



LEARNING TOGETHER

A Comprehensive Programme Guide by the
Adolescent Girls Learning Community



agency
solidarity
empathy

Leadership
collectivisation

10 Years of the Learning Community

EMpower's work raises girls' voices and supports them as leaders.

One young woman creating change in her community is Seema, an EMpower Adolescent Girls Learning Community member and a Girls Advisory Council girl leader in Mumbai. Seema shines with determination and is pursuing her undergraduate degree. But, as a girl growing up in Mumbai, facing gender-based discrimination, she did not always see this future for herself.

Read Seema's story:

I remember the day my new life began. It was in 2008. I was nine years old, and my parents introduced me to Vacha Charitable Trust, a non-profit in my community that has been an EMpower grantee partner for many years. There I met girls who were filled with enthusiasm and joy. They were friendly and talkative, while I was shy and kept to myself. I found it hard to mingle with them initially. But as days turned into months, Vacha and these girls became an integral part of my life.

Within a year, I became bold, confident, social, and, most importantly, lively. By signing me up for classes at Vacha, my parents wanted me to experience something new, discover my sense of individuality, and break the walls I had built around myself. We performed street plays and organised rallies and workshops on issues such as shrinking open spaces and access to education—matters that directly affect us. I came to understand that gender-based discrimination is not always explicit—it also operates discreetly. For example, when men in households are served more *chapati* (flat bread) because of the commonly held perception that they do more physical work than women. Participating in the activities at Vacha and publicly raising the issues that affect us provided me with a sense of satisfaction as we took it upon ourselves to find solutions.

In my fourth year at Vacha, I met two people from EMpower that I consider very important in my life: Nisha Di and Cynthia Di (*Di is a contraction of the Hindi word Didi which means elder sister*) through the Adolescent Girls Learning Community in Mumbai, an EMpower initiative that Vacha coordinates. Their happy faces and cheerful smiles made me less anxious about joining something completely new for me. Through the Learning Community, EMpower transformed the classroom into an all-girls platform, enabling adolescent girls like myself to work in a team, learn from each other's experiences and challenges, and find ways of addressing the issues that affect us the most. We set out to reclaim public spaces—be it a playground, a gymnasium, a gaming station, or even a '*chai ki tapri*' (a roadside tea stall in India. The tea stall has historically been a site where boys and men gather to have intellectual discussions over copious amounts of tea).

Today, I have completed ten years with the Learning Community. Together, my friends and I have led rallies, conducted surveys, performed plays and flash mobs, created parent groups, and met with municipal officials to highlight our issues. Recently, the Learning Community organised a press conference where we presented a Charter of Demands before the media about our concerns regarding the lack of access to toilets, playgrounds, and an insufficient number of newsstands in our communities. The Learning Community is not just a programme, it is the voice of every girl who may be unable to actively join the community. We have reached out to numerous communities over the years, forming a network that is representative of the diverse and common problems that girls face across the city. Collective efforts like this always shine, and if the problems of even one community are resolved, it becomes a moment of happiness for all of us.

Not only has EMpower given me a platform to make my voice heard, but it has also given me wings to fly to new states and meet new people. In 2018, I made my first trip to Delhi as part of the Girls Advisory Council. It is a girl-led initiative where we are the advisors and often the decision-makers. At the Girls Advisory Council launch meeting last year, where I was representing Vacha, I met fellow girl leaders from organisations all over India that are supported by EMpower. The time spent with these girls, who are now my friends, has been the best time of my life. We spent three days last year and then this year too, brainstorming ideas and making recommendations to EMpower to strengthen its work with young people not only in India but also globally. As a girl leader on the Council, I always feel like my opinion matters.

I am aware that many girls, even in my city, are not allowed to have dreams and aspirations. So, I am thankful to my parents, who have never let societal norms get in the way of my growth. I also want to express my heartfelt thanks to EMpower for providing me with platforms like the Learning Community and the Girls Advisory Council to help bring out the actual Seema.

Seema Dosad:
EMpower's Learning Community Alumni and Girls Advisory Council member.

[*This is an excerpt from Seema's letter to EMpower, 2019]



EMpower's Journey of Girls' Work and Meaningful Youth Engagement

Cynthia Steele

President and CEO

EMpower believes that the greatest experts in the lives of girls are girls themselves. In 2005, EMpower honed its strategy to focus on opportunities and skills for marginalised young people ages 10 to 24 living in emerging market countries. Then, as now, it was clear that being a girl was one of the factors that made young people most vulnerable: they were at risk of not attending or completing school; of early marriage; becoming pregnant; of acquiring HIV or another sexually transmitted infection; of being subject to violence. We also knew that girls in most communities received little investment or attention, and much fewer opportunities to voice their views or shape their days or destinies.

Moreover, on our early visits to grantee partners, as we shaped our strategy by listening to girls and organisations working with them, it became crystal clear that:

- we could support the expansion and deepening of existing and strong girl-centred work;
- encourage and support organisations working with young people or women to look at their work through a girl-focused lens and fine-tune programmes;
- facilitate exchange among girl-focused grantee partners so they could learn from each other, problem-solve together, and build a common cause.

Seeing both the huge need and huge potential, made girl-focused work a centrepiece of EMpower's work from 2006 onwards, and we are grateful to our many teachers – girl leaders, grantee partners, and colleagues – on this journey.

Nisha Dhawan

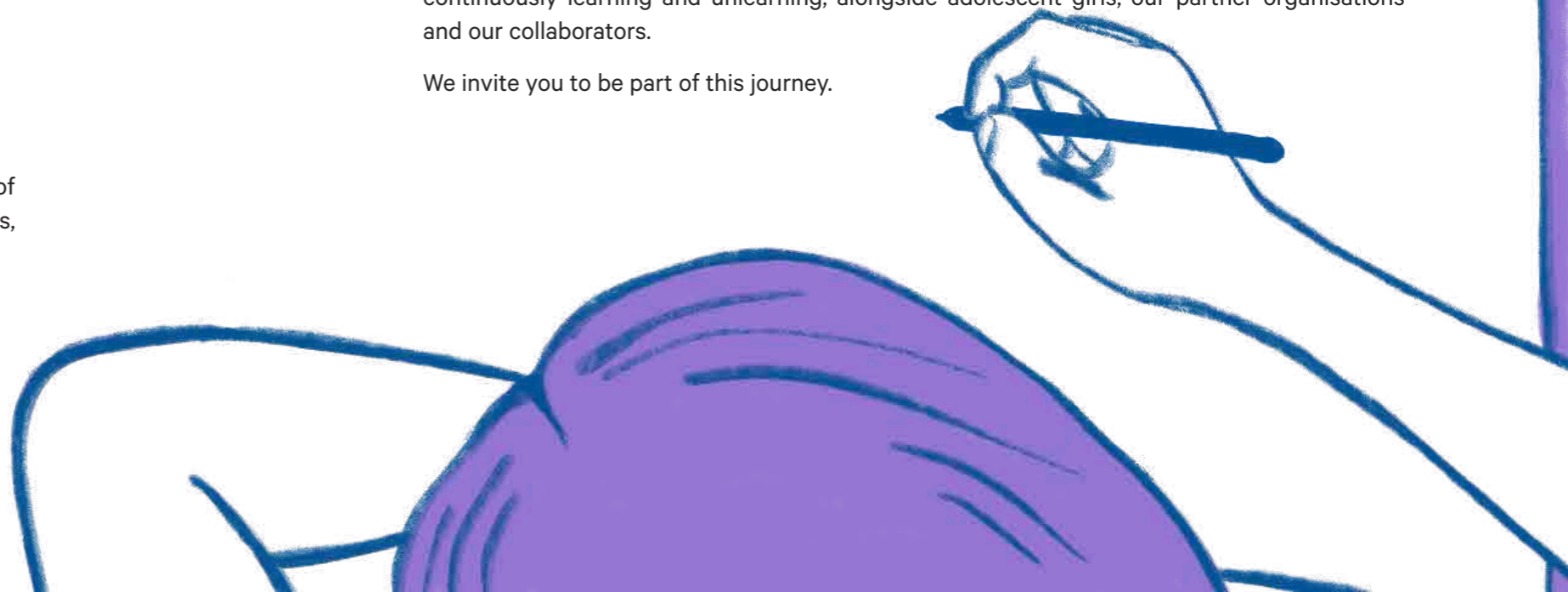
Country Director, India

The Learning Community is a manifestation of EMpower's conviction in the wisdom of adolescent girls. In early 2012, we thought-partnered with four of our grantee partners based in Maharashtra – to bring together girls and young staff members to create a learning space where girls were in the driving seat. The early days were a site for learning and unlearning, collaboration, and thinking together. The model had organic beginnings—we created tools and session plans in response to the goals that we were trying to achieve, namely: how do you enable girls to be protagonists in programme design, budgeting, learning, and impact? We refined these tools over time, discussed what worked and what did not, and on that basis, we created the first iteration of this Programme Guide in 2016, entitled 'Learning Together: A Toolkit for Monitoring and Evaluating Programs for Adolescent Girls'. We aimed to ensure that the model was adaptable in various contexts and the tools could be used in their entirety or parts—so that a ripple effect could be created by unleashing the power and potential of girls leading the way.

With a framework in hand, we expanded the Learning Community to Delhi in 2017 and saw an uptick amongst our grantee partners adopting strategies from the toolkit to centre girls more meaningfully within their organisations. Around the same time, we partnered with CARE to adapt the Learning Community model for implementation in Bangladesh and Nepal, and in 2022, we expanded the Learning Community to Rajasthan—our first time implementing this model in rural geographies and that too across locales. The learnings from the Learning Community enabled us to think about our work with girls and contributed heavily to the creation of our Girls Advisory Council in 2018 and our girl-centred and girl-led work in the 15 countries where we operate.

The Learning Community creates spaces for girls to be the principal decision-makers in issues that they believe are worth tackling. Resoundingly, the girls in Mumbai chose to focus on restrictions, public safety, and mobility—the most tangible implications of adolescence for girls. In Delhi, the girls chose to focus on sexual harassment, and in Rajasthan, on Early and Child Marriage—issues of importance as defined by the girls who were leading the process. In 2021, with nine years of learning under our belt, we revisited the toolkit alongside a group of girls who were part of the Learning Community to develop this Programme Guide. We are continuously learning and unlearning, alongside adolescent girls, our partner organisations and our collaborators.

We invite you to be part of this journey.



Kristen Woolf

Vice President, Programmes

EMpower continues to believe that young people are valued experts with deep insights and lived experiences on the challenges, needs, and opportunities affecting them and their communities today. This is why young people have a fundamental place in EMpower's vision and strategy, and more broadly in the ecosystem of youth-focused philanthropy.

As a funder committed to creating better futures for young people, harnessing youth wisdom and experiences is paramount to allocating resources in the most strategic, relevant, and transformative ways. We are committing to organisational practices that redistribute power and demonstrate trust and respect for the agency of young people. Furthermore, we believe that meaningful youth participation in philanthropy contributes to more strategic outcomes and to increased and sustained impact at the individual as well as institutional and systemic levels.

EMpower's goal, by 2025, is to build on our existing expertise and practices, systematically harness youth experience, and ensure their voices shape and make decisions across regions and at a global level. EMpower will nourish these approaches through learning and adaptability and a commitment to celebrating the value young people bring to our grantmaking and programming, as well as across our organisation.

Learning Community's journey in partner organisations' voices

Yagna Parmar

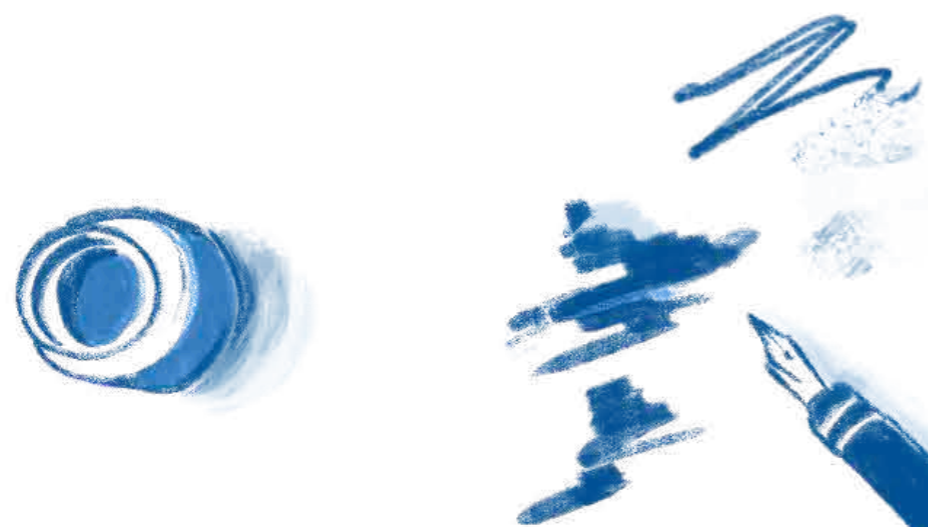
Vacha Trust, Mumbai

The Learning Community (LC) has played an instrumental role in helping Vacha strengthen its work with adolescent girls. The ideology of LC was a perfect match for Vacha's vision as stated by our founder, the late Sonal Shukla, 'Nothing for Girls without Girls.' EMpower, too, was keen that girls decide the issues that were important to them and suggest ways to address them. In other words, if you are talking about girls' issues, get them a place at the table to state their issues.

Working with other NGOs regularly was something Vacha was stepping into for the first time. There was initial hesitation and confusion, but surely the excitement was very high. We still remember the day when Cynthia Steele and Nisha Dhawan from EMpower proposed the idea of an Adolescent Girls Learning Community and invited Vacha to coordinate this project. We felt privileged to coordinate this network and agreed to it. The first training by Cynthia and Nisha was extremely useful for us to learn about community action planning, encouraging girls to prepare their own budget plans and project implementation strategies, and strengthening the leadership of adolescent girls.

This model became a good platform for us and other partnered NGOs in the network to review their work with girls, share resources, build networks among girls, and thereby increasing their social capital. The leadership of girls, especially for girls in the age group of 12-19 years, was further strengthened with the opportunity to make and utilise the budget for the project. Training girls in budget planning and utilisation was something that Vacha had not done before. LC girls like Seema and Saba made strides in their career paths as well. Although they have been part of Vacha for many years, LC contributed to their lives to a large extent. Seema decided to stay back in Pune to make a career for herself when her parents moved to their native place. She became a member of the Girls' Advisory Council, an initiative of EMpower, a space where she and other girls are given an opportunity to articulate their views. She is currently pursuing an MA in Development Studies from Azim Premji University. After being part of the LC programme, Soni, another Vacha girl, got the opportunity to be part of a research team of 25 girls for 'COVID: In Her Voice'.

The importance of research was not lost on these girls. This led them to do community mapping. They carried out surveys on 'Restrictions on Accessing Public Spaces' in their *bastis* (communities) and compiled findings that led to their campaigns: girls' access to safe, clean, and adequate toilets, newspaper stands, and playgrounds. Each girl's group led the campaign as per the capacities of the group. Contacting local leaders, preparing a Charter of Demands,



organising a press conference, making speeches, calling the press, and giving interviews were things they learned from each other over a period of time. The girls were able to see the uniformity of their issues across various organisations across the city. They felt the need to build their networks, include joint events in their programme planning, and have separate activities at the community level. These girls are still connected through a WhatsApp group, Facebook and Instagram channels. LC encouraged girls and mentors to lead the campaign—Make My Space, The Time Is Now! to increase girls' access to public spaces. This may be one of the first girls-led campaigns in India to access public spaces. There is a need to publicise this campaign much more.

The idea of publishing the LC Yearbook was well received by the girls and the partner organisations, who were allotted pages to write about their activities. This was empowering and gave them a feeling of ownership. A short biography of each girl in the yearbook made them feel important.

The structured and comprehensive LC toolkit became an important tool to evaluate impact at three levels: Individual, Community and Organisation. We are using some of its tools, such as the planning and budget sheet, community checklist, planning skill form, understanding self and the Moment of Change form for our existing girls' empowerment programme. This improved the efficiency of our M and E system. Some of the LC mentors moved to the next level in their organisation. At Vacha, two mentors, Yagna Parmar and Amrita De, became the coordinators of LC Mumbai, and later Yagna became the director of LC Mumbai. LC also provided an opportunity for us to increase the visibility of our work with adolescent girls among donor circles and NGO networks. In fact, the Shadhika Foundation, one of our donors, invited us to train adolescent girls from their partner organisations across India in the design of a community action plan and its implementation. After giving due credit to EPower, we conducted three days of training in 2019.

Having the review phase in LC at frequent intervals helped the network to bring modifications to the programme as required. Focus Group Discussions with girls and mentors and Individual meetings with Executive Directors of various organisations were crucial to revising the LC model periodically and also to having everyone's voices heard in the network. Many partnered NGOs started strengthening their work with adolescent girls after being a part of LC.

Apart from skill building and knowledge building, LC contributed to girls' mobility as well. Ten years ago, girls from LC had very little contact with other girls from their neighbourhood. With LC, some of them started travelling alone by public transport. A few were even stepping out of their homes for the first time. Attending trainings and meetings in big hotels and in different cities was a first-time experience of entering these 'gated' places for many of the mentors and girls. They greatly enjoyed and appreciated this opportunity.

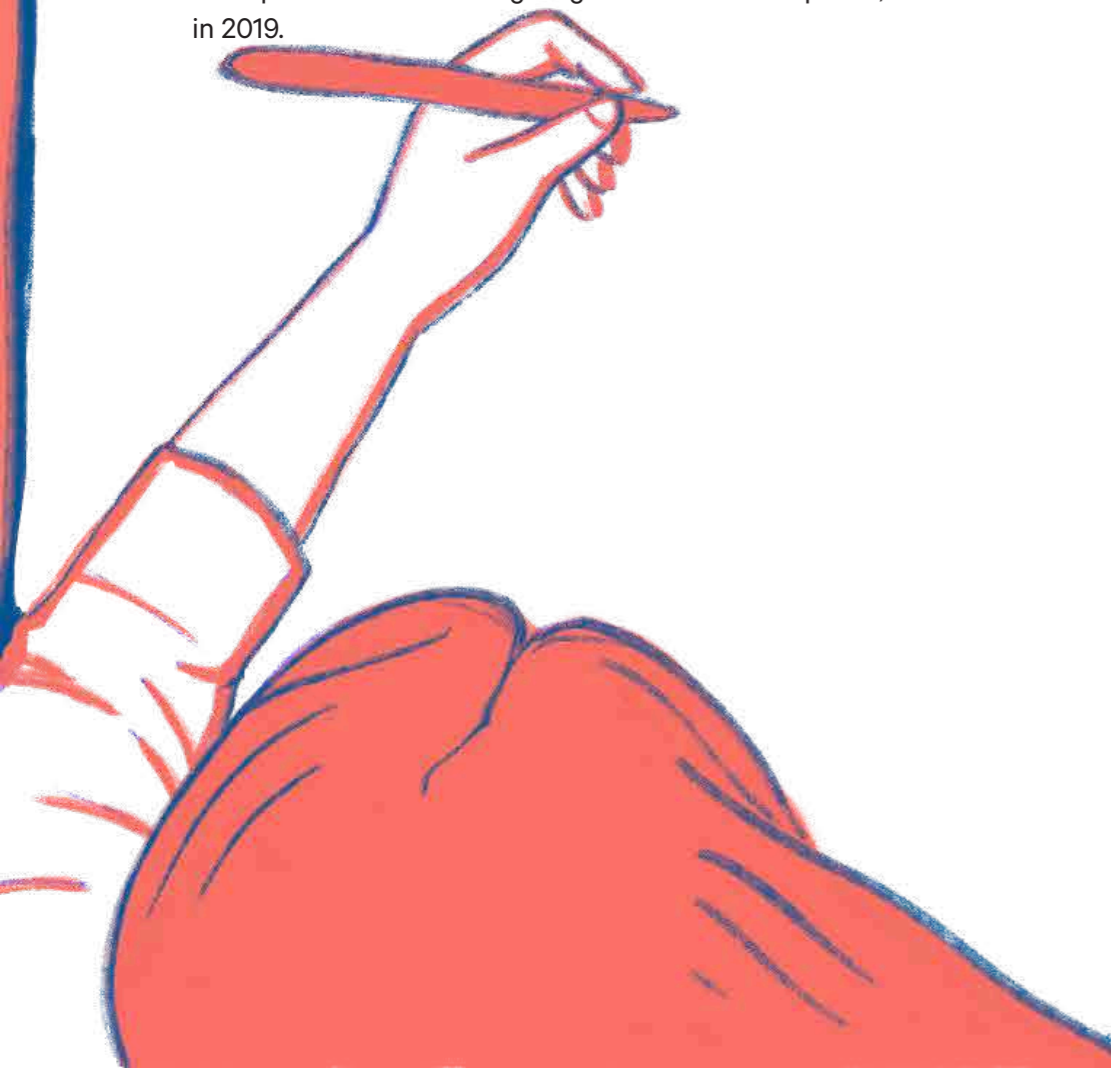
We would like to thank EPower for giving us this new opportunity, trusting us, prodding us when needed, providing flexibility in the model, and giving us an equal voice in building and visualising the LC network. The journey with EPower and LC has been an enriching and exciting one for Vacha.

Vimlendu Jha

Swechha, New Delhi

It was quite a learning experience to set up the inception phase of the Learning Community in Delhi, for it was quite an innovative programme approach to address the leadership challenges of young girls, individually as well as collectively. The best part of the programme design was the sense of responsibility and ownership that rested with the programme participants, wherefore they were not merely passive recipients of a programme intervention but were the active drivers of the programme—learning to take important decisions, taking those decisions, and learning from those decisions.

The other interesting aspect of the programme was the element of campaigning and outreach, whereby the programme participants connected with the larger community on specific issues of their interest/concern and engaged through various creative and participatory methods.



Prabhleen Tuteja

The YP Foundation, New Delhi

“Learning Community is an amalgamation of inspiration and aspiration for collective learning, solidarity building and trust-based leadership.” This statement captures the values we have heard from the partners, from the adolescent girl leaders, and from anyone who came with us on this mesmerising journey. We say this with complete cognisance that there are few spaces for practitioners to come together to unpack the understanding of feminist leadership, to give and practice the co-sharing of power, and to co-create spaces with adolescent girls. Not only did the Learning Community believe in this process, but it also supported making it a value among all partner organisations in every possible way. For the YP Foundation, co-developing an ally-based, trust-oriented, and adolescent-centric model with mentorship support from partner organisations was a once-in-a-lifetime opportunity to open the pathways of learning, both internally and externally for participants. To talk in terms of numbers, in the last year, when the world was hit with the pandemic, is surreal. Resilience and wellbeing of adolescent girls were the highest priority, at that time, and we quickly moved to bring together collectives focusing on mental health and wellbeing. Gradually, through dance movement sessions, mandala workshops, and film screenings, the collective moved from unique cohorts from different organisations to one collective representing different realities. This feeling over the period got nurtured, cherished and evolved and stood true to its name, we keep LEARNING as a Community of practitioners, advocates of rights and adolescent feminist leaders. The Learning Community doesn't pause; we evolve, we thrive, and we cherish adolescent leaders who are hopeful and inspirational in creating a truly just and equitable world to co-exist.



Acknowledgments

This Programme Guide could not have been possible without the support of several organisations and individuals dedicated to girls' leadership development and agency building. EMpower would like to thank those who work with us to implement the Adolescent Girls Learning Community (LC) Programme in India, including our grantee partners in India: **Vacha Trust, The YP Foundation, Swechha, CORO, Stree Mukti Sangathana, Akshara, Aangan Trust, Bright Future, YWCA, Vidhayak Sansad, Dostee Project, Enabling Leadership, Antarang Foundation, Oscar Foundation, Feminist Approach to Technology (FAT), JOSH, and Chintan**; their continued work and dedication to centring girls are inspiring.

Most importantly, we would like to express our profound appreciation to the **girls and mentors** who inspired this guide and for whom it was compiled. The girls' ideas and recommendations have been woven into the fabric of the Programme Guide.

The Programme Guide is designed to provide a planning, training, monitoring, evaluation, and learning tool for anyone who wants to implement programmes for adolescent girls, and especially for those who would like to implement youth-centric programming. The content is based on the experiences of working with girls as well as feedback received from the programme participants, mentors, and organisations who implemented and adapted this programme in different regions and contexts in India, Bangladesh, and Nepal in the last 10 years. We would like to thank everyone involved in the strategic planning exercise, focussed group discussions and meetings that provided key inputs for revising the programme model.

A few contributors deserve special mention:

Youth editorial board members: **Seema** (batch 2012, Vacha Trust) and **Aarti** (batch 2018, CORO) from LC Mumbai; **Shifa** (batch 2017, JOSH); **Simran** (batch 2017, Swechha); **Kashish** and **Shivani** (batch 2017, The YP Foundation), from LC Delhi, who worked closely with the EMpower team to conduct research, reach out to their peers, and develop this guide. They played a key role in bringing girls' perspectives into the Programme Guide.

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The journey of the Learning Community would not have been possible without the support of the **NoVo Foundation**, and of the **Nike Foundation** from 2011-14.

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Swarnlata Mahilkar, Programme Officer, Adolescent Girls and Gender Initiatives, who came on board as Girl Fellow, and led the development and documentation of this Programme Guide with girls as equal partners and collaborators at every step of the process.

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Nisha Dhawan, Country Director, India, and **Cynthia Steele** President and CEO, EMpower conceived of the LC programme in 2012. Nisha facilitated its development, use, and refinement through all stages, including this Programme Guide.

And we want to express our gratitude to our publishing team, without whom we would not have been able to put this Programme Guide together. For graphic design and illustration: Dulari Parmar, for copyediting: Carol Pereira, and for translation in Hindi: Richa Silakari.

We want to extend our gratitude to all the organisations doing pathbreaking work that we have tapped into during the development of this guide. We used and adapted a number of resources and tools, which are listed in the relevant sections of this guide. Rather than reinventing the wheel, we are stoked to have a fantastic community of organisations whose work has provided mutual learning opportunities for us.

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¹Link - <https://empowerweb.org/publications/learning-communities-on-the-move>

Glossary of Terms, Acronyms and Key Definitions

Glossary of Terms

Adolescent Girls – anyone from the age of 10-19 who *identifies* as a girl.

Alumni Girls – refers to the girl and young women leaders who are part of the Adolescent Girls Learning Community (LC) Programme and have already gone through their leadership journeys as part of the 12–18-month LC programme.

Girl-led Action Projects – are six-month long in duration; they are conceptualised and led by girl leaders to bring about change in their communities.

LC Coordinators – are organisations that co-lead the LC programme with other LC member organisations.

LC Mentors – are organisation staff who work closely with adolescent girls and community members.

Peer Leaders – are young women who are also alumni of the LC programme. They work closely with Learning Community mentors to provide support and help connect with new girls.

Young women – anyone from the age of 20-24 who *identifies* as a woman.

Acronyms

CoP – Community of Practice

FGD – Focus Group Discussion

GBV – Gender-Based Violence

LC – Learning Community

PLA – Participatory Learning and Action

PRA – Participatory Rural Appraisal

Key Definitions

Community of Practice (CoP): CoPs are organised groups of people who share an interest in a defined area and want to coordinate efforts to achieve specific goals. They routinely coordinate and collaborate to exchange information, learn together, improve their skills, advance general awareness of the field, and create a body of actionable knowledge.

Gender: A social construct defined by power relations at the individual, family, community, institutional, and structural levels in relation to one's perceived and/or personally experienced identity as a woman/girl (cis or transgender), a man/boy (cis or transgender), or a non-binary individual. Gender, as a social construct, refers to the social meanings that exist in a given society regarding the economic, social, and political roles, as well as the responsibilities, rights, norms, and expectations, associated with those identities. This can vary over time and according to cultural context and should also be considered in relation to racial identity, ethnic identity, age, and other factors.

Gender equality: Exists when individuals of all sexes, gender identities, and gender expressions experience true and equal enjoyment of health and human rights, and fair access to resources and opportunities without explicit or hidden discrimination, or political, social, or economic barriers based on their sex, gender identity, or gender expression.

Gender equity: Exists when all sexes, gender identities, and gender expressions are treated fairly and have equal access to opportunities based on their individual needs. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations, and opportunities in ways that will lead towards gender equality.

Gender justice: Gender justice is fundamental to human development and the realisation of peaceful, just, and inclusive societies. It involves ending inequalities between men and women in law and practice, and providing redress for those inequalities.

A holistic approach to promoting gender justice involves policy and law reforms that address discriminatory norms and harmful gender stereotypes, prejudices, and practices; disseminating information and knowledge that supports behaviour change; promoting access to justice for women and enhancing their security; empowering women as active participants in the process of transforming gender and power relations and the structures that enable them; and increasing accountability for sexual and gender-based violence.

Girl-centred²: Adults oversee the work but collaborate with and for girls. Adults enable girls to take active roles and agree on priorities and recommendations in a participatory way, ensuring girls' interests are central and their voices heard. Both girls and adults create messages and recommendations.

Girl-led: Girls make the decisions on all issues relating to their group/organisation. They design their own plans/strategies, establish their own priorities, and decide how the budget is spent/used, etc. They may or may not have adult support. Adult allies might also provide information and assist girls during their processes.

² Girl-centred and Girl-led: Definitions adopted from the Girls to The Front Report by Mama Cash and FRIDA |The Young Feminist https://www.mamacash.org/media/publications/girlstothe-front-report_web.pdf

Intersectionality: Refers to the overlapping layers of identity (e.g., gender identity, sexual orientation, racial identity, ethnic identity, class identity, caste identity, geographic origin, living with a disability or health condition, etc.) within which individuals, families, and communities live, and that often generate multiple, simultaneous levels of inequity, discrimination, marginalisation, and/or oppression. The term intersectionality was coined by US-based race theory scholar Kimberlé Crenshaw in 1991.

Meaningful Youth Engagement/Participation:³ is a process through which young people are meaningfully involved in decision-making processes that affect their lives, communities, and societies. It is characterised by mutual respect, shared power, and meaningful opportunities for youth to use their voice and influence.

³ United Nations' Guidelines for Meaningful Youth Participation in Decision-making (2010)

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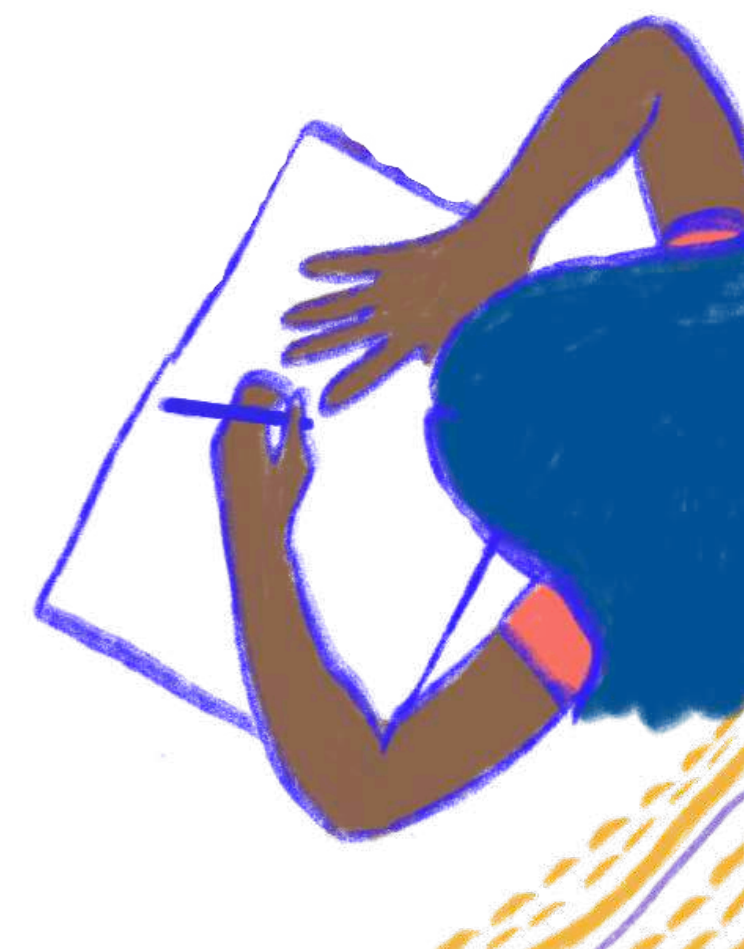
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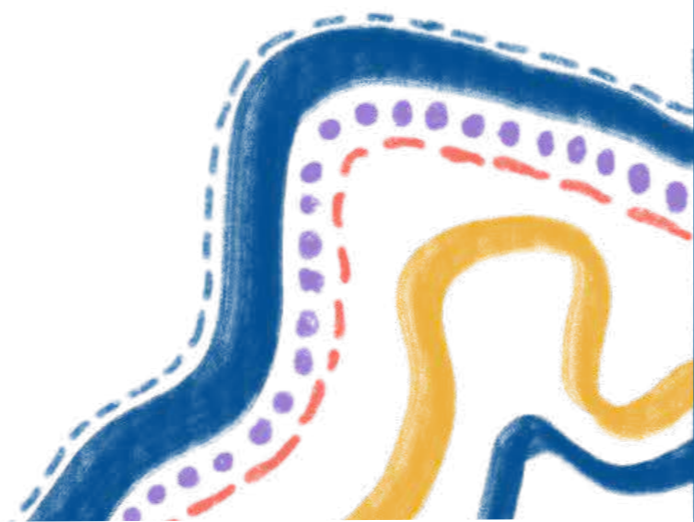
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INTRODUCTION

Adolescence is a critical period of transition, which profoundly influences girls' futures. It is a period where key decisions are made that will determine their life course. Decisions such as staying in school, training in a skill that will set them up for successful livelihoods, and gaining knowledge about their bodies and reproductive health and rights are crucial for advancing girls' self-confidence and self-esteem. Adolescence should be a time for girls to build self-efficacy in making healthy and safe transitions to adulthood, but often, the reality is different.

As girls enter adolescence, they encounter more pronounced gender roles and experience gender discrimination, which severely limits their access to knowledge and opportunities. Social and cultural norms further restrict their mobility and freedom, access to education, good health, and livelihood, exposing them to an increased risk of gender-based violence. Moreover, such norms, attitudes and practices limit girls' abilities to have a voice and agency to make decisions. Youth programmes worldwide seek to empower them with information, skills, and support. EMpower believes such programmes must be designed with youth, especially girls, as the focus audience and active participants. Girls benefit most from programmes that offer them an enabling space to express themselves, participate actively, and take on leadership roles. Girls are the experts on their own lives. They are bold and resilient, and when girls are in the driver's seat of decision-making, the change is more meaningful and relevant to them and their communities. We need to ultimately shift the way we view programmes for girls--and go beyond programme delivery to centring girls in every aspect of programming. The implementation of the LC programme for a decade now has provided us with tremendous insights about the girl-centred and girl-led programming that is presented through this Programme Guide. It is rooted in girls' experiences and developed with the LC alumni as equal partners.

What is this LC Programme Guide and Who is it for?

The LC Programme Guide exemplifies EMpower's belief in Meaningful Youth Engagement. It includes a combination of training modules, activities, participatory tools, and checklists for designing, implementing, documenting, and evaluating programmes for adolescent girls. It is intended for those who are (a) running and striving to enhance an existing programme with adolescent girls, (b) designing a programme or developing a proposal to work with girls and (c) already working directly with girls and require fresh ideas on how to create and sustain programme activities. It could be used by:

People and organisations planning a girl-centred and girl-led programme

Key stakeholders, including institutions, governments, and donors who are focusing on youth development programmes particularly for adolescent girls

Participants to critically reflect on self and community

Mentors, facilitators, and trainers working with adolescent girls and young women

Programme Managers and Executive Directors to build capacity and assess participants' and programme's performance

Learning, Monitoring & Evaluation (LM&E) teams to document learnings and measure the outcomes



How to Use this LC Programme Guide?

This Programme Guide is divided into five sections, each of which highlights an overall programme component or a specific component of designing a girl-centred programme in various communities. Each section contains content based on the rich experiences of the LC girl leaders, mentors, and member organisations in India and provides scope for adaptation to newer contexts and regions.

