.

From this theory, formal and traditional education processes often prioritize only one type of intelligence, generally the linguistic-verbal or the logical-mathematical. This limits people who learn in different ways, perhaps through a drawing, a piece of music or the observation of nature. Instead, they are forced to learn in the traditional way, without achieving meaningful learnings. It is important to take into account the different intelligences in the development of the activities we organize.

When conducting training activities for a group of people, regardless of their age, we should consider the learning aspects mentioned above: combining content with practice as well as considering the different ways people learn – what Gardner called multiple intelligences. In the case of adult education, it is also important to take into account some specific aspects that enhance learning in this age range.

Adults have been learning through formal and informal training processes for many years; they have diverse knowledge and know-how derived from lived experiences. At the same time, adults are generally in their working and family life stage, which entails responsibilities of varied nature. This may have an impact on their training processes, especially in relation to their availability and schedule flexibility for participating in these learning activities.

Therefore, in training processes with adults, it is important to start and benefit from participants' experiences. People will learn better and sustain interest in a training process that takes cognizance of not only the knowledge to be shared, but also their own life paths, experiences and knowledge, before learning and applying new knowledge.

Below are some principles and tips for working in training spaces with young people and adults:

1 People bring with them previous knowledge to be taken into account as part of the collective learning process.

2 People have a genuine interest in learning new knowledge. Participation in training processes is generally voluntary.

3 People have adequate levels of self-knowledge about their interests and needs, which allows participants to take an active role in their learning process.

4 Generally, there is limited time available. This is why contents seek to be directly related to aspects of people's daily lives so they can easily apply them.

5 The activities focus on problem solving and finding alternatives, rather than memorizing concepts.

6 People make decisions about their own learning processes, keeping in mind the contents and/or methodologies.

It is important to remember that meaningful learning occurs when people are able to connect their experiences with the knowledge and skills they are learning and, better still, when all this is used to solve or find new solutions to a situation or problem. This will be a key element to be taken into account during the workshops and dialogues. As we have previously mentioned, extortion is a phenomenon that touches many lives. Therefore, people can speak and contribute from their own experience.

Organizing training activities on extortion allows benefiting from a diversity of participants and experiences, based on respect and empathy, in favour of the established learning objectives. The key now will be the methodologies used to achieve this, which are a responsibility of the person who facilitates these processes.

What is a participatory methodology?

A methodology is a set of methods, procedures and practices used in the development of training processes. The methodology will be set according to the type of educational activity that will be carried out. Traditional methodologies are often used in formal education, in which teachers and/or facilitators transfer new knowledge to learners and/or participants; in this perspective, knowledge is transferred to passive learners. Increasingly, as evidence shows, people learn more and better when they are actively involved in their learning process. Methodologies in both formal and informal training processes have evolved towards more participatory methodologies.

Participatory methodologies place participants at the centre of the learning process, and include their own previous knowledge, know-how and experiences, engaging them in active learning. Popular education promoted by Brazilian educator Paulo Freire is a clear example of participatory methodology. Through dialogues, discussions, debates and analysis, people become part of their own process, becoming subjects and not objects of their learning process. In participatory methodologies, teachers or facilitators are conceived as companions whose function is to catalyze reflection.

This guide proposes the use of participatory methodologies within the workshops and dialogues for community resilience. Hence, at the end of this guide, a series of activities for each module of the action manual are suggested, to use

simultaneously with the workshop, thus combining cognitive activities with experimental ones in each session.

By their nature and design, the workshops and dialogues for community resilience are generally developed through participatory methodologies.

The facilitator, a companion during the process

The role of a learning facilitator is to accompany participants during their own training process. People gain new knowledge at their own pace and according to their particular constraints. The role of the facilitators implies creating or promoting the necessary conditions in the group for an adequate integration and participation during the training. A workshop or dialogue is a space where participants feel comfortable, secure and free to communicate while they analyze the provided information. This is accomplished largely thanks to the role of a good facilitator and companion, along with an appropriate methodology.

Below, we share some recommendations to facilitate participatory training processes. We recommend reading the following premises as a reminder before each learning session or dialogue space:

WE PROVIDE clear, accurate and reliable information about the objectives and learnings expected in each session.

WE START from the experiences and previous knowledge of the participants, thus encouraging their participation.

WE LISTEN attentively and actively to everyone's interventions; each person's words correspond to a life story.

WE TAKE INTO ACCOUNT cognitive and emotional knowledge of the participants' contributions.

WE BENEFIT from the experiences shared to generate examples or further information on the topic.

WE RESPECT self-responsibility.

WE DELVE DEEPER into topics according to the interests and needs of the group.

WE AVOID imposing a single point of view about issues; we are tolerant of diverse opinions as well as criticism that may arise within the process.

WE FIND richness in the diversity of opinions and perspectives. We link everyone's ideas and points of view to the new contents.

WE ASK simple, clear and thought-provoking questions that allow dialogue, discussion and deepening of topics.

One of the most important aspects of the facilitator's role is the ability to combine and achieve a balance between the planning made for the learning activity and the changes in the process. Flexibility and adaptation of contents and activities according to the situation are essential for the development of a successful learning space. When organizing and developing the workshops and dialogues, it is recommended to remember and take into account that every group is different and, therefore, their needs and interests will be different. Facilitators will have to adapt what is proposed and planned to the context of the people participating in the training activities.

Notes, suggestions and thoughts.

3

WORKSHOPS FOR COMMUNITY RESILIENCE

The life of a human being is full of learning moments. For many years, from childhood, people take part in formal learning processes, such as school or university, and non-formal ones like trainings, community groups, extracurricular activities and others. But daily coexistence with other people in everyday life generates spontaneous learning known as non-formal education. All of them constitute the body of knowledge, experiences and wisdom that someone has – a lifelong learning.

This section provides guidelines, ideas and suggestions to organize a community resilience workshop for people and groups interested in the issue of extortion. We base our argument on the premise that adults, as part of their integral learning process throughout the years, are people with valuable and diverse knowledge.

What is a training workshop?

In many cases, you wish to transmit information to a group of people. A topic of interest to share with others is identified, the profile of the people that might be interested in it is clear, as well as the contents to be transmitted and the expected results. However, the modality of the training activity that needs to be organized is not clear. Is it better in the form of a conference, a workshop, a festival or a symposium? Which is the best option? That will depend on the objective of the activity and the expected outcome.

If what you wish to organize is a space for collective learning that combines content and practice on a specific topic, it is best to organize a training workshop.

A workshop is a planned learning space that aims to share new knowledge, improve existing capacities and/or find appropriate solutions to a specific topic for a target audience, drawing on people's knowledge and experiences. The workshops bring added value to participants. At the end, people can claim that they take with them useful new information and/or tools on the topic developed.

Some general characteristics of a training workshop distinguish them from other learning activities:

It is an educational space planned for a specific time and location.

It is organized for a limited number of participants that will depend on the workshop's objective.

There is a person or a team responsible for organizing, facilitating and moderating the workshop, in order to achieve the learning results.

The facilitators play an accompanying role throughout the training process, beyond being transmitters of knowledge.

Participants play an active role; they provide spaces for contributions and exchange of experience, knowledge, discussions, debates and consensus.

Participants are expected to undertake practical activities to find solutions to a problem or improve a given situation.

Time and resources are needed to plan the activities and implement them.

The difference between a workshop and other training modalities, like a symposium or a conference, is that in a workshop, participants play an active role in the training process and, by the end, they learn tools that they will implement to find solutions, answers or alternatives to a problem or situation.

The organization and the development of a workshop can be divided into four steps: **objectives**, **planning**, **development** and **evaluation**. Each step has a series of important activities to be carried out, which we explain below:

ORGANIZATION
TRAINING WORKSHOP

OBJECTIVES
1. Define objectives.
2. Identify target audience and populations' needs.
3. Give answers to initial and final questions of the process.

PLANNING
1. Plan sessions, activities and resources.
2. Develop logistic details.
3. Attendance and security.

DEVELOPMENT
1. Icebreaker activities.
2. Development of topics and activities.
3. Break.
4. End of the day.
5. Evaluation.

EVALUATION
1. Short evaluations per module.
2. Final evaluation.

Remember that the workshops are based on the action manual, which is the main support document for the training.

The action manual is divided into five modules:

MODULE 1: What is extortion?

MODULE 2: What are its local impacts?

MODULE 3: What are the responses to extortion?

MODULE 4: How to react in an extortion incident?

MODULE 5: Community action

Objectives

In all training processes, it is important to start with the objective that we wish to achieve. Generally, in a workshop, we want participants to learn about a topic and be able to implement the content in their daily life and/or search for solutions. In the case of community resilience workshops, what knowledge should participants learn? What results are expected at the end of the training?

