

# Video Worksheet 4: Enabling inclusive dialogue

[Watch video here](#)

Enabling inclusive dialogue may not come naturally to everyone, but with reflection and practice, it is possible to learn this fundamental skill.

- **What is dialogue?** A dialogue is a space for open discussion and exchange of different points of view. Unlike debate, it is not a win-lose process. A dialogue has an appreciative quality and is oriented toward mutual learning and sharing. This learning simultaneously strengthens relationships and helps the participants to achieve new insight into a problem or issue.
- **Strengthening inclusivity:** Over time communities can develop their own means of enabling inclusive dialogue on issues, including harms affecting children. However, communities frequently need a helping hand at the beginning to ensure that everyone in the community is included in the dialogue. Typically excluded groups include children, women, and people with disabilities.
- **Frame the discussions:** Remind the participants that this discussion is not a debate. There are no right or wrong answers, and it is important to hear the ideas of each person.
- **Model inclusive dialogue:** Do small things such as asking probing questions, showing that you are not threatened when someone disagrees, and inviting each person to speak.
- **Show gratitude:** Take an appreciative stance, and thank each person for her/his ideas, even when you disagree with them.
- **Observe who is not participating:** Keep track of who has not spoken, and use opportunities to engage them in a friendly, non-pressurising way.
- **Invite people in:** Help those who dominate discussions make space for other people by asking occasionally, "Is it important to hear the views of everyone here?" Their answers will diplomatically remind themselves and everyone else of the importance of giving space to others to talk.

**Ongoing observation, reflection, and adjustment**  
Community-led work is an ongoing, evolving process, and people may engage or step back for different reasons at different times. Important questions for the facilitators to ask themselves include:

- Who is participating in this phase?
- Do they seem to be enjoying it and finding meaning in it?
- Are girls as well as boys, and women as well as men, participating?
- How could men become more engaged in the community action?
- Are people from different religious groups or ethnic groups participating?
- Are people from very poor households or from marginalised groups participating?
- Are people with disabilities participating?
- Who is not participating in this phase?

- **Reach out to people who are not participating:** Reach out to those not participating or attending dialogues. Changing the way the dialogues are organised may help, for instance, by scheduling some discussions at a different time.
- **Be sensitive to local norms:** It is crucial to understand local norms. Ignoring social norms could disturb power dynamics and make life difficult for particular subgroups or individuals.

## Learn more

Practice identifying inclusive dialogue in [FAC7: Enabling Inclusive Dialogue in the Toolkit](#).

Read Chapter 6.2 of the Guide: [Communities Select Which Harm\(s\) to Children to Address](#).



## Discussion and self-reflection

1. What is happening here? Is this picture supporting a community-led process, and why?
2. Is there anything you could do differently?