SECTION 1 contains an introduction to the Adolescent Girls Learning Community programme and its components, including the programme vision, objectives, core principles, programme strategies, timeline, and activities, as well as the staff structure, roles, and responsibilities.

SECTION 2 describes the key steps involved in developing strategies and approaches to planning a programme for adolescent girls. This section will help you develop and define the main components of your programme.

SECTION 3 includes guidelines on designing trainings to build the capacities of girls. It offers a variety of workshop sessions, resources, and skills that aid in developing girls' leadership and equipping them to play an active role in decision-making. This section also highlights processes to create opportunities for girl leaders to envision change in their communities and lead their action projects to make it a reality

SECTION 4 focuses on the capacity building of mentors around girl-led programming, and perspective- and leadership-building by elaborating on session plans and guides, sample sessions, and tools.

SECTION 5 provides a guide to designing the next phase of the learning journey by reflecting on the learnings of the LC programme.

The guide also discusses each session and tool in detail and provides the following information:



Training Session

- **Session topic and expected outcomes/objectives**
- **Duration of session**
- **Session prompts and/or tools**
- **Recommendations of resource materials** for every session
- **Notes for the facilitator** and additional guidance
- **Assignment for self-reflection** (for girl leaders)



Learning and Knowledge Building Tools

- **Description** of the tool
- **Purpose** of the tool by sketching out the main objective and key uses for the tool
- **Timeframe** of the project, stating when gathering information with the tool would be most useful in the programme cycle
- **Materials required** for each tool
- **Who will administer the tool**, including the guidance regarding who is responsible for conducting the session and who will fill out the forms
- **How to use** the tool to assist the practitioner in gathering relevant information
- **Instructions for facilitators** to assist them in administering the activity
- **How to analyse/measure** data to map the impact of the programme
- **Notes** on additional guidance for the practitioner or facilitator

The Programme Guide presents two types of tools: knowledge building tools to understand issues relevant to girls, and impact assessment tools for mapping the change in the lives of girls and their communities. These participatory tools are integrated throughout the programme's implementation period. You can use them in parts or all together. You will find these tools in sections 3, 4 and 5. To make this process easier and the tools more adaptable, the LC Programme Guide provides two types of pop-up boxes:



'Make it your own' boxes carry tips for adapting the programme to your context.

'In our experience' boxes carry our experience of using a particular tool or strategy.

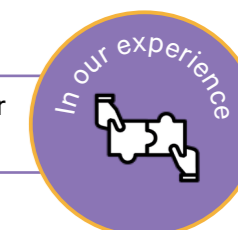


Table 1: Overview of the LC Programme – Knowledge Building and Impact Assessment Tools:

Preparation and Programme Launch	Capacity Building and Training	Girl-led Action Projects Implementation	Review, Learning, and Sharing - Consolidation
Phase 1 and 2 – Month 1	Phase 3 – Month 2-4	Phase 4 – Month 5-10	Phase 5 – Month 11-12

GIRLS

Knowledge Building Tools

Impact Assessment Tools

	<p>Tool 2: Social Resource Mapping (BASELINE) - Optional tool for impact assessment</p> <p>Tool 3: Goal Setting Tool</p> <p>Tool 4: Girl-Path Tool</p> <p>Tool 5: Social Network Mapping</p>		<p>Tool 2: Social Resource Mapping (ENDLINE) – Optional tool for impact assessment</p>
<p>Tool 1: Self-Assessment Tool - BASELINE</p>	<p>Tool 6: Planning and Budget Sheet - BASELINE</p>	<p>Tool 7: Project Intervention Assessment Form</p>	<p>Tool 8 : Girl-led Action Project Evaluation Tool - ENDLINE</p> <p>Tool 1: Self-Assessment Tool - ENDLINE</p> <p>Tool 9: Moment of Change</p> <p>Tool 10: Case Story Analysis</p> <p>Tool 11: Life Line</p> <p>Tool 12: Photo-Voice Tool – Optional</p>

MENTORS

Knowledge Building Tools

Impact Assessment Tools

	<p>Tool 3: Goal Setting Tool</p> <p>Tool 4: Girl-Path Tool</p>		
<p>Tool 13: Self-Evaluation Tool - BASELINE</p>			<p>Tool 13: Self-Evaluation Tool – ENDLINE</p> <p>Tool 14: World Café</p>

Why Should One Use this Programme Guide?

The LC Programme Guide is embedded in the experiences and contexts of adolescent girls and implementing organisations. It highlights rich knowledge and best practices from 10 years of implementing the LC programme in India that has been instrumental in centring girls' voices and agency in programming and decision-making. It presents how girl-led processes look in practice. This guide can help organisations, governments, donors, and individuals that want to prioritise girls' voices and leadership in their work with young people.

To ensure the effectiveness of a girl-centred programme, it is important to invest at every stage of the programme—right from the planning and preparation phase to capacity building and implementation, as well as systematic monitoring, learnings, and impact evaluation.

The LC Programme Guide draws on several methodologies, activities that can give evidence-based knowledge of the effects, limitations, and strengths of a programme. It focuses on steps for the planning and implementation of girl-centred and led programmes, modules for strengthening the capacity of mentors and adolescent girls, and impact assessment tools that prioritise learning and emphasise girls' capacity to be agents of change in their communities. It uses participatory methods throughout the programme to ensure that girls are at the centre of change, in their lives and communities. This guide will help in planning the LC programme in your context, with the flexibility to adapt according to the girls' realities and contexts.

This Programme Guide helps in:

- Planning and implementing the LC programme in different contexts
- Capacity building and training of mentors/staff and adolescent girls
- Alumni engagement and collective-building processes
- Understanding and measuring the changes in girls' lives after participating in a programme—both intended and unintended (for example, you might discover that a programme for the mobility and safety of girls also improves their communication with parents)
- Measuring the success of a programme (for example, does your programme increase girls' self-confidence and assertiveness? How exactly does it foster leadership?)
- Learning more about the problems or challenges faced by girls (for example, why girls do not access public places, or why it's difficult for your programme to enrol/retain girls?)
- Gaining insight into the girl-led processes of community change
- Gathering information that can be used to inform parents, stakeholders, donors, and other actors about the realities of girls' lives and the need to invest more in them

Adapting the Learning Community Programme to Your Context

This LC Programme Guide presents our key learnings, which we believe have great potential to provide insights for designing programmes for girls, young women, and youth groups with immense scope for adaptation into newer settings and contexts. To best adapt this in your context or region, consider the following:

1. What is the objective of the programme?

Organisations need to identify the objectives of their programme. Based on it they may use the entire LC programme model or different sections of this guide to plan and implement their programmes. For example: Sections 3 and 4—for building capacities of girls and mentors—may be adapted to strengthen the leadership component of an ongoing intervention with adolescent girls or young people and to measure the impact of an existing programme.

2. What is the cultural context of the community?

It is important to know the cultural context and community practices before programme strategies are developed. Organisations planning to start the programme in their region must do a needs assessment to build their understanding of the community-specific issues.

[Section 2: How to Design a Programme for Adolescent Girls](#) can be used as a starting point.

3. What are the ages and cultural backgrounds of the participants?

Organisations need to know their participants, their age and gender-specific issues, and community practices and beliefs before planning the LC programme in their contexts. Based on the results, you may need to adapt the training materials, examples, and language of imparting training sessions.

4. What is the duration of your programme?

The ideal timeline for the LC programme is 12-18 months. However, it may be adapted based on the time or funding available to run a programme with adolescent girls or young people.

You may add any other considerations that are crucial in your context. It can help you assess the needs for adaptation and modify the programme to make it more meaningful for girls, young women, and youth groups in your context.

You can, therefore, use this guide end-to-end to design a programme for adolescent girls from scratch, implement it, and evaluate its learnings. You can also use parts of this Programme Guide and modify it. For instance, to design capacity-strengthening training for adolescent girls or mentors, you can refer directly to Sections 3 and 4. Keep in touch with us so we know how things are progressing and if the EMpower team can be of support.

SECTION 1: WHAT IS THE ADOLESCENT GIRLS LEARNING COMMUNITY (LC)

This section illustrates the Adolescent Girls Learning Community's decade-long journey, its vision and values, key principles, and approaches to working with adolescent girls and young women, and their communities.



A Decade-Long Journey of Adolescent Girls Learning Community

The EMpower Learning Community concept is driven by a commitment to creating a space that nurtures and empowers girls as leaders. Girls are the decision-makers at all levels: they are the drivers of the target issues, the idea generators, the planners, and the public faces of the community. Girls are the leaders in actively pursuing solutions to the barriers that hold them back.

In 2012, EMpower conceptualised and initiated the first Adolescent Girls Learning Community in Mumbai, India.

The Learning Community's first cycle ran from 2012 to 2013 when four grantee partners of EMpower—Vacha, Akshara, Aangan Trust, and Vidhayak Sansad—worked together to form this community. In 2013, three new organisations joined the network for the second cycle of the Learning Community: CORO, Dostee Project, and Stree Mukti Sanghatana. The Learning Community focuses on building the skills and capacities of the participating organisations so that they are equipped to foster an environment for girls to choose, design, implement, and lead impactful interventions. This programme's main components are as follows:

Girls' Leadership: Adolescent girls from member organisations receive leadership training before implementing projects in their communities to address issues important to them, such as restrictions, mobility, and public safety for girls.

Mentorship: Mentors in each organisation receive training on leadership, project management, and mentoring skills so that they can effectively train girls and serve as the next line of management within their organisations.

In 2016, EMpower curated a toolkit called [Learning Together - A Toolkit for Monitoring and Evaluating Programmes for Adolescent Girls](https://empowerweb.org/assets/uploads/tools-resources/350/learning_together_toolkit_final_2016.pdf)⁴ that documented resources on monitoring and evaluating programmes for adolescent girls, stemming from the LC's work in Mumbai. The toolkit included innovative and participatory tools and strategies designed to:

- measure changes in girls' lives
- understand girls' situations in their communities
- measure the impact of a programme
- showcase the value of girl-led interventions

In 2020, EMpower commissioned a year-long review of the LC to use the rich experience and insights gained from the girls, mentors, and member organisations to help enhance improve the programme's impact and make it more meaningful and relevant to girls and their communities.

The review included 15 focus group discussions (FGDs) in Delhi and Mumbai with alumni girls, mentors, and grantee staff members. Their inputs and insights were turned into a roadmap for the LC Programme. EMpower also felt compelled to revise the toolkit to address the needs highlighted by girls during the review phase. EMpower hired a Girl Fellow in 2021 and formed an editorial board led by six girl leaders, nine mentors, two LC coordinators, and three EMpower staff who co-created a comprehensive LC Programme Guide.

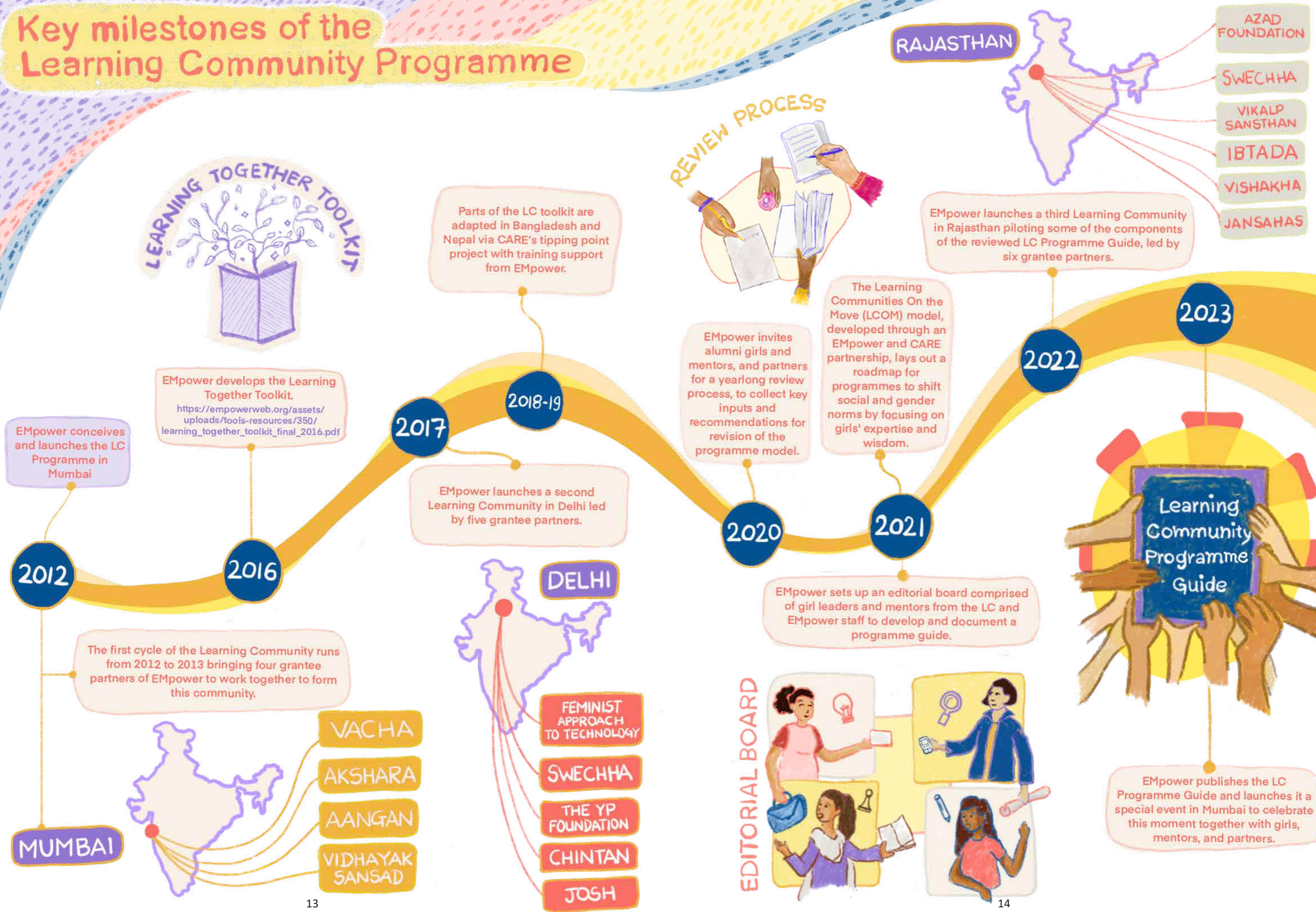
The Guide shares participatory tools and processes, training modules, and strategies designed to:

- advance the leadership, agency, and rights of adolescent girls and young women
- measure changes in girls' lives
- build the capacities of adolescent girls and mentors
- provide a guide to designing and implementing a girl-centred and girl-led programme
- understand adolescent girls' context and issues in the communities
- measure the impact of the programme
- showcase the value of girl-led interventions within a programme

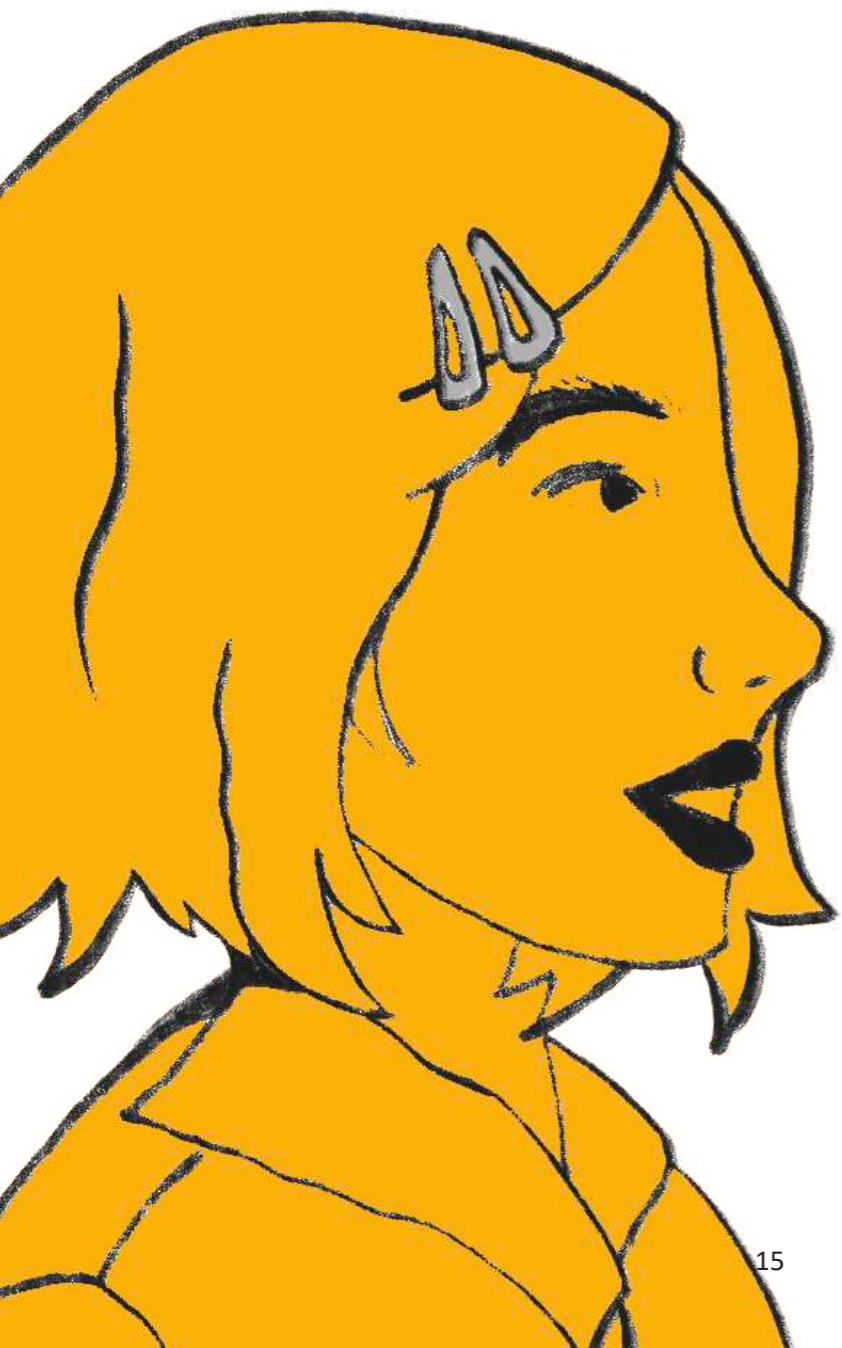
The Programme Guide was under development during the COVID-19 pandemic, therefore it provides additional considerations for the adaptation of a girl-centred and girl-led programme during a pandemic. The guide lends itself to adaptation in other scenarios too, where normal ways of working and communicating may be disrupted. The guide illuminates the considerations for capacity building through digital mediums, the resources and preparations required, and the self-care and wellbeing components essential to meet the needs of girls and young women.

⁴ https://empowerweb.org/assets/uploads/tools-resources/350/learning_together_toolkit_final_2016.pdf

Key milestones of the Learning Community Programme



Adolescent Girls Learning Community (LC) Programme



“When girls acquire leadership skills, they gain confidence. Activities and sessions at LC click with our life experiences as we reflect on gender discrimination and restrictions that we face every day. We think about questions like: Why do we face discrimination because we are girls? We had not thought about it before. We worked on these issues through our projects. When we received support from our parents and community, we were more confident. In this process, we get to know about the experiences of other girls in our community. I have encouraged my friends to join LC.”

LC Alumni Leader, Delhi

VISION

Adolescent Girls' Learning Community (LC) is a girl-led and centred programme that aims to advance girls' rights. LC envisions building leadership, agency, and movement among adolescent girls through capacity building and participatory learning processes.

It aims to create empowering conditions and spaces for girls where they can fully express themselves, delve into critical thinking and analysis and develop empathy and support for each other to build a strong girls' movement in their communities.

VALUES OF THE LC PROGRAMME

Learning community is a space for adolescent girls and young women which:

- is **Inclusive** and **Diverse**
- is **Transparent** and **Non-judgemental**
- is **Respectful** and **Empathetic**
- safeguards **Girls' Rights** and believes in girls' **Leadership and Agency**
- inculcates a **Sense of Belonging**

KEY APPROACHES: WHAT IS GIRL-LED AND GIRL-CENTRED PROGRAMMING:

Girl-led: All decisions regarding their group/organisation are made by girls. They devise their own plans/strategies, establish their own priorities, determine how the budget is allocated/utilised, etc. They might or might not have adult support. Adult allies may also provide girls with information and assistance throughout their processes.

Girl-centred: Work is implemented jointly with and for girls but is led by adults. Adults enable girls to take active roles and agree on priorities and recommendations in a participatory way, ensuring that girls' interests are front and centre, and their voices are heard. Both girls and adults create messages and develop recommendations.

The LC programme employs both approaches. All member organisations design the programme while keeping the girls at the forefront and they implement it jointly with girls. A significant component of the LC programme is the girl-led initiatives, where girls make all the decisions regarding the theme, issues, activities, budget, learning, and so on.

What about boys?

It is a question that most girl-centred or girl-led programme designers and implementers get asked often.

In many contexts, boys in marginalised communities also experience violence, a dearth of leadership opportunities, and barriers to education and employment. However, girls' experiences are unique and mostly leave them disadvantaged relative to boys. In most contexts, for example, there is still a parental preference for boys over girls, restrictions to mobility, and huge gender gaps in opportunities to thrive, particularly for girls who are from marginalised backgrounds. To the extent that programmes for young people may exist in any given community, or that community spaces for recreation and companionship are available, they tend to be more beneficial for boys.

Girls are the least likely to benefit from positives, and the most likely to be burdened by negatives. Given this, the programme has made a conscious choice to prioritise girls' needs and advance their leadership and agency.

Although adolescent girls and young women are the focus of the programme, the burden of change cannot be placed on girls alone. The LC programme works closely with girls' ecosystems by engaging with different stakeholders, and adolescent boys and young men are considered important allies in the process of change in girls' lives and in their communities. In the LC programme, girls and young women are make critically informed decisions regarding whether men should be involved, at what stages, and to what end.⁵

⁵ CORO, one of the LC Mumbai member organisations, started engaging with boys in their second year of the LC program after the girls pointed out the need. They started involving interested boys in meetings to discuss issues that girls face when they access public spaces such as a playground. Because of these meetings, a few boys volunteered to support the girls in practising for the cricket tournament (one of the activities the girls had planned to occupy public spaces and have dialogue with community members).



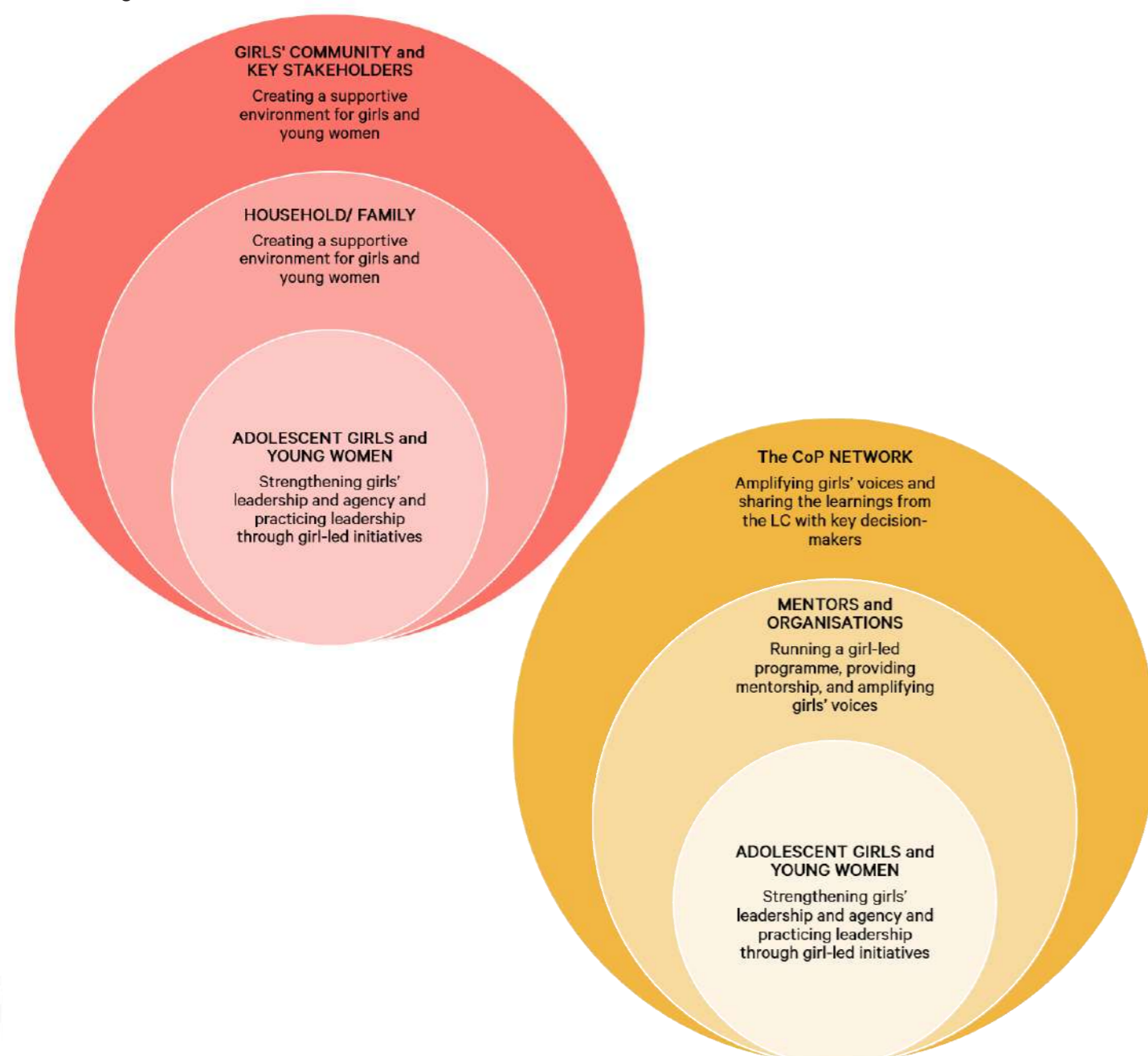
KEY STRATEGIES OF THE LC PROGRAMME:

Centring girls in the programme by fostering leadership and agency – is the key strategy of the programme where adolescent girls and young women ages 13-24 years are engaged through leadership strengthening training to lead change and build solidarity among the girls.

Creating an enabling eco-system for girls through engagement with their community, family, and key stakeholders – parents, teachers, health workers, and others have a significant influence on girls' lives and their decisions; hence, working with them to develop an enabling environment for girls is important, so that they feel supported while making decisions for themselves and leading the change in their communities.

The CoP network, mentors, and member organisations – play a key role in running a girl-led programme, mentoring girls, amplifying girl voices, and sharing the learnings from girl-centred programming with others.

Figure 1:

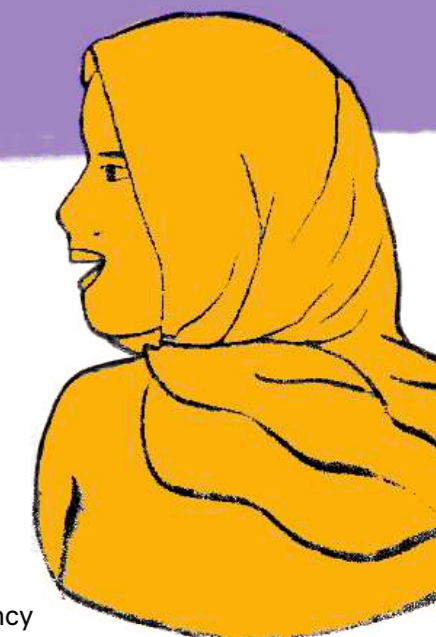


“LC is a platform for girls where they can speak freely. It gives courage to girls to live their lives without fear. It is a girls' space, which encourages them to take on various leadership roles.”

LC Alumni, Delhi

“Through LC, girls are prepared to make decisions about their lives and future so that they can apply these skills in their personal lives and bring about change at the community level if they decide to do so. These skills go beyond the LC activities.”

LC Mentor, Mumbai



KEY OBJECTIVES OF THE LC:

Girls:

1. Advance girls' rights by developing their leadership, skills, and agency
2. Enhance the self-care and wellbeing of adolescent girls
3. Provide mentoring support to adolescent girls
4. Invest in adolescent girls' and young women's solidarity and movement by accelerating feminist processes of connecting, learning, unlearning, and supporting each other

Household, community, and other stakeholders:

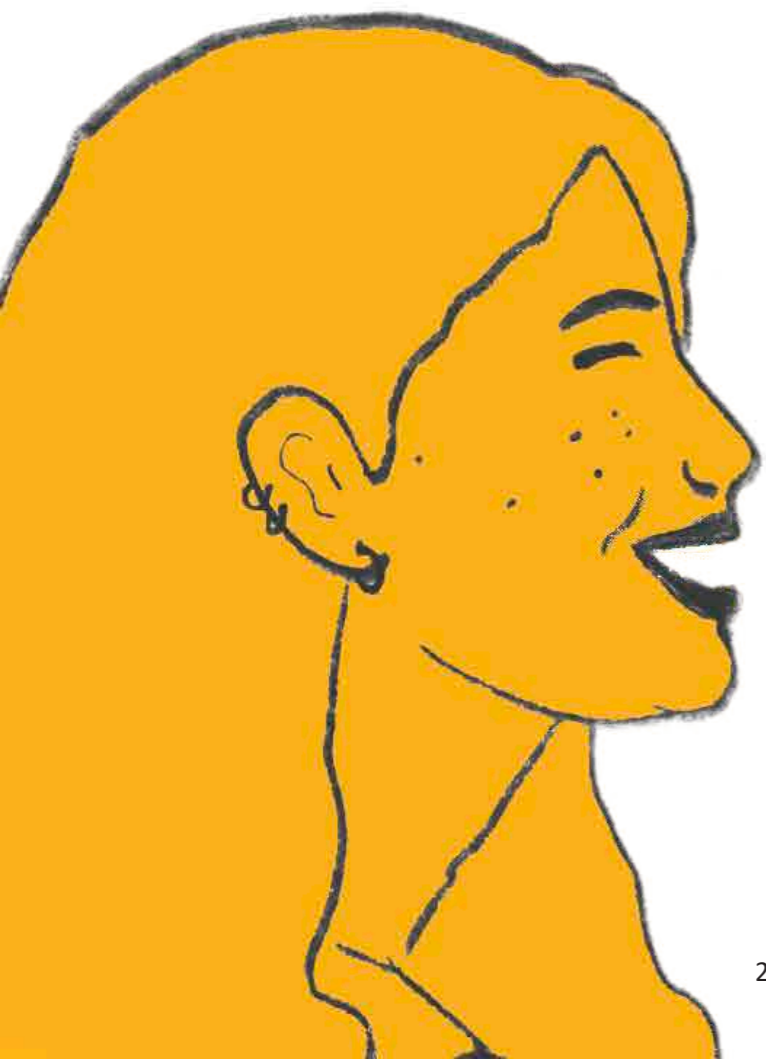
5. Create enabling environments and community support for adolescent girls to be able to exhibit leadership roles at the personal, collective, and community levels

Mentors and organisations:

6. Increase mentors' capacity to facilitate participatory learning processes to work with adolescent girls

Narrative change:

7. Develop a network of organisations as a CoP model to centring girls in designing the programme
8. Amplify girls' voices and transfer learnings to other regions, organisations, and key actors in decision-making roles
9. Change narratives about girls' programming so that girls are not merely the recipients of services but agents of change
10. Influence key decisions affecting girls by demonstrating the programme's impact and engaging key decision-makers
11. Inspire confidence in programme implementers to adapt girl-centred programming and scale up to newer contexts and geographies



“LC is a platform for girls like me where I can learn about myself. Because I am a girl, my world was limited to school and home, doing household chores. That’s it. I realised the restrictions I was experiencing when I joined LC. In LC, we think about what we like and want to learn, and what our dreams are. It was a turning point for me; I have become more focused and aware of my career now.”

LC Alumni Leader, Mumbai

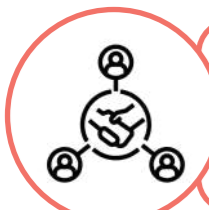
KEY PRINCIPLES OF THE LEARNING COMMUNITY

It is important to keep in mind that girls are the decision-makers at every stage of the LC programme; their decisions shape the programme and how it would look in different contexts and regional settings. What does this look like in practice?



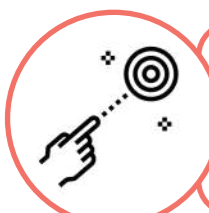
Girls lead the Learning Community

They are the key decision-makers and choose the Learning Community's theme based on the issues that they identify in their communities; they run the intervention from end-to-end



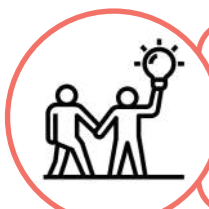
Girls are the architects of all activities

They plan, design, and implement all community interventions.



Girls are location scouts

They select the locations in the communities where they want to implement their interventions/conduct activities.



Girls run the show

They create an implementation plan, activity timeline, budget, and LM&E plan to address the issues and measure the impact of their interventions in the community.



Girls are the face of the LC

They approach relevant authorities and community members to ask permission to organise events and negotiate community actions.



Girls' voices are amplified

They represent the Learning Community in forums such as symposiums, press conferences, public consultations, and expert panels.



Girls are event planners

They create plans for collective actions such as joint events and end-of-the-year events. They take on responsibilities for activities such as deciding the content and issues, presenting, coordinating, and showcasing their achievements during these events, and a few others like registration, compering, etc.



Girls are teachers

They share their knowledge with one another and provide feedback on the Learning Community to the coordinating organisation.

LC as a Community of Practice (CoP) Programme Model

Since its inception, the LC has been envisaged as a CoP, with a group of organisations as equal partners committed to advancing adolescent girls' and young women's leadership and agency and facilitating the girl-led change process. They work closely to co-lead the implementation of LC activities, extend hand-holding support and solidarity to each other, and do a learning exchange. The programme has had a coordinating organisation to co-lead the network of LC partners to ensure smooth communication, coordination, and effective programme implementation.

In India, the LC has been running in two locations, i.e., Mumbai and Delhi, with 7-10 organisations in each city that work with adolescent girls. The LC coordinator co-leads the LC processes with other member organisations and is instrumental in holding the LC implementation together by facilitating capacity-building training, LM&E workshops, organising collective events and activities, and exchanging knowledge, learnings, and skills to make the LC programme a vibrant CoP programme. This model has been valuable to the LC programme in the Indian setting.

In other settings, organisations can modify this model. They can design the LC programme at the individual organisation's level and collaborate with other like-minded organisations or individuals working with girls and young women to form a CoP model at a later stage. [Annex - 1.1](#) contains examples of the LC coordinator's roles and responsibilities, as well as criteria for recruiting a new Learning Community member organisation. It was co-created with the LC Mumbai and Delhi coordinators.

“In the Learning Community (LC), we meet and work with different girls from other organisations. We learn the skills of working with various people/girls. We share our learnings, information, and knowledge with our peers. For me, this is the leadership that we build in LC.”

LC Alumni Leader, Mumbai



ADVANCING LEADERSHIP THROUGH ALUMNI ENGAGEMENT AND MOVEMENT BUILDING

Alumni engagement is one of the key strategies towards building a strong movement of adolescent girls and young women in the LC programme. It envisions building a vibrant collective space by and for girls and young women to connect, share knowledge and skills, learn together, and build solidarities among themselves. Over time, with new cohorts of girls becoming alumni peer leaders and mentors, such programmes can build a sustainable community infrastructure of girls anchored in youth collective power.

