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EMpower

Learning Communities on the Move
A model for girl led activism and movement building

Girls' Activist Package

Contents

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Acknowledgements

Acronyms

CEFM: Child Early and Forced Marriage
LC: Learning Community
LCOM: Learning Communities on the Move
RCT: Randomized Control Trial
TP: Tipping Point
WROs: Women's Rights Organizations
YWCA: Young Women's Christian Association

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Introduction

As part of the Learning Communities on the Move (LCOM) model, this **Girls' Activist Package** is designed to be practical and user-friendly for program planners, practitioners, trainers and mentors involved in girl-led programming and activism. The processes laid out in this document are a minimum standard for implementing the LCOM model. It includes insights from CARE and EMpower's experiences in implementing this model in India, Nepal and Bangladesh, and pulling together lessons, tips, and specific tools that can be adapted and used to train, monitor, support, and evaluate girl-led programming.

This training and facilitation package can be used by programmers working with adolescent girls in education, food and nutrition, economic empowerment, CEFM (Child, Early and Forced Marriage), and humanitarian sectors. It can also be used by anyone conducting or designing a girl-led program, developing a proposal to work with girls or for those directly working with girls and require fresh ideas on how to create and sustain program activities.

The LCOM model supports girl-led programming, starting from training girls' mentors then enabling the girls themselves to voice their choices and join together to advocate for their rights. There are components in the toolkit that will help the girls to implement their actions, monitor their progress, and evaluate their efforts in whichever areas they wish to address. This toolkit also supports girls as researchers by providing tools that can guide them during the programming and help them use the findings for advocacy and influencing. The full LCOM model includes the following elements:

1. **Learning Communities on the Move Model Guidance**: an overview of the model, its components, the theory of change, and minimum standards to support program quality and fidelity when replicating it in diverse settings
2. **Training & Facilitation Package for Mentors**: including tools for mentors and training materials to prepare them for the implementation, monitoring, and evaluation process
3. **Girl Activist Package**: including training materials for girl activists, guidance for facilitating activities that are designed, implemented and evaluated by girls, and monitoring and evaluation tools for girls
4. **Learning Together Toolkit**: including innovative participatory tools and strategies designed to measure changes in girls' lives, understand the context in their communities, measure the impact of a program, showcase the value of girl-led interventions, and amplify their voices
5. **Structured Allyship Package**: including sessions for mentors to facilitate with boy and parent allies of girls for supporting girl-led activism, with a focus on understanding rights, gender, and allyship (the importance of stepping back as girls lead)
6. **Consultation Guidance**: to be used by girls and Women's Rights Organizations (WROs), and during joint meetings between these groups

Learning Communities on the Move

A Training and Implementation Package
for Girl-Led Activism and Movement Building

Mentors' Training

Key Elements
Local mentorship
Mentors step back
Risk mitigation

Mentors facilitate girls training

Girls' Training

Key Elements
Girl-led planning
Girl-led research
Building a campaign
Financial management
Graduation

Implementation, Monitoring and Evaluation Tools

Key Tools
Understanding self: baseline and endline
Planning and budget sheet
Moment of change
Community checklist
Girl path

Environment building

Structured allyship
Consultation guidance
Mentoring by WROs

Looking ahead...

Advocacy and influencing
Sustaining and scaling

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Girls' Training Package

The Girls' Training Package combines session plans, activity sheets, forms, checklists and instructions for mentors to facilitate discussions with adolescent girls to identify and prioritize their issues and work towards changing the community norms related to the issue they wish to address. The duration of this package is a one and a half days training curriculum.
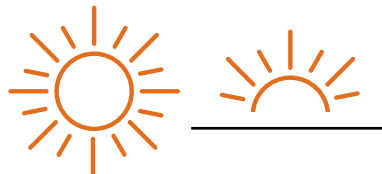
(1½ days)

The girls who come to attend the training are nominated by their group members as representatives. Based on the local needs and resource availability, the girls training can happen in as:

Residential set up

The girls come to the training venue in the morning. Attend the day 1 session and stay for the night. This is useful when girls come together from far off areas so that the commuting time is managed by the night stay.
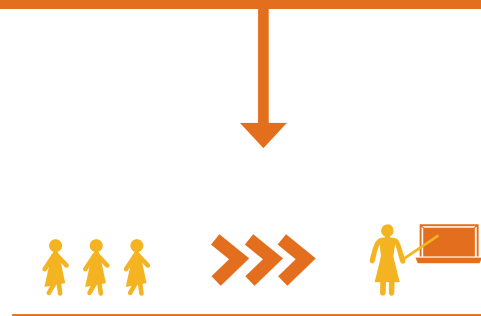
Daily commuting

The girls come to the training venue each morning and return home after the session. The facilitators and mentors need to make sure that this gives ample time for group engagement in the training and also conclude each day around 4.30pm or whatever is safer in the local context.
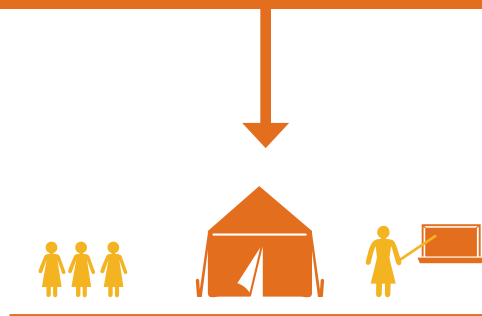
It is expected that this model will be used by an ongoing host project that works with adolescent girls. The girls would have some exposure to the content of gender equality, adolescent health, education and rights. In case the host project wishes to include content for girls, in addition to the LCOM model, the Tipping Point implementation package can offer content and tools for the host project to match their needs.

