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 **EMpower**

# Learning Communities on the Move

A model for girl led activism and movement building

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Mentors' Training & Facilitation Package

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## Acronyms

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

# Introduction

As part of the Learning Communities on the Move (LCOM) model, this **Mentor's Training and Facilitation 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 & Facilitation Package

The Mentors' Training & Facilitation Package combines session plans, activity sheets, forms, checklists and instructions for facilitators to train mentors and provide information and guidance on guiding adolescent girls, implementing girl-led programs, and monitoring and evaluating these processes. The duration of this package is a three-day training curriculum. It includes sessions on how mentors can support girls, encourage them to lead, and the importance of stepping back as the girls themselves take charge.

## Who is a mentor?

Mentors can be young women staff of community-based organizations or older girls in the community who support girls' activism. Mentors play a key role when girls have critical needs for social support and positive role models. This role is multidimensional, and since it is a new concept for many programs, they require training and support.

## Objectives of mentors' training:

- Understand the role of mentors, how to mentor in a way that allows girls to lead, and the difference between a mentor and other supportive roles in girls' lives
- Understand and facilitate girls' collectives rooted in the realities of girls and gender inequality, and support them in their planning and execution of activism activities
- Have improved knowledge and capacity to respond to gender-based violence, inclusion and accessibility issues, safeguarding concerns, and support risk mitigation processes
- Discuss the importance of using data and practice using monitoring formats for assessing progress in themselves and girls
- Have improved capacities and perspectives to promote girls' agency and leadership
- Understand and uphold girls' safeguarding measures

## Why is local mentorship important?

Choosing the right mentors locally is key to successful program implementation:

- It gives a better understanding of the context and allows programs to respond to challenges girls face and enable them to relate to their situation
- It is more likely that parents and guardians will trust local mentors and allow their girls to participate
- It is more likely that the mentors will be accessible to girls when they need them
- It is an investment in female leadership, enabling local older girls and young women with leadership potential to gain and exercise skills that would otherwise be neglected
- It may challenge community norms about what girls and young women can do, providing positive alternative role models for girls. It will eventually give girls and young women more "voice" in household and community decision-making
- Mentors will usually be the main point of contact between program staff and girls, their families, and the community

This Mentors' Training & Facilitation Package has the following components:



# 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 it 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

**Time:** 30-45 minutes

**Materials required:** A ball

### Steps:

1. Explain the rules of the activity to the participants.
2. 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.
3. 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.
4. Make sure all participants take part.
5. 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.
6. 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 (LC)

### SESSION OBJECTIVE:

- Present the LC program<sup>1</sup>
- Build an understanding of the LC program, its goals/objectives, core principles, and structure

**Time:** 30 minutes

**Materials required:** Flip chart, markers

### Steps:

1. Ask the participants why working with adolescents is important. List their responses and summarize them

*Why this step is important*

Adolescence is a time of transition from childhood to adulthood. For girls, adolescence brings choices and opportunities with repercussions for life. It is a time when they face physical and emotional changes as well as cultural and social restrictions.

Programs working with girls often focus their efforts on granting access to health, education or income generation opportunities. However, when girls are involved in the program's design, it helps them identify their needs and priorities, build their agency, and become empowered.

Cultural and social norms restrict them from occupying public spaces. But, by coming together, they can build their leadership skills and shift social norms underpinned by inequality. Joint planning enables close engagement of an individual girl, her family and the community. Consequently, people become directly engaged even before the actual process takes place.

2. Share details about the Learning Community and its experience working with girls

The Adolescent Girls Learning Community in India was formed to share resources and learning to create a larger platform to empower girls. This community aims to make essential interventions for girls to become proactive in public life and develop leadership skills to directly address the barriers they face.

Girls can become the experts of their lives and have the power to lead the change. Their wisdom and voices are critical in any program that involves changing social norms associated with them. The LC program reflects the same.

The Learning Community helps member organizations - all of which work with adolescent girls make a concerted effort to deepen their leadership component and presence within the communities.

Moreover, it focuses on building the skills and capacities of the organizations, which can then empower the girls to choose, design and implement impactful interventions.