This programme guide was developed through an iterative process with the LC Alumni Girl Leaders and envisions alumni engagement in multiple ways. It makes recommendations based on the needs identified by the girl leaders themselves. Alumni engagement is important to them for the following reasons:

- They need to strengthen their leadership skills
- They require new information and career guidance
- They need continuous engagement to stay connected with the LC programme
- They are in a position to provide support to new LC girls and the programme

Based on these needs, the LC integrates the following processes for meaningfully engaging with alumni girls and young women of the LC programme. The programme also acknowledges that LC participants would exhibit their leadership in different ways, some as individual leaders and others as collective leaders. Hence, the engagement strategies provide options for responding to the girls' specific leadership needs:

- 1. Tracking of Alumni Girls** – The first step is to stay connected with the LC graduates. The LC mentors should reach out to the LC alumni girls at least twice a year to know what they are doing or planning to do. It would help identify what kind of support they need and how they can share their knowledge with other girls.
- 2. Capacity Building of Alumni Girls** – Organise workshops and training sessions for the alumni girls on new topics and issues identified by them such as sexual harassment at the workplace, digital security, constitutional laws, and human rights, SRHR, etc.; skills specific to work/jobs; and counselling sessions including career and wellbeing. It is recommended to identify new training needs/ subjects together with the girls and young women.
- 3. Fellowships** (individual or group) – Some alumni leaders may have new ideas and want to work on them. Fellowships (individual or group) can encourage alumni leaders to design and work on their projects. Different organisations⁶ are using this model for engaging with young people.

⁶ EMpower partner CORO provides fellowships to young people, including LC girls aged 18 and up. These one-year fellowships are awarded to young people to work on their ideas and hosted by an organisation with a local presence in their chosen area.

4. **As Peer Leaders** – Engaging interested alumni girls as peer leaders in the LC programme who can support new girls in their leadership journeys. It is advised to provide them with a stipend for their time and expertise.
5. **Learning Exchanges or Exposure Visits** – Learning exchanges can be planned with other innovative girl-led or centred programmes. Organisations can also plan an exposure visit for alumni to different institutions or places like police stations, career counselling centres, adolescent-friendly health centres (AFHC), etc. It is advised to identify places in consultation with LC alumni.
6. **Annual Alumni Meet** – An opportunity for different LC alumni participants to meet, preferably face-to-face, and share their experiences and journeys. Meet with other emerging leaders who might be invited to the meeting. It can be designed in a variety of ways to foster leadership.

An organisation or individual planning a programme for alumni engagement may consider using all or a combination of these strategies and tailoring it to the needs and context of girls and young women in their region.

SECTION 1 - Annexures:

Annex 1.1 – Roles and responsibilities of the LC Coordinator organisation and recruitment of a new LC member organisation in the LC programme. It is developed with input from the LC coordinators in Mumbai and Delhi.

A. Role and Responsibilities of the LC Coordinator – The LC coordinator has a crucial role to play as the CoP network lead. In India, the LC operates in multiple locations, with seven to ten organisations working with adolescent girls in each location. Together with other grantee partners, coordinators co-lead the LC processes and play a crucial role in holding its implementation together by facilitating capacity building, LM&E, joint activities, etc. They have a key role in facilitating the exchange of knowledge and skills towards making the programme vibrant.

The coordinator's role could be developed in multiple ways according to the context and needs of the area/region where the LC programme is being implemented. In India, the LC programme was co-led by a coordinator organisation and other partners. In other settings where an individual organisation is designing the LC or an LC-like intervention, the LC coordinator model is not required.

The following are possible roles and responsibilities of the LC coordinator. These recommendations are based on EMpower's experience implementing the LC programme in Mumbai and Delhi, and must be reviewed in light of the regional context and its specific requirements:

Leading the CoP network of the LC

- Facilitating the selection of new LC partners using the developed criteria
- Taking the lead in running a vibrant LC network of partners and girls (new and LC alumni girls)
- Ensuring transparent and regular communication and facilitating a collective decision-making process

Capacity Building

- Organising an orientation for all LC partners and walking them through the year's plan
- Assisting in the recruitment of LC mentors, alumni girls as peer leaders, and adolescent girls using the LC Programme Guide's selection criteria
- Sending out the consent and safeguarding forms
- Considering capacity-building processes for mentors and new partners; ensuring that each partner organisation gets a chance to lead sessions with their expertise; engaging in participatory processes; and fostering mutual responsibility and accountability towards building a vibrant CoP model
- Organising and conducting mentors' trainings
- Organising and conducting LC programme orientation for LC girls

LC Implementation

- Consulting the LC Programme Guide (all sections)
- Working closely with LC partners to create an implementation plan for LC programme activities
- Ensuring that mentors have been recruited as per the criteria
- Ensuring that the girls are recruited as per the criteria
- Organising and co-facilitating key LC activities, such as mentor training, LC programme orientation, and joint workshop on leadership building for girls, workshop on Review, Learning, and Sharing, mentor check-ins, year-end joint event, etc.
- Approving and filing the budget and approving the girls' workplan
- Coordinating with partner organisations regarding girls' work plan and budget as well as joint activities across all the partner organisations (quarterly meetings with mentors are recommended)
- Providing handholding support to LC partner organisations

Learning, Monitoring, and Evaluation (LM&E)

- Administering the LM&E tools as described in the LC Programme Guide
- Facilitating the tabulation and analysis of data (qualitative and quantitative) and writing impact reports
- Filling out the progress report template (as well as sharing qualitative insights about the programme) and the final report
- Organising LM&E and sharing meetings
- Ensuring the timely completion of all LC reports (for example LC progress reports, final reports, impact reports, etc.) and facilitation of report compilation processes with all LC partners

B. Criteria and Process to Identify and Recruit New LC Member Organisations for the LC Programme

A set of criteria developed by the LC coordinator organisations in Mumbai and Delhi can guide the recruitment process of new partners to join the network. Organisations/collectives who:

- have prior experience working on issues affecting adolescent girls and young women from marginalised communities, and/or currently working with adolescent girls, and/or interested in working with girls
- believe in girls' leadership and decision making
- have a rights-based approach to working with adolescents and young people
- are interested in planning and implementing a girl-led and girl-centric programme
- are open to working collaboratively
- have required compliances in place (at the financial and organisational level)

C. Considerations for the Recruitment Process

- Obtaining feedback and references from existing partner organisations
- Existing LC partner organisations nominate an organisation that meets at least 70% of the recruitment criteria to participate in a roundtable discussion led by adolescent girls to make the final selection
- Inviting potential new organisations to the LC's year-end event, followed by a basic orientation about their roles and responsibilities in order to gauge their interest
- Engaging in one-on-one conversations with potential organisations interested in joining the LC CoP network
- Formation of a selection board with girl leaders and mentors who meet with the organisational representatives and ask follow-up questions
- A minimum of one interaction with the head of the partner organisation and two youth leaders to understand their journey more clearly
- MOU between EMpower/donor agency/CoP Network and the partner organisations

SECTION 2: HOW TO PLAN A PROGRAMME FOR ADOLESCENT GIRLS

This section illustrates the various steps involved in developing strategies and approaches needed to plan a programme for adolescent girls. It will guide you in developing and defining the main components of your programme. The planning instructions have been adopted from EMpower's Guide to programme evaluation⁷.

⁷ <https://empowerweb.org/youth-development-tools/category/basic-guide-to-program-evaluation>



How to Begin

PROGRAMME-LEVEL PROCESSES

Before beginning the LC programme, set aside 1-2 months for programme preparation and design. Assign this time to staff recruitment, training during the programme's initial period, developing the programme timeline, safeguarding and risk assessment, developing the learning and impact framework, and community-level mobilisation and recruitment of girls. The processes and steps outlined below can help you get started and stay on track with the programme.

STEP 1 - Recruiting Programme Staff - Mentors and Peer Leaders (LC/Youth Alumni Leaders) – Mentors are the LC programme's backbone; they play a critical role in working with adolescent girls and other community members. Peer leaders support mentors on their journey and assist with specific tasks. It is recommended that at least 60% of mentors' time be allocated to programme implementation activities for the LC or similar programmes for adolescent girls. The remainder of their time can be assigned to any other responsibilities and any emergency intervention that might be required with young people and their community.

Who is a Mentor?

Mentors wear many hats while working with adolescent girls and their communities. They train and mentor girls, facilitate participatory processes, liaise with families, mobilise communities, and represent their organisation and the programme at various forums. In carrying out all these responsibilities, mentors build their own skills and leadership, as well as that of adolescent girls, by bridging the gendered gap in access to opportunities, knowledge, and information. Simultaneously, they work to create safe, non-judgmental, and bold spaces for adolescent girls to engage in critical thinking and analysis, forming their perspectives and opinions, and taking the lead to initiate change processes in their lives and communities.

LC Mentors' voices: A Mentor is a Trainer, Facilitator, Guide, Mobiliser, Connector, Representative, and Learner. They are as follows:

- ✓ A key support to girls
- ✓ A connection between community stakeholders and adolescent girls
- ✓ A bridge between knowledge and information

What is NOT a mentor's role:

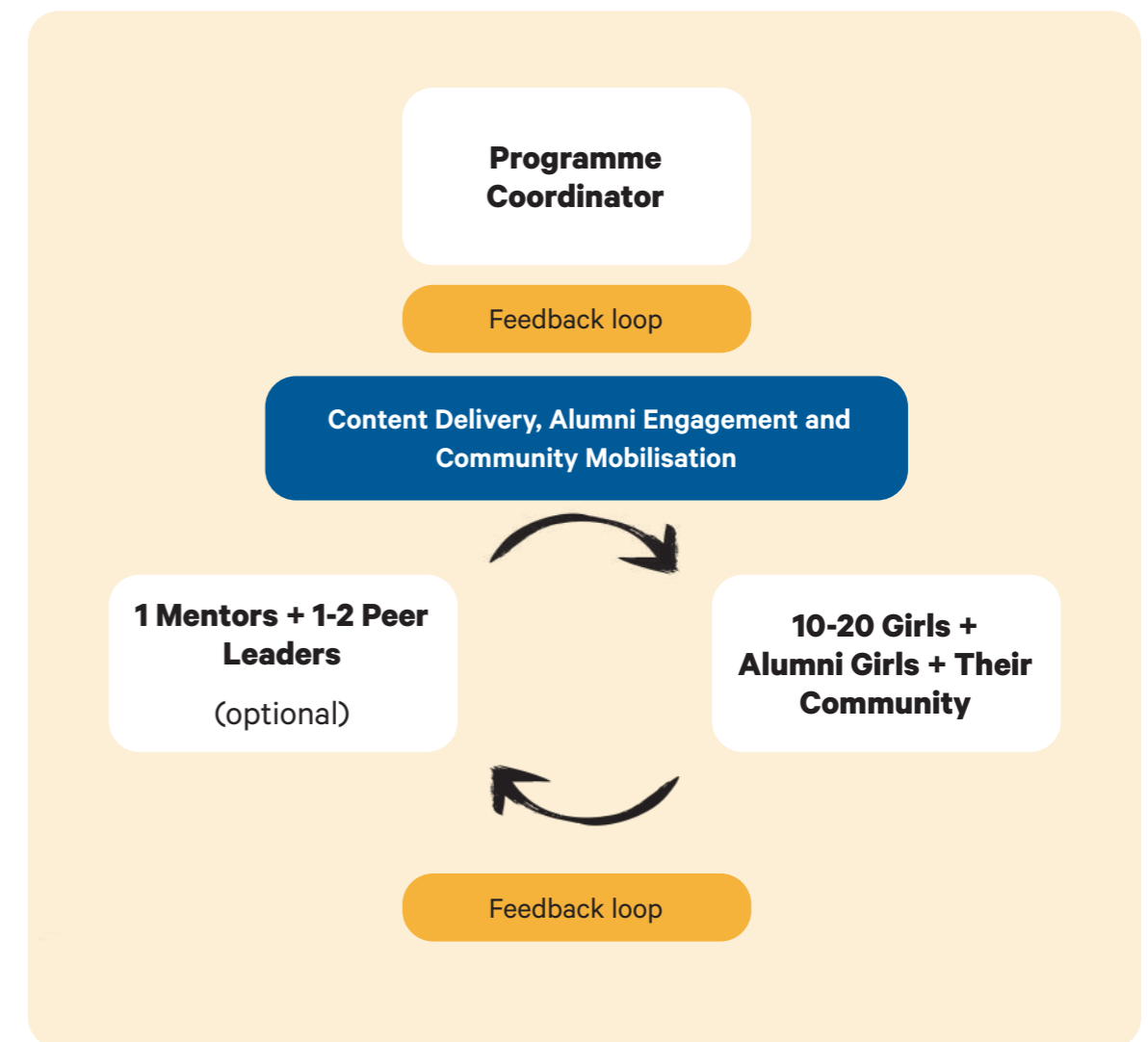
- ✗ to make decisions on behalf of girls
- ✗ to find solutions for girls
- ✗ to lead and represent girls

A sample Job Description (JD) is provided in [Annex – 2.1](#), for organisations to understand mentors' role and responsibilities in the LC programme. However, the exact description for your own programme may differ because it should be developed iteratively.

STEP 2 – Staff Structuring and Training is important to develop perspective, mentoring, and facilitation skills in them so that they can work effectively with girls. Organisations may also involve subject experts to train new mentors. When properly trained, mentors can impart leadership skills to the group of girls or young people as well as enable them to engage with the larger community, while closely monitoring the activities and reporting to the programme staff.

It is important to have **dedicated programme staff** to oversee overall implementation. Ensuring a process of feedback among programme coordinators, mentors, peer leaders, and girl leaders aids in the programme's effective implementation.

Figure 2: Sample staff structure of a programme for adolescent girls



STEP 3: Creating a Timeline of your programme and design activities keeping in mind the specific needs of adolescent girls. It involves deciding: How will you recruit the girls; How and where will you train them; What time and days of the week/month will encourage maximum participation, considering safety, accessibility, and availability.

A sample timeline for a 12- to 18-month programme for adolescent girls :

Preparation Phase:

1-2 months (before the start of the programme)

- Identify adolescent girls and their community
- Conduct needs assessment by using participatory tools
- Conduct community mobilisation activities
- Meet the parents or guardians of girls
- Do a risk assessment and develop mitigation strategies
- Allocate dedicated funds/budget to this programme

1

Programme Launch Phase

(1st month)

- Mentor and peer leader recruitment (alumni girls from your youth leadership programme)
- Training of mentors
- Selection of adolescent girls
- Meeting with parents and girls to facilitate the consent process
- Formation of girls' collective(s)

2

Capacity Building and Training Phase

(2nd – 4th Month)

- Orientation of adolescent girls
- Mentors train girls: weekly sessions with girls on leadership, gender equity, collectivisation, understanding gender norms, discrimination, power, project planning, budgeting, and monitoring and evaluation skills.
- Meeting with girl leaders from all member organisations to finalise themes, decide the issues, and plan activities.

3

Practising Leadership Through Girl-led Action Projects/Initiatives (Implementation Phase)

(5th – 10th month)

- Implementation of planned activities by girl leaders
- Regular engagement with stakeholders/parents by mentors (quarterly meetings)
- Monthly check-in meetings between girl leaders and mentors for sharing of learnings, project assessment, and planning
- Bi-monthly (every 2 months) check-in meetings with mentors—sharing and exchanging learnings, and monitoring activities
- Refresher training for mentors

Tying it all together—Learning, Reflecting, and Amplifying Girls' Voices (Consolidation Phase)

(11th-12th month)

- Girls' collectives, mentors, and peer leaders participate in the LC learning and review process.
- Girl-led community events to share what they have learned with the rest of the community/basti
- LC programme review meeting—all LC member organisations + LC girl leaders + peer leaders and mentors
- Preparation for girl-led events, including the creation of resource materials based on LM&E findings and insights from girl leaders

Interventions for Girl-led Events

(12th month)

- Organisations can co-design and organise these events with girl leaders in different ways, e.g. – an event where multiple stakeholders are invited, and girl leaders present their work, findings, and emerging needs to the government, donor organisations, other organisations, and individuals, etc.

LC Alumni Engagement, Amplifying Youth Voices, and the Collective Strengthening Phase

(4-6 months after the 12-month phase of the LC programme)

- Organisations are encouraged to maintain contact with LC alumni after they have completed the 12-month programme. When they conclude their projects and evaluate their achievements and learnings, the LC girl leaders exhibit collective spirit. To keep them motivated and connected, organisations may adapt alumni engagement strategies outlined in [Section 1 of the guide](#).

Table 2: Sample Timeline for 12-18 months of the LC Programme

	Preparation Phase	Programme Launch and Capacity Building Phase		Practising Leadership Through Girl-led Action Projects/ Initiatives Implementation Phase	Tying it all together - Learning, Reflection and Amplifying Girls' Voices Consolidation Phase	Alumni Engagement, Amplifying Youth Voices, and Collective Strengthening Phase
TIMELINE	One month	1st Month	2-4th Month (3 Months)	5-10th Month (6 Months)	11-12th Month	13-18 months (6 months and beyond)

GIRLS

LC Activities for and by Girls		Meetings with parents/ guardians and girls Selection of girls and consent process	Orientation + Baseline Training sessions with girls Project plan and budget development	Planning and implementation of girl-led initiatives	Targeted interventions for girl-led events.	Meeting with alumni girl leaders
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MENTORS

LC Activities for and by Mentors	Community mobilisation Needs assessment activities	Recruiting and training mentors Identify LC alumni girls as peer leaders	Training of girls LM&E Community mobilisation	Refresher training for mentors Mentoring support to girls Quarterly meeting with parents/ stakeholders	Support LC girls in project review and reflection process Support LC girls in organising events	Organise meetings with alumni girl leaders
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STEP 4: Safeguarding⁸ Children and Young People: Our highest priority of is that girls feel safe while experiencing journeying through the LC Programme.

What does safeguarding mean?

- Safeguarding is the action taken to promote the welfare of children and protect them from harm.
- Safeguarding means:
 - protecting children from abuse and maltreatment
 - preventing harm to children’s health or development
 - ensuring children grow up with safe and effective care
 - taking action to enable all children and young people to have the best outcomes
- Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering or likely to suffer significant harm. This includes child protection procedures, which detail how to respond to concerns about a child.

Annex 2.2 provides more information on various steps and measures needed to ensure that girls and young women are safe and have empowering experiences in their LC journey.

STEP 5: Identifying Risks and Developing Mitigation Strategies is an essential step towards which the LC Programme integrates processes at different stages of the programme. This is instrumental in designing a meaningful and empowering programme for adolescent girls and young people.

Steps for implementers:

- Identify the potential risks associated with working with adolescent girls and young women. Examples include: Local context-specific programme scoping, contact with girls, risks from programme participants, etc., that could be harmful to adolescent girls and young women.
- Determine risk factors for each area, such as physical spaces and processes, digital platform/online spaces, personal data management, and community backlash when girls assume leadership roles and demand their rights.
- Assess the severity of risk (high, medium, and low-intensity risks).
- Consider solutions or risk mitigation strategies.
- Consider who is leading the process to avoid risk and is equipped to decide when to take that measure.

⁸ Definition of Safeguarding is adapted from <https://learning.nspcc.org.uk/safeguarding-child-protection>

Table 3: Template To Assess Potential Risks and Develop Solutions⁹

Potential Risks	Risk Factors	Severity/ Intensity of RISK	Possible Strategies/ Preventive Measures	Who will Avoid the Risk/Take Action?	Risk Factors
Community backlash	The religious leader is angry and aggressive about the activity	HIGH	Create a safe, open dialogue space where you can discuss issues without fear of retaliation. For example, before the show, talk to the people who might pose a problem.	Girl participants (for instance, Sabina/Atieno/ Geeta is responsible for coordinating with the people to address the risk).	One week before the activity/ event
Peer-to-peer harm	Bullying	HIGH	Include safeguarding training to address forms of abuse including bullying. Participants know the reporting mechanism.	Mentor and safeguarding lead in your organisation	The inception of the programme Training phase

Participants are at risk of serious harm (adolescent girls in this case)

Counselling (by professionals/experts) of survivors and the participant involved in bullying their peers.

Before beginning the LC programme, organisations should develop a comprehensive risk assessment process, as well as strategies and steps to address risks. Refer to Annex 2.3 for the risk assessment template. Also, refer to the [LCOM Session 7 on risk assessment](#).

⁹ This template is adapted from LCOM <https://empowerweb.org/publications/learning-communities-on-the-move>

STEP 6: Integrating Self-Care and Wellbeing in the Programme Design is another priority for the LC programme. This is a learning from our previous experiences with our girls' work, and evidence also shows that in a pandemic or other crises situations, people who are marginalised are impacted most adversely. Adolescent girls and young people living in marginalised communities have been affected by the COVID-19 pandemic and have expressed a need to connect with their peers, adults who understand them, and counsellors. The need for mental health initiatives becomes more crucial due to the age, gender, caste, class, and race of adolescent girls and young people and societal practices which exert control over their lives and impact their experiences.

The LC guide includes resources and activity ideas for engaging with adolescent girls through creative and engaging methods for self-reflection, self-care, and building a culture of empathy and mutual care. Organisations may modify or incorporate new activities to improve the wellbeing of adolescent girls.

STEP 7: Learning and Impact Assessment – Mapping the Journey of the Learning Community

Learning and Impact Assessment helps in gauging the success of a programme and in mapping the process of how girls benefit from participating in it. It also aids in documenting and learning from the change processes. Integrating a strong learning and impact assessment plan at the beginning of the programme helps us work more effectively towards our vision and objectives while also ensuring how and what role girls/participants will play in defining and assessing the change or impact of the programme. As with any other aspect of the LC programme, learning and impact assessment should be designed to centre girls' voices. The tools presented in this guide have been revised in response to the feedback from LC alumni girl leaders to make them participatory, reflective, and activity-based.

The participatory tools in this Programme Guide are divided into two categories: knowledge-building tools and impact assessment tools. Both participatory tools encourage self and collective reflection, highlight impact numbers, and most importantly tell the stories of change or its processes through girls' perspectives.

1. Knowledge Building Tools are designed to convey important insights on leadership and action project planning, which allow girls and mentors to critically analyse and improve their understanding of self, their issues, their community, and the problems being addressed by them. These include self-reflective activities, illustrative tasks, participatory tools, group exercises and presentations to express and document responses.

2. Impact Assessment Tools attempt to capture changes in the programme's focus population (such as young people, adults who work with young people, or other important people in young people's lives). It provides answers to questions such as:

- How has the programme changed people's knowledge, attitudes, skills, or behaviours?
- What are the impacts on individuals, organisations and the community as a result of their participation in the programme?
- What did the participants learn from one another?

These tools measure indicators such as:

- Change in leadership, perspective, and planning skills in girls
- Increased skills of working as a collective
- Increased leadership and mentoring skills of mentors
- Increase in the understanding of self, their communities, issues and problems participants face
- Impact on individuals, community and organisation

Additionally, these tools help in measuring:

- a. What activities were carried out?
- b. How many young people did your programme reach, and what is their profile (age, gender, caste, ethnicity, economic status, etc.)?
- c. What was necessary to keep participants attending and engaged?
- d. What worked well and what could be improved?
- e. How satisfied are programme participants with the programme? What are their suggestions for improvement?

Understanding the Context through Community-level Processes

To begin any programme in a community, one must first understand its context and people. Identifying adolescent girls and communities, conducting needs assessments, and mobilising communities are all critical steps in developing a strong and meaningful programme for adolescent girls and young people.

STEP 1: Identifying Adolescent Girls and their Community – Consider which group of girls and young women you wish to collaborate with. Why is it important to identify the most marginalised groups and girls? How many of these girls reside in your programme area? This is a crucial step in which you select the girls with whom you will work throughout the programme. The issues faced by adolescent girls vary by age, location, culture, and other aspects of their lives. They are a diverse group who face multiple forms of discrimination based on various societal norms and practices, such as those who are out-of-school, living with disabilities, belonging to marginalised castes, tribes, and communities, living in extreme poverty, etc. Your programme structure will depend on the answers to these questions.

STEP 2: Needs Assessment Using Participatory Tools – Needs assessment tools and activities can help reach out to a group of girls and their communities who are invisible and marginalised within an area/community. For organisations designing a programme for adolescent girls for the first time, it is essential to develop programme strategies and activities.

Participatory tools (also known as PRA or PLA¹⁰ tools) like Social Resource Mapping, Focused Group Discussion (FGD), Survey, Mobility and Safety Mapping, Seasonal and Daily Routine Map, etc., are some useful tools¹¹. These can be instrumental in ensuring community participation in understanding their contexts, issues, and priorities.

If you use these tools, you will be able to know about the context and specific issues of your community and lived experiences of young people including girls and young women. Organisations can use this information to develop programme strategies, identify group-specific issues, build rapport with the community, etc.

¹⁰ PLA – Participatory Learning and Action, is a community assessment process which uses various participatory tools and methods to know about the community, different groups, and their issues. It can help in designing community-based programmes and its strategies. This process has been instrumental in starting a new programme in a new area/community or region. There are several tools and methods that can be used based on what information and understanding is required.

¹¹ Useful Resources:

- <https://buildcommunity4girls.org/intentional-design-guide/>
- <https://www.fao.org/3/x5996e/x5996e06.htm>
- https://www.researchgate.net/publication/336230869_Participatory_Rural_AppraisalPRATools_Techniques, <https://buildcommunity4girls.org/intentional-design-guide/>

If the area or community is comparatively new, conducting a needs assessment with girls and the community's participation is a valuable process. For the LC programme, organisations are recommended to ensure that girls and young women are involved in the needs assessment process that they plan to carry out in a community.

STEP 3: Community Mobilisation Activities – Organisations are suggested to organise community meetings, needs assessment activities, and home visits to create awareness within the community about the girls' participation and role in the leadership programmes. These activities have been valuable in creating visibility for the programme, building collaborations with community members, and identifying support groups/individuals for adolescent girls and young people in their communities.

Community mobilisation is not a one-time event; it is an ongoing process that must be integrated into a programme and completed in stages. Its objectives and methods may be revised during different phases of a programme. Organisations can plan local context-appropriate activities such as creating and distributing flyers, organising community meetings, doing street plays, screening films, hosting discussions at the community level, making announcements during community meetings, etc.

STEP 4: Meeting with Parents or Guardians of Girls – The Girls' Advisory Council and the LC Alumni Girls' Editorial Team recommend doing this at the beginning of the programme. Mentors and other staff should organise home visits, and meetings in smaller groups of parents/guardians of adolescent girls to explain the programme in detail, including aspects around girls' engagement and obtaining consent. Following this, quarterly meetings with parents may be organised to maintain the engagement and support.

Participants (Adolescent Girls) and their Collective-Level Processes

These processes emphasise individual and collective work with girls and young women. Transformational change requires not only the empowerment of individual girls but also the development of their collective power and cooperation with their eco-system. Working at these levels also means building a more sustainable model of change. Several key steps for facilitating girl-led and participatory processes with girls and young women are outlined below.

STEP 1: Formation of Girls' Collectives/Groups – After conducting a needs assessment and rolling out the process of initial mobilisation, organisations can begin the programme by forming adolescent girls' collective(s) at the community/*Basti* or area/*Mohalla* level. Organisations may decide to form either one or more groups of girls in their area. It is suggested to organise team building and team introduction activities. At this stage, girls can give their collective/group a name and select a time and location for training.

STEP 2: Orientation to the LC Programme – Organisations should design and provide a programme orientation to all adolescent girls and young women who join the LC programme. This is crucial in familiarising the participants with the concept of a collective, its principles, and its processes.

STEP 3: Training and Capacity Building of Girls – The LC programme recognises that adolescent girls come from diverse backgrounds and have unique experiences. Hence, the training and capacity-building phase brings all girls together on one platform to critically reflect on issues that influence their life choices, prepare them to begin their leadership journeys, and build solidarities among themselves. Investing in developing the capacities and perspectives of girls and young women has proven to be critical in laying the groundwork for their leadership journeys.

STEP 4: Design and Implementation of Girl-led Action Projects/Initiatives – In the LC programme, this is a crucial stage where girl leaders design and implement their action projects/initiatives, practice their leadership skills, and exhibit them by working with other girls and community members. They envision and implement these initiatives in order to make meaningful changes in their lives, raise awareness of their issues, and work towards solutions. Mentors and peer leaders provide mentoring support to girl leaders in selecting a theme and

issues, deciding on activities, developing a plan to execute it, and developing a timeline and budget for their interventions. These initiatives may include a mix of the activities listed below. Organisations may modify these to fit their specific contexts.

Organisations should provide examples of these activities and let girls decide what kind of initiative/activity they want to design as part of their action projects. A few examples are mentioned in the table below.

Note: Girl leaders do not need to plan all four types of activities; instead, they can choose one or more while keeping the needs and objectives of their projects.

Figure 3: Activities for Designing 6-month long Action Projects/Initiatives by Adolescent Girls

Action-based Activities	Participatory and Consultative Activities	Awareness Creation	Breaking the Stereotype
These are activities led by girls that raise awareness about the issues girls face in a community.	These activities help build the necessary linkages between girls and key community members. It helps in creating a local support system for girls.	These activities are aimed at imparting necessary information to the community.	Girls may step out of their gendered roles and claim their place in the community through these activities.
Examples include rallies, protests and flash mobs, wall writing, newsletter development, street plays, grassroots comics and storytelling, etc.	Examples include stakeholder consultations, panel discussions, health camps, country fairs, dialogues with different institutions, sports tournaments, or friendly matches, etc.	Examples include events such as film screenings and street plays, wall writing, grassroots comics making and storytelling, etc.	Examples include girls playing outdoor sports and sports day celebrations for girls, girls doing photography and filmmaking, etc.

Other Important Considerations for Designing a Programme for Adolescent Girls

A. Considerations for Virtual Engagement

This Programme Guide was created during the COVID-19 pandemic when many youth programmes were moving online. The LC programme suggests a hybrid approach to working with adolescent girls and young women. It offers some suggestions for holding online meetings/workshops/training sessions with young people. The following suggestions can help make training more meaningful and engaging.

- Online training can be exhausting. To avoid this, limit your training sessions to 3-4 hours per day, with breaks in between. Plan training for shorter durations, for example, 2-3 days per week for two weeks instead of 4-5 days for online training sessions.
- Ensure that girls and mentors have devices and a stable internet connection to attend the training/meeting.
- To make training accessible, provide an internet data pack and an official laptop/computer to participants. Additionally, the organisation's office space and devices can also be utilised for this purpose.
- Changing to an online platform may not be an easy transition, particularly for adolescent girls from marginalised communities, who may have less experience with technology or face resistance from their families. Therefore, it is recommended to provide girls with an introduction to the fundamentals of using digital platforms.
- Ensure that adolescent girls are consulted regarding the online training schedule. They may be using a family member's phone and may have access to it at certain times during the day. It will aid in increasing girls' participation.
- You can record sessions for the training content delivered by the mentor and share it with participants to watch if they have missed any part of it due to network connectivity issues or re-watch it later. You must not record any of the sessions where participants have shared personal reflections.
- Use engaging activities such as showing audio-visual materials that elicit curiosity and facilitate discussion.

B. Considerations during COVID (and Other Outbreaks/Circumstances)

The COVID-19 pandemic has caused significant changes not only in the lives of girls and young people but also in the ways we collaborate. The checklist of considerations below may be useful in developing programme strategies to work with adolescent girls.

COVID Safety Checklist:

- Carry a COVID safety kit (sanitiser, mask etc.) with you.
- Read, understand, and adhere to your state/government country's advisory or that provided by local officials.
- Do not gather large groups of girls, young people, or community members. Maintain all COVID safety protocols such as requiring all participants to wear masks, use sanitisers, and sit at a distance.
- Others – bring your own water bottle, food/lunch, medicine (if applicable) etc.

SECTION 2 – ANNEXURES:

Annex 2.1 – Mentor’s Role, Recruitment Criteria and Process, and Compensation

Mentor’s roles and responsibilities – In the LC programme, mentors work on three levels:

- with adolescent girls
- at the community level, and
- LC programme-level responsibilities

Based on the mentor’s experience of implementing the LC in different areas of Mumbai and Delhi in India, a sample Job Description is provided for organisations planning the LC programme in their respective regions. It was co-created by EMpower and mentors from the most recent cycle of the LC programme.

Job Description (JD) for LC Mentors

Roles and responsibilities:

The mentor’s role requires 16-24 hours (2-3 days) per week for a minimum of 12 months. During this time, they must attend a 3–5-day training in a residential/ non-residential/virtual setting, work closely with adolescent girls and community members, make regular community visits, and keep secure records/data about adolescent girls and learning communities, such as consent forms, LM&E forms, LC reports, and so on. Specific responsibilities include:

1. Work with adolescent girls:

- Mobilising adolescent girls to form a group/cohort of girls.
- Working directly with adolescent girls as a trainer and a facilitator, guiding discussions on various thematic issues, skills-building, supporting new ideas, and helping girls to build new perspectives.
- Assisting girls in mediating conflicts and seeking resolutions within their groups and with the larger community.
- Connecting with adolescent girls to understand their context, lived realities and their challenges.
- Providing inputs according to the needs of adolescent girls, especially those belonging to marginalised communities.
- Following up with girls via home visits and phone calls, conducting regular check-ins, and motivating and encouraging them to participate in and lead the LC.
- Collaborating with LC alumni girl leaders to ensure meaningful participation in the LC programme.

- Building a supportive and enabling environment for girls to feel safe and confident to take the lead in their communities and lives.
- Supporting girls in organising community events on girls’ issues, enabling them to communicate to/and implement their work, ideas, and scope of action in the community.
- Providing individual mentorship to girls to work on their personal and professional journeys and growth curves.
- Conducting assessments through LC tools and by observation to assess the girls’ periodic needs, concerns and issues, and facilitating or coordinating resolutions.
- Working with girls and mentors from across the Learning Community groups to brainstorm, build, and advance adolescent and girl-led leadership and movements (online and possibly in person).

2. Community-level engagement and work:

- Community mobilisation and relationship building through home visits.
- Obtaining consent from parents/guardians.
- Facilitating regular dialogues, perspective-building sessions, and other engagements with community stakeholders to seek support and build enabling spaces for adolescent girls.
- Working with the community to enable and ensure that girls have access to a platform for developing their leadership skills.
- Enabling open communication channels between the girls and the community to foster mutual understanding and learning.
- Network building with various community-level stakeholders.

3. LC programme/organisational levels:

- As the safeguarding (commitment to preventing abuse and promoting the safety, protection, wellbeing and development of all children and young people involved in the LC programme) leader, understanding child safeguarding policies and procedures.
- Conducting, coordinating, and/or managing events at the local community level as well as those organised by the larger LC community in collaboration with member organisations
- Coordinating, communicating, and working closely together with mentors from LC partner organisations, to ensure smooth and effective programme implementation.
- Working with EMpower and the anchor organisation, to ensure programme implementation.

A person who upholds the following values:

- Respects girls' opinions, safeguards their personal information and maintains confidentiality.
- Committed to creating a transparent, non-judgmental, inclusive, and diverse space for adolescent girls.
- Believes in gender equity and girls' leadership.
- Engages in a self-reflection process and is open to un-learn and re-learn from girls and their experiences.

Below are the selection criteria for mentors. These are merely suggestions, and organisations should evaluate and decide based on their context, region, and community realities. These criteria were developed based on the experiences of mentors from two of the largest Indian cities. It is provided with the understanding that the situation may vary in non-metropolitan cities and rural areas. Therefore, the responsibilities must be prioritised based on the potential mentor's skills and experience.

Requirements:

- 1. Young woman or individual who identifies as a woman:** Among the goals of LC is the development and promotion of girls' and young women's leadership. One of the initial steps involves choosing young women or LC alumni as mentors. Mentors may be young women, preferably a few years older than the participant girls. Their shared life experiences make it easier to establish rapport with adolescent girls and to discuss topics such as physical changes, sexual and reproductive health and rights, gendered experiences, etc.
- 2. Age, preferably between 24-35 but no older than 40:** Girls and young women from other programmes who fulfil the criteria should be encouraged and supported to become mentors.
- 3. Preferably from the same or neighbouring communities as the girls:** Selecting mentors from the same and/or similar communities as the girls can have its own advantages. It will be helpful for mentors to connect to the diverse locations of girls e.g., gender, caste, class, race, etc., their experiences, and the context of the community, which can further help in building a strong connection and trust within the community. It will also promote young women's leadership who belong to the marginalised communities. However, experience also shows that sometimes it is challenging for mentors who come from marginalised communities to establish themselves in the same/similar communities because of their identity. Their leadership is challenged by their own community members.

Organisations play an important role in establishing the mentor's leadership and building acceptance for her by investing in her knowledge and skills building as well as in promoting her leadership at the community level.