Glossary of Terms

- **Allyship Package:** Working with parents, boy activists and allies to girls is one of the key approaches of Tipping Point. An allyship training package was designed to summon, ask questions and discuss gender equity among boys and parents. Tipping Point has built the capacity of allies to girls instead of protectors, and supporters instead of guides. The allies challenge inequitable gender norms and stand by the girls in their activism – specifically around girl-led norm-shifting activities.

- **Child Early and Forced Marriage (CEFM):** is any marriage where at least one of the parties is under 18 years of age. Forced marriage is where one and/or both parties have not personally expressed their full and free consent to the union. Legally, a minor cannot give consent to a marriage.

- **Girl-led Activism:** is a process where a group of girls uses direct and noticeable action to change the status quo. Girls identify issues that concern them and plan activities as a collective to achieve social justice. Through demonstrations, events and various activities, they address their issues and make them visible to the community.

- **Girl-led Social Norm-shifting Interventions:** The girls identify the norms to be changed and plan activities that engage the community to challenge harmful norms, thus prompting visibility, critical discussion and action.

- **Learning Community (LC):** EMpower initiated the Learning Community program with adolescent girls in Mumbai in 2012 and later expanded the program in Delhi in 2017. Comprising groups of girls, partner organizations and mentors, it aims at positioning and supporting adolescent girls as change-makers by building their capacities. The program also focuses on empowering girls to choose, design, and implement impactful interventions.

- **Learning Communities on the Move (LCOM):** This is the training and implementation package adapted and expanded from EMpower's Learning Community Toolkit. It's named *Learning Communities on the Move* as the LC model flourishes with girl activists coming together and connecting with other girls and women's groups in and outside their communities to stimulate the building of a movement. The LCOM package consists of 2 training manuals, one for mentors (this document) and one for activist girls, each including monitoring, evaluation processes, guides, and a consultation process.

- **Learning Together Toolkit:** It is essentially a toolkit borne out of EMpower's work with the Adolescent Girls Learning Community in India. The toolkit comprises innovative, participatory tools and strategies designed to measure changes in girls' lives, understand girls' context in their communities, assess the impact of a program, showcase the value of girl-led interventions, and amplify their voices.

- **Risk Mitigation Approach and Strategies:** ensure no harm befalls girl activists. As girls are not expected to go out and lead events, there is always a risk of backlash when they are seen in public. Hence, all events undergo risk assessment and mitigation measures to help the girls avoid any form of harassment or abuse by their family or community members.

- **Tipping Point Implementation Package:** The LCOM model was implemented within Phase 2 of the Tipping Point Implementation Package. It included strategies to increase girls' individual agency, engage boys, mothers and fathers on issues of gender and rights to increase household-level support for girls. It also comprised other social norms-shifting approaches such as engaging key gatekeepers, including religious leaders, government personnel, and teachers. This was implemented in 18 months in Nepal and Bangladesh and included a core focus on the staffs' own transformation for greater gender equality.

Session 1

Welcome and Introductions

SESSION OBJECTIVE:

- Introduce mentors to each other
- Set ground rules for safe participation
- Understand the program objectives and prepare for the program implementation

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Time: 30-45 minutes
Materials required: A ball and understanding-self formats

The girls will be arriving to the venue in groups from each village. Welcome them and hand over the understanding-self form. Support them individually to fill the format and collect the forms. Tell them that this is their forms, and they would look at the same form during the end of the program to see how they have changed during this time.

Steps:

1. When all girls have arrived, welcome them once again.
2. Tell them that that this activity is to help know each other.
3. Explain the rules of the activity to the participants.
4. Ask all participants to stand in a circle so that it's easy to pass around the ball or any other object that's easy to exchange.
5. When the ball is with them, each participant introduces themselves and mentions their favorite game before passing the ball to the person next to them.
6. Make sure all participants take part.
7. Ask them about the rules they wish to follow during the training so that they feel comfortable and participate freely. List their responses on a flip chart.
8. Discuss with the participants their right to safety, privacy and confidentiality.

Note for facilitators:

- Ensure the room has enough space to conduct the introduction exercise. If not, it can be held in the open.
- The mentors should decide the rules. Facilitators may start the game by telling their name and favorite game to help set the tone.

Session 2

Adolescent Girls Learning Community on the Move (LCOM)

SESSION OBJECTIVE:

■ Present the LCOM program[1]
■ Build an understanding of the LCOM program, its goals/objectives, core principles, and structure

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Time: 30 minutes
Materials required: Flip chart, markers

Steps:

1. Explain the vision and mission of the LCOM to the participants
   Vision: Through joint action and support for girl leadership, the Adolescent Girls Learning Community empowers girls to overcome the barriers that keep them from reaching their potential.
   Mission: To empower girls to become decision-makers and advocate on critical issues in their lives, including speaking out against restrictions on their rights, confronting gender-based violence, and improving their mobility and public safety in their communities.
2. Share the core principles of the LCOM. Highlight the activities that the girls will lead
   a) Girls will select the Learning Communities on the Move theme based on the issues they identify in their communities.
   b) Girls will create an implementation plan, activity timeline, budget and Monitoring and Evaluation (M&E) plan to address the issues and measure the impact of their interventions in the community.
   c) Girls will select the locations in the communities where they want to conduct their activities.
   d) Girls will lead and implement the interventions that they have planned in the community.
   e) Girls will prepare and audit their research questions. They will administer surveys or focused group discussions in their communities to collect data about the issue they address in the Learning Communities on the Move.
   f) Girls will map risks and approach relevant authorities and community members to mitigate those hazards before organizing events.
   g) Girls will represent Learning Communities on the Move in several fora such as symposiums, press conferences, public consultations, and expert panels.
   h) Girls will finalize the Learning Communities on the Move's social media plan and provide input and stories for all the communication products such as storybook, yearbook, social media posts, campaign materials and charter of demands.
   i) Girls will create plans for collective actions such as joint events and end-of-the-year events. They will take responsibility for activities such as registration, compering, presenting, coordinating and showcasing their achievements during these events.
   j) Girls will share their learnings and plan actions for to recruit and mentor the next batch of girls for LCOM.
3. Ask the participants if they have any questions and address them.
4. Conclude by emphasizing that the girls will make decisions, design, lead and implement all the interventions they have planned in the community.