3. Share the 2 main components of this program

- 1) Girl Leadership: Adolescent girls are provided leadership training, after which they execute projects in their communities to address issues of restrictions, mobility and public safety for girls.
- 2) Mentorship: Mentors are provided training on leadership, project management and mentoring skills to effectively train girls, and serve as the next line of management within their own organizations.

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

4. 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.
5. 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.
6. Ask the participants if they have any questions and address them.
7. Conclude by emphasizing that the girls will make decisions, design, lead and implement all the interventions they have planned in the community.

# Session 3

## Being a Girl

### SESSION OBJECTIVE:

- Participants will reflect on their own experience related to gender, reproductive health information, dreams and aspirations, infatuation and trust during adolescence
- Participants will reflect and relate their own experiences with adolescent girls' experiences in their communities

**Time:** 60 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?
  - Were 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 were your friends?
  - Were all friends from school or from the same village/town/city?
  - How often did you get to see your friends?
  - What time could you meet? Did you go to each other's homes? Was there any other reason to meet, apart from going to school together?
  - Was 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?
  - Were there any struggles you faced during your adolescence? What was the struggle you faced at home, in school, in public spaces, with your studies or with boys? Did you face menstruation-related problems or any health issues?
  - Did you talk about these problems with anyone?
  - Who did you reach out to?
  - Did other girls also reach out to the same person or other people?

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. Based on their self-reflection, ask them if working with girls has benefits? If not, why not? And if yes, what are the benefits?
7. List their responses on a flip chart. The responses could include\*:
  - a. Leadership qualities are inherent in everybody, but social norms do not allow girls to practice them
  - b. Girls between 10 to 14 have proven ability for leadership<sup>2</sup>
  - c. Adolescence is a time of psychological risk and heightened vulnerability for girls. Hence, we need to work with them to build their self-confidence and better understand their rights.  
\*Also consider the 'Note to Facilitator' section below
8. Tell the participants, they need to have complete trust in the girls' ability to lead. The program's success hinges on it.
9. Ask the participants to discuss their perception of present-day girls.
10. Ask the 5 volunteers to walk like a girl. Notice how they walk.
11. Now, ask them to run like a girl. Encourage the other participants to give their thoughts on what they observed.
12. Show them the video [https://www.youtube.com/watch?v=XjJOBjWYDTs&ab\\_channel=Always](https://www.youtube.com/watch?v=XjJOBjWYDTs&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?
13. 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.

<sup>2</sup> [http://www.careintjp.org/sigprog\\_pw\\_leadership.pdf](http://www.careintjp.org/sigprog_pw_leadership.pdf), Page 8; McLean, T., C. Gilligan, and A. M. Sullivan. *Between Voice and Science: Women and Girls, Race and Relationship*. Cambridge, MA: Harvard University Press, 1995.

- “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.”<sup>3</sup>
- “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.”<sup>4</sup>
- 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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<sup>3</sup> Levine, R., C. Lloyd, M. Greene, and C. Grown. *Girls Count: A Global Investment & Action Agenda*. Washington, DC: Center for Global Development, 2008

<sup>4</sup> Gurian, M. *The Wonder of Girls Understanding the Hidden Nature of Our Daughters*. New York: Atria Books, 2002: 39-40.

# Session 4

## Qualities of a Mentor

**Source:** Adapted from Population Council. 2019. Making the Most of Mentors: Recruitment, Training, and Support of Mentors for Adolescent Girl Programming. New York.

### SESSION OBJECTIVE:

- Participants will understand the qualities of a good mentor in supporting the girls
- Participants will identify the actions of a mentor for a successful mentoring relationship with the girls

**Time:** 30 minutes

**Materials required:** Flip charts, pens, 9 pre-prepared cards on mentorship qualities, alternatively Power Point slides can be used

### Steps:

1. Ask the participants to think about their own life. Have they ever had a mentor?
2. If so, ask participants to share with the group and explain how their mentor impacted their lives.
3. Ask the group to think, share and discuss the qualities their mentors possessed. You can use the list below for ideas, but make sure the mentors are mainly sharing ideas. Please ensure the below points get covered.