- 4. Someone approachable and capable of connecting with girls and the community.**
- 5. Has prior knowledge of the community's local language(s) or a willingness to learn.** It will help in better communication with girls and developing a connection with them.
- 6. Prior experience and knowledge of (or interest) in working with women and girls.**
- 7. Interest and willingness to learn and work on gender equity and girls' rights, leadership and facilitating groups.**
- 8. Literate or know how to read and write:** This skill will be required for mentors to impart the training using the training module and document the learning. Hence, it is an important skill. However, if they meet all the other criteria and appear to be a strong candidate, the organisation should consider investing in improving their literacy skills.
- 9. Digital literacy:** Basic knowledge of operating digital devices and comfortable organising and attending sessions, meetings, workshops, etc. on digital platforms.
- 10. Time availability:** Someone who has the time and flexibility to carry out the duties listed above.

Selection and recruitment process: The selection and recruitment process has been developed based on the practices of various LC member organisations in India. These are, however, suggested processes that may be modified depending on the community context and mentor requirements.

1. Recruiting alumni girls (LC or similar girls' leadership programmes) as mentors – LC alumni girls who show interest and skills in becoming mentors should be encouraged. To become mentors, they will need to complete capacity-building training as well as on-the-job training. Their prior participation in a leadership programme and understanding of the girls' context may be advantageous. The organisation's role here becomes critical in facilitating the transition of alumni girls to a new role as mentors.

2. Internal recruitment process – Organisations initiating the LC programme may opt for internal recruitment, identifying mentors among the existing staff who meet the selection criteria, are interested in the LC work, and are willing to assume the role of an LC mentor. Mentors could be newer staff who have demonstrated leadership skills and are poised to grow within their own organisations.

In this case, it is advised that the staff work fully or at least for 60% of their time. It is also advisable to include other staff members in regular LC updates and learning processes, as well as facilitate parallel trainings for potential mentors.

3. Recruitment through an application process – Organisations can also decide to organise a selection process by inviting applications and conducting interviews. To invite applications, the announcements can be shared with community-level stakeholders and locations, by distributing them in schools, with teachers, women's collectives and organisations working in the area, or by sharing it via email with individuals and organisations working on girls' issues and rights, etc. It is advisable for organisations to involve girl leaders from the LC (if the programme is ongoing) or other similar programmes as one of the interviewers.

Salary and compensation: They should be offered competitive salaries with benefits and opportunities for growth. It should also comply with the country's wage/labour laws. Mentors play a critical role in the LC programme. For a programme to be impactful, it requires the time and dedication of mentors, who should be compensated appropriately. Mentors should be compensated similarly to positions with comparable requirements and responsibilities in your region, such as a government school teacher or a programme person in the host organisation.

Annex 2.2 – Safeguarding Children and Young People

Introduction: EMpower believes that all children and young people, regardless of their life circumstances, deserve the opportunity to lead healthy, productive lives. Violence, exploitation, and abuse, however, have devastating impacts on children and young people's development, preventing them from enjoying their human rights and affecting their ability to lead healthy and fulfilling lives. EMpower works to improve the lives of children and young people from marginalised settings, so they can thrive and feel safe. EMpower is committed to preventing abuse and promoting the safety, protection, wellbeing and development of all children and young people involved in the programmes it supports.

The LC programme must have safeguarding measures in place to ensure that adolescent girls and young women live healthy and fulfilling lives. LC takes and recommends the following measures to safeguard the rights of adolescent girls and young women and protect them from harm and abuse.

1. Safeguarding policy: Organisations starting the LC programme must have a safeguarding policy and make sure that everyone involved in the programme adheres to it. Organisations must also take the lead in organising orientation, training, regular briefings, and ensuring that the people involved understand the importance of safeguarding the rights and wellbeing of adolescent girls and young people, as well as what to do if a safeguarding incident occurs.

2. Reporting and accountability mechanism: An organisation's safeguarding policy should specify the designated person/officer in your organisation or who should be contacted in the event of any concerns, incidents, or potential safeguarding concerns. Additionally, during every event or activity, there should be a designated person (e.g., mentor or any other staff) who is known to adolescent girls and approachable in case of an incident or experience of potential harm.

3. Sample safeguarding checklist: This is for organisation representatives or mentors supporting girl leaders in the LC programme. They should develop a checklist that covers all aspects related to the safety and wellbeing of young people throughout the process, cross-checking at every stage to ensure that requisite measures are in place.

4. Orientation and training on safeguarding policy and measures: Everyone involved in the LC programme must go through an orientation and training process to understand the rights of adolescent girls and young women, key definitions, dos and don'ts, and reporting and accountability mechanisms. It is a significant step to create a safe and empowering space for adolescent girls in the LC programme. The content for training mentors and other staff members is provided below in this section.

5. Orientation of girls and young people on safeguarding: It is crucial that adolescent girls understand not only the safeguarding policy and the measures in place to keep them safe but also how to recognise harm, where they can access the policy in confidence and whom to approach if they feel unsafe. Hence, programmes with adolescent girls and young people

should provide orientation at the outset and facilitate ongoing engagement with young people so that they can identify harm and abuse, and feel trusted and confident to report incidents and seek support. The content given later in this section is intended to train adolescent girls and young women.

6. Special safeguarding considerations for online engagements:

- Organisations should do a check-in with participants after a training or workshop, especially when the training involves a personal reflection process. It is possible for the training to induce trauma/trigger strong emotions in participants. A one-on-one check-in by a qualified person who can effectively work with girls can aid in the creation of a space for sharing and mutual care. Facilitators should also have materials or referrals on hand as needed.
- [Note: If there is a risk of triggering trauma in a particular process, it is best to have a counsellor or a trained person present to effectively work with those girls who are triggered. It will be necessary to refrain from saying anything that could re-traumatise, shame or silence the girls. This person should ideally meet the girls early in the process and participate in some of the activities to establish trust and comfort.]
- Ensure that participants attend the training from a private space, where they can freely express their thoughts and opinions. Provide any support they may require to make the experience comfortable and secure for them.

Safeguarding Children and Young People: Orientation Session for Adolescent Girls, Young People, and Mentors:

The LC programme is dedicated to protecting the rights and wellbeing of all young people. It is recommended that adolescent girls, young people, and mentors receive training on safeguarding.

?

What is the safeguarding of children and young people?

- Activity: Video followed by a discussion.
- Video: What are child rights and why are they important? (By UNICEF India)
- Video Link: <https://www.youtube.com/watch?v=HCYLDtug8sk>

1. What is a safeguarding policy?

A safeguarding policy represents the organisation's commitment to ensure that young people are free from any form of violence, harm, and abuse, treated with respect, and do not face discrimination based on race, gender, ethnic or social origin, language, place of birth, religious or other beliefs, caste, class, disability, sexual orientation or other status. The policy explains the language and behaviour code to safeguard and protect the rights of children and adolescents to live healthy, happy, and independent lives.

2. What are the guiding principles?

Guiding principles:

- All children and young people have the right to freedom from all forms of violence, abuse, and exploitation.
- All children and young people have the right to be treated with dignity, regardless of their race, gender, ethnic or social origin, place of birth, language, religious or other beliefs, caste, class, disability, sexual orientation, or other status.
- The welfare of children and young people participating in EMpower grantee partners' programmes is paramount. EMpower and all its grantee partners are required to ensure that their staff, trustees, volunteers, and contractors do not pose a risk to children and young people and that they have taken every precaution to ensure their safety.

3. Who is considered a "child"?

Child – any person below the age of 18.

4. Who is considered a "young person"?

WHO defines 'Adolescents' as individuals aged 10 to 19, and 'Youth' as people aged 15 to 24. The term 'Young People' refers to people aged 10 to 24.

5. What does "individuals working with children and young people" mean?

Individuals working with children and young people—those engaged in an activity on behalf of or funded by EMpower, which involves direct contact with, or facilitates access to children and young people.

6. What does "abuse" mean?

Abuse—all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation that causes actual or potential harm to a child's or young person's health, survival, development or dignity in the context of a relationship of responsibility, trust or power. It can also (1) result in a lack of attention and/or care or (2) occur when an individual is persuaded to enter a transaction to which he or she has not consented or is unable to consent. Abusive behaviour can occur in any relationship and its effects can continue long after the relationship is over.

7. What are the different forms of abuse?

- Sexual abuse – forced or encouraged participation in sexual activities, including sexual exploitation, whether the individual understands what is happening or not. Sexual abuse also includes non-contact activities such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing and exposing pornography to a child.
- Physical abuse – deliberate use of force that may cause injury (hitting, burning, shaking, kicking, throwing objects, etc.).
- Emotional abuse – threats of harm or abandonment, deprivation of contact, humiliation, blaming, intimidation, harassment, or isolation are examples of emotional maltreatment that has severe and long-term negative effects on emotional development. It could also include mistreatment of others (domestic abuse).
- Neglect – persistent failure to meet an individual's basic physical and/or psychological needs, such as failing to provide adequate food, clothing and/or shelter, failing to prevent harm, failing to ensure adequate supervision, or failing to ensure access to appropriate medical care or treatment. Repeated instances of poor professional care may be referred to as institutional abuse.

8. How is consent defined? /What is consent?

Consent can be defined as a girl's agency and capacity to agree or disagree with something proposed by another person.

Every adolescent girl and young person has the right to agree or disagree, to be uncertain, or to give or withhold consent. If a participant is unsure, organisations can provide additional information to help them form consent.

Girls and young people must be provided with all pertinent information regarding activities, events, their objectives/purposes, usage of data, photographs or film, session recordings, etc., to provide informed consent. It assists girls and young adults in evaluating their comfort, potential risks, and participation value to make informed decisions.

9. What is the confidentiality of data/personal information?

It is an important concept to understand. It concerns the right of participants to the confidentiality of their personal information or data. No one should share the personal information or data of participants with outside parties without their consent. All organisations and individuals working with young people or adolescent girls must ensure certain things, such as that:

- they do not share identifiable information—that is, information that can be used to locate a participant—with anyone or on any online or offline platforms.
- they create a safe space for young people to freely share their experiences.
- they (the organisations) take responsibility to safeguard participants' personal information or experiences shared in a safe space.

10. What are girls' and young people's rights?

Every adolescent girl and young person is entitled to the following:

- The right to be safe and unharmed (from all kinds of violence)
- The right to be heard and to have their views taken seriously
- The right to bring their whole selves to this space, knowing they will be safe and respected
- The right to receive support if they are hurt or abused, etc.
- The right to information about themselves (to receive AND to access)
- The right to their own likeness and representation (photos etc).
- The right to receive information and detailed orientation about the programme, training, and activities, including details such as timings and place of training, participants, facilitators, etc., [Mentors are responsible for providing information and details about activities to all participants].
- The right to know about the purpose, how, where, and for how long their photographs, video clip/film, or audio or video recording of a meeting/event will be used. [The organiser must thoroughly explain the situation to the girls and obtain their consent].
- Participants' consent must be taken every time a person is using methods such as photography, videography, or recording a meeting/ session (if an online platform) even if consent was taken at the start of the programme.
- The right to say yes/no/not sure once they have the necessary information. No one can force them to give consent or punish them for saying no. If a young person is unsure, the answer should be no.
- The right to keep their personal information and details private.

11. Who should one report to in case of any violation or potential harm?

The designated officer/person in your organisation should be approached in case of any concerns, incidents, or potential safeguarding concerns following the appropriate procedure. In addition, at every event or activity, there should be a designated person (e.g., mentor or other staff) who is known to and approachable by adolescent girls and young people.

**12. What are the Dos and Don'ts¹² for mentors or individuals working with young people?
[Only for mentors or staff]**

Dos and Don'ts

Do

1. Treat all children and young people with respect.
2. Always use appropriate language and behaviour with children and young people that is not harassing, abusive, sexually provocative or demeaning.
3. Be alert to situations that may make them feel uncomfortable—even if nothing untoward is going on—and always act to inquire of and preserve the child's or young person's interests.
4. Wait for any child or young person to initiate physical contact with you (for example, holding hands in a group exercise, sport, or song).
5. Behave in a calm, positive, supportive and encouraging way with children and young people.
6. Obtain verbal consent from the child or young person before photographing, filming, or recording a meeting/session with young people (conducted online). Do this before every new event or activity.

Do not/Avoid/Refrain

1. Do not discriminate based on race, caste, gender, ethnic or social origin, language, place of birth, religious or other beliefs, disability, sexual orientation, or other status.
2. Do not act in any way that is patronising, belittling or abusing.
3. Do not engage in or condone any unsafe, inappropriate, or illegal behaviour under national or international law.
4. Avoid being alone with a single child or young person.
5. Avoid hugs, pats, and other physical contact that could be misinterpreted. The exception would be in instances when such manifestations are customary (for example, kissing on the cheek in Latin America as a common greeting) but even then, let the youth initiate and/or follow the lead of the other staff (or ask them). When in doubt, more formality is best.
6. Never take a child or young person to your home, hotel or any other private space.

¹²Source: adapted from Oak Foundation's child safeguarding policy. Link - <https://oakfnd.org/publications/child-safeguarding-policy/>

Dos and Don'ts

Do

7. Let children and young people, and guardians know how and where the images will be used (e.g., social media, reports etc.). Ensure they understand that no photos will be used in any way that is not specifically about the programme.
8. Maintain data privacy and confidentiality to protect young people's rights and avoid potential harm or abuse, including psychological harm.
9. Remove identifiable data when sharing case stories, quotes, or research data.
10. Report any concerns, incidents or potential safeguarding concerns to the designated officer/person in accordance with the appropriate procedure.

Do not/Avoid/Refrain

7. Do not engage in any form of sexual contact or relationship with a child or young person under the age of 18 years (or older as defined by local laws). A mistaken belief about a child's or young person's age is no defence.
8. In any communication, be careful not to put children or young people in danger by using personal or physical information that could be used to determine where they are. With their consent, the first names of specific children and young people may be used.
9. Do not photograph or film children or young people for which no prior consent has been sought.
10. Do not use children or young persons for domestic or other labour. This is prohibited when: it is inappropriate for the child's age or developmental capacity; interferes with the time available for education and recreational activities; or places the child at significant risk of injury, exploitation, or abuse.

Annex 2.3 – Template to assess potential risks and develop solutions:

Potential Risks	Risk Factors	Severity/ Intensity of RISK	Possible Strategies/ Preventive Measures	Who will Avoid the Risk/Take Action?	Risk Factors

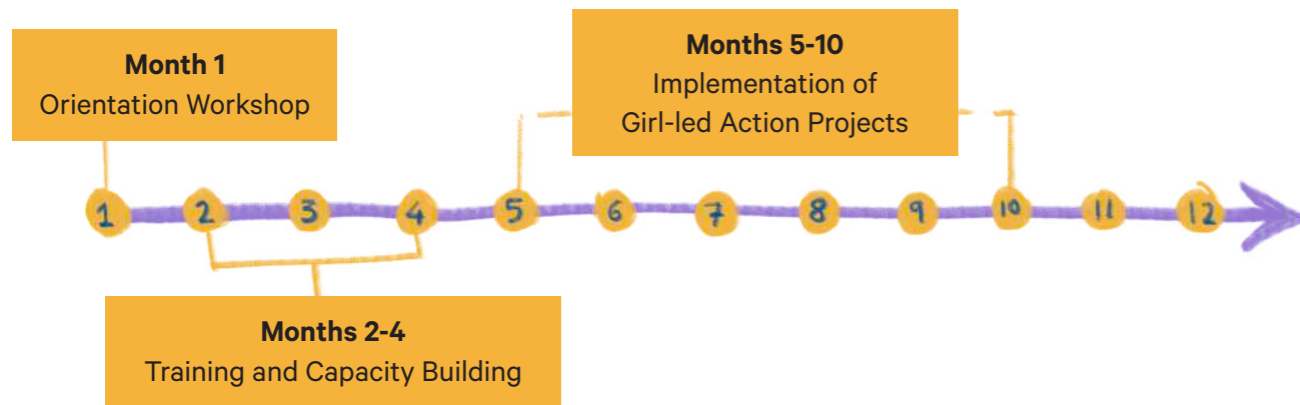
SECTION 3: GIRLS' JOURNEY THROUGH ADOLESCENT GIRLS LEARNING COMMUNITY

This section is co-created with the editorial team of LC girl leaders. They played a critical role in identifying topics for training, developing concepts and session ideas, and integrating insights from their peers in this section. Section 3 aims to strengthen girls' leadership, build their collective, and develop their skills in project design and implementation. It provides guidelines for planning sessions for participants and includes: a sample training schedule, session topics, suggestions for resource materials, and tools for mapping the journeys of girl leaders. This section has three broad sub-sections: 1) Training and Capacity Building; 2) Practising Leadership through Girl-led Action Projects; and 3) Mapping Girls' Leadership and Learning Journeys.



Timeline of Girls' Learning Journey

Figure 4:



Training and Capacity Building

Orientation Workshop

An orientation workshop is the first step in the LC programme's learning and action journey for girl leaders. The LC Mumbai named this workshop – *Rubaroo* [a beautiful term in Urdu that translates as face-to-face meeting]. The participants get introduced to each other, learn about the LC, and start building their collective. The workshop can be designed to achieve the following goals by incorporating participatory and creative methods.



Orientation Workshop

Expected outcomes of the orientation workshop:

1. Participants get to know each other
2. They know about girls' leadership and the importance of working in a team
3. They are focused on the LC programme and its objectives
4. They build an understanding of safeguarding and rights of young people
5. Baseline tools are administered by the mentor

[Note: Organisations who have run LC or similar programmes should engage alumni to plan and co-facilitate LC orientation for new girls. Provide stipend to LC alumni girls for their input and time.]



Timeline and duration

Month 1, in a 2.5 days workshop



Workshop setting

In-person residential/non-residential or online, spread over three or more days.

A sample design for planning the orientation workshop

Workshop Session	Time	What will be Covered
Session 1 – Introduction	1 Hour	Activities to do for introductions, icebreakers; Logistics
Session 2 – What is the LC?	2 hours	Plan activities to cover objectives, guiding principles, develop a timeline charting out the important stages and activities in the participants' journeys, principles of a girl-led approach, and working together as a collective. Refer to section 1 of this guide.
Session 3 – Safeguarding and Girls' rights	2 Hour	Orientation on what safeguarding girls and young people entails, girls and young people's rights and Q&A.
Session 4 – Self-Assessment Form Baseline Tool	2-3 hours	Facilitation of Tool 1 – Self-assessment form for girls and other evaluation tools at the start of the programme to learn about participants' skills and perspectives/thoughts.

Workshop Session	Time	What will be Covered?
<p>Session 5 – Leadership and Building a Safe Space for Collective Learning</p>	2-3 hours	<p>An important session to convey their role as leaders and to signal that their leadership journeys are about to begin. Together, girls and young women begin to form a collective that makes decisions and collaborates with peers and community stakeholders to bring about change for girls and other marginalised groups. Session on building a safe space of trust, collective care, solidarity, and empathy.</p> <p>[Refer to the LGL curriculum¹³ LGL_Curriculum_FINAL.pdf, page no. 26-30 activities 2-4]</p>
<p>Session 6 – Timeline and Plan for the Next Three Months</p>	2-3 hours	<p>Understanding the LC timeline, and training of girl leaders.</p> <p>Participants should know about the activities and get a clear idea of what the next few months would look like. They should also decide on a weekly meeting time and location.</p> <p>Refer to section 2 of this guide.</p>

Training Adolescent Girls

Training of adolescent girls and young women allows them to delve into a process of learning, unlearning, and understanding discriminatory norms and practices that limit their access to opportunities. They do this together through various perspective and skill-building sessions, which are part of the LC training guide.

As co-creators, the LC alumni girls played a critical role in making decisions regarding its content and finalising the sessions.



Training Adolescent Girls

Expected outcomes of the orientation workshop:

Methodology – Training sessions with girls require engaging methods and activities to help in starting a discussion, and to allow girls to reflect at individual and group levels

Ensure while designing the training that the methods/activities you use:

- Are engaging and creative and designed to generate interest in girls
- Allow girls to work individually and in smaller groups
- Provoke discussions and reflections
- Use language and examples relevant to their context and lives
- Help in understanding complex concepts in simple ways

What kind of activities

Case study analysis and discussion, role play and discussion, agree-disagree, learning tools for mapping community and resources, video screening and discussion, drawing/collage and discussion, etc., are a few examples.

Additional activities

Team-building activities, energisers, and icebreakers should also be used throughout the training.

13 Let Girls Lead Guide LGL_Curriculum_FINAL.pdf



In our experience!

Please avoid lecture mode and only PowerPoint presentations for conducting a training session. Participants lose interest. Young people engage better when sessions are participatory, creative, activity-based, and offer relatable content.

Facilitation tips/guide¹⁴ – The guide below will help mentors prepare, lead, and close a session.

PREPARATION

1. **Read, understand and prepare** for the session beforehand.
2. **Keep all materials** such as stationery, photocopies, case study, video/audio, etc. ready before a session.
3. **Plan the session activities and discussion** using the guide and adjust them according to the time available.
4. **Plan energisers or icebreakers** to do before beginning a session or when the group's energies are dropping.
5. **Choose a physical location for the session** that is easily accessible to participants and where they feel comfortable talking freely.

LEADING A SESSION

1. **Inform participants** about the Question Box and explain how to use it. Keep the box, a few pens and papers nearby for them to write and ask questions. Encourage them to use it.
2. **Conduct a quick check-in** with participants before asking how they are doing.
Note: If any of the participants need to talk separately, please do so after the session.
3. **Ask them questions** to help them remember the previous meeting/session.
4. **Create an environment that encourages** participants to talk, share, and feel excited about the session.
5. **Pay attention to each participant** and encourage them to ask questions and assure them that *no question is silly or trivial, right or wrong. Each is unique and valuable.*
6. **Be an active listener** and encourage other participants to do so when a participant is sharing or asking questions.
7. **Let participants complete** what they are saying and avoid responding in the middle.

CLOSING

1. **Wrap-up activity or discussion**
2. **If an important discussion** requires more time, let participants know that you will make time for it during the next session.
3. **Conclude** the session by emphasising **key takeaways**.
4. **Ask participants if they have any questions** or queries and respond.
5. **After the session, review the Question Box** for any questions or comments they may have put in.

Facilitation tips/guide – The guide below will help mentors prepare, lead, and close a session.

PREPARATION

6. **Prepare a Question Box** and carry it to the session. Let participants know that they can write their questions anonymously and put them in the box.
7. **If a session is taking place online**, ensure that the participants attend the session from a location where they can listen or talk freely without being disturbed or interfered with by other members.

LEADING A SESSION

8. **Be observant** of any signs—verbal, facial/physical—which indicate disconnect or disengagement during a session.
9. **Avoid giving examples/statements that promote biases, prejudice or stereotypes** e.g., girls/women are better homemakers than men.
10. **Avoid providing wrong or incomplete information.** *Remember, it is absolutely fine if you don't know!* In such cases, inform the participant/s that you do not know the answer to a question/topic right now, will read/find out and get back to them.
11. **Pause after playing a video or audio material** and encourage them to share their observations and thoughts.
12. **Pay attention to the specific needs of participants** from marginalised communities such as Dalit, Bahujan, Adivasi communities, participants with disability, trans and nonbinary people, etc.

CLOSING

6. **Explain if they have an assignment** for self-reflection later.
7. **If any participant needs** to talk after the session, listen to them (following the safeguarding measures).

Table 4: Girls Training Guide and Capacity Building Plan

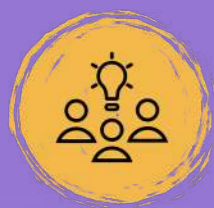
Girls Training Guide and Capacity Building Plan – During the capacity building phase, there will be 10 sessions for girls. The table below provides an overview and flow of the sessions followed by the individual session guidelines.

Sr. No.	Session Name	What will be Covered	Duration
Girl Session – 1	Understanding Gender	<ul style="list-style-type: none"> • What is gender? • Difference between sex and gender • Non-conventional/non-traditional gender roles 	3-4 Hours
Girl Session – 2	Understanding Society	<ul style="list-style-type: none"> • Society and different systems • Power and patriarchy • Reflection on norms and practices maintained by different systems 	3-4 Hours
Girl Session – 3	Understanding Our Community	<ul style="list-style-type: none"> • Social Resource Mapping • Reflection on girls’ access to resources 	3-4 Hours
Girl Session – 4	Understanding Leadership	<ul style="list-style-type: none"> • Who is a leader? • Girls/women and leadership 	3-4 Hours
Girl Session – 5	Decision-making	<ul style="list-style-type: none"> • Girls’ decision-making and agency 	3-4 Hours
Girl Session – 6	Building Girls’ Collective	<ul style="list-style-type: none"> • What is a collective, and what is the importance of a collective? • Collective-building for social change 	3-4 Hours
Girl Session – 7	Goal Setting	<ul style="list-style-type: none"> • What is your goal/dream (personal level)? And how to achieve it? 	3-4 Hours
Girl Session – 8	Girl-Path Tool	<ul style="list-style-type: none"> • The barriers that girls experience at different levels • Girls’ solutions to deal with those barriers 	3-4 Hours
Girl Session – 9	Understanding Social Network and Support System	<ul style="list-style-type: none"> • Girls’ social network and support system 	3-4 Hours
Girl Session – 10	Basics of Project Development	<ul style="list-style-type: none"> • Key components of project planning • What is a budget? 	3-4 Hours

Training Session Guide

Each session guide is structured to provide the session name, what will be covered, objectives or expected outcomes, duration, and suggestions for tools and resource materials for planning a session.

At the end of every session, there is homework or an assignment for girls to self-reflect after the session. Mentors should encourage girls to reflect on the tasks after the session in their own time. Invite girls to share in the next session if they are comfortable doing so. It is optional for girls to share their reflections.



Girls Session 1: Understanding Gender



What will be covered

- What is gender?
- Difference between sex and gender
- Non-conventional/non-traditional gender roles



Objectives/Expected Outcomes:

- Girls reflect on their experiences of growing up as a girl
- They understand the difference between sex and gender
- Girls understand the expectations society has of girls and boys
- They explore non-traditional gender roles

Duration
3 – 4 hours



Suggestions for Session and Tools/Resource Materials:

1. Refer to the Let Girls Lead (LGL) curriculum, page no. 98 – 100, [LGL_Curriculum_FINAL.pdf](#)
2. ACTIVITY 26: Exploring Non-Traditional Gender Roles Through Drawing, page no. 67 [Creative Assets and Program Content Guide To Build Social and Em.pdf](#) ¹⁵

¹⁵ Adolescent Girl and Creativity Network. 2020. "Creative Assets and Program Content Guide: To Build Social and Emotional Learning and Promote Trauma Mitigation and Healing," Christina Mallie and Sophie Soares (eds.). New York: Population Council.



Video

- <https://www.youtube.com/watch?v=YQAFYy15N7E> - What is Transgender? Simply Explained (English) ¹⁶
- #GrownUpGirls: Series (Hindi with English subtitles) https://www.youtube.com/playlist?list=PLuOmNjZTIhxRYaT_pdRnEAd73BAjR7M2v ¹⁷
(Note: select 2-3 videos most relevant to the topic)
- Roshni Misbah | Hijabi Biker | #ChalBadhChal (Hindi with English subtitles) <https://www.youtube.com/watch?v=MLRA6qx7Jw> ¹⁸
- *Bandish E Bahaw* (Hindi) <https://www.youtube.com/watch?v=4wBGQNVXCbU> ¹⁹

Homework/Assignment for Self-Reflection:

Reflect on the questions below and write/draw in your notebook.

- When did you first realise you were a girl for the first time? Try to recall the experience/incident and reflect on how you felt at the time.
- Consider a time when you were proud or happy to be a girl. If you want, you can write/draw that feeling in your notebook.
- Write/draw three things you like doing or your hobbies; and three things you love eating.
- Do you feel connected to girls or people of your gender? If yes, write/ draw three things you have in common, which connect you with the others.



¹⁶ Author: Lacey Langlois Video Source: simpleshow foundation (CC-BY Licence)

¹⁷ These videos are a part of Agents of Ishq's series on early marriage, child marriage and age of consent. These interviews were held with participants from SELF (Sports, Expression, Leadership and Freedom), CREA's leadership academy for young women, using sports, arts, media and technology.

¹⁸ Her name is Roshni Misbah aka the 'Hijabi Biker'. She has crossed thousands of miles and broken numerous stereotypes. And, this is her #ChalBadhChal Story.

¹⁹ By Sanatkada Film Studio (An Independent Women Film Studio in Lucknow)



Notes

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Notes

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Girls Session 2: Understanding Society



What will be covered

- Society and different systems
- Power and patriarchy
- Reflection on norms and practices upheld by different systems



Objectives/Expected Outcomes:

- Girls understand society and its structure—including the institutions/systems that exist and play an important role in governing our lives, such as gender, caste, class, race, religion, etc.
- Girls understand discrimination and oppression perpetuated by different systems in our society and how they control our lives
- Girls reflect on their lives and powers/strengths they have or can develop. How can they collaborate to effect social change?

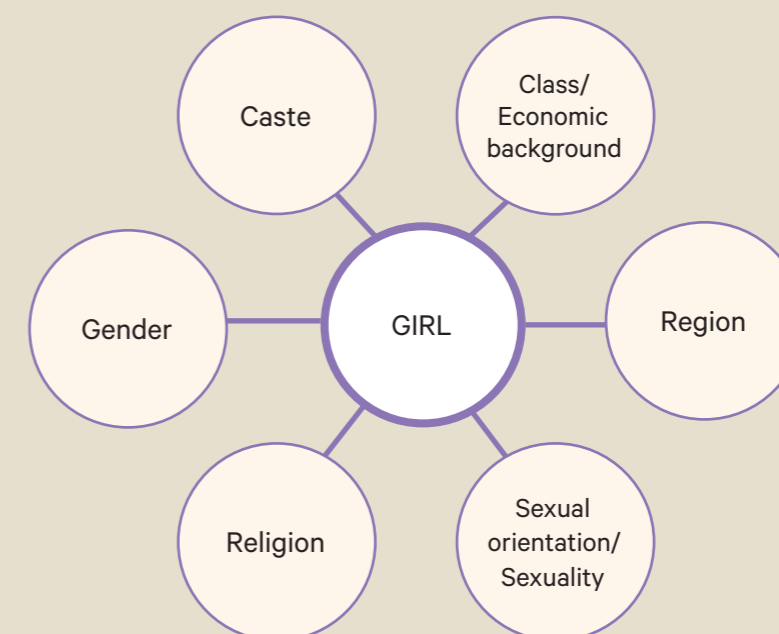
Duration
3 - 4 hours



Suggestions for Session and Tools/Resource Materials:

- Use the circle of oppression and circle of control activity to facilitate discussion. The specifics are provided below.
- Ask girls what they see in our society. What are societies made of? [e.g., girls-boys (who else?), rich-poor, caste, religion, etc.]
- Where do you see discrimination in our society? Where does this stem from? Facilitate a discussion.
- What do you see in your community concerning girls? How do various aspects exert control over girls' lives?

Figure 5: Circle of Oppression

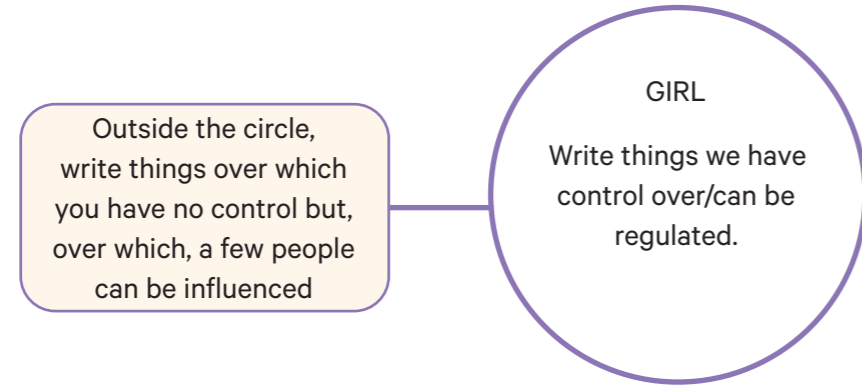


Notes to the facilitator:

- Ask girls to reflect on what kind of oppression/ discrimination they or other girls face due to society's norms related to various systems, e.g., gender, caste, class, etc. What are these norms?
- Ask them to add/replace any systems they believe are relevant to them, and discuss how do they impact them.
- How does society control and discriminate against girls and individuals from other marginalised communities?
- Now ask them to reflect on the things (skills or resources, etc.), which are under their control, and which are not.

Figure 6: Circle of Control

Circle of Control²⁰ – is a reflection exercise that helps participants consider what they have control over or can regulate. For example, skills, expertise, knowledge and information, resources, existing support from others, power of the collective, etc. These things either exist already or can be developed. They must identify and write within the circle of control.



Notes to the facilitator:

- Explain the activity to the participants
- Ask them to think of the things they can control or regulate
- Reflect on skills they can develop, which can help them address things external to them
- What powers do we have to bring change for girls?
- What do we need e.g., skills, knowledge, information, support, etc. to make people aware of girls' rights and equity?



Video

- *Ladki Hath se Nikal Jayegi* (Hindi) - <https://www.youtube.com/watch?v=yhA2Nbn54GQ>
- *#GrownUpGirls: Parvati* - reimagine work (Hindi with English subtitles) https://www.youtube.com/watch?v=KBPynp-jBvk&list=PLuOmNjZTIhxRYaT_pdRnEAd73BAjR7M2v&index=3



Homework/Assignment for Self-Reflection:

Think and reflect on the question below and write/draw in your notebook.

- What powers do girls have? How can we use our powers to assert our rights?



Notes

A large, vertically oriented notebook page with a purple spiral binding on the left side. The page is white and contains several horizontal lines for writing. At the top center of the page is a purple rounded rectangle containing the word 'Notes' in white text. Above the 'Notes' box is a yellow circular icon with a pencil writing on a notepad.

²⁰ Circle of control is adapted from Centervention's Circle of Control Worksheet for Students. <https://www.centervention.com/circle-of-control/>



Girls Session 3: Understanding Our Community



What will be covered

- Social Resource Mapping
- Reflection on girls' access to resources



Objectives/Expected Outcomes:

- Participants reflect on their communities while identifying social resources available and their access to them
- They are aware of community practices that oppress girls and young women
- They reflect on how they feel about their communities and the opportunities available to them.
- They map mobility and reflect on it

Duration
3 – 4 hours



Suggestions for Session and Tools/Resource Materials:

Team building – Activity 47 – The Circle Game, page 93, [Creative Assets and Program Content Guide To Build Social and Em.pdf](#)

Tool 2 – Social Resources Mapping Tool

1. **Group Activity** – Social Resources Mapping: Divide them into groups of 5-6 girls. Ask them to map their community and its resources, like stores, streets, places of worship, public toilets, playgrounds, parks, bus stops, schools, colleges, health centres, cyber cafes, libraries, offices, wells/handpumps/public water taps, etc.

(Note – Ask them to add any other important place or resource that they think is relevant to them, such as places they frequently visit or believe they should be able to visit.)

2. Ask them to reflect and mark the following items on their community map, and record their reflections for presentation –

- Where do they all feel safe and confident, happy to go?
- Where can they go without being restricted or feeling afraid?
- At what time of the day or season?
- Do they travel alone or with someone?
- What are their reasons for feeling this way?
- What areas need to be improved to provide girls with safety and access?

3. Presentation and discussion on what/how they feel about the community.

4. **Group Activity:** Ask the girls to draw a map of their ideal community/society.

Request that they go back into their original groups and form the Girls' Dream Community. Consider a community/society in which girls are not afraid and can make their own decisions—where they have the freedom to do whatever they want.

Notes to the facilitator:

- Gather all chart papers (community mapping and Girls' Dream Community Map) and store them safely for use later.
- Take pictures and store them safely as well.

Homework/Assignment for Self-Reflection:



Think about and reflect on the following task, then write/draw in your notebook. Girls' Dream Community Map –

- How did you feel when you first imagined your dream community? Draw in your notebook to express your emotions.