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1   For more details, see: Empowering Her Voice, 2018, EMpower - The Emerging Markets Foundation, Page 3

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- "Adolescent girls spend less time in school than boys, perform a disproportionate share of domestic work, have less mobility outside home, fewer acceptable public spaces for leisure activity, and claim fewer friends, mentors, and social outlets."[2]

- "A girl's relationships, intimacies, sports activities, art and musical activities, as well as academic learning between the age of 10 and 12 have a great likelihood of sticking or at least reappearing later in her life due to maturation of the brain. There is also a greater likelihood that she may not be as good at things she did not practice during these 2 years… We would not want to say that everything a girl does from 10-12 will have recurring impact at some point in her life, or that she can't learn something at 16, 20 or 30, that she did not do at 11. Yet it is amazing to see how often it does work out that what we care about in early adolescence resurfaces in later adolescence, and throughout life."[3]

- Adolescent girls should be treated as individuals who have rights, and as a diverse, non-homogeneous group. Their lived experiences need to be acknowledged as well. Working with girls through a rights-based approach would help them build agency and leadership.

- Mentors should work on their own biases and prejudices and get into a process of unlearning and re-learning through girls' experiences. They must start believing in adolescent girls and their wisdom.

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2   Levine, R., C. Lloyd, M. Greene, and C. Grown. *Girls Count: A Global Investment & Action Agenda.* Washington, DC: Center for Global Development, 2008

3   Gurian, M. *The Wonder of Girls Understanding the Hidden Nature of Our Daughters.* New York: Atria Books, 2002: 39-40.

Session 3

Being a Girl

SESSION OBJECTIVE:

- Participants will reflect on their experience related to gender, reproductive health information, dreams and aspirations, infatuation and trust during adolescence

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Time: 30 minutes
Materials required: Flip charts, pens
Steps:

1. Ask the participants to close their eyes. The facilitator should go through each of these prompts and pause after each one to allow space for participants to reflect silently.
   - Think about the time you were born.
   - Do you know if you were born in your mother's natal home or your father's hometown, in a village or in a city, at a hospital or at home?
   - What would have been your mother's age at your birth?
   - Are you the first child or the second or the third?
   - How many brothers and sisters do you have?
   - Have you heard stories of how family and friends reacted to your birth?
   - Later, who decided which school you should go to?
   - Did all your brothers and sisters go to the same school?
   - Did you play any sports? If so, did you continue playing? If not, why?
   - Did someone tell you about bodily changes? Did you speak to anyone?
   - Did you know about reproductive parts and systems? Did someone tell you about it?
   - Who are your friends?
   - Are all friends from school or from the same village/town/city?
   - How often do you get to see your friends?
   - What time could you meet? Did you go to each other's homes? Is there any other reason to meet, apart from going to school together?
   - Is there a curfew time for you and your sisters? Was it the same for your brother/s too?
   - Do you know the dreams of your friends?
   - Did you ever talk about your dreams?
   - Did you feel attracted toward someone? Did you talk about it to that person or share it with your friends?
   - Are there any struggles you face? Is it at home, in school, in public spaces, with your studies or with boys?
   - Did you face menstruation-related problems or any health issues?
   - Do you talk about these problems with anyone?
   - Do you talk about these problems with other girls/ friends, why or why not?
2. Ask the participants to open their eyes and describe how they feel. Encourage if anyone wants to share their feelings. (It is okay if there is silence, for they might be thinking)
3. Ask them if they spotted any behavioral pattern toward girl children?

4. How did they feel when they thought about their adolescent time? Ask them to share any specific highlights from that time. It could be anything: their dreams, attractions, bodily changes, friends' challenges… observe if the instances they share have similarities.

5. Ask them to think about the person they trusted the most? What made them trust that person? Ask them if they want to share an instance of someone who supported them in their low phase.

6. Ask the 5 volunteers to walk like a girl. Notice how they walk.

7. Now, ask them to run like a girl. Encourage the other participants to give their thoughts on what they observed.

8. Show them the video https://www.youtube.com/watch?v=XjJQBjWYDTs&ab_channel=Always
    Discuss the following:
    a. What did you see in the video?
    b. Why is the perception about girls the way it is?
    c. What can be done to change the perceptions and norms around girls' behavior?
    d. How can you support girls as mentors?

9. The perception about girls as shown in the video can be detrimental to girls' confidence. This is where mentors can help them be themselves and infuse confidence to grow and chase their dreams.

*Notes for the facilitator:

Adolescence is a time of psychological risk and heightened vulnerability for girls. Prior to adolescence, many girls are able to voice their feelings and demonstrate a strong sense of self. However, when they reach puberty, they may be torn between pressures to conform to a dominant cultural ideal of "selfless" femininity and womanhood or to move toward maturity through separation and independence.

There is risk in conforming and losing one's voice as well as important relationships. These are further hampered because of enormous resistance by adults to listen to girls, especially marginalized girls. As a result, adolescent girls often lose confidence in their voices. This is why we need to work with them to build their self-confidence and enhance their rights.