#### Qualities of a good mentor

- Creates a safe space to discuss and interact
- Is non-judgmental and non-dismissive; listens to what girls have to say
- Believes in gender equity and promotes girls' rights
- Provides guidance and constructive feedback
- Values the opinions and initiatives of the girls
- Helps prevent barriers
- Displays a problem-solving attitude
- Facilitates the process of finding solutions to problems rather than providing ready solutions based on someone else's/their own experiences and context
- Is trusted by the girls
- Helps youth to lead and champions their achievements

4. Show them the 9 cards. Each card reveals a mentor's quality and key to a successful mentoring relationship. Explain each quality and display in the training area for later reference.

<p><b>#1: BE PROACTIVE</b> Do not wait for the girls to contact you.</p>	<p><b>#2: NEGOTIATE A COMMITMENT</b> Agree to have regular contact at set times.</p>	<p><b>#3: ESTABLISH A RAPPORT</b> Learn as much as you can about one another.</p>
<p><b>#4: BE CONFIDENT</b> Each of you has something important to offer the other.</p>	<p><b>#5: COMMUNICATE</b> Share your knowledge and experiences openly.</p>	<p><b>#6: BE A GOOD LISTENER</b> Hear what the girls are saying to you.</p>
<p><b>#7: BE RESPONSIVE</b> Act upon what you've planned.</p>	<p><b>#8: BE ACCESSIBLE</b> Have an open-door or open-phone policy.</p>	<p><b>#9: TAKE RESPONSIBILITY</b> It takes 2 to have a successful mentoring relationship.</p>

Ask the participants if they have any questions and respond before closing this session.

The mentor's profile in the [LC toolkit](#), Pg 10-22)

- Has had a chance to analyze and reflect on their own attitudes and behaviors about gender equality, women's rights, youth rights, sexual and reproductive health and sexuality.
- Is comfortable discussing and leading discussions on gender equality, women's rights, youth rights, sexual and reproductive health and sexuality.
- Has seen and practiced the modelled activities and is comfortable facilitating them.
- Is able to comfortably model non-traditional or flexible attitudes and behaviors, and is less likely to unintentionally reaffirm rigid gender norms.
- Is able to engage participants in open, honest and non-judgmental discussions and reflections around gender norms.
- Is aware of gender norms and major issues regarding gender inequality and health in their working context.
- Is able to describe gender social constructions and how they impact lives.
- Is aware of resources available for any person who needs support on issues with gender-based violence (past or present).
- Can demonstrate basic group facilitation skills, is able to lead a group discussion, follow a curriculum design with fidelity, manage time, deal with challenging situations, etc.



# Session 5

## Role of the Mentor as a Facilitator

**Source:** Adapted from Population Council. 2019. Making the Most of Mentors: Recruitment, Training, and Support of Mentors for Adolescent Girl Programming. New York.

### SESSION OBJECTIVE:

- Mentors practice various facilitation skills in the program
- Participants discuss how to apply these skills ensuring safe spaces for girls

**Time:** 30 minutes

**Materials required:** Flip chart, markers

**Preparation:** The facilitator must prepare this session in advance by asking at least 4 volunteers to be among the audience. Request the volunteers to:

- Ask you a question for #6
- Talk amongst themselves for # 13
- Say something off-topic for #14 below (check #6, #13 and #14 below).

Also, mentors must be able to view the 9 qualities from the cards presented in Session 4.

### Steps:

1. Welcome the participants. Inform them that the 9 qualities discussed in the previous session will be used during this session too.
2. Tell them that positivity should reflect at all times from their actions.
3. Announce the 14 “Be’s” of successful facilitation.
4. The facilitator will say that she will act out, and the participants will have to guess the exact “Be”. There are 14 “Be’s”, the most significant 8 skills are given first. The facilitator must ensure they are explained using the activity and instructions below.
5. If there is time, act out the rest 6 “Be’s” as well, or you could explain them as important skills for the mentors to remember.
6. Ensure the skill is discussed and explained after the participants guess the skill.
7. Make sure you reveal the positive facilitation skills immediately to ensure the participants do not have the image of a negative facilitation by the time the session ends. The actions by the facilitator to help the participants guess what it is all about are mostly negative actions, so it’s necessary that the facilitator shows the positive side of the as in the ‘Be’ column below.