Notes



Notes



Girls Session 4: Understanding Leadership



What will be covered

- Who is a leader?
- Girls/women and leadership



Objectives/Expected Outcomes:

- Participants reflect on the conventional understanding of leader and leadership qualities
- They reflect on women/girls' leadership through a gender lens
- They re-define leadership indicators/qualities for themselves and their collective

Duration
3 – 4 hours



Suggestions for Session and Tools/Resource Materials:

- 1. Word Mapping and Discussion** – What comes to your mind when you hear the word, “Leader”? Alternatively, ask them to draw a leader in their notebook and show it to you
[Note: Most participants may draw a man first, and you as a leader may discuss why they drew a man after the group activity.]

2. Group Activity: Divide them into groups of 5-6, explain the task, and give them 30 minutes to complete it. They will present and discuss the following in their group:

- Who according to you is a good leader? Consider a real-life example of a good leader.
- Discuss and name five qualities of leadership that you see in them.
- After the presentations, discuss the following points:
 - Do we regard women and girls as leaders? If not, why not?
 - If there were suggestions for a girl leader in their group. What prevented them from choosing one?
 - Do we hear much about girl leaders? If not, why is this the case?
 - Use the leadership definitions provided below to facilitate discussion.

LC Alumni girls editorial team from Mumbai and Delhi worked on defining girls' leadership and came up with the following qualities/indicators that they would like to see at personal as well as collective levels.

Leadership in LC Alumni Leaders' Voices...

“When girls become leaders, they learn to speak up and take a stand for themselves. They know about their rights, choices, and gender equality. They get a lens to decide right and wrong for themselves and feel confident in decision-making. They share their knowledge and information with others, create awareness about girls' rights.”

“Every girl, irrespective of their gender can be a leader. There are people in our society who have patriarchal mindsets and do not include women and girls in decision-making. For me everyone has the ability to make decisions, it's about the opportunity they get and has nothing to do with their gender.”

“When girls take on leadership roles, they come with their personal experiences of restrictions which they have faced due to their gender. They have constantly been told to stay within limits and prescribed what to do and what not to do by society. They have been made to feel less and discouraged within their families, communities, and schools. They have challenged it to come forward and have a positive attitude and confidence to bring change in societies and other girls' lives.”

“Leadership is an everyday practice to explore new things and learn from experiences, to improve yourself and find a new you, this helps to define your identity.”

3. Group Work: Assign them to the same groups and ask them to consider three young women or girl leaders. Also, explain why you believe they are leaders.

- Name, and why are they a leader.
-
-

4. Ask them to discuss and define indicators– If you had to define indicators for your/girls’ leadership, what qualities would you look for?

5. To conclude this session, review the leadership definitions and indicators provided by the alumni girl leaders of the LC. You can see if these indicators have already been discussed by the participants and add them wherever required.

The LC Alumni girls editorial team from Mumbai and Delhi worked together to define girls’ leadership and came up with the following qualities/indicators that they would like to see at both the personal and collective levels.

Leadership Qualities/Indicator - For them, a leader is someone who has or can develop the following leadership qualities:

- who can guide others and persuade them/their point of view
- who can communicate their thoughts and opinions
- who takes the lead and plays an active part in decision making
- who has the skills of critical thinking
- who listens to everyone and values different experiences and opinions
- who is self-confident, which comes from opportunities to learn and gain knowledge
- who understands other girls, connects with them and works in a collective
- who supports gender equality and challenges/questions systems of discrimination and inequality
- who knows/is interested in knowing about girls’ rights and values their choices, freedom, and rights
- who believes in and practices equality/doesn’t discriminate on the bases of gender, caste, class, disability, sexual orientation, race, ethnicity, etc.
- who leads change in the community
- who believes in girls’ leadership



Video

- #GrownUpGirls - *Sushma* - Re-imagine Freedom (Hindi with English subtitles) <https://www.youtube.com/watch?v=Rq0mcVgyRmc>
- The country’s only women-run digital news platform - Khabar Lahariya (Hindi with English subtitles) <https://www.youtube.com/watch?v=M7kTJGzqc0>

Homework/Assignment for Self-Reflection:



Reflect on the following and write/draw in your notebook:

- Identify 3-5 young women or girl leaders in your community or city. Learn about them, what they do and why they are leaders.



Notes



Girls Session 5: Decision-Making



What will be covered

- Girls' decision-making and agency



Objectives/Expected Outcomes:

- Participants conduct personal reflections on decisions they have made
- They reflect on girls'/women's role in decision-making

Duration
3 – 4 hours



Suggestions for Session and Tools/Resource Materials:

Session Prompts –

- Activity 1** – Personal reflection using the Life Line activity from the Girls' Voices Curriculum, Activity 2: Creating Lifeline, page no. 28. Link - <https://riseuptogether.org/wp-content/uploads/2019/05/Girls-Voices-Curriculum.pdf>²¹
- Activity 2** – Create and present scenarios for girls to consider and decide what she/they should do in that situation.

Provide 25-30 min. time to discuss and reflect on each situation. Ask them to share with the team and facilitate a discussion.

Sample scenarios²² are provided below:

- Jaya has two younger siblings: a brother and a sister. After eighth grade, her parents stopped sending her to school. Her younger sister and she are expected to do all the housework while her brother attends school. Both sisters clean, cook, wash, and look after their brother's needs. Jaya wants to go to school, but her parents say they don't have enough money to pay for all three of them. Jaya and her sister are expected to learn housework because it will benefit them in the future.
 - What is the problem here?
 - How will it impact Jaya and her sister?
 - What should Jaya do?
- Aarzo is a great football player, who aspires to go professional in the sport. She works hard; she gets up early to practice with her brother, and they go to a nearby field to practice after school. She wants to be part of a team, but her town lacks a girls' team. She participates in the school team's selection process. She is certain she will make the team. She outperforms at least half of them. After the selection process, the coach announces who made the team, and Aarzo is not on the list. The coach informs her that girls are not permitted on the team because they may distract the team's boys.
 - What is the issue here?
 - How will it impact Aarzo?
 - What should she do?
- Riya is 16 years old and loves going to school and computer training classes. Her parents support her but are criticised by her relatives. They are held responsible for allowing Riya too much freedom. Her relatives put pressure on her parents to marry her off. She is becoming concerned because she is unsure how long she and her parents will continue to avoid marriage.
 - What is the issue here?
 - How will it impact Riya?
 - What should she do?

[Note: Facilitator should develop case studies suitable to participants' context and lived realities.]

Homework/Assignment for Self-Reflection:



Consider the following and record your thoughts in a notebook:

- Can you think of any similar situations in your own life? What was your decision?



Notes



Notes



Girls Session 6: Building Girls' Collective



What will be covered

- What is a collective? What is the importance of a collective?
- Collective building for social change



Objectives/Expected Outcomes:

- Participants explore to understand the importance of working in a collective
- They work together to explore collective leadership
- They learn about different movements and ways of bringing social change/demand for equal rights

Duration
3 – 4 hours



Suggestions for Session and Tools/Resource Materials:

Session Prompts –

- Ask participants to reflect on the following:
 - o Why do we need a collective/group?
 - o What connects us?
 - o Share about collective/groups
- Discuss movements such as 16 Days of Activism and how girls are participating to raise their voices against gender-based violence. Share examples from your region.

- Read 'Girls Take Action' – Tales of Sisterhood: How mentors are collectivising with girls in their communities in Sierra Leone²³
- Look for similar case studies from your area and share them with girls.
- Discuss a few methods of girl-led collective action for change and creating awareness, such as signature campaigns (online and offline), rallies, wall writing, street plays, sports tournaments, etc.

Sample activities for team building

Activity 1

1. Groups to be formed
2. Each group will be given the name of one item, such as a helicopter, a fan, a computer, a bike, etc. which they are not required to reveal to the other groups
3. Each group will use their bodies to create or form that thing
4. Once completed, each group will be asked to show their formation, and the other groups will guess
5. Inquire about the participants' experiences and whether they encountered any problems. When they are ready, ask them to share their problems and how they plan to solve them.

Activity 2

Activity 38 – Tree pose, page 80, [Creative Assets and Program Content Guide To Build Social and Em.pdf](#)

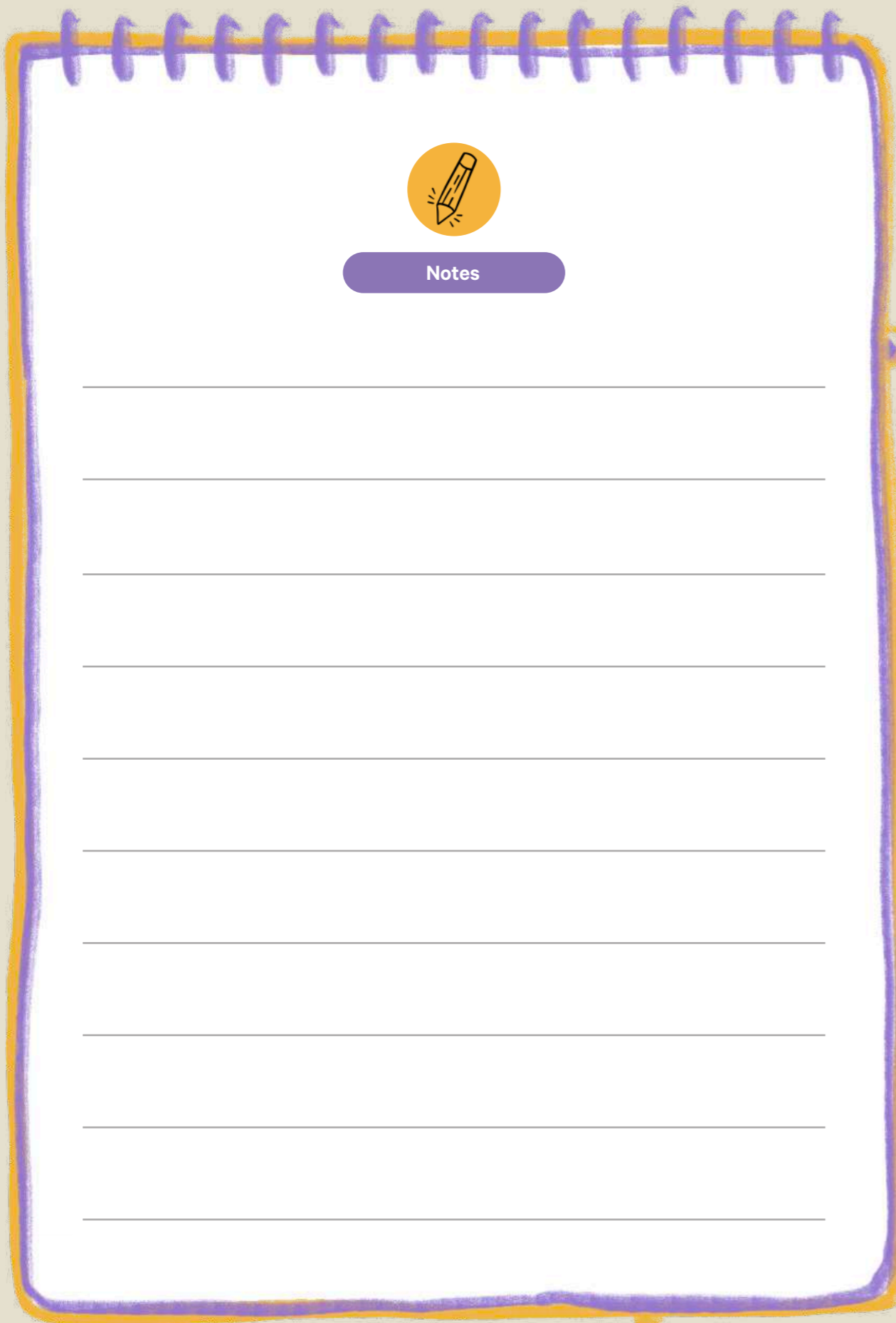
Homework/Assignment for Self-Reflection:

Think and reflect on these questions and write/draw in your notebook:

- What would you like to change in your community for girls?
- What can your collective do to bring that change?

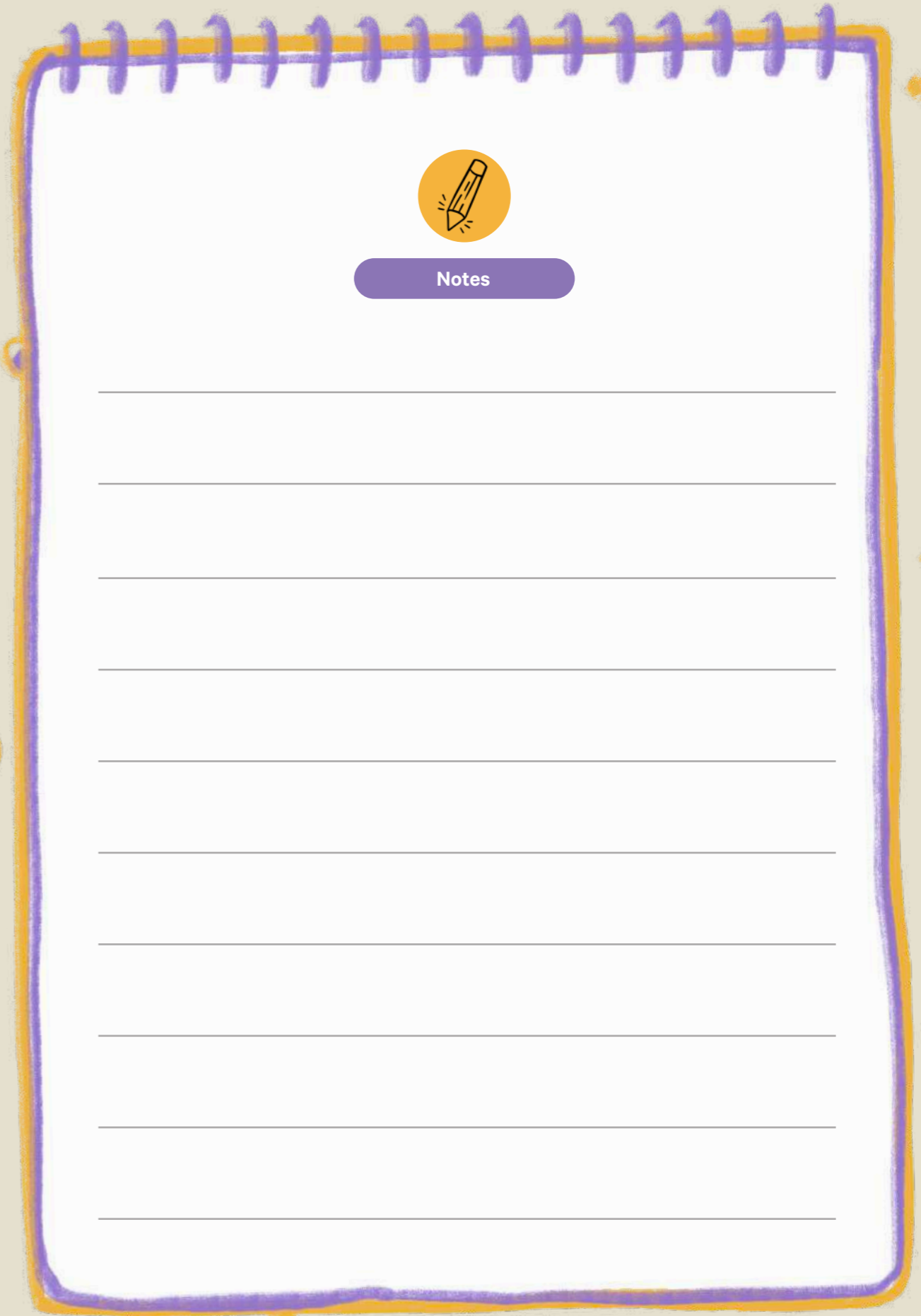


²³ <https://wearepurposeful.org/wp-content/uploads/2021/10/girls-take-action.pdf>



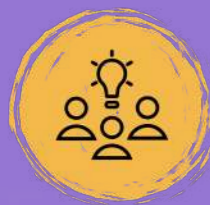
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Girls Session 7: Goal Setting



What will be covered

- What is your goal/dream (personal level)? And how to achieve it?



Objectives/Expected Outcomes:

- Participants reflect on their goal(s) and plan how to achieve them

Duration
3 – 4 hours



Suggestions for Session and Tools/Resource Materials:

Tool 3– Goal Setting Tool – This tool assists participants in reflecting on their lives and formulating short-term and long-term goals for the future. This tool has been effective in facilitating the goal-setting process for an individual or a group—a crucial leadership skill.

Homework/Assignment for Self-Reflection:

Speak to your peers and write/draw their responses in your notebook.

- Speak to your peers or friends about their goals/dreams.
- What challenges do they experience/challenges do they see in achieving their dreams?



Notes



Girls Session 8: Girl-Path Tool



What will be covered

- Barriers that girls experience at different levels
- Girls' solutions to deal with those barriers



Objectives/Expected Outcomes:

- Participants understand the various barriers that a girl faces
- Participants devise solutions to deal with challenges/barriers they face

Duration
3 – 4 hours



Suggestions for Session and Tools/Resource Materials:

Tool 4 – Girl-Path tool – The Girl Path aims to identify obstacles that prevent girls from fully participating in programmes, and then generate solutions for overcoming these barriers (removed or reduced). Girl Path tool lays out four different spaces – In her head, In Her Family, In Her Community, and In Her Programme – where girls may face barriers to fully participating in programmes. This participatory tool is adaptable and can be used in multiple ways by engaging with different participants.

Homework/Assignment for Self-Reflection:



Think about the question below and write/draw in your notebook.

- Reflect on today's activity and the solutions to the challenges you face.



Notes



Girls Session 9: Understanding Social Network and Support System



What will be covered

- Girls' social network and support system



Objectives/Expected Outcomes:

- Participants map their social network
- They identify and reflect on support and obstacles

Duration
3 - 4 hours



Suggestions for Session and Tools/Resource Materials:

Tool 5 - Social Network Mapping - is a tool for identifying key actors in the community who a participant can rely on for support. It also aids in identifying those who may pose challenges to a participant's leadership journey. This activity provides insight into the girls' social network.

Homework/Assignment for Self-Reflection:

Think about one decision you made for yourself that you believe is significant. Consider the last time someone supported you in your decision; how did you feel? Now think about the challenges you faced in making that decision; how did you feel?



Reflect on the following and write/draw in your notebook:

- What was the decision you made? And why is it important to you?
- Did you face any challenges? What were the reasons for not getting support from others? How did you overcome those challenges/obstacles?
- Who supported you and why?



Notes



Girls Session 10: Basics of Girl-led Initiatives/ Project Development – I



What will be covered

- Key components of project planning
- What is a budget?



Objectives/Expected Outcomes:

- Participants learn skills in project planning
- They learn about budgets and how to plan them

Duration
3 – 4 hours



Suggestions for Session and Tools/Resource Materials:

Session Prompts –

- Hold a project planning session and explain the key components of a project. Use a personal example, such as planning for higher education or technical training.
 - Key components of project design
- 1. Theme or Issue**
- What is the theme/issue you want to address with your project?
 - Why is it such an important topic for girls?
 - How will working on this issue affect the lives of girls?

2. Initiatives/Activities

- What activities will assist you in addressing/working on the issue?
- Activities could be of the following kinds: [Refer to Section 2 of this guide, Step 4 Design and Implementation of girl-led initiatives/projects]. Explain it to girl leaders.
- How will you organise these activities? And what preparation, methods, materials, and support are required?
- What challenges might you encounter while carrying out your activities and what solutions can be devised to address them?

3. Timeline – What does the timeline mean? When are you going to do each activity?

4. Budget – What is the budget required to conduct your activities?

5. LM&E – To learn how the activities went. What are the lessons learned, and how effective were the activities in bringing about the desired change?

- Describe what is a budget and why it is necessary to make it. Use examples from their lives to explain.
- Provide calculators or a phone for budgeting purposes.
- Now, use the project planning tool to facilitate discussion and identify a key issue they would like to work on.



Video

- How to start a community project in 10 steps (English) <https://www.youtube.com/watch?v=n8b2A7ThU4Y>

Homework/Assignment for Self-Reflection:



Reflect on the question below and write/draw in your notebook:

- Who makes financial decisions in your homes or communities? Why is this the case?



Notes



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Joint Workshop on Leadership and Girl-led Action Project Development



Objectives/Expected Outcomes:

- To identify a theme for girl-led action projects
- To develop girl-led action projects
- To train them on how to prepare and plan project initiatives, budgets, and timelines for project implementation



Logistics:

- Decide a time and place mutually convenient for all the groups
- Ensure that the venue has adequate space for activities
- Before beginning the session, ensure that all necessary stationery, equipment, and forms are available
- Assign responsibilities to mentors and organisers for transportation, food, water, activities, hygiene, and sanitation

Timeline and duration:
Month 5, one-day workshop

Workshop plan:

How to go about it

Step 1: Begin the session by introducing the girl leaders. Explain the training's objectives. Give them a summary of the previous session – Basics of Project Development.

Step 2: Request that the mentors form a group of girls from their organisation and identify three key issues that they believe are most important for girls and other marginalised groups/individuals. Allow girl leaders from all organisations to present their concerns. [Refer to the Let Girls Lead curriculum, activity 8.1 - ASSESSING the issue: Problem Tree, pages 153-155]

Step 3: Facilitate a conversation with girl leaders and mentors to decide on a theme relevant to girls and their lives.

Step 4: During the six-month implementation period, girl leaders may choose no more than three project activities/initiatives related to the theme they have chosen to work on. Refer to Section 2 of this guide, Step 4: Design and Implementation of Girl-led Action Projects.

Step 5: Hold a project planning session. Request that mentors and girls from each organisation form a group and plan their projects. Ask each group to prepare an activity plan, LM&E plan, budget sheet and timeline for their interventions.

Step 6: Mentors would guide the girl leaders on how to make sure their project plans are Specific, Measurable, Attainable, Realistic and Tangible (SMART).

Step 7: Based on the plan, ask girl leaders to fill out [Tool 6 – Planning and Budget Sheet - BASELINE](#) provided in this section.

Step 8: Make this a highly interactive session. In between activities, use energisers and songs to keep the participants' enthusiasm high.

Assignment/Work for Mentors and Girl Leaders:

Mentors should facilitate a session with the girl leaders from their organisation to finalise their project plan and budget.



PRACTISING LEADERSHIP THROUGH GIRL-LED ACTION PROJECTS [Implementation]

It is a crucial phase of learning-by-doing where the girl leaders practice and demonstrate their leadership abilities through action projects. Girl leaders and mentors work closely in the community to implement their projects. During this period, girl leaders will work in their collective/group to develop a plan to implement project initiatives, conduct a post-completion review, and plan for the next one.

Objectives:

- To implement a project on the theme selected by girls during the leadership, monitoring and evaluation training.
- To engage with the community through project initiatives.

Timeline: Month 5th-10th (six months)

How to go about it

Step 1: Girls will implement the project initiatives that they have planned.

Step 2: Mentors to organise and conduct monthly check-in meetings with all girl leaders, provide them copies of their Action Project Plan and help to operationalise project initiatives.

Step 3: Mentors will guide and support the girl leaders in the following:

- Planning and preparation of the project initiatives
- Facilitating the division of responsibilities, e.g., gathering information about the topic, developing key messages, planning the event, seeking consent, logistics, handling the budget, etc.
- Providing additional capacity or perspective building training on the topic
- Facilitating discussion on how to meaningfully engage other girls and young people from the community
- In considering the special needs of other girls and young people from the community, such as making the event accessible for girls with disabilities
- For organising events as part of the project initiative
- Obtaining approval from the appropriate authorities for the space and carrying out the project initiative

Step 4: Mentors to ensure the following:

- Ensure that each project initiative addresses the theme selected by girls and that girls have adequate means to interact and engage with community members.
- Lead discussions with girls to probe them to think about the theme, objectives, and outcomes (both qualitative and quantitative).

Step 5: Following each event, mentors will sit down with the girls to facilitate the review of project initiatives using the Project Initiative Assessment Format.

Step 6: Instruct girl leaders to reflect on what they have learned and what they will do differently, as well as ideas for continuing this engagement in the community.

Step 7: Mentors will promote and document the event using social media tools. They can seek assistance from their organisations' communications/social media teams.

Mentor – Girl Leaders' Monthly Check-in Meeting

Mentor – Girl Leaders' Monthly Check-in and Planning Meeting – Mentors must organise monthly check-in and planning meetings with all girl leaders. Peer leaders should help the mentor run these meetings. This space can help girls get regular mentoring support. Together, they can plan and prepare to implement their project activities. The mentors' role here is to facilitate a process where girl leaders take charge of decision-making. This is a meeting at the organisational level.

Objectives:

- To plan and prepare girls' projects
- To reflect upon possible challenges and find solutions collectively
- To connect with girls regularly
- To discuss and find solutions to the problems faced during implementation
- To share experiences, talk to each other, and work on wellbeing collectively

Timeline and duration: Monthly, between 5-10th Months, 1-2 hours

Meeting setting: In-person or virtual meeting (where girl leaders are comfortable meeting online)

Participants and facilitators: Girl leaders, mentors, and peer leaders

Preparation:

- All girl leaders from an organisation should agree on a date and time for the meeting
- They should also agree on meeting in a place that is accessible to all girl leaders
- Mentors should schedule a self-care and wellbeing activity before each meeting. [[Refer to the ACTIVITY - 39, 40, 41, 43, 44, 47, 49, pages 80 to 95, Creative Assets and Program Content Guide To Build Social and Em.pdf](#)]

- If girl leaders have completed an activity, the mentor should facilitate the activity assessment process using the [Planning and Budget Sheet](#) prepared by the girls and [Tool 7 – Project Activity Assessment Form](#).

OPTIONAL: Girl Leaders' Monthly Planning Meeting

[Organisations should encourage girl leaders to meet monthly]

Monthly Planning Meeting – where all girl leaders get together to plan and prepare for project activities. Meeting on a regular basis contributes to the collective building; girl leaders can take charge and decide how they want to plan, distribute responsibilities, etc. This meeting will take place organisation-wise.

Objectives:

- To plan and prepare for their projects
- To reflect on possible challenges and find solutions collectively
- To connect regularly
- To share experiences, talk to each other, and work on wellbeing collectively

Timeline and duration: In 5-10th months, 1-2 hours

Meeting setting: In-person or virtual meeting (where girl leaders are comfortable meeting online)

Participants and facilitators: Girl leaders (without the mentor)

Preparation:

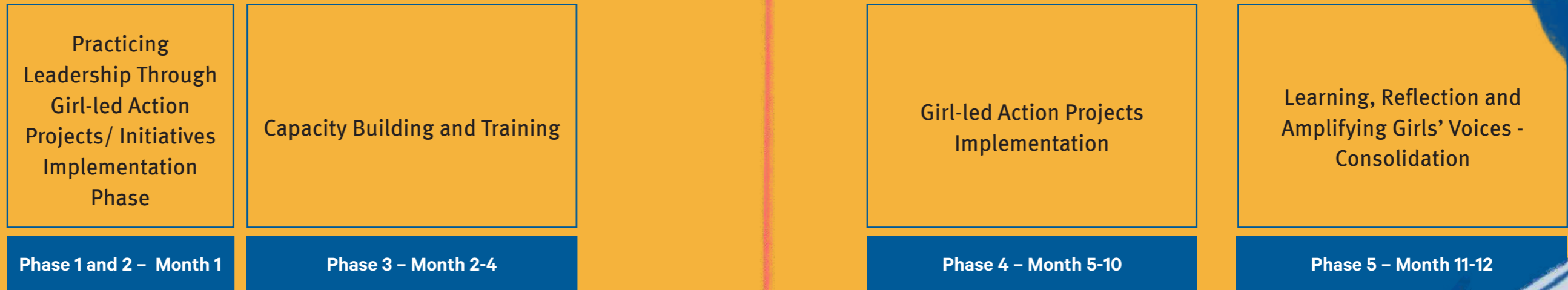
- All girl leaders from an organisation should agree on a date and time for the meeting
- They should also agree on a meeting location that is accessible to all girl leaders

TABLE 5: MAPPING THE LEARNING JOURNEY OF GIRLS

This section of the guide provides tools along with the instructions for using them in order to map girls' leadership and skill development journeys. All the forms can be found in section 5 of the guide under the *For the Ease of Implementation*.

In our experience!

This is a knowledge building tool that can also be used as an impact assessment tool.



Tools for Girls

Knowledge Building Tools		Tool 2: Social Resource Mapping (BASELINE) - <i>Optional Tool for Impact Assessment</i> Tool 3: Goal-Setting Tool Tool 4: Girl-Path Tool Tool 5: Social Network Mapping		Tool 2: Social Resource Mapping (ENDLINE) – <i>Optional Tool for Impact Assessment</i>
	Tool 1: Self-Assessment Tool- BASELINE	Tool 6: Planning and Budget Sheet - BASELINE	Tool 7: Project Intervention Assessment Form	Tool 8: Girl-led Action Project Evaluation Tool - ENDLINE Tool 1: Self-Assessment Tool - ENDLINE Tool 9: Moment of Change Tool 10: Case Story Analysis Tool 11: Life Line Tool 12: Photo-Voice Tool – <i>Optional</i>



Tool 1 – Self-Assessment Tool for Girl Leaders

Learning and Impact Assessment Tool

Description

This instrument was created by Tushita Mukherjee of the Vacha Trust and modified by EMpower. The Understanding the Self Tool form includes both open-ended and closed-ended questions. It measures changes in the level of self-esteem, self-efficacy, self-concept, and leadership skills in girls. It also measures their ability to defend girls' rights to safety and mobility.



Purpose:

The purpose of this exercise is to measure girls' self-awareness and leadership skill changes by comparing their baseline and final responses.



Time frame:

Baseline: 1st Month, Orientation Workshop
Endline: 11th Month, Review, Learning, and Sharing Workshop.



Who will administer this tool:

Mentors will administer this tool.



Materials required:

Copies of the **self-assessment form**, and pens.

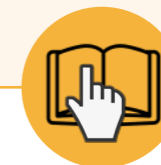


How to use:

1. Each participant must fill out this form.

Note: A mentor or other staff member should assist those who struggle with reading and writing in completing the baseline form.

2. Each form contains six questions.
3. Each question must be filled at the baseline and endline. Question 6 has two sections—one to be filled at baseline and the other to be filled at endline.



Instructions to the facilitator:

1. After distributing the forms, explain all questions to the participants.
2. Ask them to fill out this form. Remind them to put their names, organisations, date and age as required in the forms.
3. Explain which sections to fill at the baseline and endline.
4. Collect all the forms from girls after they fill out baseline sections and make sure to provide them with the same forms at the end of the implementation phase so that they can fill the endline section in the same form.
5. If they are comfortable, they can write or draw their responses or make videos to share.



What we can learn

1. I am pleased that I can do this...

Baseline: Have the girls think about and write/draw what they believe they can do. Prompt them to consider their abilities.

Endline: Ask girls to think and write/draw about what they think they can do now

By comparing the responses provided by the participant at the baseline and endline, this question measures:

- a) Self-efficacy
- b) Changes in gender roles and level of empowerment

2. I like these qualities in me...

Baseline: Have the girls think about and write/draw what they believe they can do. Prompt them to consider their qualities.

Endline: Instruct the girls to write about what they like about themselves right now. Inquire about any new skills they have acquired.

By comparing the responses provided by participants at baseline and endline, this question measures:

- a) Self-esteem
- b) Transformation in the role of girls from conventional feminine roles to more empowered roles

3. When I address a group, I experience or feel...

Baseline: Ask the girls to think of how they feel or the problems they face while speaking in public

Endline: Ask the girls to consider how they feel or the difficulties they encounter while speaking in public. Inquire if there have been any changes in their difficulties (reduced/increased)

By comparing the responses provided by participants at baseline and endline, this question measures an essential leadership skill – speaking to a group or in public. The responses can be analysed using thematic grading or qualitative grading for evaluation provided in [Annex no. 5.2 and 5.3](#).

4. When there is a decision related to my life, I

- a. Let my parents decide
- b. Don't feel confident
- c. Get to know after it's decided
- d. Stay quiet as I am not asked
- e. Share my point of view
- f. Fight with my parents as they don't listen to me
- g. Try to explain what I think is right for me
- h. Seek support from those who my parents listen to
- i. Any other _____ (please fill in)

Baseline: Ask the girls to consider situations in which a decision affecting their lives is made and what they do in those situations.

Endline: Ask the girls to consider situations in which a decision about their life is made and what they do. Probe them to reflect if there have been any changes in the way they participate in decision-making. Is there any difference?

By comparing the responses ticked by participants at baseline and endline, this question measures an essential **leadership skill – decision-making**

5. When I see a girl being harassed in my community, I most likely will

- a. Do nothing
- b. I want to do something but do not know what I can do
- c. Reach out to people I know (my network) and who can help
- d. Discuss with my LC collective/group and use proper strategies to resolve this issue
- e. Discuss with my mentors and use proper strategies to resolve this issue
- f. Any other _____ (write in what you would do)

Baseline: Ask the girls to check the boxes next to the options they would most likely choose if they saw a girl being harassed in their community.

Endline: Have the girls check the boxes next to the options they would choose if they saw a girl being harassed in their community.

This question assesses participants' ability to defend girls' rights to safety and mobility by comparing the responses ticked at baseline and endline.

6. Project planning and implementation skills

Rank the skills on a scale of 1-5 [1= lowest, 5 = highest] which are acquired/ improved after becoming a part of the programme

BASELINE					ENDLINE				
1. Plan a project									
1	2	3	4	5	1	2	3	4	5
2. Make a budget									
1	2	3	4	5	1	2	3	4	5
3. Make a presentation									
1	2	3	4	5	1	2	3	4	5
4. Talk to stakeholders such as the police, panchayat ²⁴ head, and other government officials									
1	2	3	4	5	1	2	3	4	5
5. Impact assessment of project initiatives									
1	2	3	4	5	1	2	3	4	5
6. Working in a team									
1	2	3	4	5	1	2	3	4	5
7. Think of new ideas to create change									
1	2	3	4	5	1	2	3	4	5

This question compares the responses provided by girls at baseline and endline to determine:

- a) Leadership skills
- b) Project planning and implementation skills

7. How to measure

- Responses to the questions can be analysed using a rubric.
- Refer to the Thematic Analysis Guide (See Annex 5.3) to analyse changes in self-esteem, self-efficacy, and leadership skills in Questions 1-3
- Refer to the Qualitative Grading Guide for answers to questions 4 and 5. (See Annex 5.2)
- Project planning and implementation skills (Question 6) can be analysed by comparing the responses in the scores in baseline and endline.
- The findings can be shown by bar charts.

Note: The form can be downloaded for printing from Section 5, under the sub-section - Ease of Implementation.



Tool 2 – Social Resource Mapping Tool

Knowledge Building and Impact Assessment Tool



In Our Experience!

This is a knowledge building tool that can also be used as an impact assessment tool



Purpose:

This exercise aims to visually map the changes participants see in their community before and after participating in girl-led interventions.



Time frame:

Baseline – 2nd Month as part of Girl Session 3
Endline – 11th Month, Review, Learning, and Sharing Workshop



Who will administer this tool:

Mentors/Facilitators will administer this tool



Materials required:

Chart papers, markers and pens, colourful post-its, and a photo/printout of the girls' baseline social resource maps (4-5 copies)



How to use:

1. Girls will participate in this activity.
2. They will create a map of their community that will highlight social resources, public places, and their ability to access those resources

BASELINE

3. They should highlight the following:
 - Make a map of your community that highlights social resources and public places
 - Mark places where you feel unsafe and why
 - At what time of the day or season?
 - Do you go alone, or does someone accompany you?
 - Mark places where you feel safe and happy to go.
 - Mark places that you don't have access to/where you are not allowed but should be free to go.
 - Mark places/areas that need change to make them accessible for girls according to their different needs, e.g., girls with disability, girls from marginalised caste and class, out-of-school, etc.
 - Mark stakeholders/people you can approach for seeking information and services, e.g., teachers, police, health worker, MLA, or Panchayat leader, etc.
 - Mark areas/places where you see an opportunity for improvement (e.g., access, services for girls).