Session 4

Understanding Activism

SESSION OBJECTIVE:

■ Participants will discuss the meaning of activism and their work together

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Time Required: 40 minutes
Materials: Flipcharts and markers, pictures of local activism from newspapers
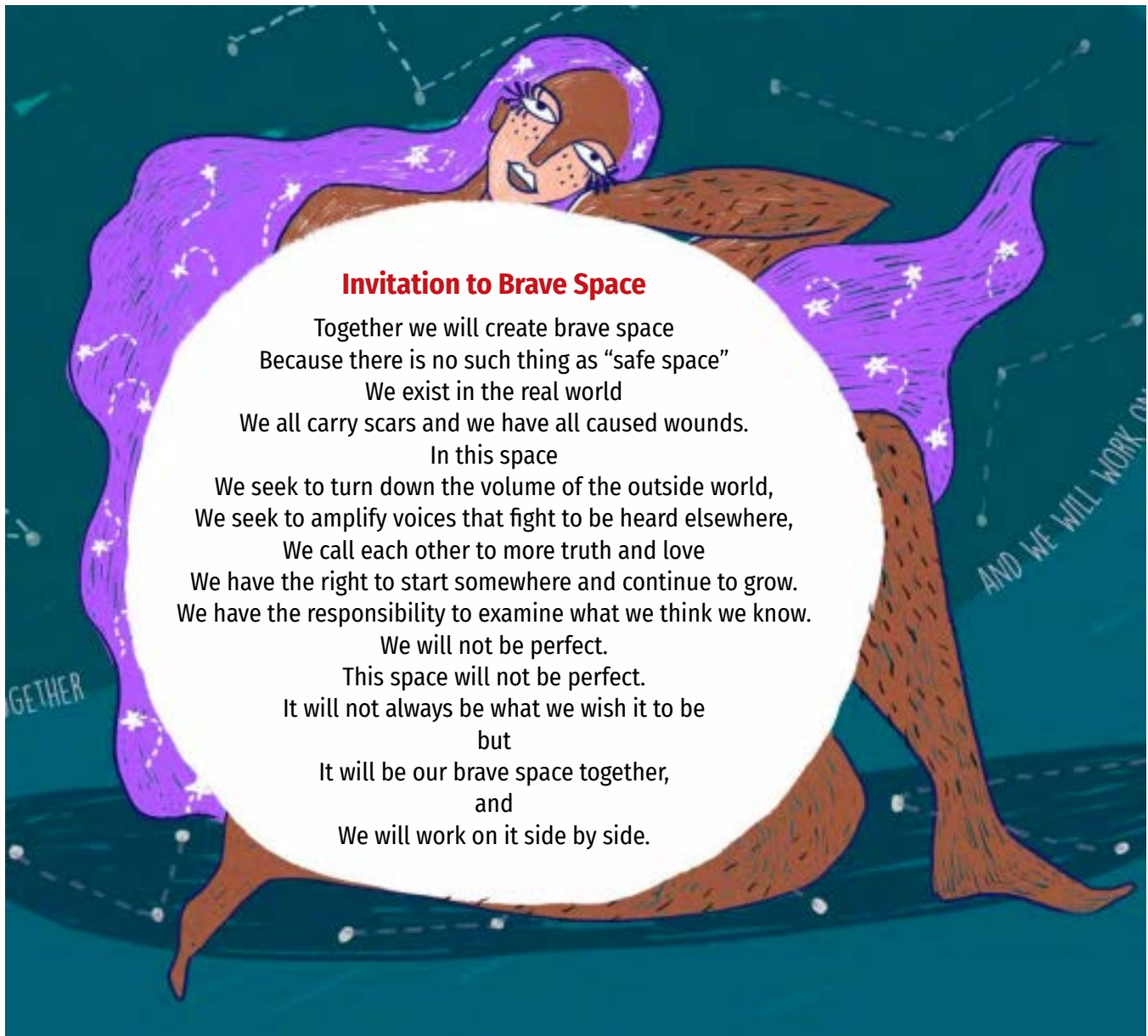**Preparation:** Write the definition of activism (below) on a flipchart

Steps:
1. Divide the participants into 2 equal groups.
2. Ask them to organize their chairs in 2 circles—outwards and inwards that will face each other. The chairs in the inner circle must face outwards, and the outer circle chairs must face inwards.
3. Begin by getting one group to take chairs in the inner circle. The inner-circle participants must face outside, and the other group that sits in the outer ring must face inside. This way, every participant will have a face-to-face buddy.
4. Play music and ask participants to move around their circle of chairs. When the music stops, they will need to sit on a chair facing another girl.
5. Give them 1 question and 1 minute to share about each other. Play the music and get the participants to start moving again. Now, ask question 2. Repeat the process and ask 3. Continue the game until each participant has a different partner for every question.
   Questions
   1. The last time I was fearless…
   2. One action I took to stand against injustice…
   3. An occasion with a group of girls (even 2 or more) that made me feel proud (in my school, family, village, community, anywhere)
6. Ask 2 or 3 participants to share examples of being fearless (an action when they stood up against an injustice that made them feel proud) before the music resumes for another question.
7. Return to plenary. Ask each group to share 1 example they discussed of standing up against injustice. The facilitator must make a note of some examples to summarize.
8. Keep a count of the keywords from the examples shared on the flip chart. For example, a person taking action, social change, equality, deep belief, sustained over time etc.
9. Further, ask if they have heard about the word "Activism?" Does it connect with the words active or action? How do they see themselves as active or to be taking action?
10. Ask them if they have witnessed any activism in their country or region? Share pictures from any movement or activism from the local/country-specific context.
11. Post the flipchart with the definition of 'Activism' and read it aloud: "Activism is when a person **takes action** to **create social change** that is driven by **her/his/their deep beliefs** and **sustained over time.**"
12. Explain that this program aims to work together to support girl's groups' activism, see what activism is and what it means to the girls and us. How can we start activist conversations? How can we work with girls as an ally? Ask the group whether they are open to this idea? Why or why not? What do they want to achieve? What concerns do they have?