At this stage, it is important to visualize the proposed workshop, imagining that it has already taken place. What can be observed and imagined in that moment? Who took part in the workshop? What are the visible results or outcomes in the mind of each facilitator? Is it possible to already identify some challenges?

Now transform these ideas into objectives:

What do we want to achieve with a community resilience workshop?

List two or three concrete actions that, as a facilitator, you hope to achieve with the group:

_____

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_____

Once your objective is clear – for example, to organize collective actions for community prevention against extortion – it is important to previously analyze the existing needs for that learning process.

For whom is the workshop designed?

What are the needs of the target population regarding extortion?

_____

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The answer to such questions will allow you to know what the issues and/or the reasons are for a workshop in the selected location. You will probably have to modify some of the workshop objectives after answering the question regarding the population's needs, since ideally they will correspond to what the target audience needs regarding the topic. It is important to remember that the training process will help participants to improve their knowledge and strengthen their capacities to search for solutions and alternatives to extortion.

Now that the objectives, needs and target audience of the workshop are clear, you can answer a series of questions or resolve additional concerns that will allow you to have more information for the process planning. Planning is the key to a successful and meaningful training for all the participants.

Here is a template with suggested questions to be answered by the facilitator:

QUESTION	ANSWER
What is the current situation on the topic in the target territory?	
What is the expected outcome on the topic in the target territory?	
Which organizations and/or allied partners could be interested in organizing the workshops jointly?	
Where can workshops take place and for how long?	
What resources do we have to organize the workshops?	
What additional resources do we need to organize the workshops?	
Additional question:	

If you do not have information, clarity or the certainty to answer the questions above, we recommend that you organize a community dialogue before planning and organizing the workshop in order to know first-hand the needs and interests of the group. Please refer to page 54 to obtain information on how to organize this.

Notes, suggestions and thoughts.

Planning

Once the objectives, target audience and needs are clear, it is time to plan the workshop session, activities and necessary resources.

Planning sessions, activities and resources

The first step in planning is to choose the order of the modules in the action manual.

The facilitator is free to choose and modify the order of the modules in the action manual according to the group's needs. At the beginning of each module, there is a learning objective, which allows the facilitator to plan according to the group's interests and needs. Though there is no suggested order for the reading and development of the action manual, it is advisable to cover modules 4 and 5 at the end of the training process, simply because they refer to concrete actions in case of extortion. Modules 1, 2 and 3 can be followed in a different order.

How to know which is the best order for the group? A suggested activity is to perform an initial diagnosis prior to the training process through the dialogue methodology, which we address in the next section.

If you cannot organize and develop a community dialogue in the diagnosis phase, we suggest filling out a form to understand participants' previous knowledge. The answers will give a clear idea of what participants know on the topic as well as their interest regarding the workshop. A template for this is included in the toolkit section.

You might find yourself in front of a group that is frequently affected by extortion and therefore they know and can very well define what extortion is. For this group, the advisable thing to do is to start the workshop with module 2: What are the local impacts of extortion? Starting the workshop with cases close to their reality will enable participants to feel identified with the topic. Conversely, if it's a group's first approach to the issue of extortion, it is advisable to begin with module 1: What is extortion? It is important to note that, although the order can change according to the participants' needs and interests, groups must address all five modules.

Besides the learning objective, each section of the action manual includes the topic it addresses, a summary and two questions for individual reflection. There is also a specific length of time assigned to each module, taking into account both the explanation and analysis of the content, and the development of activities.

Below are the learning objectives for each module as they appear in the action manual, as well as the time proposed for each one.

MODULE	OBJECTIVES	TIME
MODULE 1 WHAT IS EXTORTION?	At the end of the module, participants will be able to define the term extortion, its elements, types and causes in Central America, and identify the most common types of extortion in their community.	**3** hours in total **2** hours of content **1** hour of activities
MODULE 2 WHAT ARE ITS LOCAL IMPACTS?	At the end of the module, participants will be able to understand the effects and impacts of extortion on communities and people's lives, as well as the importance of a comprehensive approach to understand the criminal market.	**3** hours in total **2** hours of content **1** hour of activities
MODULE 3 WHAT ARE THE RESPONSES TO EXTORTION?	At the end of the module, the participant should be able to have the information that will allow him or her to respond to an immediate and direct risk of extortion.	**4** hours in total **2.5** hours of content **1.5** hours of activities

MODULE	OBJECTIVES	TIME
MODULE 4 HOW TO REACT IN AN EXTORTION INCIDENT?	At the end of the module, participants will have information at hand to be able to respond to an immediate risk of extortion.	**4** hours in total **2.5** hours of content **1.5** hours of activities
MODULE 5 COMMUNITY ACTION	At the end of the module, participants will have guidelines for the creation of a community action tool for prevention, monitoring and response to extortion in their territory.	**4** full hours

Once you have decided the order of the modules, plan each module in detail according to the number of days, hours and activities.

Considering that each module lasts between three and four hours, the workshop could be given in half days for four weeks, or in two full days for an intensive workshop.

Planning sessions is essential to any educational training, particularly because it helps organize the content, duration, activities and materials, and to foresee any problems that may arise during the activities. Breaks are very important in every training process, and they must also be considered when planning.

For the planning phase, we recommend using a template where you will write in detail the schedule for each session, the topic, activity, description, materials and the people in charge. We recommend following the steps below:

Step 1 Decide the module order for the workshop.

Step 2 Get the planning templates from the toolkit section. This section has 6 planning templates: one per module and an additional one.

Step 3 Carefully read the activities proposed for each module in the toolkit section and select one or two that you consider appropriate for the group.

Step 4 Fill out the planning template with the facilitating team. Try to be as detailed as possible, combining content and group activities.

Step 5 Fill out the planning templates for all the sessions; this will allow you to have a complete vision of the process. It is recommended to start each session with an activity to review what you have learned in the previous session.

Step 6 Prepare the necessary materials for the next session.

Below is an example of a planning template:

<div>

Example
PLANNING TEMPLATE

DAY	Monday, 14 April	
LOCATION	Municipal room	
TIME	9:00 - 12:00	

MODULE	1
TOPIC	What is extortion?
RESOURCE PERSON(S)	Lucía J., Ixchel U. and Fernando M.

Schedule	Topic	Activity	Description	Materials	Resource person(s)
9:00 - 9:15	Welcome and icebreakers	True or false	In pairs, participants say three things about themselves: one is true and two are false. Partners must guess which one is true.	Chairs	Lucía J.
9:15 - 9:45	What is extortion?	Presentation	Present the content of the action manual on what extortion is and types of extortion.	Action manual	Fernando M.
9:45 - 10:15	What is extorsión?	Extortion elements	Activity 'Elements of an extortion' included in the guide.	Action manual Cases of extortion printed Flipchart Markers	Ixchel U. and Lucía J.
10:15 - 10:30	*B R E A K*				
Continues...					

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Each session proposed in this guide refers to a module from the action manual.

Each module should correspond to a workshop session.

Every session must include time to share the content of the action manual and time for group activities, suggested in the toolkit section of this guide.

Every suggested activity includes a learning objective, methodological recommendations, materials or resources to be used, estimated time and its description. A detailed reading of

each of these is suggested, paying special attention to methodological recommendations that suggest when and/or with which group to do each activity.

Facilitators are not expected to perform all the activities; instead, we suggest that the facilitator should previously read the activities proposed in the module, and choose the one/s he or she deems better adapted and suitable for the group.

Observe and carefully read the planning template in the toolkit section. If possible, plan the first session and fill out the suggested template.

Try to be as specific and detailed as possible in the planning template. If you need ten pencils, write it down. The details regarding activities, time and resources will save you time and work later.

Attendance and security

The workshop has been planned carefully, orderly and in a detailed way. It is time to think about the participants. As suggested for the logistics, it is possible to identify people interested in participating within allies or organizations. We recommend drawing up a list of interested people or those that might be interested, writing an invitation letter and sending them personally or through allied organizations. Since extortion is a sensitive issue, we suggest organizing small workshops, with a group of no more than 20 participants. Likewise, it is important to suggest that participants be discreet in this safe space; ideally, they should only talk about their participation in training processes with family members and/or trusted people.

Once you have the list of participants, take into consideration security aspects. As organizer and facilitator, you oversee the group and its integrity. If possible, make sure you know all the participants or that they are referred by allies or organizations. Make sure the place you choose is safe for everyone and that, during the workshop, people feel they are in a safe space to share their anecdotes and experiences. Extortion is a sensitive and delicate issue; we suggest it should not be taken lightly.

Create a participant profile that allows adding the characteristics of the people you want in the workshop, for example: people that are part of a group, organization or social movement, civil servants, municipalities, authorities responsible for security issues, etc.
Include extensive features that allow the participation of the majority and reject those that leave out people because of their ethnicity, gender or any other condition.