### The 14 “Be’s” of Successful Facilitation (The first 8 are the most significant)

#	Be...	Act by the facilitator
1.	<b>Be an elephant!</b> An elephant has big ears and a small mouth: listen to what the participants say, let them speak. A good facilitator speaks 10 percent of the time. Ask questions, bounce questions from the participants back to the participants. Learn to listen and listen to learn!	The facilitator talks throughout the session and does not allow any participant to speak.
2.	<b>Be neutral!</b> Do not impose your values on the participants. The curriculum allows participants to share their values freely without the influence of the mentor’s values.	The facilitator imposes her values on the participants. For example, telling them that sex before marriage is a sin and they should all abstain from sexual activity.
3.	<b>Be prepared!</b> Prepare by explaining the activities to others. Gather materials you will need (be creative if you do not have the materials) and find answers to questions you could not answer from the previous session.	The facilitator is unprepared during the session. They fumble through the materials.
4.	<b>Be honest!</b> Answer all questions honestly. Do not feel bad if you do not know the answer to a question. Say you do not know, but you will do everything possible to find out.	A volunteer asks the facilitator a question and receives false information. For example, “can one get HIV by sharing plates, cups, or a handshake?” The facilitator responds – “Hmmm! I am not really sure, but yes, one can get infected.”
5.	<b>Be at the same level as the participants!</b> <i>Sensitive discussions:</i> If the participants laugh hearing the word “vagina,” they can laugh about it. They will be more likely to talk about it. <i>Language:</i> Use simple language. Big words can put them off. Translate if necessary, so all participants understand what you are talking about. <i>Stay alert:</i> Be aware of your audience and put yourself in their position (i.e., working with a group of vulnerable girls).	The facilitator uses big words such as body anatomy, inflation, or surplus.
6.	<b>Be consistent!</b> Make sure everyone takes part. Do not ask the same participant continually. Engage quiet participants with easy or simple questions to get them involved.	The facilitator chooses only active participants for answers and completely ignores those not participating.
7.	<b>Be sensitive!</b> Know how to handle delicate issues, especially when participants share their personal experiences.	The facilitator introduces a game to make participants comfortable discussing or sharing sensitive issues.
8.	<b>Be positive!</b> Keep the discussions positive. It builds a favorable environment and allows for constructive feedback and learning. Provide helpful advice to participants in between 2 praise/positive points.	Facilitators should praise the participants who answer correctly and also thank everyone else.

If there is time, please act out the remaining 6 “Be’s”. Or you could explain them as important skills for the mentors to remember.

9.	<b>Be exciting!</b> Participants will be twice as emotional as you are. For example, if you are excited, participants will be twice as excited. If you are bored, the participants will be twice as bored.	The facilitator appears bored during the session, e.g., the facial expression is gloomy, yawning and speaking in a dull tone.
10.	<b>Be heard!</b> Volume, volume, volume! Make sure all the participants hear your voice.	The facilitator speaks in a very low tone.
11.	<b>Be in eye contact!</b> Eye contact from all the participants means they are listening. If you are outdoors, ensure the sun is in your eyes and at the participants’ backs.	The facilitator looks down, up, or sideways during facilitation and is constantly fidgeting.
12.	<b>Be timely!</b> The curriculum allocates time for every activity. So, if you conduct an exercise for 2 hours, it should be done in 20 minutes. Else, your participants will get bored, and you will miss carrying out other important activities.	The facilitator says: Sorry we are over time; please stay a little longer to complete this session.
13.	<b>Be engaging!</b> – The participants will have so much fun they may forget they are learning. Quick energizers help engage participants to get your attention when you speak. Remember the other “Be’s” (especially 1, 5, 7, 8, 10, 11, 12) to engage effectively.	Ask the 4 volunteers (who you prepared earlier) to look away from you and talk amongst themselves. The facilitator continues to talk like everyone’s paying attention.
14.	<b>Be on track!</b> The participants may lead you off-guard with comments and questions. Continue to stay on track to deliver the key messages of the activity.	One volunteer (who you prepped) asks a question, not within the topic of discussion. They try to stray from the group by focusing on a different matter. The facilitator resumes the debate by either responding to the question or telling the group it will be discussed in detail in another session.