13. Inform the participants that individual activism can begin at any level. They do not need to be in an organizational space to take the initiative. Look around your family, community, relatives, friend-circles etc., and identify one thing you would like to take action. Recognize the issue and take suitable action/initiative to address the problem.

14. Close with an invitation to Brave Space[4]

15. Ask all participants to recite the poem together:

Invitation to Brave Space

Together we will create brave space
Because there is no such thing as "safe space"
We exist in the real world
We all carry scars and we have all caused wounds.
In this space
We seek to turn down the volume of the outside world,
We seek to amplify voices that fight to be heard elsewhere,
We call each other to more truth and love
We have the right to start somewhere and continue to grow.
We have the responsibility to examine what we think we know.
We will not be perfect.
This space will not be perfect.
It will not always be what we wish it to be
but
It will be our brave space together,
and
We will work on it side by side.

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4   Adapted from AWID: Feminist Realities toolkit

Session 5

Practicing an Activist Conversation

Source: Adapted from CARE Rwanda Indashyikirwa and *Get Moving!*-the GBV Prevention Network/Raising Voices.

(Note: This session can be an optional session, can also be done during one of the mentors and girls meeting later)

SESSION OBJECTIVE:

■ Participants will practice activist conversations and reflect how engaging these topics can create change

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Time Required: 40 minutes
Objective: Participants will practice activist conversations and reflect how engaging these topics can create change
Materials: Conversation starters as described below to be prepared on an A4 paper

Talk about your thoughts	Issue/topic	Ask for their opinion
Of late, I have been thinking	How to ensure equal opportunities and treatment of our daughters and sons at home?	I'd love to hear your thoughts about this.
I have been learning interesting things about	How to value women and girls in society?	What do you think about it?
I have been thinking about	How to reach out to the most marginalized girls in our communities? Does their class, disability, caste, income, race, and ethnicity affect their rights and opportunities?	What do you think about it?
I have been thinking about	Body shaming that all adolescents and even us experience every day. How do we change this?	What do you think?
I have been thinking about	The role of men taking care of children	Do you want to chat about this?
I have been observing	How many girls are taking up jobs and delaying marriage	What is your opinion about this?

Instructions:

1. Invite the participants to this session about beginning activist conversations.
2. Explain: *We often think that activism is a huge event that needs large-scale organizing. But activism is about small actions we take in our everyday life to change inequity or injustice. It is about recognizing how we think, speak and interact that influences others. Several opportunities for personal activism surround us daily.*

3. Get the participants to think about the people they talk and interact with daily and call them out loud. All of these are opportunities for activism (e.g. when walking to the fields with a neighbor, at the mosque/temple/church, visiting the family etc.).

4. Continue: Despite many opportunities for activism, it can be difficult to know how to get started. In this exercise, we will try to see how to initiate an activist conversation.

5. Explain: Before starting an activist conversation, we need to remember that our role as activists is not to educate people but rather to provoke critical thinking and open dialogue. We can do this by asking questions and listening to others. We can start a conversation, then raise an issue and then ask their opinion. For example: start with: "I have been thinking". Then talk about a problem: "how can we ensure equal treatment of boys and girls at home." Next, ask for an opinion, "what do you think about this?"

6. Divide the mentors into 2 groups. Invite them to role-play the conversation between 2 family members you're comfortable talking to, such as with your spouse, mother, father, brother, sister.

7. Display the chart with the issue highlighted in the middle section of the table. Ask each pair to take one of the 6 issues. and begin the conversation. They may also wish to pick 1 example of the beginning and another of the asking opinion examples.

8. Ask them to select 1 issue and pick examples of beginning the conversation and asking for an opinion. Take 1 minute to discuss. Then switch roles and practice using a different statement from the issues. If the participants cannot read, the facilitators should help. Continue until everyone has had a turn to practice.

   i. "Of late, I have been thinking … how do we ensure equal opportunities and treatment of our boys and girls in our house? (while speaking to others in the market)."

   ii. "I have been learning interesting things about how we value women and girls in our society. What is your opinion about it?" (riding in a transport together)

   iii. "I have been thinking about body shaming that all adolescents experience every day. How do we change this? What do you think?" (speaking with a group of girls).

   iv. "I have been thinking about the role of men taking care of children. What do you think about it?" (talking at a tea stall).

   v. "I have been observing many girls taking up jobs and delaying marriage. What do you think about it?" (talking to their spouse).

9. Invite a pair to demonstrate how they conducted the practice. Clap for them after a minute and ask another couple to demonstrate.

10. Call everyone back to the circle. Ask the participants to share how they started the conversation and responded to the issue. Discuss the examples and any questions that may arise. Also, discuss dynamic changes when a wife begins a conversation with her husband, and a brother starts a conversation with his sister.

Concluding comments for the facilitator to share:
- *Activism is not just about large, well-planned activities. It is about the small things we do in our everyday lives when we interact with others.*
- *Opportunities for activism exist everywhere. Effective activism helps to provoke dialogue and critical thinking rather than just messaging.*
- *Asking questions and listening to others helps to make us better activists. Starting an activist conversation may feel scary at first, but it can be easy!*

Thank the participants for the energy and ideas they brought to today's session. This session's activity to take home is to identify at least 2 opportunities in your life to practice activism, empower girls and address gender inequity. Practice starting an activist conversation at least once during this week.

Session 6

The Girl Path

Source: EMpower - The Emerging Markets Foundation, 2015, The Girl Path. USA.