If possible, make an eye-catching invitation or write a personal letter that will motivate people to be part of the workshops. Otherwise, a nice invitation chat is good enough. You want people to feel motivated to be part of the training process.

An important safety aspect to consider is the use, both in conversations and printed invitations, of a language that invites to community dialogue with civil society and government authorities. We recommend using a discourse that identifies the training activities as places to find community and dialogue mechanisms for the well-being of all, and not to confront and/or expose criminal groups, or undergo self-defence practices or activities in conflict with the law.

Notes, suggestions and thoughts.

It is now time to implement all the things you have planned with effort and dedication. For each session, it is important to have all the necessary materials one or two days before, and be on site 45 minutes earlier on the day of the event to make sure everything is ready when participants arrive – it will allow you to solve any problem that may arise.

The first day of the workshop is important since participants and facilitators will be meeting for the first time to create the necessary bond towards working together in the coming sessions. Regardless of the module selected to start with, it is recommended to organize icebreaker activities so that participants can introduce themselves and, at the same time, for you to give information on the workshop, its objectives and the training process that is about to start.

Among the things to include in the first session, we recommend: opening remarks, workshop objective(s), introduction of the facilitating team, introduction of participants, schedules, venue and amenities of the event (toilet, nearby shops, etc.), detailed agenda, organizing institutions, and contact information of the facilitating team or organizers. All these pieces of information provide clarity and certainty to the process. The first session portrays the image of the workshop and the facilitating team; therefore, it is key for the creation of bonds and trust in the group.

Just as it is important that the facilitating team explain the workshop objectives on the first day, it is also important to hear the voice of the participants, the objectives they want to achieve or their expectations of the workshop. For this purpose, we must ask the participants to answer questions such as: What are the positive situations I hope to find in this workshop? What worries me about this workshop? It will allow the group and the facilitating team to know the participants' expectations and, if necessary, adapt the content and/or planned activities accordingly.

We recommend planning this session the best possible way, which is why we suggest the following agenda. Remember that the agenda is different from the planning template; it is only a general reference for the activities to be performed.

Here is a suggested agenda for the first day of the workshop:

ACTIVITY	ESTIMATED TIME
Registration and workshop documents (Action manual for community resilience)	Before starting the workshop
Opening remarks, introduction of facilitating team, organizers and logistic information	**10** minutes
Icebreaker activity	**15** minutes
Introduction of participants	**15** minutes
Presentation of the training process objectives. Dialogue with the participants: what are the positive situations I hope to find in this workshop? What concerns do I have regarding this workshop?	**30** minutes
Presentation and review of the detailed agenda for the first session. Workshop rules. What actions and attitudes do we consider important to be followed during the workshop?	**15** minutes
Content of the selected module (Part I)	**30** minutes
Opportunity to interact freely, possibility of coffee and snacks	**15** minutes
First activity (From the activities proposed for the module in the toolkit section)	**30** minutes
Content of the selected module (Part II)	**20** minutes
Second activity (From the activities proposed for the module, in the toolkit section)	**15** minutes

Summary of the first session, invitation to the second workshop and its topic	**15** minutes
TOTAL NUMBER OF HOURS	**3** hours and a half

For the first session, plan for an extra 45 to 60 minutes for participants' introduction as well as the presentation and discussion of objectives, methodology and rules.

In the welcome session, the group establishes the rules for the workshop. Each participant will write two important rules for him or her in a white card. They will show them to the rest of participants, and in a group discussion they will choose the ones that they are all comfortable with and agree on.

Such activities are part of what we call participative methodology: involve the participants in the training process, listen and consider their opinions, suggestions and points of view.

After the first session, the rest of the modules will take place according to the planning template. Remember to have it at hand – it will allow you to have necessary information on the coming activities as well as the material(s) you need to prepare.

For each session or module, we recommend that you follow the order of the agenda below:

ACTIVITY	ESTIMATED TIME
Registration and workshop documents	Before starting the workshop
Opening remarks and agenda presentation	**10** minutes
Icebreaker and/or recreational activity	**15** minutes
Discussion on previous session: What did we learn? What questions or concerns do I have from last session? Can I see my reality differently after the discussion? In what way?	**10** minutes
Develop the topic of the module according to the planning template	**40** minutes
First activity (From the activities proposed for the module in the toolkit section)	**20** minutes
Opportunity to interact freely, possibility of coffee and snacks	**15** minutes
Implement the topic of the module according to the planning template (Part II)	**25** minutes
Second activity (From the activities proposed for the module in the toolkit section)	**20** minutes
Summary of the first session, invitation to the second session and the topics to be developed	**10** minutes
Content and/or activity evaluation	**10** minutes

In every session, write down the agenda for the day in a flipchart and put it in a visible spot of the room so you can talk about it with participants and make changes if necessary. It will give the participants a visual layout of the day's activities, providing clarity and certainty to the module.

Keeping a record of the participants at the beginning of each session is important – write their names, organizations and a contact number or email. This will allow you to follow up on people's participation and monitor the group after the process.

It is important to consider the way the content is visualized during the workshop, since it will help participants' attention and is, at the same time, a support tool for the workshop. Each facilitator can use different tools to have good visual content, for example flipcharts, large sheets of paper, cards and/or computer presentations. The main visual material for the workshop will be the action manual, but we recommend making additional visual material to be used during the working session.

Icebreaker activity: To ask all participants to form a group according to specific characteristics. Every time they hear a statement, those who identify with it will step up: 'All social workers', 'All those who have children', 'All those who do not know how to dance', etc. It is time to be creative and come up with funny statements.

Notes, suggestions and thoughts.

Evaluation

Finally, after planning and implementing the workshop, we arrive at the evaluation phase. Evaluation is as important as planning because it allows to apply the content and, at the same time, gives information on the training process.

The evaluation phase can be done throughout each workshop session, or in a final evaluation. In training processes, generally, there are two types of evaluations: content evaluation and activity evaluation. Content evaluation tends to evaluate participants' learning, while the objective of activity evaluations is to evaluate topics on methodology, logistic and participation.
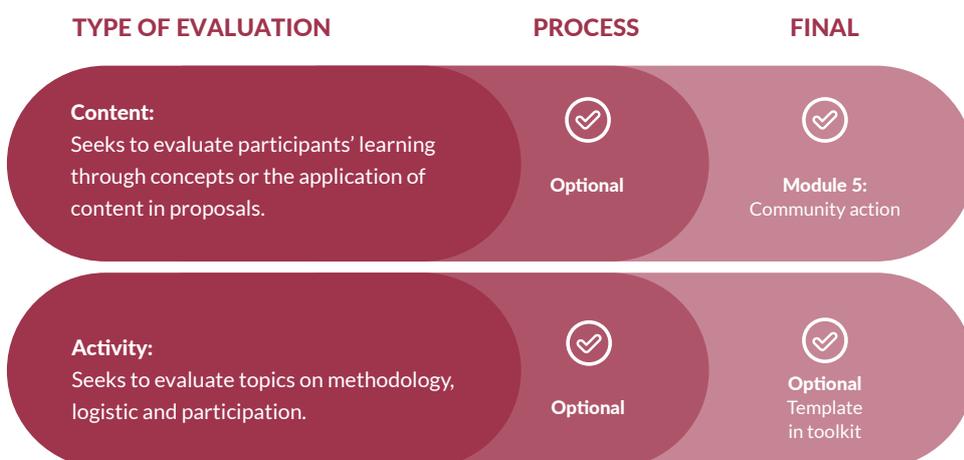
Remember that a workshop is a planned space for learning that aims to transmit new knowledge, improve existing capacities and/or find relevant solutions to a problem with a target audience, taking people's knowledge and experiences into consideration. The workshop gives added value to participants. At the end, people can say that they take away new information and/or useful tools on the topic discussed.

The objective of the workshop is to apply content and learning from the training, through solutions and/or proposals on a specific topic – in this case, extortion. The workshop's content evaluation will be, in itself, the implementation of said solutions and/or proposals. How to achieve this?

Module 5 of the action manual proposes applied evaluation of contents through a community-action proposal. Therefore, this module will be the evaluation you will perform at the end of the process.

It will be the facilitator's decision to carry out content evaluation of specific concepts as well as the evaluation of activities – below are some suggestions of optional evaluations. Remember that the evaluation of the final content proposed in module 5 is important

and essential if you are developing a workshop for community resilience.