ENDLINE

4. The following points can help them (girls) assess changes:
 - Change in knowledge about resources/places –
 - What resources or locations have you become acquainted with since joining the LC programme?
 - What improvements do you see in places and services in your community for girls from different communities, castes, classes, marital status, etc.?
[For example – lights, toilets, water taps, toilets in schools, places of worship, facility of free sanitary napkins in schools, adolescent-friendly health/financial/social services, playgrounds for girls, scholarships for girls, and people from other marginalised communities, etc.]
5. Change in access and mobility –
 - Where/what places have you begun to feel safe or comfortable going?
 - What are the new places you've begun to access?
 - Where do you feel comfortable going and how do you get there, e.g. alone or with someone, is time a factor, etc.
6. People they can go to or approach –
 - Who are the people/stakeholders you can approach to seek information or services?



Instructions to the facilitator:

1. Describe the exercise to them. Include what is (or should be) relevant to them and show girls how to access/reach these resources.
 - [Give a few hints if needed, to include social resources, e.g., Education, health services, employment, schools, playgrounds, hospitals, workplaces/offices, water taps, toilets, markets, bus stops, movie halls, libraries, roads/streets, shops, etc.]
2. Provide them with a large chart paper (or attach four chart papers to make a community map), stickers, post-its, colourful markers and pens.
3. Ask them to use words and symbols to represent places or things, such as books as a symbol for showing a library, school etc.
4. Give them enough time to conduct this exercise; do not rush
5. While they make the map, listen to the conversation and make your notes. Avoid pitching in, let them do the activity.
6. Baseline: Maps created during the baseline should be saved (as a photo or chart) and provided when they create these maps again during the endline.
7. Endline: Following the completion of their map, they should be given a photograph of the social resource map and dream community map that they created during the baseline (training session).
8. Have them compare the maps created during the baseline and endline and discuss the differences they notice. Ask them to consider the changes they see. Instruct them to consider why these changes are significant. And what role do they (individually or collectively) play in bringing about those changes?
9. Take a clear photo of the charts so they can be stored and shared.
10. Present these maps to the community and encourage discussion about the girl-friendliness of critical community resources and places that are underutilised and do not serve girls.

How to measure

1. Mentors should document girls' presentations and reflections.
2. Once the girls have finished analysing the social map, mentors should complete the table below, which will then be sent to the LC coordinator organisation for consolidation and turning into a report. (For printing this recording sheet, go to sub-section [For the Ease of Implementation in Section 5](#))
3. Mentors to fill out this table at the baseline and endline using the social maps that girls have developed

Places/Resources/ Services	Access and Mobility	Social Capital/ Stakeholders
<p>i. What are the resources/places and services girls know about?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>ii. What improvements in resources and services do they see in their community for marginalised girls and women? (Fill this out only at the endline)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>i. What are the places that girls feel confident and happy to go to in their community?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>ii. What enabled girls' mobility to these places?</p> <p>_____</p> <p>_____</p> <p>iii. What places are unsafe for girls and why?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>iv. What suggestions did the girls make for improving their access to their community's resources?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>i. Who are the people/ stakeholders that girls can approach to seek information or services?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

4. Use the Thematic Grading Guide – [Annex no. 5.3](#) to analyse the responses from the table above.
5. Compare Baseline and Endline analysis to evaluate the change.
6. Present the change using a mix of methods such as a bar graph, word cloud, illustrative quotes or any other method you want to use to present the learnings.

The recording sheet can be downloaded for printout from section 5, under the sub-section For the Ease of Implementation.



Tool 3 – Goal-Setting Tool : Making A Dream Come True

Knowledge Building Tool

Goals

A short-term goal is something that you want to do in the near future. The near future can mean today, this week, this month, or even this year. A short-term goal is something you want to accomplish soon.

A long-term goal takes a long time to achieve. It is something you want to do further in the future. Long-term goals require time and planning. They are not something you can do this week or even this year. Long-term goals usually take 12 months or more to achieve

The Importance of Goal-Setting

Goal-Setting (short- and long-term goals):

- Is a major component of our personal development
- Provides us with focus and motivation.
- Tells us if we are actually succeeding
- Helps us recognise our strengths and weaknesses
 - Setting and achieving goals gives us a sense of ownership and pride!
 - Your ability to set goals is linked to your ability to plan for the future.

Goal-Setting Steps

1. Determine the goal
2. Set a target date
3. Think ahead about what are the things that might keep you from achieving your goal
4. Come up with solutions to overcome potential problems
5. Write down the next steps you'll take to get closer to your goal, including the resources, people, and places you'll go to for help or for more information.

Extra Tips to Set a Long-Term Goal

- Work backwards. Think about what you want to achieve, then plan steps going back to what you can do right now.
- Create a picture of where you want to be in life 10 years from now.
- Think about what you need to do in 5 years, in 1 year, and in 6 months to get to your long-term goal
- Write down what you need to do each month to achieve your goals.
- After each (monthly/milestone) goal is met, review your long-term goal and make any necessary adjustments.

GOAL SETTING EXERCISE

Think of a goal: Something you have dreamt of accomplishing in your future.

- It can be any type of goal and concern any aspect of your life: Art, Attitude, Education, Pleasure, Social, Physical, Career, Family, and Financial.
- It can be a short-term or a long-term goal.

Write the goal: Be very specific.

Set a target date: When do you want to accomplish this goal?

Difficulties and roadblocks: What might keep you from achieving your goals?

Solutions: What can you do to overcome these difficulties?

Next steps: What steps are required to achieve your goal? Who will you contact, and what other information do you require? Set specific dates for each one.



Tool 4 – The Girl Path

Knowledge Building Tool

Description

EMpower and our grantee partners in five world regions created the Girl Path tool for a variety of purposes.

What is The Girl Path?²⁵

The Girl Path tool's goal is to identify barriers that prevent girls from fully participating in programmes and then problem-solve how these barriers might be addressed (removed or reduced). The Girl Path lays out four* different spaces where girls may face obstacles to participating in engaging fully with programmes:

IN HER HEAD: Self-doubts, fears, or perceptions that might keep her from participating. What are the voices inside her head saying that might hold her back?

IN HER HOME: Whose consent does she need to participate? What responsibilities or chores does she have, or that she must work around, to be able to participate? Do her parents, brothers, or other family members need to be involved for her to attend for the first time and then continue to come?

IN HER COMMUNITY: How does she get to the programme site? Who and what might she meet on her way (is she safe)? How might members of her community react to her participation (who might resist, who might support her)?

IN THE PROGRAMME: Do the hours and location enable her to participate? Does she feel welcome? Is the curriculum designed with her in mind? Is she gaining something valuable from the investment of her time and effort? Are the trainers and staff members inclusive and supportive?

***AFTER THE PROGRAMME:** Optional, fifth space to assess: What support does she need after leaving the programme to make the most of all she gained and learned? For example, strategies to stay in touch, monitor progress, and offer support if needed can be explored here.

It will ensure girls' participation from the start of the programme

²⁵ https://empowerweb.org/assets/uploads/tools-resources/422/the_girl_path_2019_english.pdf

How will this tool be useful to a new programme?

1. It will ensure girls' participation from the start of the programme
2. The tool will help identify challenges and issues that girls experience in their communities to support organisations in designing relevant programme strategies
3. The tool will assist in dispelling the popular belief that "girls are not participating because they are not interested", and in increasing their participation.

How to use:

There are various ways to use this tool. The general approach is to:

1. Download and print the Girl Path illustrations using the link https://empowerweb.org/assets/uploads/tools-resources/422/the_girl_path_2019_english.pdf, for each of the four spaces—in her head, in her home, in the community, in the programme—and tape them to a wall, leaving space around each illustration
2. Identify and write down any barriers and obstacles that girls in your community or programme face, or are likely to face, in each of the four spaces, using sticky notes or pieces of paper.
3. Determine practical solutions to the most pressing issues in each of the four spaces. These could be things your programme has tried and could improve on or do more frequently. While participating in The Girl Path, new approaches worth trying may emerge.



Who will administer this tool:

Mentors/facilitators will administer this tool



How to use:

1. Obtain the girls' consent to participate in the activity.
2. You can use this tool in either an online or an offline setting. Both settings, however, will necessitate a different level of preparation.
3. Explain the activity and its goals to the participants and inform them that they will be identifying obstacles in their communities.
4. Remind them of the previous Goal-setting activity; this will help participants think about their goal(s).



Time frame:

- 1 hour – for discussion on obstacles/challenges
- 1 hour – for discussion on solutions
- 45 minutes – for discussion on priorities



Instructions to the facilitator:

1. Use the illustrations provided in *The Girl Path tool* (can be downloaded from www.empowerweb.org) for each of the four spaces—in her head, in her home, in the community, in the programme—and tape them to a wall, leaving space around each illustration. You can also stick these illustrations on four chart papers.
2. Go over each illustration with them one by one and ask them to discuss and write/draw on the wall or chart paper. If they are not comfortable writing, a mentor or peer mentor should assist them.
3. Repeat this for all illustrations and provide enough time for discussion and writing.
4. Encourage all participants to take part in the discussion.
5. After they have identified obstacles/issues or challenges, ask them for solutions for each of the four spaces:
 - What according to you would be the solution that a programme for adolescent girls/young people should implement?
 - Who are the people/stakeholders an organisation should work with to address these challenges?
6. Mentor/facilitator should take notes when participants are explaining obstacles and possible solutions.
7. After the activity, the mentor should fill out the recording sheet provided on the following page. They should refer to the chart paper and mentor’s notes to fill out this table:

**Tool 4 – The Girl Path
Recording Sheet**

No. of participants: _____
 Participants’ age: _____
 Village/area: _____
 Organisation: _____

Refer to the obstacles/issues/challenges and solutions and fill out the below table:

Spaces	Obstacles/Challenges	Solutions
IN HER HEAD		
IN HER HOME		
IN HER COMMUNITY		
IN THE PROGRAMME		

Exercise of prioritisation:

1. Display the compiled list of problems and solutions provided by the girls
2. Request that they prioritise the top 3-5 most critical issues/challenges in each of the four areas that require immediate attention
3. You can give the girls coloured dots or pens to mark their top three or five issues/obstacles



Tool 5 – Social Network Mapping

Knowledge Building Tool

Description

This tool was developed by EMpower. Social Network Mapping is a tool to identify the key actors in the community whom a participant trusts and can get support from. It also helps in identifying those who might create obstacles for a participant in their leadership journeys. This activity provides insight into the girls' social network.



Purpose:

The exercise aims to understand a participant's social network and analyse their support as well as possible obstacles.



Time frame:

During the Girls Session 9: Understanding Social Network and Support System.



Who will administer this tool:

Mentors could administer this tool



Materials required:

Copies of the **Social Network Mapping form**, pens, and different colour markers.



How to use:

1. The facilitator will ask each participant to write down who they believe they are close to, who they trust, and who they believe helps them the most.
2. A sheet with a diagram of concentric circles will be distributed.
3. Participants are asked to make a figure that represents them in the centre, and in the expanding circles, they are asked to write people (their names/relationship if they want to and feel comfortable) they think they are close to, or whom they trust, love, and go to for help.
4. The participant ranks these individuals on a scale of most important to least important as they move away from the centre.
5. Ask them to view their sheets and reflect on:
 - How do you feel looking at your social network?
 - Why have you put some people closer to you?



Instructions to the facilitator:

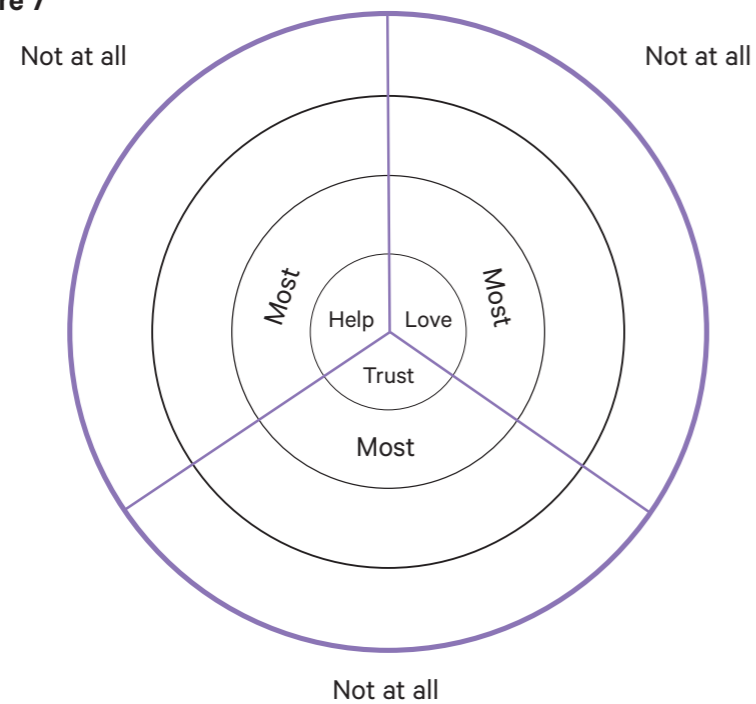
1. Make copies of the sheets.
2. Inform the girls about the activity.
3. Instruct them to fill out the charts/sheets with information such as their names, ages, organisations, and dates.
4. After the activity, collect all the sheets/charts.
5. Photograph the charts so that they are easier to store and distribute. Download and keep them safe and private.

Safeguarding measures:

1. Keep all collected sheets confidential and secure.
2. When making digital copies, make sure to delete them from your device (if using a personal device to take photos) and store them in a safe and confidential folder.
3. Check in with participants to see if they want to speak with the mentors. It is possible that such network mapping causes them to recall unpleasant experiences. In such cases, one must ensure that they have someone to talk to.

Name: _____
Age: _____
Village/City: _____
Family members: _____
Organisation: _____
Date: _____

Figure 7



Notes:

1. This tool helps a girl to reflect on how to use her network for herself and her action project.
2. This mapping aids in visualising a participant's social network and support system.
3. Participants can also use this tool as a group to plan activities for their projects. It will assist the group in identifying who can help them and potential obstacles/challenges while carrying out activities.



Tool 6- Planning and Budget Sheet for Girl-led Action Project – BASELINE

Planning and Impact Assessment Tool

Description

This tool was developed by EMpower. The Planning and Budget Sheet includes sections for girls and mentors to write activity plans, create timelines, budget for events, and set project goals. It provides a project plan for girls to follow. This form also serves as a baseline for monitoring and evaluating girl-led action projects. This has been updated based on feedback from the editorial team and alumni girl leaders.



Purpose:

The aim of this exercise is for participants to gain project planning experience by creating an activity plan, budget, timeline, goals and deliverables for their project



Time frame:

Baseline - 4th-5th Month



Who will administer this tool:

Mentors/facilitators will administer this tool



Materials required:

Copies of form and pens



How to use:

1. Girls and mentors from an organisation will form a group.
2. Each group will be provided with a form.
3. This form has three sections: one to be filled at baseline, the second after completing each intervention, and the third at the endline.



Instructions to the facilitator:

1. Ensure that mentors and girls from each organisation collaborate
2. Remind them to fill out the forms with their names, organisations, dates, and ages
3. Collect all the forms after all the sections have been filled and make sure to provide them with a copy of the same planning and budget sheet so that they can use it for monitoring their action project and refer to it at the end of the implementation phase.

²⁶ Girl-led Action projects - are conceptualised and led by girl leaders to effect change in their communities.

PROJECT PLANNING

Names of Girl Leaders: _____

Names of Mentor(s): _____

Organisation: _____

Date: _____

Notes to the facilitator:

- Instruct them to consider the issues that they face in their community. They should describe the kind of transformation/change they hope to bring about in their communities because of this project.
- Allow enough time (60-90 minutes) for participants to plan their project.
- Explain each point on the planning sheet and ask them to reflect and elaborate.
- Assist them in developing their plan (as needed).
- Request that participants plan no more than three project activities while keeping the six-month implementation period in mind.
- If necessary, provide additional paper for them to flesh out their plan.

Theme: What is the theme of your project?

Problem: What is the issue(s) or problem(s) you are trying to address via your action project? Explain the issue using relevant data/examples from your community.

PROJECT PLANNING

BASELINE: The project plan will serve as the girl-led project's baseline. Request that the girls discuss and fill out each section. Explain the significance of this procedure to them. Give them examples of activities such as rallies, street plays, community mapping, and so on. Prompt them to consider how these project activities relate to the changes they want to see in their communities.

Your desired outcome or goal: What is the change that you would like to see in your community? Why is this change significant for girls' rights and in their lives?

1. Geography: What is the geography and/or focus populations for your project (xx *Bastis*, villages, cities, social media networks, schools, colleges etc)?

What does success look like? (Key indicators of change): How will you know that change is taking place because of your project? Develop key indicators for your project which will signal change or help measure success.

Key Indicators:

2. Project activities: What project activities are you planning?

Note to the facilitator/mentor:

- Plan project activities with a six-month implementation period in mind.
- If there are more than 2 project activities, make a detailed plan for it (we have provided an optional space for a third).
- Provide extra sheets as needed and include them in the planning sheet.

Project activity/intervention²⁷ 1 – Detailed plan	Project Activity 2 – Detailed plan	Project Activity 3 – Detailed plan (Optional)
---	---	--

What is the intervention plan? Explain key steps.

What things will you need to buy/pay for, e.g., training for girls, venue cost, stationary, resource materials, etc.?
(To be estimated later in the budget sheet)

Who are the key decision-makers (parents, teachers, government officials, panchayat, health workers, Police, NGOs, etc.) that you can realistically reach out to?

What may be the risk or challenges?

How will you address them?

Budget requirement

1. Explain the budget form to the participants and remind them of the budgeting session they have already attended.
2. Allow participants 45 to 60 minutes to create a budget for the activities they have planned.
3. Before filling out the budget template, they can discuss and create a rough budget.
4. Explain each point on the planning sheet and request that they reflect and elaborate on it. Assist (as needed) in developing a budget plan.

Since the participants will be creating a budget for the first time, allow sufficient time for them to understand and work on it. They may require additional time to complete the budget. During the workshop, girl leaders in India explained the format and provided input on how to create a budget, and they finalised it one week later.

Project Activity -1	Project Activity 2	Project Activity 3
----------------------------	---------------------------	---------------------------

6. How much will the project activity cost you? Think about all the things that you will need to buy or pay for and then list them, along with their cost for each activity.

Example: Project Activity -1

1. Activity Name - Survey
2. 250 copies of survey
= 2 x 250
= 500/-
3. Lunch for 15 trainees
= 50 x 15
= 750
4. 20 pens = 150/-
20 posters about survey
= 1500/-

²⁷ Project activity/interventions - are a part of larger action projects and help in achieving the project goal/aim.

Project Activity -1	Project Activity 2	Project Activity 3
7. Total cost for each activity $500+750+150+1500$ $= 2900/-$		
Total budget amount requested (Add up all the costs for each activity)	Activity 1 = 2900/- Activity 2= 5000/- Total= 7900/	

Signatures of Girl Leaders: _____

Mentor's Signature: _____ Executive Director's Signature: _____

Date: _____

Note to Mentors/Facilitators:

Mentors should facilitate a project activity review meeting with girl leaders following completion of each project activity to reflect on how it went, revisit the plan, and make any necessary adjustments. Refer to the Project Activity Assessment Format provided below for more information.



Tool 7- Project Activity Assessment Format

Monitoring and Impact Assessment Tool

Description

This tool was developed by EMpower. The activity assessment tool includes questions for girl leaders to reflect on and evaluate the progress of their project's activities. It provides girls with a project plan to implement their projects. This has been modified based on input from the editorial team and former girl leaders.



Purpose:

This tool's objective is to evaluate the project activity's implementation, including its achievements and challenges.



Time frame:

Between the 5th-10th Month, after each project activity/ intervention



Who will administer this tool:

This tool will be facilitated by mentors/facilitators and filled out collectively by girl leaders.



Materials required:

Copies of form and pens



How to use:

1. Girls and mentors from an organisation will form a group
2. A form will be given to each group



Instructions to the facilitator:

1. Girl leaders should use this form for reflection after completing each planned project intervention.
2. Provide a copy of the baseline (project planning and budget sheet) as a reference for the evaluation.
3. Explain each question, facilitate the assessment process, and request that the girl leaders evaluate their project's intervention.
4. This assessment should be referred to during the Endline.

Project Activity 1

1. Did you achieve all your aims for this activity? What was the biggest achievement of your activity?

2. What enabled you to achieve your goal?

3. Who did you reach out to?

- # No. of adolescent girls reached directly
- # No. of youth reached directly
- # No. of youth reached indirectly
- # No. of community members reached
- Any other _____

4. Provide a few quotes from people who participated (girls, parents, stakeholders, attendees)?

5. What barriers/challenges did you face?

Project Activity 1

6. What will you do differently during the next intervention?

7. Did you meet your budget expectations?

- YES
- NO
- TO SOME EXTENT

8. Did you face any challenges handling the budget? If yes, what were the challenges?

9. Did you photograph the activity? If so, please include a few photos of the activity. OR you can draw (if you want) to express yourself about the activity.

Project Activity 2 – Assessment (This should be filled out after completing Project Activity 2 using the questions listed above.)



Tool 8- Girl-led Action Project Evaluation – ENDLINE

Impact Assessment Tool (For Girls)

Description

This tool was developed by EMpower. The Girl-led Action Project Evaluation tool includes reflection and impact evaluation questions for girl leaders. It has been changed in response to the suggestions from the editorial team and feedback from former girl leaders.

Purpose:



This tool's purpose is to assist girl leaders in reflecting on the change they sought, what worked and what did not, as well as the key lessons they learned and the impact of their action project.

Time frame:



Endline, 11th-12th Month

Who will administer this tool:



This tool will be facilitated by mentors/facilitators and filled out collectively by girl leaders.

Materials required:



Copies of form and pens



Notes to the facilitator:

1. Explain all the questions to participants.
2. Provide a copy of the baseline (Project Planning and Budget Sheet) and Project Activity Assessment format for each activity.
3. Instruct them to refer to the baseline plan and project activity assessment formats, as well as to reflect on the Endline questions.
4. Allow them 60-90 minutes to complete this exercise and be available to explain the questions and facilitate the reflection process.

Names of Girl Leaders: _____

Names of Mentor(s): _____

Organisation: _____

Date: _____

1. Goal or aim/Impact you hope to see:

a. Did you achieve all your aims for this action project? What did you not achieve?

b. What was the biggest achievement of your action project?

c. What facilitated this goal being achieved?

2. What surprised you? Something that you had not planned or anticipated before?

3. Barriers/Challenges

a. What were the barriers/challenges you faced?

b. What would you do differently the next time?

4. Key Decision Makers:

a. Were you successful in reaching out to key decision-makers and obtaining the support you desired?

b. Who were the stakeholders you reached out to?

c. What kind of support did you receive?

d. What enabled you to get their support? (e.g., leadership/negotiation/networking skills, etc.)

5. Geography and people reached: Who did you reach out to through your project? (Use the project activity assessment forms to fill this section)

a. Area/Basti/Village/Cities

b. People reached through your project

- # No. of adolescent girls reached directly
- # No. of youth reached directly
- # No. of youth reached indirectly
- # No. of community members reached
- Any other _____

6. Key indicators of change: Evaluate key indicators to determine your project's success

7. Did you meet your budget expectations for all activities?

Girl Leaders' Signature

Date:



Tool 9- Moment of Change

Learning and Impact Assessment Tool



Make it your own!

You can use this tool to get individual responses from girls and to map their individual journeys.

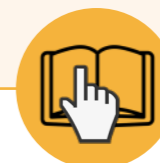
Description

This tool was developed by Lydia Holden (Kahani Communications). Moment of Change is a narrative tool that consists of three questions that ask a girl to describe her life before and after joining the programme. Each girl reflects on the changes that she observed in herself as a result of participating in the programme.



How to use:

1. Display three questions (below) in three columns on a wall. OR give each participant a copy of the format and ask them to reflect and fill it out individually.
2. Inform the girls about the exercise and the questions.
3. Provide writing cards/paper and instruct the girls to consider all three questions and record their responses on three separate cards/papers.
4. Hang it on the wall beneath each column.



Instructions to the facilitator:

1. Explain all questions to the participants and give them enough time to think about and write down their answers.
2. Allow 10-15 minutes for each question's response.
3. Allocate 1-2 hours to the activity.
4. Take a clear photo of the wall so that you can document and share the process.



Purpose:

The goal of this exercise is to obtain a narrative/qualitative account of each participant's transformation.



Time frame:

11th Month, Review, Learning, and sharing workshop



Who will administer this tool:

Mentors/Facilitators will administer this tool



Materials required:

Cards/paper to write, pens, markers

Tool 10- Case Story Analysis



Learning and Impact Assessment Tool

Name: _____

Participant's age: _____

Village/area: _____

Organisation: _____

Year in school: _____

Family members: _____

Q1. What was my life like (before)?

How was your life prior to joining the programme?

Ask the girl to reflect on her life prior to joining the programme. Allow time for the girl to consider her feelings about herself, her community, and the world.

Q2. What is my life like (after)?

How and in what ways has your life changed after joining the programme?

Ask the girl to detail the ways in which her life has changed since joining the programme. Ask her to consider what she concluded about herself, her community, and the world by participating in the activities.

Q3. What did I learn about myself, my community, and my world?

What did you discover about yourself that you did not know before?
 What did you learn from others?
 What did you learn about the community and society?

*Encourage the girl to write:
 What did she discover about herself that she did not know before?
 What did she learn from others?
 What did she learn about the community and society?*

How to measure:

1. This tool provides narrative accounts of the changes felt by the participants.
2. The responses can be used for thematic analysis. The recurring themes can be tallied to understand the kinds of transformation felt by participants.
3. Analyse responses using the [Thematic Grading Guide - Annex no. 5.2](#).
4. The results can be displayed using word clouds, illustrative quotes, and thematic bubbles.

This qualitative tool guides participants through a critical analysis process to identify gender norms, issues/challenges faced by girls, and assess their decision-making skills.



Purpose:

The aim of this exercise is to assess participants' critical thinking and decision-making abilities. It allows them to analyse a situation/story critically and demonstrate decision-making abilities. It gives participants narrative accounts of their perspectives, critical thinking, and decision-making abilities.



Time frame:

11th month, Review, Learning, and Sharing Workshop.



Who will administer this tool:

Mentors/facilitators will administer this tool with participants at the individual or the collective level.



Materials required:

Copies of case study/story, chart paper and pen/markers



How to go about it:

1. Divide participants into smaller groups (groups of four to five) and provide each group with a copy of the case study.
2. Request that they read the story, discuss the questions provided after each section, and record their responses and justifications.
3. A sample narrative is presented below. It is suggested that organisations use this or develop a similar narrative based on their context.

Reena is 14 years old; she lives in a small basti (community) in Delhi with her mother and two brothers, aged nine and eighteen. She enjoys both football and studying. She attends a public school alongside students of other genders. She is their friend, and they enjoy playing, laughing, and studying together. She is maturing, her body is changing, and her period starts. She notices a shift in the behaviour of her family members. Her mother is concerned about her and advises her to dress appropriately. She tells her to wear clothes that cover her fully. Her brothers tell her not to talk to boys and to return home before sunset. She is upset and unhappy, and she wonders why this is happening to her.

Why is she noticing a shift in the behaviour of her family members?

What effect might this change have on Reena's life?

What should Reena do?

Her mother instructs her not to play football or run around, but rather to do household chores. She excels at sports and studies but lacks time due to domestic responsibilities. It's becoming increasingly difficult for her to go to practice while also keeping up with her studies. Her sports coach has asked her to concentrate and come to practice on a regular basis. Her mother has also begun to discuss her marriage.

Why is this happening to her?

What should she do?

She is good friends with Sumit, they are classmates and have grown up together. She starts taking his help for completing her subjects. He helps her and cares for her. Her mother is annoyed by their meeting, and her older brother gets angry at Reena. People in her area notice it as well and approach her mother on how to manage the situation with her daughter. Reena is asked not to meet Sumit. She is now concerned about her studies and upset about not being able to see her friend Sumit.

How is it impacting Reena?

What should she do?

4. Give them 45-60 min to read and discuss the questions. Observe group activity.
5. Ask each group to present their discussion. Note down their discussion points. Document their discussion points for each situation and decisions/strategies for Reena.
6. Collect their presentations and save them to fill out the recording sheet provided below.
7. Take a clear photo of the charts as it is easier to store and circulate.

How to measure:

1. Following team presentations, mentors should complete the table below using the presentation charts and notes taken during the presentation. This sheet can then be sent to the LC coordinator organisation for consolidation and reporting. (For printing this recording sheet, go to sub-section [For the Ease of Implementation in Section 5](#))
2. Categorise their responses and analysis under the themes provided in the recording sheet.
3. Use the Thematic Analysis Guide ([See Annex no. 5.3](#)) to analyse the responses in the table above.
4. Use a variety of methods to present the change, such as word clouds, illustrative quotes, and thematic bubbles.



Make it your own!

You can use the story provided here or develop a similar story according to your context. Make sure that the story you use has questions to probe girls to reflect on their lives and various situations they encounter.

Tool 10 – Case Story Analysis - Recording Sheet

Themes	Skills of Identifying Issues/Problems	Understanding of Gender Norms and Skills of Critical Analysis	Skills of Decision-Making
<p>These are activities led by girls that raise awareness about the issues they face in a community.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What problems/issues did they identify with Reena?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What reasons did they give for Reena's restrictions?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Girls may step out of their gendered roles and claim their place in the community through these activities.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
		<p>What solutions or strategies did they propose for Reena's problems?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	



Tool 11- Life Line

Learning and Impact Assessment Tool

Description

This tool is created by EMpower. Life Line is a visual narrative tool that helps girls' collectives to mark and reflect on the moments of collective highs (strengths) and lows (challenges) during their journey in the Learning Community.



Purpose:

The aim of this exercise is to visualise the moments of strengths (highs)/empowerment and challenges/disempowerment of girls' collective/group.



Time frame:

11th month, Review, Learning, and Sharing Workshop



Who will administer this tool:

Mentors/Facilitators will administer this tool with the participants'/girls' collective.



Materials required:

Chart papers and different coloured markers



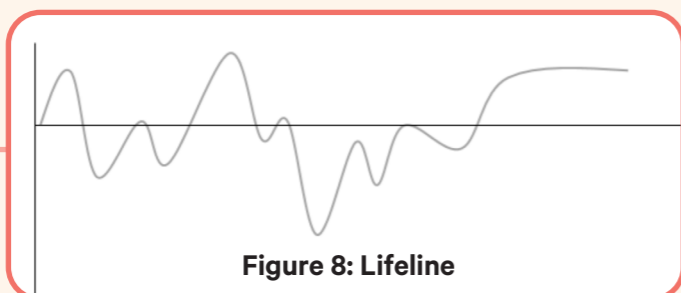
How to go about it:

1. Give chart papers and markers to the girl leaders of each collective.
2. They must consider their group's/collective's journey from the start of their LC, when they joined the LC group, attended training, worked on their projects, and implemented them as a collective.
3. Each collective would draw a line representing their collective's life during the programme, highlighting significant events.
4. Whenever the line forms a peak, it represents a positive moment, accomplishment, support, happiness, etc. When the line forms a valley, it indicates times of difficulty and disappointment when the collective felt low.
5. Ask them to put words, pictures or sentences next to the peaks/highs and valleys/ lows to represent how they felt during their journey as a collective. Encourage discussion regarding how they altered the trajectory, such as how they recovered from a low point, etc.
6. Ask the group to present their group's Life Line and share their reflections.
7. Document what they share



Instructions to the facilitator:

1. Explain the activity to girl leaders
2. Ask them to fill each section of the sheet with their name, age, organisation, date, etc.
3. As an example, draw a sample line on the board. Explain to groups that these lines will differ depending on the journeys of each group or collective.
4. Life Line focuses on drawing rather than text, making it easier for participants to depict their group/collective's life.
5. Collect all the chart papers after the activity.
6. Take a clear photo of the charts as it is easier to store and circulate



How to measure:

1. It helps in understanding the highs and lows and can be further explored to assess what factors contribute to empowerment and disempowerment for the participants as a collective. It can reveal when or where more support is required.
2. The mentor/facilitator should collate reflections that the girls' collective has highlighted during their presentation.
3. Following the presentations, mentors should complete the Recording Sheet using the presentation charts and notes they took during the presentation. Download and take a printout of the Recording Sheet from Section 5 if documenting learnings on paper.
4. Categorise their responses and analysis under the themes provided below.

Tool 11 – Life Line: Recording Sheet

<p>Reflection questions</p> <p><i>Mentors should complete this form with the help of the girls' presentation charts and written reflections.</i></p>	<p>i. What were the highs (positives, strengths, achievements) as a collective/group?</p> <p>.....</p> <p>.....</p>
	<p>ii. What enabled them to achieve their goals?</p> <p>.....</p> <p>.....</p>
	<p>iii. What were the lows (challenges) they faced?</p> <p>.....</p> <p>.....</p>
	<p>iv. How did they overcome those challenges?</p> <p>.....</p> <p>.....</p>

5. This sheet then can be used for developing a case study of the collective. It can also be forwarded to the LC coordinator organisation for consolidation and reporting.
6. Use a variety of methods to present the collective's journey (including highs and lows) such as word clouds, illustrative quotes, and thematic bubbles.



Tool 12- Photo Voice Tool (Optional)

Learning and Impact Assessment Tool

Description

Photo Voice Tool is a participatory research tool which uses photos taken by the participants to illustrate and reflect on issues and situations relevant to them. Participants take photos which they think are important to them and share about the changes they want to capture, usually organised around a particular theme.

[Source – <https://whatworks.org.nz/photo-voice/>]



Purpose:

This exercise helps in understanding the perspectives and thoughts of participants on a given issue or topic. It helps to know what is important to them and why.



Time frame:

11th month, Review, Learning, and Sharing Workshop



Who will administer this tool:

Facilitators/mentors to administer the tool



Materials required:

Cameras or smartphones, chart paper and markers OR pictures from newspapers and magazines for collage activity, scissors and glue



How to go about it:

1. Participants are explained about the tool, its objective, and how to use it
2. They are provided cameras to take pictures in pairs or small groups
3. Explain the basics of using a camera and taking a picture
4. Remind participants about consent and explain that they must obtain consent before photographing people or their private property.
5. The participants decide on a theme or subject to reflect on through the photos they take.
6. In situations where using a camera is difficult due to a lack of resources, a collage activity can be used.
7. Divide participants into small groups and supply them with magazines/newspapers and other materials to work with.
8. Explain the activity.
9. **Theme/Subject:** These are only examples; facilitators should collaborate with participants to select a theme or topic for the photo voice activity.
 - For the Learning Community (LC) Programme, themes may include:
 - Girls and their access to public spaces
 - Girls as leaders
 - Girls' education
 - Role of girls and women
 - Girls' aspirations and their supporters
10. Participants select a theme/subject and use pictures to express their ideas, opinions, and perspectives.
11. Give participants enough time to click their photos (minimum 45-60 min.)
12. Obtain prints of pictures
13. Facilitate a discussion focusing on what they clicked, why they clicked it, and what it says about the topic they chose. What do the other participants think?
14. Document the discussion or record and transcribe it



Instructions to the facilitator:

Explain and reiterate that the objective is not to take “good” pictures but what they think is relevant to them.

How to measure:

- Collect the perspectives, thoughts, and reasons shared by the participants to document the change based on the activity’s theme.
- For thematic analysis, consult the Qualitative Grading Guide ([Annex no. 5.2](#)).

NOTE: Download all Forms and Recording Sheets for the Girls’ Tools from Section 5, subsection – For the Ease of Implementation.