SESSION OBJECTIVE:

- Participants will identify obstacles that prevent girls from fully participating in youth programs
- Participants will brainstorm on ways that programs can remove, reduce, and address barriers girls face

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Time Required: 40 Minutes

Materials and Preparation:
- Download The Girl Path tool. The Girl Path is currently available in English, Spanish, Hindi and Russian, with imagery options of girls from East and South East Asia, India, Latin America, Europe and Africa. https://empowerweb.org//assets/uploads/tools-resources/422/the_girl_path_2019_english.pdf
- 'The Girl Path' brochure contains instructions to implement this tool, and 'The Girl Path' icons can be cut out for use

Steps

- Use the illustrations in this document or print out more The Girl Path illustrations, for each of the 4 spaces—in her head, in her home, in the community, in the program. Tape these illustrations to a wall, leaving space around each illustration.
- Using sticky notes or pieces of paper, identify and write down any barriers and obstacles the girls in your community or program could face in each of the 4 spaces.
- Identify practical solutions to the most pressing obstacles in each of the 4 spaces. These may be things that your program has tried and could improve upon or do more often. New approaches worth trying may also surface while engaging with The Girl Path.
- Have mentors and program staff conduct the exercise separately. This provides a way to compare staff and girls' perceptions later. It prioritizes which solutions to try (that is, if the girls do not identify a specific issue, it likely does not need attention). This can also be done in a workshop with staff from various organizations working through The Girl Path, while girl participants use the tool separately, and then both the staff and girls can compare.
- After the participants have identified the barriers, ask them to select a theme/issue/barrier they would like to address.

The Girl Path: Latin America

Note: After the mentors' training, the same exercise is done with the girls. This allows comparing mentors'/staff and girls' perceptions and priorities.

Instructions for Using The Girl Path Tool

What is The Girl Path?

The purpose of The Girl Path is to identify obstacles that prevent girls from fully participating in programs, and then to problem-solve about how these barriers might be addressed (removed or reduced).

The Girl Path lays out four different spaces where girls may face obstacles to engaging fully in programs.

IN HER HEAD	What self-doubts, fears, or perceptions might keep her from participating? What are the voices inside her head saying that might hold her back?
IN HER HOME	Whose permission does she need to participate? What responsibilities or chores does she have, or that she must work around, to be able to participate? Do parents, brothers, or other family members need to be involved so she can come for the first time and then keep coming?
IN HER COMMUNITY	How does she get to the program 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 PROGRAM	Do the hours and location enable her to participate? Does she feel welcome? Is the curriculum designed with her in mind: Is she getting valuable from her time and effort? Are the trainers and staff members inclusive and supportive?
*AFTER THE PROGRAM	Optional, fifth space to assess: What support does she need after leaving the program to make the most of all she gained and learned? For example, strategies to keep in touch, monitor progress, and offer support if needed can be explored here.

Optional Activity

Film Screening 'Moana'

Source: Film on Moana: (also known as *Vaiana* or *Oceania*, in some markets) is a 2016 American 3D computer-animated musical adventure film produced by Walt Disney Animation Studios and distributed by Walt Disney Pictures.

SESSION OBJECTIVE:

- The participants will watch the film (Moana or any film suitable to the context) and discuss the mentor's role to the girl in the movie

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Time Required: 140 minutes

Materials and Preparation:

- The facilitator will watch the film in advance, and make a note to pause and ask questions on mentorship
- The film will be downloaded on the computer to avoid internet issues. They will also prepare the LCD projector and screen arrangement in advance
- The facilitator will note that they can choose any movie fitting the context to help mentors understand their role and relationship with the girls

Steps:

1. Show the film to the participants. Ask them to hear the dialogues carefully and think about who plays the role of a mentor to the girl. Get them to observe the mentor's qualities and if it helped the girl to take action.
2. Pause the film after every dialogue between the mentor and the girl. Ask the girls what they observed from the dialogue. (The grand mother is the mentor)

Discussion questions:

1. Did you like the film? Why?
2. What was the film about?
3. What was the role of the girl's parents?
4. What was the mentor's role?
5. Who do you think was representing the community?
6. What were the examples of the community representative being tough for Moana and supportive for her voyage?
7. Who had chosen Moana to be their leader? Why do you think so?
8. Who could represent the girls' group? Why?

Session 7

Assessing Risk

Source: Adapted from Stand UP, SPEAK OUT! Youth Activism Training – to help you end child marriage: Trainer manual. 2018. Girls Not Brides. London.

SESSION OBJECTIVE:

■ Participants will identify ways for girls to assess risks and plan for mitgation

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Time Required: 40 Minutes
Materials: Template on risk, risk assessment example, blank risk assessments, and case studies
Preparation: Print out the risk template you want the group to use, the risk assessment example, the blank version, and the case study example of youth work

Steps:

1. Ask the participants for any examples that assess risks from their daily life.
2. Tell them the session will introduce possible challenges and opportunities for youth engaging in adult-led spaces, and potential difficulties they could face as young activists.
3. Discuss that when they identify an issue and raise it with the community, will there be risks? Describe them, if any. List down the risks the mentors share.
4. Tell them they need to know the risks and be prepared to face them. They can use the format for the risk assessment to go about it.
5. Share the risk assessment template and how it needs to be filled. Ask them to fill their own forms in groups of 3 or 4. Tell the mentors that to use this tool, they should:
   a. Start on a risk assessment well in advance before planning an activity.
   b. Ideally, brainstorm to ensure you have covered all possibilities that each group may face.
   c. Begin with the far-left column. Ask for any potential risks on each activity in your strategic plan.
   d. Discuss and complete the other 4 columns.
   e. Prioritize risks by assessing the ones more likely to happen and potentially more severe than others. Example of the template:

Potential risk/threat	What can happen	How can you limit the risk?	Who is leading/ planning to avoid risk	By when can you take the measures??
Community backlash	The religious leader is angry and aggressive about the activity	Create a safe, open-dialogue space to discuss points without anger or retaliation. For example, speak with the people who could be problematic before the show.	Girl participants (For example: Sabina/ Atieno/Geeta is responsible for coordinating with the people to address the risk)	One week before the activity/ event

You should **NOT** go ahead if:

    a. The likelihood of risk and potential severity and impact are high. For example, if physical or verbal abuse or injury is highly likely.

    b. There are no support services/systems you can seek advice and assistance.