TYPE OF EVALUATION	PROCESS	FINAL
Content: Seeks to evaluate participants' learning through concepts or the application of content in proposals.	✓ Optional	✓ Module 5: Community action
Activity: Seeks to evaluate topics on methodology, logistic and participation.	✓ Optional	✓ Optional Template in toolkit

For evaluations of content during the process, we recommend that the facilitator evaluate through oral questions during the sessions, in order to obtain regular information on how the participants receive shared information. This technique must be spontaneous and through simple questions asked clearly.

Example: What elements characterize an extortion?
What is recommended in case of a phone extortion?

For evaluations of activities during the process, we recommend using a flipchart where, at the end of the session, the participants can fill out with coloured stickers – each colour has a meaning – a template regarding the aspects to evaluate. Some examples of aspects to evaluate are: How did I feel today? (motivated, bored, concerned, happy, sad); How was my participation? (active/passive); Today I learned... (a lot/a little/regular/nothing); How much did I appreciate today's content? (a lot/a little/regular/nothing), etc.

For the final evaluation, we recommend the following dynamic. Each participant will receive around 6 to 9 white cards. In a visible part of the room, hang three flipchart papers with the following statements: What I learned; What I will apply in my community; Pending matters. Each participant will write in their white cards at least one answer to each statement. It is important to write one idea per card. Each participant will glue his or her cards to the flipchart, and if he or she wants can elaborate on the answer. At the end of the dynamic, the facilitating team will put together all the cards having similar ideas, to visualize the most repeated answers. A collective final evaluation will be made on successful aspects as well as things to improve.

A collective final evaluation will be made on successful aspects as well as things to improve. All content or activity evaluations – during the process or final – need to be systematized in order to record the answers from participants and be considered for the ongoing training process as well as for future activities. The systematization is an indispensable phase that is sometimes forgotten within training processes. Keeping a record of the successes, learnings and elements to improve in any process carried out helps to tell their story in the future. To systematize is to keep the memory of the processes organized, for present and future use.

DIALOGUES FOR COMMUNITY RESILIENCE

So far, we have explained the methodology of the workshops for community resilience. In this section, we will establish guidelines, ideas and suggestions for the implementation of the other proposed methodology, the dialogues for community resilience to extortion. Just as we did in the workshops, we will base ourselves on the premise that adults, as a part of their holistic learning process over the years, are people with diverse and valuable knowledge that should be taken into account.

It is important to keep in mind that the workshops and the dialogues can be combined and developed in one sole training process. The dialogues are one of the mechanisms to give continuity to the workshops and assess their effectiveness.

What is a dialogue for community resilience?

A dialogue is a conversation between two or more people, who present their ideas with the aim of exchanging their points of view on a given topic in order to reach an agreement. That agreement is something new, a proposal that is based on the different experiences, needs and resources presented during the dialogue. The goal of the dialogue is not to convince, defend or sell any given point of view; on the contrary, it aspires to evaluate and explore the relations between the parties.

Within the context of the work of the GI-TOC with communities in Central America, the dialogues for resilience are defined as a series of events designed to together create efforts or initiatives for the common good in a community. Guided by one or more people who offer a basic structure to facilitate the exchange,

these dialogues aim to create the basis upon which an alliance can act. The goal of the dialogues is to generate networks of support and communication, searching for alternatives and solutions on a given topic, in a collective space, and duly planned for holding discussions and dialogues with diverse actors.

The differences between a dialogue and a workshop are their duration and methodology. As explained above, workshops have a specific structure and planning to be complied with for its successful development. Also, workshop participants have a particular profile: they have the time and show interest in participating in a training process. Dialogues, on the other hand, are more organic, flexible and open spaces that do not necessarily require step-by-step planning, which is recommended in the case of workshops. Dialogues take the shape and have the time span that the participants choose. They are also usually composed of people in the community who are interested in the proposal and search for solutions on a specific topic, but due to the diversity of conditions, have different time and availability constraints.

The dialogues for community resilience have their own planned objectives to meet. Dialogues differ from workshops because they do not designate nor specify concrete learning goals for the participants. The reason is because dialogues are not aimed at developing skills or capabilities; on the contrary, they only seek to create spaces for dialogue among people addressing a given topic. Likewise, although they are based on the action manual, the document is used as a support tool to generate questions, and not so much as a guiding document with a facilitated approach.

Why use the methodology of dialogues for community resilience?

The dialogues seek to create a group of diversified people of the community, for them to talk about extortion as well as finding explanations and feasible solutions, among all the members of the group. Some of the possible paths that a dialogue for community resilience can take are: listening to the experiences of others, sharing points of view, reaching a

common understanding of the topic, developing responses and generating community actions. With this process, the participants start to create new action networks. What is relevant is the process, the dialogue and the discussions that may arise.

The dialogues can contribute to:

CREATING spaces for a better understanding and interaction among the diverse members of a community.

GIVING VISIBILITY to the selected topic, by way of different points of view.

DEVELOPING a shared vision and a common objective of the topic selected.

GENERATING synergies among the different sectors of the community on a given topic and making more effective use of the resources to address it.

SHARING the workload of a given topic among the people who are working on it.

ESTABLISHING community alliances for sustainable community actions.

HAVING clear and reliable information as per the context of a community.

The dialogues for community resilience are a support tool in the diagnostic phase proposed in the above section on conducting workshops.

It is important to consider that each context presents diverse access points, challenges and successes, according to the distinct realities of each community. Therefore, organizing dialogues for community resilience and the possible alliances that may arise from them will vary, and it must be unique for each community throughout the region.

THE DIALOGUES FOR RESILIENCE **ARE**	THE DIALOGUES FOR RESILIENCE **ARE NOT**
▶ Progressive and continuous efforts to interact with different actors.	▶ Spaces where ideas or academic knowledge are imposed on others.
▶ Active spaces where there is continuous learning on a topic while being assisted by a facilitator. Although the role of the facilitator is important, it is not domineering.	▶ Spaces for training intended to develop the skills and capabilities of the participants.
▶ A perspective to think and propose resilience actions as per a given topic.	▶ Spaces where an expert presents a topic or a list of priorities on how to address a problem.
▶ A mechanism to achieve the interaction of the members of the community, searching for local strategies and the formulation of public policies.	▶ A meeting of leaders or academics who discuss a community issue and pinpoint the actions to be taken by third parties.

Basic components of dialogues for community resilience

Dialogues for community resilience are open spaces for the discussion and exchange of ideas on a given topic. They differ from everyday dialogues between neighbours, family or friends in that they have certain basic components:

Detailed preparation: Dialogues must be prepared, organized and have a person or a team designated as the facilitator. During preparation and planning, it is important to think of ways to achieve the greatest possible interaction among the participants, as well as different options for community decision-making. When planning and propitiating a dialogue, it is crucial to continue to build networks among the participants.

Clear objective: A dialogue brings together diverse members of a community who are committed to change as per a specific topic. It is essential to jointly develop a keen vision and clear objectives for the group and its members; working towards reaching that vision on a

step by step basis is essential for uniting and motivating the members of the group. A dialogue differs from a workshop in that the former does not have a learning goal to achieve, neither does it aspire to develop a competency in the participants.

Diverse participation: The more diverse the participants are, the more diverse will be the experiences, knowledge and the resources of the entire group. In order to fully understand a topic, situation or problem and develop effective initiatives to address it, it is key to listen to and learn from the different points of view presented.

Atmosphere of equality: The dialogues should be safe spaces for communication and development of ideas and networks; everybody's contribution is important. The responsibility for creating and maintaining an atmosphere free of hierarchies, pressure and disdain lies on facilitators as well as participants.

Transparent processes: The facilitators start the dialogues by presenting the reasons and the objectives: always creating an open and transparent atmosphere. The decisions made during the dialogues should, in turn, be transparent and supported by all the participants.

Follow-up: Draw up contact lists and keep a record of the progress made and the impact of the different activities and community initiatives that are key for the sustainability of the spaces, and that simultaneously facilitate documenting the work of the group. The existence of clear actions of continuous information strengthens the internal communication among the participants as well as the external communication with the media and other actors.

Open communication channels: It is important to ensure that participants are always informed and that they know exactly who to contact when questions, comments or suggestions arise.

It is highly recommended to establish communication channels among the participants, designating a specific person responsible for informing everyone on planned activities, answering questions and receiving suggestions. Technology can be used for this purpose, especially platforms such as Facebook or WhatsApp.

Multiple alliances: The dialogues usually entail the creation of active social media, by way of collective work. Participation should be open to all of the members of the community who wish to commit themselves to the vision and the proposed objectives. As dialogues advance through time, it is possible to modify participation criteria with a view to welcoming more participants. In the case of relevant actors who do not (yet) participate in the dialogues, but need to be informed on the topic, it is recommended to provide them with other alternatives, such as participating in possible press conferences, presentations to local government or awareness activities. Therefore, they should be taken into account in the planning phase.