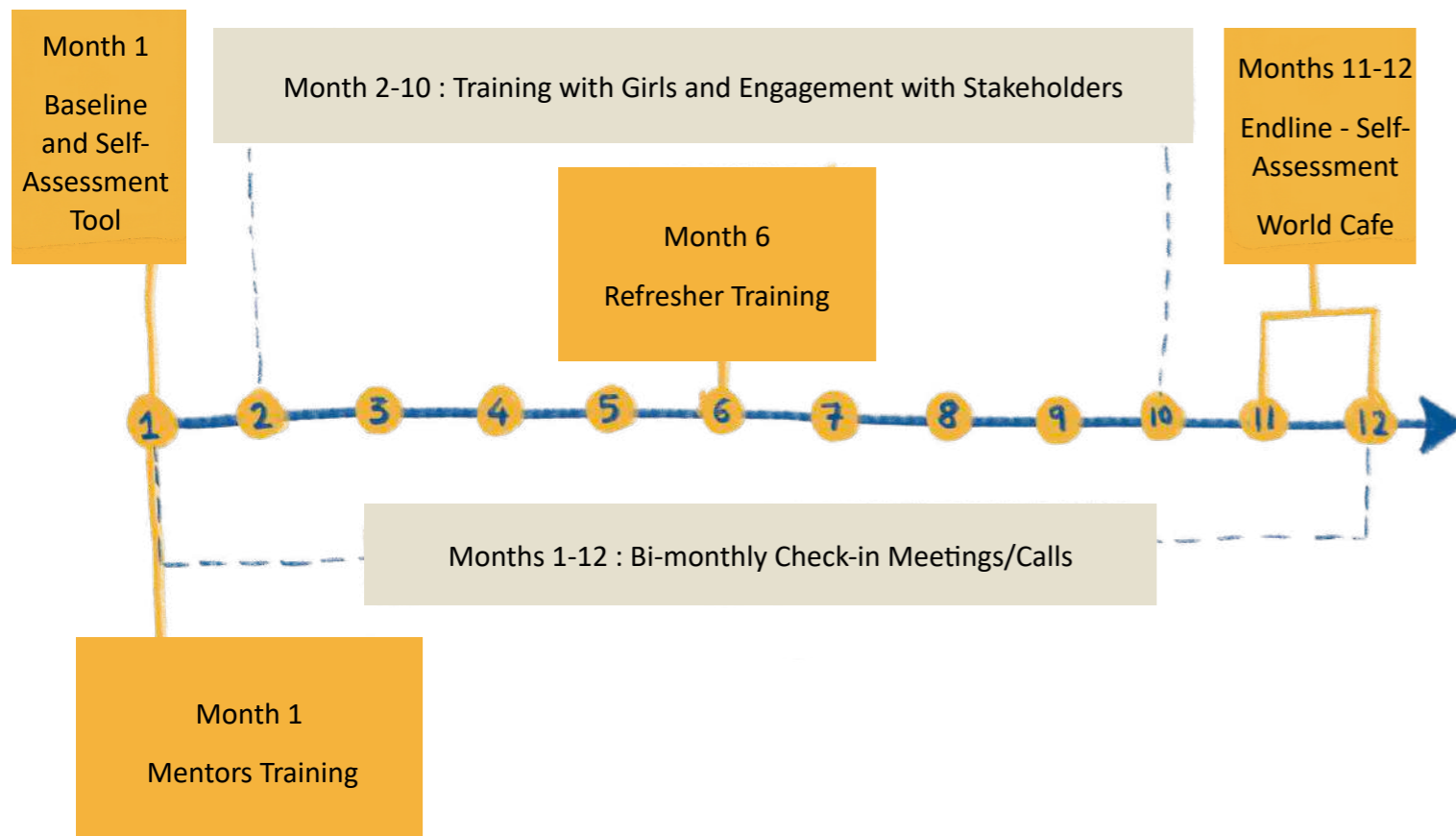
SECTION 4: MENTORS' JOURNEY THROUGH ADOLESCENT GIRLS LEARNING COMMUNITY

This section introduces a mentor capacity strengthening and training guide and emphasises its importance throughout the implementation of the LC programme. It includes a sample training plan, timeline, and session design guide based on the needs identified and articulated by the LC mentors in Mumbai and Delhi. It is recommended that organisations tailor it to the needs and contexts of the mentors in their region. This section is divided into three sub-sections: 1) training and capacity building; 2) mentors' work in the community; and 3) mapping mentors' learning journeys.



TIMELINE OF MENTORS' LEARNING JOURNEY

Figure 9:



This timeline may change depending on mentors' changing needs and contexts. Coordinators can organise trainings and set the frequency of check-in meetings based on mentors' time and availability.

Training and Capacity Strengthening

WHY IS MENTORS' TRAINING AND CHECK-IN IMPORTANT?

Mentors are the programme's backbone and require skills development and support while working with adolescent girls, young women and their communities. Being a mentor takes time and energy. At times, it may not be an easy role. The role of mentors is to provide girls with the support they need to develop their leadership, make sound decisions about their plans, and grow to achieve their full potential. Therefore, investing in the training and capacity-strengthening for mentors in a girl-led programme is crucial.

Mentors in the LC and other community-based programmes ideally come from a similar context and background as the girls and young people who are the focus of the programme. Hence, mentors themselves also need spaces and opportunities to reflect on their journeys, biases, and politics. Mentors' training provides that space for building their perspective and understanding of critical issues like gender, sexuality, caste, class, disability, gender-based violence, patriarchy, and SRHR which are crucial to developing a feminist and intersectional lens for working with adolescent girls and other stakeholders. For many, this may be the first time such concepts are introduced, or the ideas may run counter to lessons they have received from other sources, so there may be not only the information to learn but also to un-learn. Additionally, mentors need skills to work with adolescent girls to facilitate participatory and girl-led processes, collectivise them, build their leadership and agency; and work with the community to build an enabling environment for girls and young women to be able to exhibit/practice their leadership.

In mentors' voices –

"We should think about how mentors can grow in their role and how we create an enriching role for them".

"There should be a platform for mentors where they can connect on a day-to-day basis or as per the need. They need a support system to deal with the challenges they may face in the field."

LC Mumbai and Delhi



MENTORS' TRAINING

Objectives:

Orientation to the LC programme, including the principles of a girl-led and girl-centric programme, objectives, activities and timeline, and Learning, Monitoring, and Evaluation (LM&E)

- To develop **perspective building** on gender norms, power and patriarchy, discrimination and oppression, gender equity, feminist leadership, and issues relevant to adolescent girls
- To build **facilitation and mentoring skills**
- To work on **self-care and wellbeing**
- To **create a platform for mentors** to meet, connect, and exchange knowledge with each other

Timeline and duration: In the **first month** of the LC programme, for 4-5 days

Number of participants: 15-20 (2-3 participants per organisation)

Training setting:

- **In-person residential setting:** Participants come to the training centre on day one and stay at the training venue throughout the training period. It is useful for those participants who come from distant locations and find daily commuting difficult.
- **In-person non-residential setting:** Participants commute to the training venue/centre in the morning and return in the evening after attending sessions.
- **Online training:** Use of an online platform to conduct training

Working with adolescent girls and communities on issues that impact young people's rights and lives could also be mentally and physically exhausting for mentors, and they may face backlash for this work in their homes or communities. Participating in issue-based and rights-based work is likely to affect their physical and mental health. Regular touchpoints, and self-care and wellbeing sessions are integrated into the LC programme design and training guide. Connecting mentors to each other in regular sessions also builds their own social capital and increases their sense of belonging towards the movement.

WHAT THEMES/TOPICS WILL BE COVERED IN MENTORS' TRAINING AND CHECK-INS?

Themes/topics for mentors' training:

- **Understanding the LC programme**, including its approach, objectives, guiding principles, activities and timeline, and safeguarding measures
- **Perspective building** on various themes for building an intersectional lens to understand adolescent girls and young people, and their issues and community contexts
- **Skills building** for facilitating a girl-led process to build leadership and collective of girls and young people
- **Self-care and wellbeing** to understand its importance for themselves, as well as the girls and young people with whom they work

Check-in themes/topics for Mentors:

- **Exchange of learnings** and experiences from the field
- **Reflection on challenges** and finding solutions collectively
- **Skill building on new** skills and perspective strengthening



In our experience:

Residential training is a preferred setting in the Indian context where most young female mentors have household responsibilities even if they are employed. Residential training has been found to be effective in ensuring active participation. It must be determined in consultation with the mentors, taking into account their contexts, needs, availability, and preferences.

Considerations for planning the training

- Timelines for training should be determined in consultation with mentors based on their availability and preferences. The timelines must account for regional festivals and other significant events.
- Ensure mentors have a safe place to stay and an easy and secure access to resources (e. g. Internet, safe transport, refreshments and meals, access to clean toilets)
- In the event of a residential training setting, ensure that participants have access to comfortable lodging, meals, and transportation.
- If there are small children, consider provisions such as a creche or a caretaker who can accompany the mentor to enable full participation.
- Provide reasonable accommodations to meet the access needs of mentors with disabilities.
- Invite local subject experts/facilitators to do a few sessions or the entire training
- Since the training will cover topics that involve personal reflection, create a safe space for mentors to express themselves and ensure privacy and confidentiality during training.
- Integrate energisers, creative methods (e.g., role-play, songs, theatre, and play), and activities for prompting a discussion (e.g., case studies, group activities, agree-disagree, movie screening, etc.)
- Organisations should provide more support and training to mentors who are taking on this role for the first time, as they are also beginning their learning journeys alongside the girls.

Considerations for online training

The following factors can help make mentor trainings more meaningful and accessible:

- Online training can be exhausting and may cause fatigue. To avoid this, limit training sessions to no more than 2 - 3 hours per day. Training can also be divided into two parts: three days in Week 1 and two to three days in Week 2.
- Ensure that all the participants (mentors) have access to relevant devices and resources such as laptops/computers and a stable internet connection.
- Ensure that they have a convenient location and time to attend sessions. Share session recordings with participants.
- Plan sessions in novel ways to encourage discussion and build curiosity.
- Set aside some time after each session for reflections, Q&A, or any short activity/energisers that participants want to lead.
- It is best practice to conduct regular check-ins with participants following the session that include personal reflection, as the discussion might trigger some emotions in the participants.

Table 6: Sample training schedule

The following training schedule lists the session topics to be covered in a training setting i.e., in-person residential/non-residential or online. Organisations are suggested to adapt the below plan according to the needs of mentors, training needs, and time available to do this training. As it is foundational training for LC work, it is recommended to spend sufficient time training mentors.

Masterclass/Session	What will be covered	Expected Outcomes	Duration	Tools/Resource Material
Introduction to the LC Programme				
Mentors' Session 1: Welcome and Introduction Baseline	<ul style="list-style-type: none"> Introduction and ice-breaking activities Self-assessment by mentors using the baseline tool 	<ul style="list-style-type: none"> Participants know each other They carry out self-assessment using the Baseline form 	2-3 hours	<ul style="list-style-type: none"> Baseline Tool for Self-Assessment
Mentors' Session 2: LC Programme orientation Girl-led and girl-centred programmes	<ul style="list-style-type: none"> What is the LC? Programme design, objectives, values, strategy, and activities Principles of girl-led and centered programming 	<ul style="list-style-type: none"> Participants are oriented to the LC programme including its objectives, values, and design. They understand girl-led and girl-centred programming 	3 - 4 hours	<ul style="list-style-type: none"> LC Programme Guide section 1 and 2 Video : https://www.youtube.com/watch?v=fysQfPkOFTk #SorryThankYouTataByeBye To Patriarchy Oxfam India X Agents of Ishq (Hindi with English subtitles)²⁸
Orientation on Safeguarding	<ul style="list-style-type: none"> What is Safeguarding of girls and young people? 	<ul style="list-style-type: none"> They understand safeguarding and its measures 	3 - 4 hours	<ul style="list-style-type: none"> Refer to Annex 2.2
Understanding Key Concepts and Building Skills				
Mentors' Session 3: Name the Feeling	<ul style="list-style-type: none"> Participants learn how to identify and name the feeling/emotions 	<ul style="list-style-type: none"> Participants are more in tune with their feelings/emotions and are equipped to identify them 	3 - 4 hours	<ul style="list-style-type: none"> Activity – Name the feeling (Page 29) from the Creative Assets and Programme Content Guide: To Build Social and Emotional Learning and Promote Trauma Mitigation and Healing. Creative Assets and Program Content Guide To Build Social and Em.pdf

²⁸ Oxfam India and Agents of Ishq's feminist video song to push for creating enabling environment for girls through better education, healthcare, and livelihoods than a reductive measure like increasing the age of marriage. #EmpowermentNotAge #16Days

Masterclass/Session	What will be covered	Expected Outcomes		Duration	Tools/Resource Material
Understanding Gender	<ul style="list-style-type: none"> What is gender and what are gender norms? The difference between gender and sex Gender identity as nonbinary (beyond male and female) 	<ul style="list-style-type: none"> Participants understand gender as a social construct; the difference between gender and sex; and gender norms Participants develop a gender lens and understand gender 		2-3 hours	<p>Suggestions for activities and article</p> <ul style="list-style-type: none"> Article on understanding gender https://genderspectrum.org/articles/understanding-gender Activities: What is gender? https://creaworld.org/resource/gender-aur-pitrasatta-a-guide/²⁹ (Page 18-30) (Hindi) <p>Video :</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=YQAFYy15N7E What is Transgender? Simply Explained (English) https://www.youtube.com/watch?v=4wBGQNVXCbU Bandish E Bahaw (Hindi) Roshni Misbah Hijabi Biker #ChalBadhChal (with English subtitles) https://www.youtube.com/watch?v=MLRA6qx7Jw https://www.youtube.com/watch?v=RgPSFLXNOu8 This Young Trans Doctor Has An Inspiring Story (English)³⁰ https://www.youtube.com/playlist?list=PLuOmNjZTlhRYaT_pdRnEAd73BAjR7M2v #GrownUpGirls: Series (with English subtitles) <p>(Note: select 1-2 videos most relevant to the topic)</p>
Mentors' Session 4: Understanding Power and Patriarchy	<ul style="list-style-type: none"> Power Walk Activity to understand power and patriarchy, origin of patriarchy 	<ul style="list-style-type: none"> Participants comprehend the concept of patriarchy and how it interacts with other systems of inequality and oppression Participants gain a better understanding of the larger ecosystem and how it works to exclude and marginalise people 		2-3 Hours	<ul style="list-style-type: none"> Activity: Power Walk https://jilflc.com/wp-content/uploads/2019/06/Power-Walk.pdf Activity: What is patriarchy and how does it work? https://creaworld.org/resource/gender-aur-pitrasatta-a-guide/ (Page 37-40), (Hindi) https://partners4prevention.org/resource/regional-curriculum-transforming-masculinities-towards-gender-justice Module 3: Patriarchy and Power Systems (Page 82-85), (English) https://justassociates.org/all-resources/feminist-movement-builders-dictionary/

29 CREA (Creating Resources for Empowerment in Action)

30 Dr. Trinetra Haldar Gummaraju doesn't care what names you have called her in the past. She only insists that now you call her doctor. One of Karnataka's first trans women medical doctor's life is an essay in overcoming the odds that seemed forever stacked against her. Here is her story.

Masterclass/Session	What will be covered	Expected Outcomes	Duration	Tools/Resource Material
Mentors' Session 5: Creating an Inclusive, Safe and Bold Space for Young People	<ul style="list-style-type: none"> • Concepts of equity and equality, inclusion and diversity • Understanding intersectional and feminist lens while working with girls and young people 	<ul style="list-style-type: none"> • Participants understand the concept of equity and equality • They learn how to create an inclusive, safe and bold space for girls and young women • They learn about building collective solidarities and power 	3-4 hours	<ul style="list-style-type: none"> • Feminist-Leadership-Key-Definitions_0.pdf (werise-toolkit.org) • Video: https://youtu.be/WFfxeUu338g What is Intersectional Feminism in Hindi? - YouTube (Hindi)³¹
Mentors' Session 6: Leadership	<ul style="list-style-type: none"> • Session on understanding leadership • Gender and leadership 	<ul style="list-style-type: none"> • Participants build an understanding of leadership as a concept • They reflect on leadership from a gender lens • They redefine indicators of leadership from a feminist lens 	3 - 4 hours	<ul style="list-style-type: none"> • Refer to the section 3, Girl session 4: Understanding Leadership
Mentors' Session 7: Self-care and Wellbeing	<ul style="list-style-type: none"> • Session on self-care and wellbeing 	<ul style="list-style-type: none"> • Participants learn about mental health and why it is important to incorporate self-care and wellbeing interventions into our work 	3 - 4 hours	<ul style="list-style-type: none"> • Every day mind day UNICEF wellbeing toolkit-https://www.unicef.org/thailand/media/7211/file/Mental%20Health%20Toolkit%20for%20Young%20People.pdf³² • Activity- Looking after yourself, page 20-22, https://www.phf.org.uk/wp-content/uploads/2018/03/Heads20Up20Final20Approved20version.pdf³³ • Additional Resources: Read about gender and mental health https://www.youngminds.org.uk/young-person/coping-with-life/gender-and-mental-health/³⁴

31 By Feminism in India, Link - <https://www.youtube.com/@feminisminindiahindi>

32 By UNICEF India

33 Copyright of UK Youth and the Paul Hamlyn Foundation 2015

34 By YOUNGMINDS, Link <https://www.youngminds.org.uk/>

Masterclass/Session	What will be covered	Expected Outcomes	Duration	Tools/Resource Material
Understanding the Mentor's Role				
Mentors' Session 8: Who am I?	<ul style="list-style-type: none"> Self-reflection using the river of life activity 	<ul style="list-style-type: none"> Participants do a reflection on self 	3 - 4 hours	<ul style="list-style-type: none"> Activity – River of life, Page no. 13 – 19 from Self-Care-and-Self-Defence-Manual.pdf³⁵
Who is a Mentor?	<ul style="list-style-type: none"> Mentor's role 	<ul style="list-style-type: none"> Participants build an understanding of their role as a mentor 		<ul style="list-style-type: none"> Refer to the section 2, Who is a mentor? Activity – Session 4 Qualities of a Mentor, Page no. 15 –16 from https://www.care.org/news-and-stories/resources/learning-communities-on-the-move-lcom-a-model-for-girl-led-activism-and-movement-building-mentors-training-facilitation-package/
Mentors' Session 9: Mentor's Role and Responsibilities	<ul style="list-style-type: none"> Mentors' role, their work with girls, community, and programme/organisational level responsibilities 	<ul style="list-style-type: none"> Participants build an understanding of their role and work as a mentor 	2 hours	<ul style="list-style-type: none"> Refer to the Annex 2.1: Job Description (JD) for LC mentors from Section 2
Mentors' Session 10: Training and Facilitation Skills Building	<ul style="list-style-type: none"> Skills building for facilitating sessions for training LC girls 	<ul style="list-style-type: none"> Participants build skills to facilitate session with girls Learn skills of planning a session 	2 - 3 hours	<ul style="list-style-type: none"> Session 5 – Mentor as a facilitator, Page 17-19, from the LCOM mentors training package https://www.care.org/news-and-stories/resources/learning-communities-on-the-move-lcom-a-model-for-girl-led-activism-and-movement-building-mentors-training-facilitation-package/ Refer to the Facilitation Tips/Guide from section 3

³⁵ This self-help manual written by Marina Bernal and others with the collaboration of Artemisa, Elige and CREA

Masterclass/Session	What will be covered	Expected Outcomes	Duration	Tools/Resource Material
Learning, Monitoring and Evaluation (LM&E) and Programme Planning				
Mentors' Session 11: Learning Monitoring and Evaluation (LM&E)	<ul style="list-style-type: none"> • What is LM&E? • Tools and process of LM&E 	<ul style="list-style-type: none"> • Participants build an understanding about the concepts of learning, monitoring and evaluation, and the role of these tools in the process • They develop skills to administer LM&E tools and processes 	2 - 3 hours	<ul style="list-style-type: none"> • Refer to section 1, section 3: Mapping the learning journey of adolescent girls, and section 4: Mapping the learning journey of Mentors
Mentors' Session 12: Planning for LC Implementation	<ul style="list-style-type: none"> • What is a timeline? • LC timeline • Programme planning and preparation 	<ul style="list-style-type: none"> • Participants are oriented to the LC programme timeline and planning • They develop a programme plan and timeline for girls and their organisation 	2 - 3 hours	<ul style="list-style-type: none"> • Refer to sections 1 and 2 of this Programme Guide

Refresher Training for Mentors

Capacity building of mentors is a continuous process. We recommend organising a refresher training after six months. It will help build momentum and aid mentors in learning new skills, themes and intersections, and in connecting with their peers. The duration of the refresher training can be 2-3 days in a residential setting or it can be held virtually. However, one must assess the feasibility and organise it according as per their context and based on the mentors' availability.

Objectives:

- To provide mentors with a platform to connect with their peers
- To build their perspectives and skills, and improve their understanding of relevant themes, such as gender, intersectionality, inclusion and diversity.
- To help them collectively build solutions to address context-specific challenges that they may come across during their mentoring experiences
- To revise and co-create innovative approaches for LC

Timeline and duration: After approximately six months of LC programme implementation, for 2-3 days

Setting: In-person residential/non-residential or online setting

Needs assessment – Refresher training should be tailored to the needs of mentors. Before planning refresher training, organisations should conduct a needs assessment using the questions listed on the following page.

Please explain the questions to them and ask them to write and share (if they are comfortable writing and sharing) or use these questions to facilitate a conversation.

OR

Display these questions on chart papers (one for each question) or use a whiteboard leaving space for mentors to respond on post-its under each question. Prioritise responses by grouping them into common themes.

Sample Questions for Needs Assessment

(These are indicative questions; organisations may adapt them or ask additional questions to know mentors' training requirements.)

1. What LC programme topics should be revised and how they should be revised? For example: girl-led and girl-centred approach, values of LC, Timeline, LM&E, Mentor's role, etc. Please mention 3 - 4 topics

- a. _____
- b. _____
- c. _____
- d. _____

2. What new perspectives or subjects are you interested in learning? Caste and gender, migration and girls, non-traditional livelihoods, mental health and wellbeing are a few examples. Please mention 3-4 topics

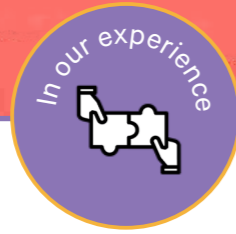
- a. _____
- b. _____
- c. _____
- d. _____

3. What new skills would you like to learn? For example: documentation, storytelling, social media, community-building, etc. Please mention 3-4 topics

- a. _____
- b. _____
- c. _____
- d. _____

4. Any other questions/topics/themes you may have.

- a. _____
- b. _____
- c. _____
- d. _____



In our experience!

Here is an example of what the LC Mumbai and Delhi mentors said when we asked them these questions:

1. Strengthening facilitation and mentorship skills
2. Strengthening Learning, Monitoring, and Evaluation (LM&E) skills
3. Problem-solving skills and integrating solutions in LC
4. Learnings and documentation, story-telling skills – learning as failures, achievements, and new insights
5. Team building and community-building skills
6. Strengthening critical thinking to reflect on LC work
7. Skills in social media and campaigns
8. Increasing knowledge around digital security

Next steps for preparation:

- Go through mentors' responses while designing refresher training
- Invites local experts from your area to facilitate a few sessions or the entire training on topics mentors have shared
- Refer to the structure from the mentors' training section above

Bi-Monthly Check-In/Calls with Mentors

Bi-Monthly Check-In/Calls – A check-in meeting or phone call every two months can help to connect all mentors and peer leaders and build a support system.

Objectives:

- **To connect** mentors and peer leaders from different organisations with each other
- **To share learnings** and experiences from the field
- **To reflect on challenges** and find solutions collectively
- **To work on the wellbeing** of mentors collectively
- **To build skills** on new topics

Duration and meeting setting: 2-3 hours in a virtual or offline (non-residential) setting

Participants: Mentors and peer leaders from all member organisations

Facilitator/s: Organisation heads or training leads from member organisations can volunteer to facilitate these meetings in rotation, OR they/any of the mentors can do so.

Preparation:

- Determine a meeting date and time in consultation with mentors based on their availability
- Create a meeting agenda and consult mentors on new skill(s)/theme(s)
- Provide training on the [Goal setting and Girl-Path tool](#) in the first meeting
- Allocate enough time for sharing and discussion by mentors and peer leaders
- Refer to the considerations outlined in the mentors' training section when planning virtual or offline meetings

OPTIONAL

Mentors' group on an online platform (OPTIONAL) – During an iterative process, mentors in India expressed a desire to communicate more frequently and suggested forming an online group of mentors on WhatsApp or any other messaging app. However, the following factors need to be taken into consideration before deciding to create an online group:

1. All mentors are required to discuss issues such as smartphone ownership and the privacy and confidentiality of their personal information. For instance, if it is not their personal phone/device, the contact information of other group members is accessible to other family members/friends using the same device.
2. It is essential to discuss and evaluate privacy concerns and comfort.
3. It is entirely optional for mentors and will depend on their comfort, ownership of personal devices, and access to internet packages.

MENTORS' WORK IN THE COMMUNITY

Training with adolescent girls – Mentors' primary role is to work with adolescent girls to develop their leadership and agency. They accomplish this by holding three months of regular sessions with girls and young women in their community before designing and implementing their leadership-based action projects. The details of the sessions are provided in [Section 3 of this guide - Learning Journey of Adolescent Girls](#).

Engagement with stakeholders through regular meetings – Community members/stakeholders play an instrumental role in determining girls' access to opportunities and rights. They are the gatekeepers one must strategically engage with to create an enabling ecosystem for girls.

In India, alumni girl leaders identified the parents/guardians of girls as one of the most critical stakeholders who influence girls' agency and decision-making; thus, their support is crucial. They advised to have regular engagement through quarterly meetings with parents or guardians of girls. In other regional contexts, it could be a different stakeholder whose backing can help build a strong support system for girls. Organisations are suggested to identify the most relevant stakeholders with girls/participants and plan regular engagement/meetings with them.

Objectives:

- To share regularly with parents/guardians and understand their concerns
- To build greater support for girl leaders

Timeline: Between 2-10th Month

Meeting setting: In-person – meeting with all parents/guardians together OR through home visits

Participants: Parents/Guardians of girl leaders


Facilitators: Mentors, and peer leaders

Preparation:

- Mentors should decide a day and time of the meeting suitable for parents/guardians
- Prepare points that you will discuss with them

TABLE 7: MAPPING THE LEARNING JOURNEY OF MENTORS

This section of the guide provides tools and instructions for mapping the mentors' journey of change. All forms are available in the section's annexure and at the end of the guide in the section titled **For the Ease of Implementation**.



	Preparation and Programme Launch	Capacity Building and Training	Girl-led Action Projects -	Learning, Reflection and Amplifying Girls' Voices - Consolidation
	MENTOR			
TIMELINE	Month 1	Month 2-4	Month 5-10	Month 11-12
Knowledge Building Tools		Tool 3: Goal Setting Tool Tool 4: Girl-Path Tool		
Impact Assessment Tools	Tool 13: Self-Evaluation Tool - BASELINE			Tool 13: Self-Evaluation Tool - ENDLINE Tool 14: World Café



TOOLS FOR MENTORS- Tool 13 – Self-Evaluation Form for Mentors

Learning and Impact Assessment Tool

Description

This tool was created by EMpower. This Mentor Self-Evaluation Form consists of eight questions and an additional question to be asked at the Endline. Each question contains two sections, one to be completed at baseline and the other at the endline. This form assesses mentors' leadership and planning skills, as well as their level of understanding of issues relevant to adolescent girls.



Purpose:

The aim of this form is to measure the increase in mentoring skills



Time frame:

Baseline: 1st month, Mentors' Training
Endline: 11th month, Review, Learning, and Sharing Workshop



Who will administer this tool:

Facilitators will administer this tool with mentors



Materials required:

Copies of the self-evaluation form, pens



How to use:

1. Each mentor will fill this form
2. Organisations are advised to go through the questions and, if necessary, adapt them to their specific context.
3. This form includes questions to be completed at both the baseline and endline



Instructions to the facilitator:

1. Explain the form and how to fill it
2. Ask mentors to fill the form
3. Remind them to put their name, organisation, date and age as required in the forms
4. Collect all the forms for analysis

Questions and what we can learn from them

Name: _____
 Age: _____
 Organisation: _____
 Date: _____

1. Have you worked with adolescent girls before? If yes, where and what was your role? (write briefly).

2. While working in the field, I am comfortable when I am...

Score the following on a scale of 1-5 [1= not comfortable, 3= moderate, 5 = very comfortable]

BASELINE					ENDLINE				
1. Walking in the community									
1	2	3	4	5	1	2	3	4	5
2. Talking to the people of the community									
1	2	3	4	5	1	2	3	4	5
3. Taking sessions with adolescent girls									
1	2	3	4	5	1	2	3	4	5

BASELINE					ENDLINE				
4. Taking sessions with adults									
1	2	3	4	5	1	2	3	4	5
5. Facilitating conversation with adults									
1	2	3	4	5	1	2	3	4	5
6. Dealing with the stakeholders like police, teachers, and other government officials									
1	2	3	4	5	1	2	3	4	5
7. Taking pictures in the community									
1	2	3	4	5	1	2	3	4	5
8. Holding public meetings									
1	2	3	4	5	1	2	3	4	5

By comparing the responses provided by mentors at baseline and endline, these questions measure the mentor's comfort and skills of working with the girls and their communities.

3. Mentoring skills

Score the following skills on a scale of 1-5 [1= not skilled, 3= moderate, 5 = very skilled]

BASELINE					ENDLINE				
1. Active listening									
1	2	3	4	5	1	2	3	4	5
2. Providing constructive feedback									
1	2	3	4	5	1	2	3	4	5
3. Establishing a relationship based on trust									
1	2	3	4	5	1	2	3	4	5
4. Counselling girls regarding their problems									
1	2	3	4	5	1	2	3	4	5
5. Employing strategies to improve communication with girls									
1	2	3	4	5	1	2	3	4	5
6. Coordinating effectively with girls and other mentors									
1	2	3	4	5	1	2	3	4	5

BASELINE					ENDLINE				
7. Guiding girl leaders' collective effectively									
1	2	3	4	5	1	2	3	4	5
8. Guiding girl leaders to set goals									
1	2	3	4	5	1	2	3	4	5
9. Helping girl leaders acquire resources and access to key stakeholders									
1	2	3	4	5	1	2	3	4	5

By comparing the responses provided by mentors at baseline and endline, this question measures a shift/change in mentoring skills of mentors.

5. Strategies I will follow to make LC an inclusive and discrimination-free space for girls

BASELINE	ENDLINE		
Strategies for inclusion and non-discrimination (Month 2-4)	Have you fulfilled this aim?		
	Completely	Partially	Not at all
	Please explain what enabled you to achieve this goal, or kept you from being able to achieve it: _____ _____ _____		
	Did you use different strategies than what you had planned? If yes, what? _____ _____ _____		

By comparing the responses provided by mentors at baseline and endline, this question measures:

- a. To what extent has the mentor been able to fulfil the objectives set at the baseline for making LC an inclusive and discrimination-free space
- b. Mentoring skills

6. Aims for yourself

BASELINE	ENDLINE		
Aim I have for myself, and my personal project is...	Have you achieved this aim?		
	Completely	Partially	Not at all
	Please explain what enabled you to achieve this goal, or kept you from being able to achieve it: _____ _____		

By comparing the responses provided by mentors at baseline and endline, this question measures:

- a. To what extent has the mentor been able to accomplish the objectives set at the baseline for herself

7. Aims for your community

BASELINE	ENDLINE		
Looking at the programme network, I will bring the following changes in the community...	Have you fulfilled this aim?		
	Completely	Partially	Not at all
	Please explain what enabled you to achieve this goal, or kept you from being able to achieve it: _____ _____		

By comparing the responses provided by mentors at baseline and endline, this question measures:

- a. To what extent has the mentor been able to accomplish the objectives set at the baseline to help facilitate changes in the community through projects led by girls?
- b. Project planning skills

8. Aims for learning from other organisations

BASELINE Looking at the Learning Community network, I would like to learn...	ENDLINE What have you learned from other organisations?		
	Completely	Partially	Not at all
	Please explain what enabled you to achieve this goal, or kept you from being able to achieve it: <hr/> <hr/>		

By comparing the responses provided by mentors at baseline and endline, this question measures:
 What did she learn from the programme network during her training and participation?

9. Additional open-ended questions to be asked at the ENDLINE

9.1. The best part about being part of this programme and working with the girls is...

The mentor will write about her experience during the programme. This question provides important insight into how to improve the programme.

9.2. What has been the biggest challenge for you?

The mentor will write about which area she needs to improve. This question provides important insight to develop strategies to deal with the challenges that mentors face.

9.3. The biggest change I see due to this programme is...

This question analyses the most important impact due to the programme.

9.4. Working with other organisations in this programme has made me appreciate...

The mentor will write her views on how working with other organisations has provided her with new perspectives.

How to measure:

- The baseline and endline responses for Questions 2 and 3 can be compared to see how mentors' skills have changed.
- The Thematic Analysis Guide can be used to analyse the baseline and endline responses for Questions 4 - 9.
- A bar chart can be used to display the results. The outcomes can be tabulated to demonstrate:
 - The abilities they developed as a result of participating in the programme.
 - How have those characteristics influenced their professional lives?



TOOLS FOR MENTORS-

Tool 14 – World Café

Learning and Impact Assessment Tool

Description

This tool was developed by Elizabeth Lank in the 1990s. World Café is a tool used in the programme to initiate group discussion on a particular topic. It begins with participants discussing a topic at separate tables, with participants switching tables periodically and being briefed on the previous discussion at their new table by a 'table host'. A cafe ambience is created to facilitate conversation.

Purpose:

This tool is designed to facilitate a focused discussion of programme outcomes. The conversations sparked by this process can aid in gathering perspectives that can be used to understand a programme's strengths and weaknesses.

Time frame:

11th month, Review, Learning and Sharing Workshop

Who will administer this tool:

Senior mentor/facilitator will administer this tool with mentors

Materials required:

Flip charts, post-it notes, pens, tables and a buzzer (optional)



How to use:

1. Each mentor receives a stack of Post-it notes and a pen. They are then seated at a table.
2. Each table has a flipchart with the topic written on it.
3. Mentors should discuss the topic on the flipchart for 5-7 minutes with their tablemates before writing it down and sticking it onto the flipchart paper.
4. After 10 minutes, a buzzer will sound, and they will be required to switch tables.

The topics are:

1. Individual and girls' collective Level
2. Organisational level
3. Community level



Instructions to the facilitator:

1. Explain the activity to mentors.
2. Ask them to put their names and organisation name on the post-it notes.
3. Collect all the Post-it notes after the activity.
4. Document to see programme-level reflections and what worked and what didn't work using the recording sheet on the following page. (For printing this recording sheet, go to sub-section [For the Ease of Implementation in Section 5](#))

Recording Sheet

	What worked?	What did not work/ limitations/challenges?
Individual and girls' collective level		
Organisational level		
Community level		
Learning Community network of organisations		

How to measure:

Use the reflections provided by organisations to understand programme level reflections and use the T Guide (See [Annex no. 5.2](#)) to do thematic analysis and see what worked and what didn't work.

NOTE: Download all the Forms and Recording Sheets for Mentors from Section 5 under the sub-section – For the Ease of Implementation.

SECTION 5: TYING IT ALL TOGETHER

This section describes how to bring the Adolescent Girls Learning Community's learnings together and envision the work's future direction. It can assist you in answering the question, "How does my journey look like, and how do we proceed from here?"



REVIEW, LEARNING, AND SHARING WORKSHOP

A Review, Learning, and Sharing Workshop is a crucial space for reflections on the LC journeys, it can be organised in the 11th or 12th Month after the LC programme implementation is complete. The LC coordinator can organise the workshop for all member organisations, mentors, girl leaders, and peer leaders. The reflection process takes place in an in-person workshop.

Note: Individuals or organisations not a part of the CoP or working with other organisations to implement the LC programme should conduct the Review, Learning, and Sharing Workshop with girl leaders, mentors, and peer leaders at their organisation level.

Objectives:

- To share achievements and experiences with each other
- To reflect on learnings and undertake impact assessment
- To collect endline data for LM&E
- To plan girl-led events so that girls' recommendations reach key stakeholders for bringing concrete changes in the their communities
- To plan for community-level events within the organisation and/or a girl-led event organised by all-LC member organisations jointly including the graduation ceremony

Timeline and duration: 11th month, following the LC programme implementation for 2-3 days in an in-person residential (where all participants stay at the venue for 2-3 days) or non-residential or online setting.

Participants: Girl leaders (All-girl leaders, if done organisation-wise). If organised jointly by all member organisations, representatives from each girls' collective should attend the workshop.

[Note: All the girls in the group/collective should reflect on their learnings together, and then select 4-5 girl leader representatives to share the group's reflection at the workshop.]