6. Now, open the floor for dialogue. Discuss with the broader group on personal risks that participants—working on sensitive issues such as girls' mobility, harassment on roads, child marriage, have experienced or faced in their communities. Get them to discuss the risk and how they managed to limit or contain it. There is no presentation for this session – this is a personal sharing session to learn from each other and hear more about participants' experiences. But you will need to ask some questions at the end of the session.

Notes for the facilitator to conclude this session:

Since the mentors will be conducting this session with the girls, here's how the concluding message will go:

Young people have unique and important views and ideas on issues that impact their lives. They are creative about solving the issues and are best placed to know the ideal solution. They must be consulted on any decision affecting them directly or indirectly. In addition, when youth are listened to and play a leading role in society, they develop competencies and skills that improve their self-esteem, wellbeing and prospects. Mentors play a significant role in making sure people listen to girls. They need to ensure girls' views are taken seriously. All because the future needs girls' opinions and strengths as influential young activists for a better tomorrow!

But being a youth activist comes with potential obstacles or challenges. It's not easy work. Adults often hold power over youth and end up making decisions for them. Many people disregard working with girls. They think they "know better" because the girls are too young to understand. The result is that young people are not treated as equal partners. We need to work and change this unfortunate reality. Some steps can help them create a space to be heard and make a loud noise on their issues.

A joint effort from you and the girls will help create a space for the girls' voices to be heard. Knowing the possible risks or challenges will help prevent and reduce them, protect the girls and make them feel empowered to succeed as young activists. Encourage them through simple but effective messages, and with a clear plan for advocacy, they will know the steps they need to take, who to target, and the activities to achieve the change they want to see in the world. By working together as a network or partnership, you can help girls establish a strong, united voice!

Session 8

Work-planning

Source: Adapted from EMpower - The Emerging Markets Foundation, 2015, Learning Together Toolkit, USA.

SESSION OBJECTIVE:

■ To understand the general timelines and create a session plan for girls

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Time Required: 40 Minutes

Preparation:
■ Print the planning and budget sheet and work plan template. Make enough copies for the girls who will work in groups to use
■ Print out a blank calendar template (can be found at Calendarpedia)

Steps:
1. Explain that the Learning Community takes place over 8- 12 months.
2. Show them the rules of the Learning Community.
3. Ask them to remain in their teams and fill out the planning and budget sheet. Get them to look at their planning and Budget Sheet[5] and think about the activities that they have identified.
4. Use the calendar template and ask the girls and mentors to mark all the holidays in their region.
5. Ask the girls to mark important dates from their academic or office calendar (exams, entrance, training, retreat etc.).
6. Ask the mentors to mark all the important days from their organizational calendar where they will be involved (board meeting, international days, campaign, annual general meetings, staff training, retreat, any other).
7. Ask everyone to mark the weeks where regional, seasonal, cultural, and other important regional events are in their calendars.
8. Each group fills out their work plan for the project period. A printout of the blank work plan template for the year, month, week, and day can be downloaded (http://www.tools4dev.org/wp-content/uploads/Work-Plan-Template.zip). Mentors can create their own work plan using the template adapted for Learning Community in Annex 3.
9. Ask each group to look at their work plan and add their Learning Community events to their calendar based on when to lead the event.
10. Ask them to create a work plan for activities planned for the year.

Notes for the facilitator:

Before making the calendar:
■ Explain the planning and budget sheet, the calendar and the work plan format as it may be unfamiliar to some participants.
■ Build on the community's logic—they may prefer to begin with a month other than January because of how they think about the year.
■ Clarify and share the time period, program and reporting deadlines with the mentors and girls before making the calendar.