Organic evolution: The big and small changes in the world are hardly ever linear; dialogues, alliances and initiatives flourish organically. It is important to establish that the initiatives and results that may stem from the dialogues develop over time and achieve the goal of transformation in the communities. It is crucial to continue the dialogue with everyone, even in difficult times, so as to achieve results, knowing that talking and listening among the different members of the community can produce changes and have a real impact.

Sustainability: As a way of ensuring that the alliance and initiatives that emerge from the dialogues are sustainable, they must be relevant for all of the people in the community. Therefore, the vision and shared objectives should be reviewed on an ongoing basis, always keeping in mind the continuity of the dialogue among the participants.

How to organize and promote dialogues for community resilience?

Although there are no specific steps or phases duly documented or defined for sustaining dialogues, it is possible to pinpoint basic elements that help to guide the process of engaging in dialogues and the plausible creation of alliances.

The right people to start the dialogues at a local level are those who are committed to serving the community, are interested in learning from other people's experiences and believe that a united community is a strong one. The main responsibilities of the person or the facilitating group are planning and preparing the spaces for dialogues; to inform, invite and gather people from the community; and to guide, connect and inspire those who decide to participate in the dialogues.

This guide recommends the combined use of workshops and dialogues for community resilience, in favour of comprehensive learning and impact on the issue of extortion. However, if it were not possible to organize a workshop due to time constraints, the target audience and/or resources, it is recommended to organize at least three dialogues which will gather diverse people from the community to start to talk about the topic, create trust and, ideally, start to build networks and alliances among the participants. From that point onwards and according to the dialogue generated, it would be feasible to organize general dialogues with a given timeframe and with specific work groups that would meet according to the needs of the population.

With a view to organizing a dialogue for community resilience, it is advisable to carry out a short analysis and evaluation of the current security situation of the community, to determine the feasibility of organizing and developing activities.

If the optimum and/or sufficient conditions are ripe within the community, then the people to be invited to participate in the spaces of dialogue would be chosen, along with the place, time and date for holding the dialogue.

It is recommended to identify the people to be invited, drafting a list of the different names and contact information. Talking to target people, informing them of sustaining dialogues for community resilience and inviting them to take part in the process is an important step to motivate the participation. To ensure the necessary diversity, it is advisable that the people who have been invited suggest the names of other people who may be interested in the topic. Due to the fact that this methodology prioritizes dialogue, it is recommended that there should be a maximum of 15 participants, a number that will make it possible for everyone to talk, express their opinion and exchange their points of view.

Once you have the list of participants drawn up, consider security aspects. As the organizer and facilitator of the process, you oversee the group and their personal integrity. If possible, make sure that you know each of the participants or that they are recommended by other people or allied organizations. Make sure that the place chosen for the workshop is safe for everyone all through its development, and that the people feel that they are in a safe place where they can tell their stories and experiences freely. The topic of extortion is a highly sensitive and delicate issue and therefore should not be taken lightly.

If you do not have your own space or a room for holding the dialogues, we suggest, as was done before under the section on the organization of workshops, to ask among the groups of people as well as among allied and/or neighbouring organizations. Resort to them as a first option: a meeting room of an organization or a community hall are options that are appropriate for these activities. Town halls, public offices and/or churches generally have rooms that can be used for training activities.

If it is possible to make decisions on the place where the activities will be held, it is suggested to look for rooms with ample space, natural sunlight and a pleasant room temperature.

These aspects make people feel comfortable and relaxed, which are key elements for the process that you are organizing. Likewise, it is pivotal for the chosen place to be easily accessible by the participants, be it by public or private transportation and/or by pedestrians.

If possible, avoid places with pillars or columns that hinder mobility and visibility of people, as well as places that are very cold or very warm. If the place found does not have the ideal characteristics, even by recurring to small changes or adjustments the facilitating team should strive to make the place as comfortable and welcoming as possible. Some ideas for turning spaces that are not optimum into acceptable ones could be putting additional lights, candles, an electric fan or playing some background music at the beginning of the dialogues.

The arrangement of tables and chairs are important aspects to be considered. If we wish to obtain collective spaces that prioritize dialogue, it is advisable to put the tables and chairs in a circular form, because this permits proximity to all the participants and improves visual contact among everyone. Likewise, this sitting arrangement does not promote hierarchies since the facilitator is within the circle of tables and chairs as any other participant.

Development

What follows are a series of four dialogues for community resilience, each one with specific topics and activities to be carried out. We recommend that each dialogue last a maximum of two hours, and that each one is planned in accordance with the place, time and availability of the participants and the facilitator; for example, every Saturday of a given month or for two hours every day during the length of a week.

In each session, write down the agenda for the day on a flipchart and put it up in a visible place so as to discuss it with the participants and make changes, if necessary. This gives the participants a visual outline of the activities to be covered during the day, which provides transparency and certainty as per the activity to be developed.

First Dialogue

The first dialogue will open the discussion on the topic based on the case studies that appear in the action manual, as well as the participants' personal experiences on the topic. This first dialogue aims to create the vision and setting the objectives to be achieved in the process.

ACTIVITY	ESTIMATED TIME
Welcome and presentation of objectives	**15** minutes
Introduction of participants	**20** minutes
Review and approval of agenda, objective and method for first three dialogues	**15** minutes
Case studies on extortion based on the content of the action manual asking questions that promote discussion	**30** minutes
Develop a common vision and the values to improve the lives of everyone in the community. Work in groups of four people and plenary discussion	**30** minutes
Summary of the first dialogue, invitation to the second and topics to be covered	**10** minutes
Opportunity to freely interact, possibly coffee and food service	Free

Second Dialogue

The second dialogue will be a continuation of the discussion on extortions, prioritizing the current situation of the community and the impacts it has on the territory. If you combine the workshops with the dialogues, we suggest having the dialogues in the diagnostic phase and pinpointing the interests and needs of the population proposed for the workshops.

ACTIVITY	ESTIMATED TIME
Welcome and presentation of objectives. Summary of the first dialogue and presentation of vision and values previously established	**15** minutes
Introduction of the people gathered and welcoming newcomers	**15** minutes
Description of current local situation. How do communities face extortion? What are the different forms?	**30** minutes
Conclusions and creation of a complete table of the situation and impact of extortions on the community	**45** minutes
Summary of second dialogue, invitation and topics for third dialogue	**15** minutes
Opportunity to freely interact, possible coffee and food services	Free

Third Dialogue

The third dialogue will be a continuation of the discussion on the topic, prioritizing the community ideas and initiatives on extortion. Refer to modules 3 and 5 of the action manual as well as their corresponding activities suggested in this guide.

ACTIVITY	ESTIMATED TIME
Welcome and presentation of objectives. Summary of the first dialogues and presentation of the vision, values and current situation as a starting point	**15** minutes
Introduction of the people gathered and welcoming newcomers	**15** minutes
Development of ideas on communal initiatives against extortion: work in teams of five people	**30** minutes
Presentation and assessment of ideas for initiatives, as per existing resources	**30** minutes
Definition of the next steps to be taken among all the participants	**20** minutes
Summary of the third dialogue and invitation to the next meeting	**10** minutes
Opportunity to freely interact, possible coffee and food service	Free

Fourth Dialogue

The fourth dialogue will be a continuation of the discussion on the topic of extortion, prioritizing the evaluation and follow-up of the initiatives and community actions taken by the group. If you combine the workshops with the dialogues, we suggest having the dialogue after the end of the workshops and as a follow-up and assessment of module 5, Community action.

ACTIVITY	ESTIMATED TIME
Welcome and presentation of objectives. Summary of first dialogues and presentation of the vision, values and current situation as a starting point	**15** minutes
Presentation of the people gathered and welcoming newcomers	**15** minutes
Summary of the activities held in module 5 of the workshop for community resilience and/or activities done as a result of the third dialogue for community resilience	**30** minutes
Creation of a table for the assessment and follow-up of actions, in groups of four people. What actions worked? Can they continue on an ongoing basis? What actions did not work? Why not? Is it possible to change something that was done in order to achieve the desired goal?	**30** minutes
Plenary of the group and defining the next steps to be taken by everyone	**20** minutes
Summary of the fourth dialogue, invitation to the next meeting	**10** minutes
Opportunity to freely interact, possible coffee and food service	Free

Workshops and dialogues for community resilience as a tool for building networks

The GI-TOC encompasses plans for the creation of a series of promising practices against extortion, in addition to a platform for enhancing the links of community alliances on the experiences and impacts achieved as organized communities participating in the fight against local extortions. If your alliance or local group is interested in being part of this initiative, we invite you to get in touch with us at the following email address for more details and information: *secretariat@globalinitiative.net.*

Bear in mind that in the pursuit of strengthening local action, it is always advisable to search for and establish alliances with national institutions that address the issue of extortion, such as, for example, prosecutors' offices, specialized police forces, professional groups, NGOs and national and international organizations.