Organisational heads/LC programme managers, mentors, and peer leaders

Facilitated by: The LC coordinator or an external consultant with expertise in facilitating such participatory processes.

Tools: Provided under Sections 3 and 4 to be used to facilitate learning and evaluation of the LC programme.

Table 8: Knowledge Building and Impact Assessment Tools

Tools for Girls	
Knowledge Building Tools	Tool 2: Social Resource Mapping (ENDLINE) – Optional tool for impact assessment
Impact Assessment Tools	Tool 8: Girl-led Action Project Evaluation Tool – ENDLINE
	Tool 1: Self-Assessment Tool – ENDLINE
	Tool 9: Moment of Change
	Tool 10: Case Story Analysis
	Tool 11: Life Line
	Tool 12: Photo Voice Tool – Optional
Tools for Mentors	
Impact Assessment Tools	Tool 13: Self-Assessment Tool - ENDLINE
	Tool 14: World Café

Notes to the facilitator:

- Conduct a session with girls and mentors to plan the girl-led event, determine its objectives, who should be invited, the event's content, and strategies to make girls' voices and demands audible.
- Encourage them to consider how they will present their accomplishments during the event and to present their demands to the decision-makers. Provide them with some effective presentation-making advice.

HOW TO DOCUMENT THE PROGRAMME AND COMMUNITY-LEVEL IMPACT

Organisations/LC Coordinators can use the questions below for documenting the programme and community-level impact of girl-led action projects. It will help organisations to see the change brought through the work led by girl leaders. It can be documented either by individual organisations or the LC coordinator organisation to collate results. The questions listed below are only suggestions; you may add or alter them to better align with the objectives.

1. Summaries of each organisation's planning and budget sheet can be used to document the programme.
2. The completed girl-led action project evaluation sheets can be assessed to measure the following impact:
 - What kind of activities are conducted?
 - How many girls implemented these activities?
 - How many people in the community were directly and indirectly reached through an activity?
 - What kind of changes were observed in the community?
 - How did the girls use the activities to exercise their leadership and planning skills?
 - What changes took place in the community due to girl leaders' action projects?
 - What were the most important achievements of their projects?
 - What were the barriers they faced and what needs further work?

TAKEAWAY FOR INDIVIDUAL ORGANISATIONS

The reflection and sharing workshop allows individual organisations to reflect upon their organisation's journey through the Learning Community Programme. They are recommended to refer to girl leaders' and mentors' insights collected during the workshop and assess what worked or did not work, what could have been done differently, and how to make it more meaningful for adolescent girls and young people in their communities. Additionally, they can reflect on how the journey of youth-centredness and collaboration with other organisations has been for them at an organisational level. These will be helpful for planning the next phase of the LC programme.

For reflections, organisations can refer to the questions listed on the following page.

Questions for Organisational-Level Reflection [OPTIONAL]

Learning, and Impact Assessment Questions

These questions are provided for organisations to reflect before and after they implement the LC programme. It can help organisations to reflect on key approaches and strategies of the LC programme, planning and developing strategies with the help of the LC Programme Guide.

Questions to reflect on before the LC programme starts (BASELINE):

Youth Centredness:

- Is the staff trained in the values, capabilities and skills related to youth involvement and non-discrimination?
- Do you have an organisational priority to make programmes youth-led?
- Does the organisation have in place ethical protocols for working with youth, including child protection policies, to safeguard the rights of both staff and youth?
- Are young people involved in planning, design, implementation, and evaluation processes? For example - young people (including through advisory groups or networks) participate in annual planning exercises, budgeting and evaluations; strategic and annual plans include youth issues as priorities, and young people feel heard, and their recommendations are implemented.
- Can young people access information within safe and participatory spaces to reflect and provide feedback?

Collaborate, share and exchange expertise with another organisation:

- Do you share your expertise, skills, and experience, which are crucial to youth and especially to adolescent girls and women with another organisation?

Adaptation of learnings and best practices in their organisation, youth programme:

- Do you think skills, learnings, and new perspectives can be adapted in other programmes with youth in your organisation?

Following the LC programme implementation phase, consider the following questions (ENDLINE):

Youth Centredness:

- How did you involve girls and/or young people in the various stages of your work (planning/design/implementation/learning and impact efforts) and what did you learn from this experience?
- What have you learned during the grant period about work with girls and/or young people, and how are you incorporating it into your work?

Collaborate, share and exchange expertise with another organisation:

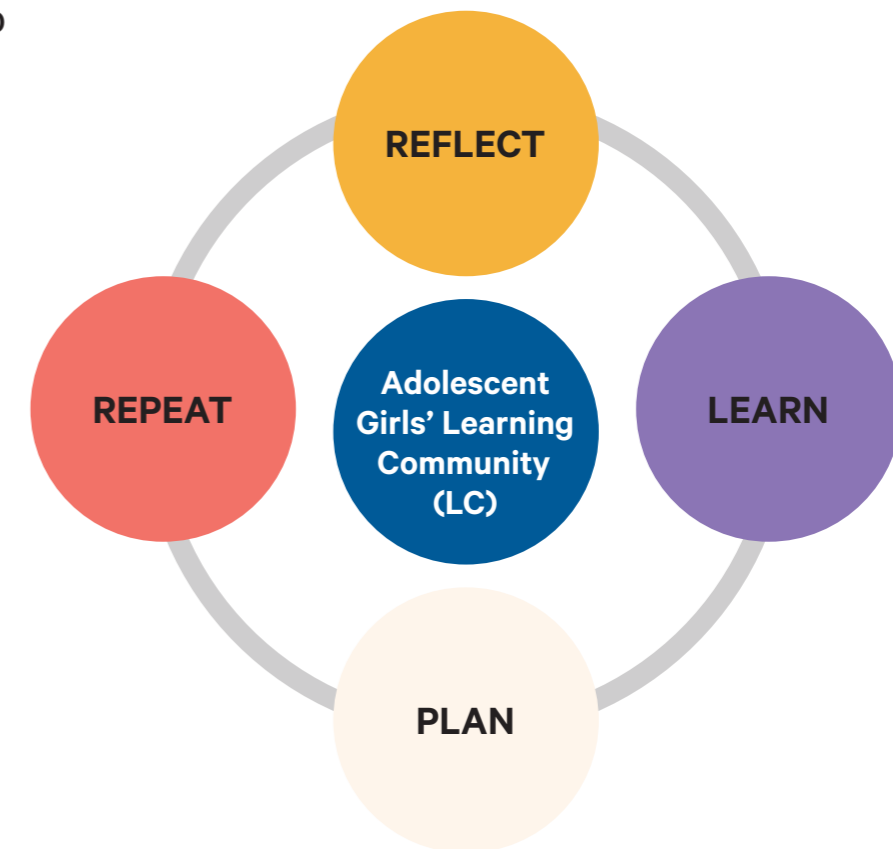
- Has your organisation acquired any new skills or perspectives since joining the LC CoP programme model? If yes, please list them.
- Have you collaborated with another member organisation to organise a joint activity, such as capacity development and community events, etc?

Adaptation of learnings and best practices in their organisation, youth programme:

- Have you adapted any LC learnings or best practices into youth (or other) programmes in your organisation in the last 12-18 months?
- Did the learnings or best practices from LC help you prepare new proposals or pilot new work?
 - a. If yes, what component of the LC programme/learning did you build on?
 - b. How did it help you?

ADOLESCENT GIRLS' LEARNING COMMUNITY – THE JOURNEY AHEAD...

Figure 10



REFLECT: Organisations are recommended to spend substantial time collating the learnings from running the Learning Community programme in their communities, to understand:

- Whether and how meaningful was it for adolescent girls and youth and their communities.
- Whether and how the programme enhanced leadership skills and agency, and brought a shift in girls'/youth perspectives.
- Whether and how the programme enhanced the mentor's capacities.
- Whether and how the programme was youth-centred.
- Whether and how the LC programme influenced the decision-making process for girls.

LEARN: about the new needs of girls and youth, and their communities.

PLAN: the LC programme based on the reflections provided by girl leaders, mentors, and organisation(s) and the newly identified needs of girls and their communities; and re-design the LC programme along with girls and youth.

REPEAT: the LC programme to work with the LC alumni girl leaders to make their recommendations for change real; to onboard new future girl and youth leaders through the LC programme; and to influence the larger ecosystems of girls and organisations.

METHODOLOGICAL TOOLS/ANALYSIS GUIDE

These are instrumental in analysing qualitative responses gathered from girls and mentors using different participatory tools.

5.1 Qualitative Grading Guide

In the context of youth development, the monitoring and evaluation process helps in systematically gathering information about how efforts to achieve positive outcomes in a programme are working. Evaluations provide information that can be used right away to keep programmes and initiatives on track and inform quality improvements. A lot of data generated in a youth focussed programme is qualitative.

The purpose of this guide is to explain how one can collect, identify, code, and analyse qualitative data to measure the improvements in attributes, such as attitudes, capacities, skills, etc., in youth. It also provides instructions on how qualitative data can be turned into quantitative to measure the impact of a programme.

What is Qualitative Grading?

Qualitative data include in-depth comments, statements, and quotes from youth that can provide important information about programme outcomes. By analysing qualitative data, one can identify important themes, commonalities, and contrasts that help in painting a clearer picture of the issues that a programme addresses. Qualitative responses might include self-reported information (what kind of problems do they face? What do they know about a topic?), experiences or attitudes ranked on a numerical scale (for instance, how confident someone feels about speaking in public). This method involves turning the data from words/statements into numbers. This can be done by coding or scoring the data and looking for emerging patterns. If qualitative data is in the form of responses to standardised questionnaire surveys, this data may also be quantified. It also allows pre/post comparisons, so that changes over time can be assessed. Baseline and follow-up endline surveys of youth participants can provide valuable qualitative information for both process and outcome evaluations of youth development programmes.

How to Quantify Qualitative Data

Step 1

Determine which qualitative characteristics, such as life skills, capacities, or attitudes, you want to assess in programme participants. Prepare clear and simple questions to assist youth in your programme in expressing themselves and their perspectives on the attribute under consideration.

For example, suppose we have a programme that focuses on developing girls' leadership and one of the life skills that must be measured is self-confidence. We can create a question/ statement to be completed during the pre- and post-test to assess the change in participants' self-confidence.

A sample pre- and post-test format to measure self-confidence:

Pre-test	Post-test
I am pleased that I can do this...	I am pleased that I can do this...

The format of the statement above:

- Encourages the participant to express their opinion in their own words
- Provides a pre and post response on the same page, which helps participants to assess their improvement by comparing with their earlier response.
- Makes it convenient for evaluators to see pre and post responses on the same page for quicker analysis/grading.

Step 2

Collect the responses of the programme participants through the pre- and post-test

A sample response

Pre-test	Post-test
I am pleased that I can sing, dance, and help my mother.	I am pleased that I can prepare reports, conduct surveys, and plan projects.

Step 3

Assign scores to responses collected during pre- and post-tests using a 3-point scale:

+1 for excellent result or positive change

0 for no change

-1 for poor result or negative change

A sample response of a participant showing positive change or improvement

Pre-test	Post-test
I am pleased that I can study and do household chores. I think I am a good daughter.	I am pleased that I can go outside and do something to change my community. I can now speak without fear to my parents about how I feel about my life. I know how to prepare a budget and plan any event.

Score **+1**

A sample response of a participant showing no-change

Pre-test	Post-test
I am pleased that I can study, and I can make friends	I am pleased that I can study and play with my friends

Score **0**

A sample response of a participant showing poor result or negative change

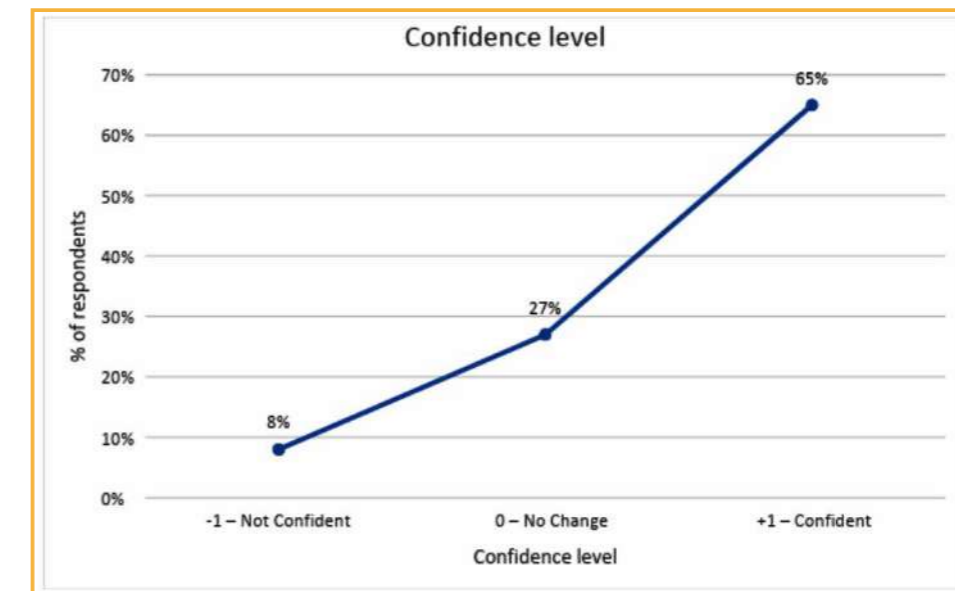
Pre-test	Post-test
I am pleased that I can paint and make posters	I am pleased that I want to change myself, but I do not know how. I think I am confused.

Score **-1**

Step 4

Compare pre- and post-test scores. One can evaluate the results by determining how many participants improved, how many did not change, and how many had negative outcomes.

Figure 11: Sample results of confidence levels in programme participants



5.2 Thematic Analysis Guide

This is another useful method to turn qualitative or narrative responses into themes that can be used to assess the shift(s)/change(s) in participants. Thematic analysis of the responses helps to identify patterns (themes) within data to interpret the nature of improvement. The recurrent themes can be tallied to understand the kind of changes participants identify in themselves. It also allows to create themes based on emerging patterns rather than going with pre-set themes.

Instructions for Thematic Analysis

Step 1: Identify and list the various themes that emerge in a participant's response. For example, the response provided by the participant below, which shows an excellent result, reflects the following themes: increased mobility, improved communication skills, planning abilities, and capacity to act against GBV.

Participant 1.

Sample response of a participant showing positive change or improvement

Pre-test	Post-test
I am pleased that I can study and do household chores. I think I am a good daughter.	I am pleased that I feel more confident. I can go outside and do something to change my community. I can now speak without fear to my parents about how I feel about my life. I know how to prepare a budget and plan any event. I can lodge an FIR at the police station if I ever face sexual harassment.

Step 2: Prepare a table of the themes that emerged in a participant's response. The table below lists and marks the themes that emerged in Participant 1's response.

Themes	Participant 1
Self-esteem	X
Mobility	X
Communication skills	X
Planning skills	X
Capacity to act against GBV	X

Step 3: Below are the sample responses provided by 5 participants, follow step 2 for each of the responses and fill out the thematic analysis table as shown below:

Participant 1

A sample response of a participant showing positive change or improvement

Pre-test	Post-test
I am pleased that I can study and do household chores. I think I am a good daughter.	I am pleased that I feel more confident. I can go outside and do something to change my community. I can now speak without fear to my parents about how I feel about my life. I know how to prepare a budget and plan any event.

Participant 2

A sample response of a participant showing positive change or improvement

Pre-test	Post-test
I am pleased that I can recite a...	I am pleased that I no longer feel shy to give speeches. I can confidently speak to government authorities.

Participant 3

A sample response of a participant showing positive change or improvement

Pre-test	Post-test
I am pleased that I have a lot of friends.	I am pleased that I can go anywhere in my community and access public space to organise an event. I can prepare a budget and plan for an event. I can reach out to my parents and teachers if any boy treats me inappropriately in my school.

Participant 4

A sample response of a participant showing positive change or improvement

Pre-test	Post-test
I am pleased that I can sing and paint.	I am proud to be a leader who can give a speech and express my thoughts about GBV by performing in a street play. I can create an event agenda and obtain consent from municipal authorities.

Participant 5

A sample response of a participant showing positive change or improvement

Pre-test	Post-test
I am pleased that I can write poems and help my friends.	I am pleased that I am feeling confident. I can help my friends and teachers to raise awareness about sexual harassment faced by girls. I can plan and organise a signature campaign to rally other girls' support for increased police patrolling near my school.

Table 9: Thematic Analysis

Recurrent themes	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Total no of girls who have shown improvement
Self-confidence	X	X		X	X	4
Mobility	X		X			2
Communication skills	X	X		X		3
Planning skills	X		X	X	X	4
Capacity to act against GBV	X		X		X	3

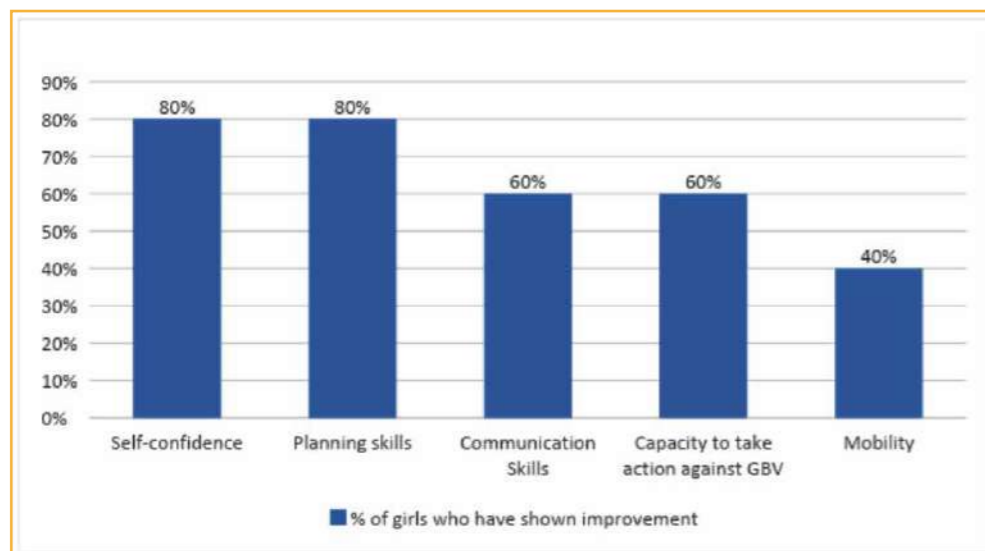
The thematic analysis of the girls who improved their self-esteem after participating in the programme reveals that:

- 80% have improved their self-confidence
- 80% have improved their capacities to plan and organise interventions
- 60% have improved their capacities to take action against GBV
- 60% have improved their confidence to communicate
- 40% have developed the confidence to access public spaces

The analysis results could be presented using graphs or charts with line, area, or bar graphs to show the trend, progress, shift, or pattern (examples provided above). Another effective way to present data is through a word cloud, as explained below.

Step 4: Results can be displayed through a bar chart. The figure below shows the result of the thematic analysis of the five responses tallied in the table above.

Figure 12: A sample result of thematic analysis



5.3 What is a Word Cloud?

[Source: <https://www.betterevaluation.org/en/evaluation-options/wordcloud>]

Word Cloud

Word clouds are graphical representations of word frequency that highlight words occurring multiple times in a source text. The larger the word in the visual, the more frequently it appears in the document(s). By identifying these words in a set of interviews, documents, or other text, this type of visualisation can help evaluators with exploratory textual analysis. It can also be used at the reporting stage to communicate the most important points or themes.

There are numerous word and tag cloud generators available on the internet for free, and the process for creating them is simple. Simply enter text (for example, a series of interviews) into a text box, and the tool will generate a graphical representation of the words. Most word cloud generators allow users to change the colours and font, and exclude common or similar words.

Figure 13: Word Cloud



Advice

- Word clouds are an easy-to-use and inexpensive option for visualising text data. One of the challenges of interpreting word clouds is that the display emphasises the frequency of words, not necessarily their importance.
- Word clouds will not accurately reflect text content if slightly different words for the same idea are used (for example, 'large,' 'huge,' 'giant,' 'enormous,' and 'big'). They also lack context, which means that the meaning of individual words may be lost. Because of these limitations, word clouds are best suited for exploratory qualitative analysis.
- Take time to clean up the data before importing it into the word cloud generator. Interview transcripts, for example, may contain common conversational fillers such as "you know" or "like" that should be removed.
- Ensure that the data collection team documents keywords consistently—with consistent capitalisation—since some software packages will not recognise capitalised and uncapitalised words as the same.
- Validate findings with participants.
- If used for reporting, inform the audience about the visualisation's limitations.

**FOR THE EASE OF
IMPLEMENTATION**

**This section allows
organisations to download
and print all forms and
tools required for girls and
mentors.**

Tool 1 – Self-Assessment Tool for Girl Leaders

[BASELINE and ENDLINE]

<p>For Girls</p> <p style="text-align: center;">Tool 1 – Self-Assessment Tool for Girl Leaders</p> <p style="text-align: center;">(You can draw or write here)</p> <p>1. I am pleased that I can do this...</p> <p>2. I like these qualities in me...</p> <p>3. When I address a group, I experience or feel ...</p> <p>4. When there is a decision related to my life, I ...</p> <ul style="list-style-type: none"> i. Let my parents decide ii. Don't feel confident iii. Get to know after it's decided iv. Stay quiet as I am not asked v. Share my point of view vi. Fight with my parents as they don't listen to me vii. Try to explain what I think is right for me viii. Seek support from those who my parents listen to ix. Any other (You can write or draw) <hr style="width: 20%; margin-left: 0;"/> <p>5. When I see a girl being harassed in my community, I most likely will...</p> <ul style="list-style-type: none"> i. Do nothing ii. Reach out to people I know (my network) and who can help iii. Discuss with my LC collective/group and use proper strategies to resolve this issue iv. Discuss with my mentors and use proper strategies to resolve this issue v. Any other (You can write or draw) 	<p>1. Project planning and implementation skills</p> <p><i>Rank the skills on a scale of 1-5 [1= lowest, 5 = highest] which are acquired/improved after becoming a part of the programme</i></p> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">BASELINE</th> <th style="width: 50%; text-align: center;">ENDLINE</th> </tr> </thead> <tbody> <tr> <td colspan="10" style="text-align: center;">1. Plan a project</td> </tr> <tr> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td> </tr> <tr> <td colspan="10" style="text-align: center;">2. Make a budget</td> </tr> <tr> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td> <td style="text-align: center;">1</td><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td style="text-align: center;">5</td> </tr> <tr> <td colspan="10" style="text-align: center;">3. 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Tool 2 – Social Resource Mapping Tool (Recording Sheet)

For Mentors to fill			
Tool 2 – Social Resource Mapping Tool (Recording Sheet)			
	Places/Resources/Services	Access and Mobility	Social Capital/ Stakeholders
Mentors to fill out this table at the baseline and endline, using the social maps that girls have developed	i. What are the resources/ places and services girls know about? _____ _____ _____	i. What are the places that girls feel confident and happy to go to in their community? _____ _____ _____	i. Who are the people/ stakeholders that girls can approach to seek information or services? _____ _____ _____
	ii. What improvements in resources and services do they see in their community for marginalised girls and women? (Fill this out only at the endline)	ii. What enabled girls' mobility to these places? _____ _____ _____	iii. What places are unsafe for girls and why? _____ _____ _____
		iv. What suggestions did the girls make for improving their access to their community's resources? _____ _____ _____	

Tool 3 – Goal-Setting Tool

For Girls	
Tool 3 – Goal-Setting Tool – Making a Dream Come True	
You can write or draw	
<u>GOAL SETTING EXERCISE</u>	
<p>Think of a goal: Something you have dreamt of accomplishing in your future.</p> <ul style="list-style-type: none"> It can be any type of goal and concern any aspect of your life: Artistic, Attitude, Education, Pleasure, Social, Physical, Career, Family, and Financial. It can be a short-term or a long-term goal. 	
<p>Write the goal: Be very specific</p> <p>Set a target date/year: When do you want to accomplish this goal?</p> <p>Difficulties and roadblocks: What might keep you from achieving your goals?</p> <ul style="list-style-type: none"> _____ _____ _____ 	<p>Solutions: What can you do to overcome these difficulties?</p> <ul style="list-style-type: none"> _____ _____ _____ _____ _____ <p>Next steps: What steps are required to achieve your goal? Who will you contact, and what other information do you require? Set specific dates for each one.</p> <ul style="list-style-type: none"> _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Tool 4 – Girl-led Path (Recording Sheet)

For Mentor to fill

**Tool 4 – Girl Path Tool
Recording Sheet**

No. of adolescent girl participants: _____
 Age: _____
 Village/Area: _____
 Organisation: _____

Fill out the table below using the chart paper:

Spaces	Problems/Challenges	Solutions
IN HER HEAD		
IN HER HOME		
IN HER COMMUNITY		
IN THE PROGRAMME		

Tool 5 – Social Network Mapping Tool

For Girls

Tool 5 – Social Network Mapping

Name: _____
 Age: _____
 Village/City: _____
 Family members: _____
 Organisation: _____
 Date: _____

Not at all

Not at all

Most

Help Love

Trust

Most

Not at all

Tool 6 – Planning and Budget Sheet for Girl-led Action Project

For Girls

Tool 6 – Planning and Budget Sheet for Girl-led Action Project – BASELINE

Names of Girl Leaders: _____

Names of Mentor(s): _____

Organisation: _____

Date: _____

PROJECT PLANNING

Theme: What is the theme of your project?

**Problem: What is the issue(s) or problem(s) you are trying to address via your action project?
Explain the problem with relevant data/examples in your community.**

BASELINE: The project plan will work as the Baseline for the Girl-led Project

1. Goal or change you hope to see: What is the change that you would like to see in your community?
Why is this change important for girls' rights and their lives?

2. Geography: What is the geography and or focus populations for your project (xx Bastis, villages, cities, social media networks, schools, colleges etc)?

3. What does success look like? (Key indicators of change): How will you know that change is taking place because of your project? Develop key indicators for your project that will indicate the change and measure success.

Key indicators:

i. _____

ii. _____

iii. _____

iv. _____

v. _____

Project activities: What project activities are you planning?		
Project activity/intervention 1 – detailed plan	Project activity 2 – detailed plan	Project activity 3 – detailed plan (Optional)
4. What is the intervention plan? Explain key steps.		
5. What things will you need to buy/pay for, e.g., training for girls, venue cost, stationary, resource materials, etc.? (Estimate costs for these in the budget sheet)		
6. Who are the key decision-makers (parents, teachers, government officials, panchayat, health workers, Police, NGOs, etc.) that you can realistically reach out to?		
7. What may be the risks or challenges?		
8. How will you address them?		

Budget requirement		
Project Activity -1	Project activity 2	Project activity 3
<p>9. How much will the project activity cost you? Think about all the things that you will need to buy or pay for and then list them, along with their cost for each activity.</p> <p>Example: Project Activity -1</p> <p>Activity Name - Survey</p> <p>250 copies of survey = 2 x 250 = 500/-</p> <p>Lunch for 15 trainees = 50 x 15 = 750</p> <p>20 pens = 150/-</p> <p>20 posters about survey = 1500/-</p>		
<p>10. Total cost for each activity</p> <p>500+750+150+1500 = 2900/-</p>		
<p>Total budget amount requested (Add up all the costs for each activity)</p>		
<p>Girl Leaders' Signature</p> <p>Date:</p>	<p>Mentor's Signature:</p>	<p>Executive Director's Signature:</p>

Tool 7 – Project Activity Assessment Format

<p>For Girls</p> <p style="text-align: center;">Tool 7 – Project Activity Assessment Format</p>		<p>5. What barriers/challenges did you face?</p> <p>6. What will you do differently during the next intervention?</p> <p>7. Did you meet your budget expectations? YES/NO/TO SOME EXTENT</p> <p>8. Did you face any challenges handling the budget? If yes, what were the challenges?</p> <p>9. Did you photograph the event? If so, please include a few photos of the activity. OR you can draw (if you want) to express your thoughts about and experience of the activity.</p>
<p>Project Activity 1</p> <p>1. Did you achieve all your aims for this activity? What was the biggest achievement of your activity?</p> <p>2. What enabled you to achieve your goal?</p> <p>3. Who did you reach out to?</p> <ul style="list-style-type: none"> a. # No. of adolescent girls reached directly b. # No. of youth reached directly c. # No. of youth reached indirectly d. # No. of community members reached e. Any other _____ <p>4. Provide a few quotes from people who participated (girls, parents, stakeholders, attendees)?</p>		<p>Project Activity 2 – Assessment (This must be completed following the completion of project activity 2 using the questions listed above)</p>

Tool 8 – Girl-led Action Project Evaluation – ENDLINE Format

For Girls

Tool 8 – Girl-led Action Project Evaluation – ENDLINE

Names of Girl Leaders: _____
Names of Mentor(s): _____
Organisation: _____
Date: _____

1. Goal or aim/Impact you hope to see:

a. Did you achieve all your aims for this action project? What did you not achieve?

b. What was the biggest achievement of your action project?

c. What facilitated this goal being achieved?

2. What surprised you? Something that you had not planned or anticipated before?

3. Barriers/Challenges

a. What were the barriers/challenges you faced?

b. What would you do differently the next time?

4. Key Decision-Makers

a. Were you successful in reaching out to key decision-makers and obtaining the support you desired?

b. Who were the stakeholders you reached out to?

c. What kind of support did you receive?

d. What enabled you to get their support? (e.g., leadership/negotiation/networking skills, etc.)

5. Geography and reach: Who did you reach out to through your project? (Use the project activity assessment forms to fill this section)

a. Area/Basti/Village/Cities

b. People you reached through your project:

- # No. of adolescent girls reached directly
- # No. of youth reached directly
- # No. of youth reached indirectly
- # No. of community members reached
- Any other _____

6. Key indicators of change: Evaluate key indicators to determine your project's success.

7. Did you meet your budget expectations for all activities?

Girl Leaders' Signature **Date:**

Tool 9 – Moment of Change

For Girls		
Tool 9 – Moment of Change		
<div style="border: 1px solid black; border-radius: 15px; padding: 10px;"> <p>Name: _____</p> <p>Participant's age: _____</p> <p>Village/area: _____</p> <p>Organisation: _____</p> <p>Year in school: _____</p> <p>Family members: _____</p> </div>		
<p>Q1. What was my life like (before)?</p>	<p>Q2. What is my life like (after)?</p>	<p>Q3. What did I learn about myself, my community, and my world?</p>
<p>How was your life prior to joining the programme?</p>	<p>How and in what ways has her life changed after joining the programme?</p>	<p>What did she discover about herself that she did not know before?</p> <p>What did she learn from others?</p> <p>What did she learn about the community and society?</p>

Tool 10 – Case Story Analysis (Recording Sheet)

For Mentors to fill			
Tool 10 – Case Story Analysis (Recording Sheet)			
Themes	Skills of Identifying Issues/Problems	Understanding of Gender Norms and Skills of Critical Analysis	Skills of Decision-Making
<p>These are activities led by girls that raise awareness about the issues girls face in a community.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What problems/issues did they identify with Reena?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What reasons did they give for Reena's restrictions?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Girls may step out of their gendered roles and claim their place in the community through these activities.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
		<p>What solutions or strategies did they propose for Reena's problems?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

Tool 11 – Life Line Tool (Recording Sheet)

For Mentors to fill	
Tool 11 – Life Line (Recording Sheet)	
Reflection questions <i>Mentors should complete this form with the help of the girls' presentation charts and written reflections.</i>	i. What were the highs (positives, strengths, achievements) as a collective/group? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	ii. What enabled them to achieve their goals? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	iii. What were the lows (challenges) they faced? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	iv. How did they overcome those challenges? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Tool 13 – Self-Evaluation Form for Mentors

For Mentors to fill

Tool 13 – Self-Evaluation Form for Mentors

(You can write or directly fill out this form on a computer, as per your comfort)

Name: _____
 Age: _____
 Organisation: _____
 Date: _____

1. Have you worked with adolescent girls before? If yes, where and what was your role? (write briefly).

2. While working in the field, I am comfortable when I am...

Score the following on a scale of 1-5 [1 = not comfortable, 3 = moderate, 5 = very comfortable]

BASELINE					ENDLINE				
1. Walking in the community									
1	2	3	4	5	1	2	3	4	5
2. Talking to the people of the community									
1	2	3	4	5	1	2	3	4	5
3. Taking sessions with adolescent girls									
1	2	3	4	5	1	2	3	4	5

BASELINE					ENDLINE				
4. Taking sessions with adults									
1	2	3	4	5	1	2	3	4	5
5. Facilitating conversation with adults									
1	2	3	4	5	1	2	3	4	5
6. Dealing with the stakeholders like police, teachers, and other government officials									
1	2	3	4	5	1	2	3	4	5
7. Taking pictures in the community									
1	2	3	4	5	1	2	3	4	5
8. Holding public meetings									
1	2	3	4	5	1	2	3	4	5

By comparing the responses provided by mentors at baseline and endline, this question measures the mentor's comfort and skills of working with the girls and their communities.

3. Mentoring skills

Score the following skills on a scale of 1-5 [1= not skilled, 3= moderate, 5 = very skilled]

BASELINE					ENDLINE				
1. Active listening									
1	2	3	4	5	1	2	3	4	5
2. Providing constructive feedback									
1	2	3	4	5	1	2	3	4	5
3. Establishing a relationship based on trust									
1	2	3	4	5	1	2	3	4	5
4. Counselling girls regarding their problem									
1	2	3	4	5	1	2	3	4	5
5. Employing strategies to improve communication with girls									
1	2	3	4	5	1	2	3	4	5
6. Coordinating effectively with girls and other mentors									
1	2	3	4	5	1	2	3	4	5

BASELINE					ENDLINE				
7. Guiding girl leaders' collective effectively									
1	2	3	4	5	1	2	3	4	5
8. Guiding girl leaders to set goals									
1	2	3	4	5	1	2	3	4	5
9. Helping girl leaders acquire resources and access to key stakeholders									
1	2	3	4	5	1	2	3	4	5

By comparing the responses provided by mentors at baseline and endline, this question measures a shift/change in mentoring skills of mentors.

5. Strategies I will follow to make LC an inclusive and discrimination-free space for girl			
BASELINE Strategies for inclusion and non-discrimination Month 2-4		ENDLINE Have you fulfilled this aim?	
		Completely	Partially
		Not at all	
		Please explain what enabled you to achieve this goal, or kept you from being able to achieve it: ----- ----- -----	
		Did you use different strategies than what you had planned? If yes, what? ----- ----- -----	
a. To what extent has the mentor been able to fulfil the objectives set at the baseline for making LC an inclusive and discrimination-free space b. Mentoring skills			

6. Aims for yourself			
BASELINE Aim I have for myself, and my personal project is...		ENDLINE Have you achieved this aim?	
		Completely	Partially
		Not at all	
		Please explain what enabled you to achieve this goal, or kept you from being able to achieve it: ----- -----	
By comparing the responses provided by mentors at baseline and endline, this question measures: a. To what extent has the mentor been able to accomplish the objectives set at the baseline for herself			
7. Aims for your community			
BASELINE Looking at the programme network, I will bring the following changes in the community...		ENDLINE Have you fulfilled this aim?	
		Completely	Partially
		Not at all	
		Please explain what enabled you to achieve this goal, or kept you from being able to achieve it: ----- -----	
By comparing the responses provided by mentors at baseline and endline, this question measures: a. To what extent has the mentor been able to accomplish the objectives set at the baseline for carrying out measures to bring changes in the community through projects led by girls? b. Project planning skills			

8. Aims for learning from other organisations			
BASELINE Looking at the Learning Community network, I would like to learn...	ENDLINE What have you learned from other organisations?		
	Completely	Partially	Not at all
	Please explain what enabled you to achieve this goal, or kept you from being able to achieve it: ----- -----		
By comparing the responses provided by mentors at baseline and endline, this question measures: What did she learn from the programme network during her training and participation?			

Tool 14 – World Café (Recording Sheet)

For Mentors to fill

Tool 14 – World Café
(Recording Sheet)

	What worked?	What did not work/ limitations/challenges?
Individual and girls' collective level		
Organisational level		
Community level		
Learning Community network of organisations		