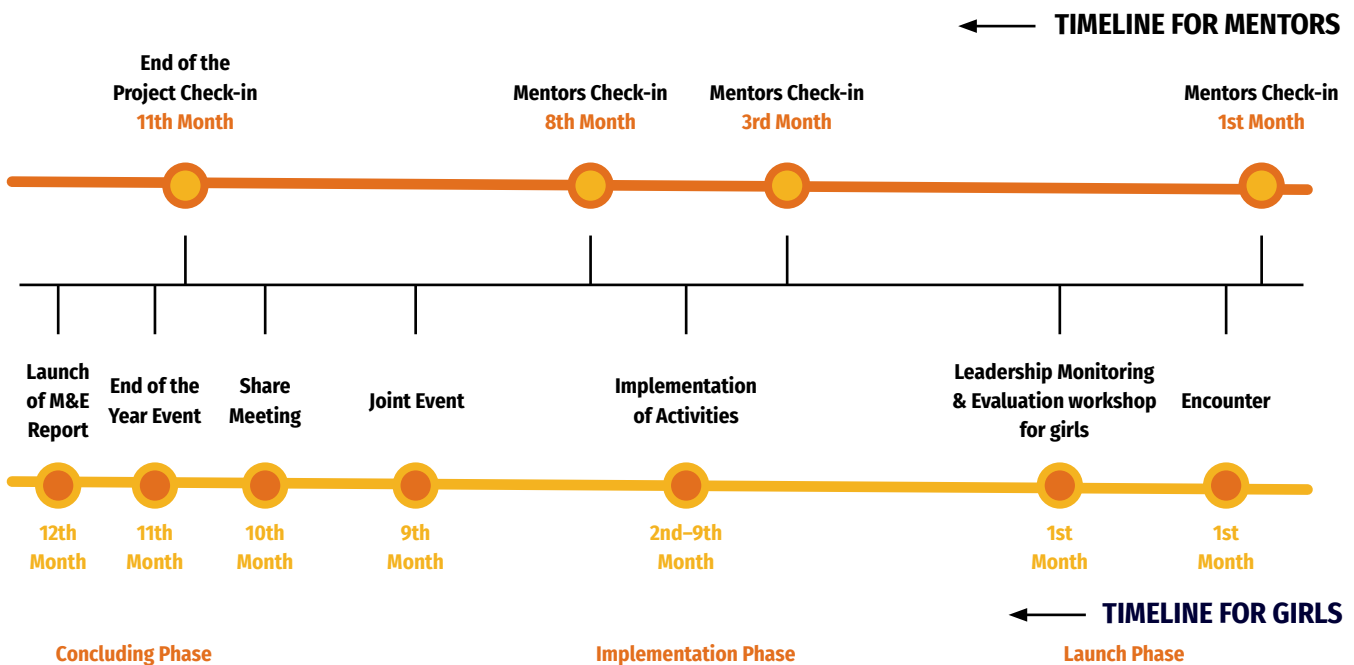5 Learning Together Toolkit, EMpower, 2016, page 40.

Make the calendar
- Guide the discussion to bring out the most precise information possible.
- Ask different groups (e.g., marginalized groups, religious minorities, out-of-school youth, college-going youth, married girls, people with disabilities) to fill in their own calendars, and understand specific issues each group confronts.
- Comparison of calendars drawn up by different population groups may reveal differences in responsibilities and perception, leading to valuable discussions, new information and ideas on making changes.

Use the calendar
- Create a final calendar with their inputs and signature and make the copies available to every mentor and participant.

Sample Timeline:

TIMELINE FOR MENTORS

End of the Project Check-in — 11th Month
Mentors Check-in — 8th Month
Mentors Check-in — 3rd Month
Mentors Check-in — 1st Month

Launch of M&E Report — 12th Month
End of the Year Event — 11th Month
Share Meeting — 10th Month
Joint Event — 9th Month
Implementation of Activities — 2nd–9th Month
Leadership Monitoring & Evaluation workshop for girls — 1st Month
Encounter — 1st Month

TIMELINE FOR GIRLS

Concluding Phase   Implementation Phase   Launch Phase

Session 9

Building a Campaign

SESSION OBJECTIVE:

■ Participants will discuss an issue and agree to follow it up through with a campaign

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Time Required: 60 minutes
Materials and Preparation: Chart, papers and pens

Steps:
1. Divide the participants into groups of 5.
2. Ask them to think about an issue that affects them the most. Give them 10 minutes to brainstorm and come up with one issue.
3. Ask them to present their issue and share why they selected that particular issue.
4. Now, ask the other groups to present their issue and share their process of selecting it.
5. Observe if any group repeats the issue. Also, observe the reasons that connect the issue with the main issue.
6. Inform the girls - before selecting an issue, we need to consider that an issue is part of the problem and the solution. Three useful criteria to select an issue are:
    a. Does it have activities towards impact
    b. Is it broadly and deeply felt; and
    c. Is it winnable
7. Ask the girls to vote for one issue. All the adults in the room should leave the girls to decide on an issue. After deciding the issue, the facilitators are called back.
8. The facilitators ask the girls what helped them in selecting the issue. Did they consider the 3 criteria? Was it difficult to reach a consensus? What was helpful? What was difficult?
9. After this session, the girls can collectively decide on a slogan for their campaign. Instructions for this activity are provided below.

Session 10

Developing a slogan for the campaign

SESSION OBJECTIVE:

■ Participants will together develop a slogan on the selected issue for a campaign

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Time Required: 60 minutes
Materials and Preparation: Chart, papers, and pens

Steps:
1. Ask the participants any slogans they remember from TV or campaigns they have witnessed. List down the slogans they share.
2. Discuss the reason they remember these slogans.
   ■ It is short and simple
   ■ It is catchy
   ■ It should stand alone. No explanations needed
   ■ Consider the audience you want to use this for
   ■ Get feedback from peers
3. Put participants into 4 groups. Ask them to craft a slogan based on the selected issue. Ask them to keep the above points in mind when making a slogan.
4. Bring all groups together to share their slogans. Ask them to vote for the one they like the best and invite them to describe the reasons for selecting the slogan.
5. If the participants feel they need another opportunity to revise/redo their slogan, give them time.
6. Let all participants agree to hold on to one selected slogan and get feedback from the rest of the group members.

Session 11

Closing circle

SESSION OBJECTIVE:

■ To bring closure to the workshop experience

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Time Required: 10 minutes
Materials and Preparation: a pen, or a stick anything readily available

Steps:
1. Ask the girls to hold hands and make a circle.
2. Say: "Let's bring our circle in closer. It's time to come to completion. This is an opportunity to express your closing thoughts. Whatever is in your heart- say it. Think of whatever the other person is saying as a gift. Please say whatever you want to say."
3. Tell them that they can also use just one word they take with them as a feeling
4. Hold a stick and tell them that the one who holds the stick will speak and pass it on to the next person.
5. The stick should come to the facilitator in the end and the facilitator will take the stick, make a summation and congratulatory comments to close the event.