The butterfly effect theory teaches us that a small change, similar to that of a butterfly flapping its wings, can produce significant changes to all parts of the whole. Starting to talk and to listen to ourselves again in order to improve the situation of extortions occurring in our community can be that first small change. Thank you for striving to bring about the necessary changes through the workshops and dialogues for community resilience. The creation of alliances and community actions, as well as being part of a learning and transformation process for the common good, strengthens our communities and enhances the impact that we may have through training and organization.

TOOLKIT

Toolkit 01
Extortion assessment

EXTORTION ASSESSMENT

Instructions:

Answer the following questions, based on your prior knowledge about extortion.

1. What is extortion?

_____
_____
_____
_____
_____

2. Circle the elements that must necessarily be present in order to classify a case as extortion. Remember that some elements may be present, but not necessarily all of them will take place in all cases of extortion.

THREAT	DEATH	REWARD
MONEY	GANGS	PHONE CALL
INTIMIDATION	SERVICES	IMPLEMENTATION CAPACITY

(Correct answers: threat, intimidation, implementation capacity. The rest do not necessarily have to take place for extortion to exist)

3. What concerns you the most of extortion within your community?

_____
_____
_____
_____

4. What do you want to learn from the workshop?

_____
_____
_____
_____

PLANNING TEMPLATE

DAY _____	**MODULE** _____1_____	
LOCATION _____	**TOPIC** _What is extortion?_	
TIME _____	**PERSON(S) IN CHARGE** _____	

Schedule	Topic	Activity	Description	Materials	Person(s) in charge

PLANNING TEMPLATE

DAY _____

LOCATION _____

TIME _____

MODULE _____2_____

TOPIC ___What are its local impacts?___

PERSON(S) IN CHARGE _____

Schedule	Topic	Activity	Description	Materials	Person(s) in charge

PLANNING TEMPLATE

DAY _____   MODULE _____3_____

LOCATION _____   TOPIC What are the responses to extortion?

TIME _____   PERSON(S) IN CHARGE _____

Schedule	Topic	Activity	Description	Materials	Person(s) in charge

PLANNING TEMPLATE

DAY _____

LOCATION _____

TIME _____

MODULE _____ 4 _____

TOPIC _ How to react in an extortion incident? _

PERSON(S) IN CHARGE _____

Schedule	Topic	Activity	Description	Materials	Person(s) in charge

PLANNING TEMPLATE

DAY _____

MODULE _____5_____

LOCATION _____

TOPIC _____Community action_____

TIME _____

PERSON(S) IN CHARGE _____

Schedule	Topic	Activity	Description	Materials	Person(s) in charge

LOGISTICS LIST

The following are elements and aspects of logistics to be taken into account for each session. Although not all are necessary, it will be important for each facilitator to adapt the list according to the needs of their sessions.

Instructions:

Underline the necessary elements for the development of the session. When preparing the materials, cross out Ⓧ the box of each selected item, as you go along.

MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5
○ Room confirmation	○ Room confirmation	○ Room confirmation	○ Room confirmation	○ Room confirmation
○ Table for registration	○ Table for registration	○ Table for registration	○ Table for registration	○ Table for registration
○ Table for food service	○ Table for food service	○ Table for food service	○ Table for food service	○ Table for food service
○ Table for materials	○ Table for materials	○ Table for materials	○ Table for materials	○ Table for materials
○ Registration list	○ Registration list	○ Registration list	○ Registration list	○ Registration list
○ Computer	○ Computer	○ Computer	○ Computer	○ Computer
○ Projector	○ Projector	○ Projector	○ Projector	○ Projector
○ Extension cords	○ Extension cords	○ Extension cords	○ Extension cords	○ Extension cords
○ Electrical cords	○ Electrical cords	○ Electrical cords	○ Electrical cords	○ Electrical cords
○ Internet	○ Internet	○ Internet	○ Internet	○ Internet
○ Microphones and sound	○ Microphones and sound	○ Microphones and sound	○ Microphones and sound	○ Microphones and sound
○ Pencils	○ Pencils	○ Pencils	○ Pencils	○ Pencils
○ Blank paper sheets	○ Blank paper sheets	○ Blank paper sheets	○ Blank paper sheets	○ Blank paper sheets
○ Large sheets of paper	○ Large sheets of paper	○ Large sheets of paper	○ Large sheets of paper	○ Large sheets of paper
○ Flipchart	○ Flipchart	○ Flipchart	○ Flipchart	○ Flipchart
○ Markers	○ Markers	○ Markers	○ Markers	○ Markers
○ Action manual for participants	○ Action manual for participants	○ Action manual for participants	○ Action manual for participants	○ Action manual for participants
○ Other materials	○ Other materials	○ Other materials	○ Other materials	○ Other materials

Toolkit 04
Evaluation of activities

EVALUATION OF ACTIVITIES

Activity name	
Date	
Location	
Topic	
Facilitator	

Instructions:

Please answer the following opinion poll. It aims at evaluating the fulfilment of the activity objective. All answers are confidential and will help the project improve future activities.

Mark with an **X** the box you consider relevant according to your evaluation. Ponderation is as follows:
5 - Excellent 4 - Very good 3 - Good 2 - Regular 1 - Must improve.

TOPIC TO BE EVALUATED / PONDERATION	1	2	3	4	5
Content implementation					
What do you think of the content?					
How do you evaluate the examples provided, the activities and/or the exercises carried out during the training?					
Methodology					
How do you evaluate the use of the agenda time?					
How do you evaluate the use of work resources? (Audiovisual means, presentations, activities)					
Facilitation					
How do you qualify mastery of the subject?					
How do you evaluate the ability to conduct group work?					
Logistics					
How do you assess the meeting invitation?					
How do you evaluate the place where the activity took place?					
Participation					
How do you assess the participants' interaction?					
How do you evaluate the respect for the different opinions among the participants?					

What recommendations can you provide for future similar activities?
_____
_____
_____
_____

6

ACTIVITIES PER MODULE

The following are suggestions for complementary activities to be used in each of the four modules included in the action manual. The aim is to complement the contents developed in the manual, as well as to deepen the participants' knowledge on particular topics. It is important to remember that module 5 is both an activity and a tool. It is thus recommended to develop this module with the group during the last session.

Carefully read each of the suggested activities for each module. Select one or two that you think will be best suited to the group and will be more useful for them. Check the activities to be developed during the workshops in your community.

Module 1 | What is extortion?

1. Extortion in my community

Learning objective: *Participants will be able to apply the knowledge to a specific situation taking place in their community life.*

Recommendation: : Select this activity if you want to promote a space for reflection and discussion with participants about the community's extortion situation.

40 MIN

Resources: Markers and flipchart paper cut in half.

Description: In a place in the room where participants can move around easily, they draw a map of their community using flipchart paper. Each paper represents a place, for example churches, schools, market, shops and grocery stores, detention centres, health centres, councils, government offices, etc.

As a group, they should mark, draw and/or write, using coloured markers, the places where people, businesses or institutions are known to have been victims of extortion, as well as the types of extortion that have been carried out. This will allow the community to develop their own 'history' of the phenomenon, as well as the types of extortion that commonly take place within the territory.

Questions for reflection: Is extortion in my community a familiar topic to everyone? At what times or places can I share my thoughts/experiences on extortion with people in my community? Is it possible to identify within the map which places or institutions should protect victims and/or support the prosecution of these cases? What types of extortion are recurrent within my community? Is there any way to prevent them?

2. Women and extortion

Learning objective: *Participants will be able to present informed opinions based on the information provided.*

Recommendation: Select this activity if you want to delve deeper into the issue of women and extortion, and provide spaces for analysis and reflection. The activity is recommended for groups that have experience and/or work in connection with the subject.

25 MIN

Resources: *Mujeres de Guatemala: ¿La nueva cara de la extorsión?* (Women in Guatemala: The new face of extortion?), by Débora Bonello, Insight Crime 2019.
(https://es.insightcrime.org/investigaciones/mujeres-de-guatemala-la-nueva-cara-de-la-extorsion-2/)

Description: The facilitator presents extracts from the news report 'Women in Guatemala: The new face of extortion?' During the plenary session, answer the following questions: Why do you think the gangs use women as conspirators or supporters to carry out extortion?

What is your opinion of the cases presented in the news report? Do you think it is fair for women to be deprived of their liberty? Why? In what ways could these cases be prevented among women? What should the role of government authorities be in these cases?

Extracts:

- *Most of the 130 women prisoners are sitting on white plastic chairs, talking quietly. Some play with their young children, who are allowed to stay with them in prison until they are four years old.*
- *Extortion is the most common crime for which women are behind bars in Guatemala, and statistics have been rising since 2009. In 2014, there were 382 women in prison for extortion. In 2017, this figure doubled, reaching 791 prisoners.*
- *Most of the women report that the people who approached them said that a friend or a family member was going to deposit some money they urgently needed into her account, and that bringing the money into prison or giving it to a 'family member' outside prison would be a great favour.*
- *One of the women was honest about how the gang used her bank account to receive the extortion money: 'At first, I did not know [that it was dirty money], but after some time, I knew it.'*

3. Extortion in five words

Learning objective: *Participants will be able to recall facts and/or emotions linked to the term 'extortion'.*

Recommendation: Select this activity if you wish to promote an open space for the exchange of personal experiences of extortion, with openness to emotions and feelings expressed by participants.

20 MIN

Resources: Cards, markers, coloured stickers.

Description: Each participant is given five cards and a marker. Each participant is asked to list the first five words that come to mind when they hear the word extortion, writing one word on each card (e.g., fear, anger, money). In pairs, they share their cards, talk about their experience and explain why they chose those words.

The facilitator puts the participants' cards on a wall, ensuring that each word is entered only once, without repetition, thus achieving a map describing what the word 'extortion' provokes in the group. Each participant who has a repeated word places a sticker on the card, so that they are able to see which nouns, actions, emotions and/or experiences are repeated among the participants.

Questions for reflection: How do you feel about the words on the wall? Why do these words get repeated in our group? From what is displayed on the wall, what emotions and feelings does the word 'extortion' provoke?

4. Elements of an extortion

Learning objective: *Participants will be able to find information in a text, relate and understand concepts.*

Recommendation: Select this activity if you want to evaluate the knowledge and concepts of extortion as it applies to a case. This activity is recommended for groups that are just starting out in the field.

25 MIN

Resources: Printed extortion cases (cases presented on pages 25, 27 and 29 of the Insight Crime report), flipchart papers and markers.

Description: The facilitator explains and briefly presents each of the three cases to be addressed. Participants are divided into three groups either by affinity or by organization. According to their interests, each group selects the case they want to analyze.

After reading the case, the group identifies the type of extortion, as presented in the action manual, as well as each of the extortion elements (who performs the extortion, the source giving power to the extortionist, the nature of the threat, the method of payment and the way the extortion is carried out). Cases are presented in plenary session on flipcharts.

5. Extortion is a crime

Learning objective: *Participants will be able to find information in a text and understand concepts through dialogue with their peers.*

Recommendation: Select this activity if you want to apply and link the term 'extortion' to national laws. This activity is recommended for groups that are just starting out in the field.

15 MIN

Resource: Action manual.

Description: Each participant individually reviews the national law of their country in relation to the crime of extortion.

Answer: How is the crime of extortion defined in law? What are its penalties and/or punishments? Share the answers in a plenary session.

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6. Who am I?

Learning objective: *Participants will be able to apply the knowledge through the role playing of a hypothetical case.*

Recommendation: Select this activity if you wish to assess the knowledge and concepts of extortion, as presented in the action manual. This activity is recommended for groups that are just starting out in the field.

40 MIN

Resource: Action manual.

Description: Participants will be divided into groups of four. Together, they will have to choose a type of extortion without letting the others know about it. They will create a case and act in a way that is close to the reality in which these cases may occur, according to the members of the group. It is important that public officials are included in the action, showing the state's role in each case.

After each presentation, participants have to guess the type of extortion that was presented and analyze the case. Why did you choose that case? Do you know similar cases? Do you agree with the way it was presented? Why?

What are its local impacts??

1. Is it valid?

Learning objective: *Participants will be able to present argued opinions based on the information provided.*

⏱ 30 MIN

Recommendation: Select this activity if you wish to promote an open space for the exchange of personal experiences of extortion, with openness to dialogue and debate around different positions on the same premise.

Resources: Cards with sentences about extortion.

Description: The facilitator presents a set of cards with various sentences. Each participant takes a card and answers whether they agree or disagree with the sentence and explain why. It is important to allow enough time for each person to read the sentence and develop a response, as well as to provide a respectful space for analysis and discussion.

Sentences:

- *The state is responsible for deaths resulting from extortion.*
- *The state is 'handcuffed' before extortion.*
- *Paying an extortionist is the only way to survive in this country.*
- *Local authorities are a support in the fight against extortion.*
- *If complaints about extortion were to increase, cases of extortion would decrease.*
- *Local authorities should be more rigid and prioritize the fight against extortion.*
- *Companies that include extortion costs in their fixed expenses should be sanctioned.*
- *Communities do not trust governments' anonymous telephone-complaint mechanisms.*
- *Large companies must negotiate with extortionist groups so that both can make a profit.*
- *Small and medium-sized businesses must unite and stand up to extortion by refusing to pay the fees.*
- *The gangs have generated a sense of identity and faithfulness within the communities, making many people pay extortion fees to feel protected.*
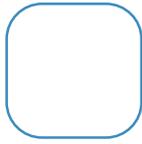
2. Media monitoring

Learning objective: *Participants will be able to collect information on a topic and generate questions for analysis with the information obtained.*

Recommendation: Select this activity if you want to go deeper into the subject of extortion and the media, and provide spaces for analysis and reflection. It is recommended for groups that have experience and/or work in connection with the subject.

20 MIN

Resources: Written media and the internet.

Description: Participants are asked to monitor news from their country about extortion and to collect numbers, statistics and other information about the effects of extortion, taking into account how each media outlet addresses the news. Each participant must write the data and relevant information of two news items, as well as an analysis of how the media covers the news. Findings are shared in a plenary session.
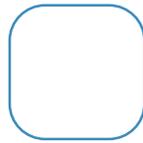
Title: _____
Date: _____
Media consulted: _____
Relevant information: _____
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Analysis: _____
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Title: _____
Date: _____
Media consulted: _____
Relevant information: _____
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Analysis: _____
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3. Extortion effects

Learning objective: *Participants will be able to apply the knowledge, examine and break down information for the analysis of hypothetical cases.*

Recommendation: Select this activity if you want to evaluate the knowledge and concepts of extortion as applied to a case. This activity is recommended for groups that are just starting out in the field.

25 MIN

Resources: Flipchart paper and markers.

Description: The facilitator reads the following cases:

Felipe is at his workplace when he receives a call from an unknown person indicating that Marta, his wife, is at the supermarket at that very moment and that she will soon pick up Marco and Nanci, their children, from school. The person behind the phone asks Felipe for an immediate deposit of US$5 000 if he wants to continue seeing his wife and children alive. Felipe writes down the bank account number and hangs up. He immediately calls Marta, who has her mobile phone turned off; the system sends him directly to voice mail.

Marisol works at stand number 64 in the municipal market. Every Monday, she knows that Jorge, the 17-year-old son of the butcher from stand number 98, passes by collecting an extortion fee from each of the locals. Sundays are usually good market days, so Marisol usually manages to save some of the profits and have them ready when Jorge passes. The police constantly visit the market. They tell the stand owners not to pay the fee and to report who they know is behind it. Marisol knows that she cannot report Jorge, and that if she fails to pay one week, her stand is in danger; this is a stand she inherited from her grandmother and is her only livelihood as a single mother.

In a plenary session and with the support of flipchart papers, the group should imagine how each of the stories continues, identifying all the effects and impacts that extortion has in the different areas of the lives of the protagonists, their families and their community.

Questions for reflection: Why are the effects of extortion multidimensional? How has extortion affected the lives of each of you? What emotions did this exercise provoke? Why?

4. Trust in authorities

Learning objective: *Participants will be able to apply the knowledge in a specific situation taking place in their community life.*

Recommendation: Select this activity if you wish to promote an open space for the exchange of personal experiences on extortion and carry out a diagnostic activity on the existing trust by the participants towards authorities.

Resource: None.

Description: Extortion is a difficult crime to measure, especially as it is based on threats of violence, fear and very low reporting rates. Each participant will respond in writing and anonymously to an interview given by the facilitator regarding corruption reporting. In a plenary session, they will read and analyze the responses, emphasizing the level of trust of the group towards the authorities responsible for treating these types of complaints.

Open questions: What are the reasons for deciding to report an extortion? How could the process of reporting extortion within your community be improved? Is reporting itself important? What other measures should be taken against extortion?
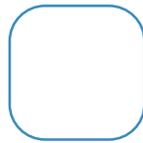
Male ☐   Female ☐

Have you been a victim of extortion? **YES / NO**

Do you know any case of family members, friends and/or acquaintances who have been victims of extortion? **YES / NO**

Have you reported or would you report extortion if you were the victim? Why?

_____

_____

_____

Do you know which institutions to go in order to report a case of extortion? Which ones?

_____

_____

5. The business of extortion

Learning objective: *Participants will be able to apply the knowledge, relate and combine information by creating their own models.*

Recommendation: Select this activity if you wish to assess the knowledge and concepts of extortion, as presented in the action manual. This activity is recommended for groups starting their training on the subject.

Resources: Worksheets, action manual.

20 MIN

Description: In pairs, participants will draw up a conceptual map of the extortion business, trying to show the causes and consequences of extortion in the region. Once the conceptual map is completed, it will be possible to explain why extortion is a business and who benefits from it.

(On a horizontal sheet of paper, draw a box in the middle with the phrase 'The business of extortion', and several blank boxes around it for participants to fill in.)

Module 3 — What are the responses to extortion?

1. Analysis of stakeholders

Learning objective: *Participants will be able to apply the knowledge, relate and combine information by creating their own models.*

Recommendation: Select this activity if you want to go deeper into the issue of responses to extortion and provide spaces for analysis and reflection. It is recommended for groups that have experience and/or work in connection with the subject.

🕐 **30 MIN**

Resources: Flipchart paper, markers.

Description: Using only the information presented in the action manual, participants develop a conceptual map of responses to extortion at the state, civil society, private sector and community levels. They then think about how each of these proposals could be complemented by one another and form a single response project, imagining that they could all be implemented in the same country. Select a topic and thread the answers until an integrated project is achieved.

Example: *Joint state and civil society research on extortion and women provides data on how women are part of extortion networks. The state, through the National Anti-Gang Force, has a dedicated phone line for citizens' complaints aimed at women, the Colectivo Artesana has created and implemented a communication campaign for women deprived of their liberty on the subject, and the women's community networks against extortion are promoting dialogues in different communities to raise awareness and make decisions on the subject.*

2. Safe schools

Learning objective: *Participants will be able to present argued opinions based on the information provided, as well as to propose new projects and ideas.*

Recommendation: Select this activity if you want to delve deeper into the issue of responses to extortion and provide spaces for analysis and reflection. It is recommended for groups that have experience and/or work in connection with the subject.

30 MIN

Resources: Video, projector, computer, internet.

Description: Watch the video *Programa Escuelas Seguras* ('safe schools programme') from the Ministry of Interior of Guatemala.

In groups of five, answer the following questions: Have the schools in our community been victims of extortion? If the answer is yes, how has the situation been addressed? What is your opinion of the Safe schools programme in Guatemala? What are the benefits and the possible risks?

In groups, participants will think of a proposal for the safe schools programme for educational centres, which could support and/or complement the programme with prevention or response actions, involving other stakeholders in the educational community. In a plenary session, share the programme proposals within a timeframe of three minutes per group, taking into account that they are presenting the proposal to the authorities of the Ministry of Education.

Video: https://www.youtube.com/watch?v=NBxWRYINqPk&feature=emb_title

3. How to deal with extortion?

Learning objective: *Participants will be able to present argued opinions based on information obtained during the training process.*

Recommendation: Select this activity if you wish to promote an open space for the exchange of argued opinions on responses to extortion, with openness to dialogue and debate from different positions on the same premise.

45 MIN

Resource: None.

Description: Two groups of three people come forward as volunteers to take part in a debate. One group represents the government, and the other represents small and medium-sized businesses that are victims of extortion and demand governments' responses. The groups will debate around the premise: *'The government does not take effective action to stop extortion'*, for which each group will prepare three arguments for and/or against the premise. This will allow for an argumentative debate. From time to time, the facilitator will give the floor to people in the audience to intervene and offer their points of view.

At the end, in a plenary session, discuss and analyze the complexity of the approach to the issue as well as the multiplicity of actors that must be involved in tackling extortion.

4. Radio ad

Learning objective: *Participants will be able to break down information into parts, analyze it and create new content from it.*

Recommendation: Select this activity if you wish to assess the knowledge on responses to extortion as it is applied to communication and dissemination issues. This activity is recommended for groups that are just starting out in the field.

Resources: Pencils, sheets of paper, mobile phones to record.

30 MIN

Description: Many times, there are good proposals and/or responses to extortion that are not known to the vast majority of the population, due to poor dissemination. In groups of three, participants will write a radio ad to present and promote some of the projects presented in the text, as a response to extortion. Take into account who is sending the message and who is the target audience.

Participants will record the ad (they can use sound effects, dramatizations, narrations, etc.), and then play it back for the group.

5. My best option

Learning objective: *Participants will be able to compare, evaluate and analyze information in a text, for decision-making.*

Recommendation: Select this activity if you wish to assess the knowledge on responses to extortion, as presented in the action manual. This activity is recommended for groups starting their training on the subject.

20 MIN

Resource: Action manual.

Description: From the text, each participant chooses two responses they think are the best to implement in the country. Fill in the following table with the information presented, as well as with inferred information:

ANSWER	
ACTOR(S) PROMOTING IT	
ACTOR(S) INVOLVED	
TYPE(S) OF EXTORTION THAT RESPOND OR COULD RESPOND TO IT	
SHORT, MEDIUM OR LONG-TERM RESPONSE	
RESOURCES (few, moderate, many)	
STRENGTHS	
WEAKNESSES	
PROPOSAL FOR IMPROVEMENT	

1. Role play

Learning objective: *Participants will be able to apply the knowledge through the role playing of a hypothetical case.*

Recommendation: Select this activity if you wish to promote a space for reflection and discussion with participants on recommendations on how to react to a possible case of extortion in their community.

40 MIN

Resource: None.

Description: The group will be divided into the following roles: governor, mayor, shopkeeper, telephone company owner, soft drinks distribution company owner, teachers, students, doctors, social activists, public prosecutor, etc.

The group must act in a situation where the community is facing a wave of extortion cases. Together they will have to dialogue, negotiate and reach an agreement to tackle extortion. If possible, small groups are formed according to affinities (activists, public officials, businessmen, etc.) to make specific and common requests, which facilitates dialogue and negotiation. Try to ensure that negotiations and conversations are in line with what might happen in a real-life situation, taking into account the possibilities and limitations of each actor.

2. Anti-extortion magazine

Learning objective: *Participants will be able to break down information into parts, analyze it and create new content from it.*

Recommendation: Select this activity if you wish to deepen the issue of responses to a case of extortion and provide spaces for analysis and reflection. It is recommended for groups that have experience and/or work in connection with the subject.

Resources: Sheets of paper, pencils and markers.

20 MIN

Description: In groups, participants will produce a magazine containing important and relevant information about prevention and response to cases of extortion for their community. Sections may include types of extortion, impacts and consequences, ways to respond to an extortion case, etc. The magazine should include a list of public institutions and non-governmental organizations that support the fight against extortion, including their telephone numbers and other ways to contact them.

3. State and non-governmental organizations supporting the fight against extortion

Learning objective: *Participants will be able to apply the knowledge, relate and combine information by creating their own models.*

Recommendation: Select this activity if you want to apply and link the module topic with a mapping of state institutions working on it. This activity is recommended for groups that are just starting out in the field.

30 MIN

Recursos a utilizar: Flipchart papers, markers.

Description: With the facilitator's help, and taking prior knowledge as a reference, participants will work in pairs to develop a conceptual map of public institutions and non-governmental organizations that support the fight against extortion in the country, from its prevention to its response and dissolution.

(On a horizontal sheet of paper, in the middle, draw a box with the phrase 'Fight against extortion', and several blank boxes around it for participants to fill in.)

4. Advertisement

Learning objective: *Participants will be able to remember and collect information on the topic, creating something out of it.*

Recommendation: Select this activity if you wish to evaluate your knowledge of the suggestions for reaction to a case of extortion, as presented in the action manual. This activity is recommended for groups starting their training on the subject.

20 MIN

Resources: Blank sheets, crayons, markers.

Description: Each participant must make a graphic advertisement showing how to respond to a case of extortion, in the form of a comic strip. Half of the group will produce the advertisements for a case of extortion by telephone, and the other half will produce the advertisements for a case of extortion in person.

5. Am I protected?

Learning objective: *Participants will be able to compare and evaluate information obtained through an internet search, and analyze it while taking into account the knowledge acquired.*

Recommendation: Select this activity if you wish to introduce participants to the subject of digital security.

20 MIN

Resources: Internet and the UNICEF video campaign (https://www.youtube.com/watch?v=WqBl2zyXI7g).

Description: Each participant will have to search for their own name on the internet, finding and analyzing the information that is available about them. What relevant information was found? Did you know that all this information was available to the public? Are you comfortable with your digital identity? In a plenary session, reflect on the traces we leave when using the internet. Conclude the activity with the UNICEF video.

7

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