The facilitator asks the participants if they have any questions and discusses them.

# Session 6

## Role of a Mentor as an Ally to Girls

**Source:** Adapted from: Tipping Point Facilitator's Manual for Structured Allyship to Girl-led Activism

### SESSION OBJECTIVE:

- Participants will discuss the mentor's role as an ally and not as a protector

**Time required:** 40 minutes

**Materials:** Prepared flip charts, markers

**Preparation:** Write the following statements on a card/chart ready for the discussion

- a. "If I notice that people aren't listening to a girl in the community, I interrupt to make her point for her."
- b. "I encourage my daughter to dress conservatively so that she doesn't experience violence."
- c. "If I hear a boy say something rude about a girl, I let them know that I found the comment offensive."

### Steps:

1. In this session, we will discuss how we can be allies to the girls.
2. Explain that a mentor is an ally and not a protector.
3. Explain to the group you are going to read a few statements aloud. Inform them that you will ask whether the action is about being an ally or a protector after each message.
  - a. "If I notice that people aren't listening to a girl in the community, I interrupt to make her point."
    - This is being a protector. Here, the man/woman is interrupting the girl to talk for her. Instead of addressing the larger problem that people are ignoring her.
  - b. "I encourage my daughter to dress conservatively so that she doesn't experience violence."
    - This is acting as a protector. It focuses on the girl's actions rather than helping men and boys respect women and girls and their choices regardless of what they are wearing.
  - c. "If I hear a boy say something rude about a girl, I let them know that I found the comment offensive."
    - This is being an ally. It strengthens the girl's power by letting men and boys know it is not ok to talk about them rudely.
4. Ask the participants: How can acting as a "protector" for girls be a problem? Emphasize that:
  - a. When acting as a protector, you focus on the girl's behavior or action rather than on the larger environment creating the problem. It exerts your power over how they need to behave, act or dress. It also implies that girls are responsible for the problem (e.g. abuse, violence, child marriage) and not the person perpetrating it. Girls are not to blame for the violence, abuse, or injustice; it's the perpetrators' responsibility.
  - b. Acting as a protector, even when well-intended, can perpetuate harmful power imbalances.
  - c. This reduces girls' power, voice and agency rather than increasing it.

5. Explain that some key questions to keep in mind as they work to be allies are:
  - a. Is what I am doing right now strengthening the voice and power of girls? Or is it serving my own voice or status?
  - b. Is what I am doing helping to increase or decrease safety for girls?
  - c. Is my action addressing the larger context that creates the situation (i.e., men ignoring women, men touching women's bodies without their permission, etc.)
  - d. How do I know this is what girls want or need? How could I know if this is helpful to girls and not harmful?
6. Explain that the best way to know if what you are doing is helpful or harmful is to ask girls directly—and take their responses seriously; do not try to convince them of your viewpoint.  
Share that the girls are in the process of identifying and planning to tackle their issues. Our allyship is a vital source of support for their leadership.
7. Share the handout - Principles of Learning Community (See Annex 2). The handout works as points to remember when supporting the girls and letting them take the lead.<sup>5</sup>
8. Discuss the role of the mentor through the film screening activity below.

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<sup>5</sup> Adapted from EMpower, 2015, Learning Together Toolkit. USA

# Optional Activity

## Film Screening on the Role of a Mentor

**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

**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 mentors and girls to assess risks and plan for mitigation

**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

## Understanding Activism

### SESSION OBJECTIVE:

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

**Time Required:** 40 minutes

**Materials:** Flipcharts and markers, pictures of local activism from newspapers

**Preparation:** Write the definition of activism (below) on a flipchart

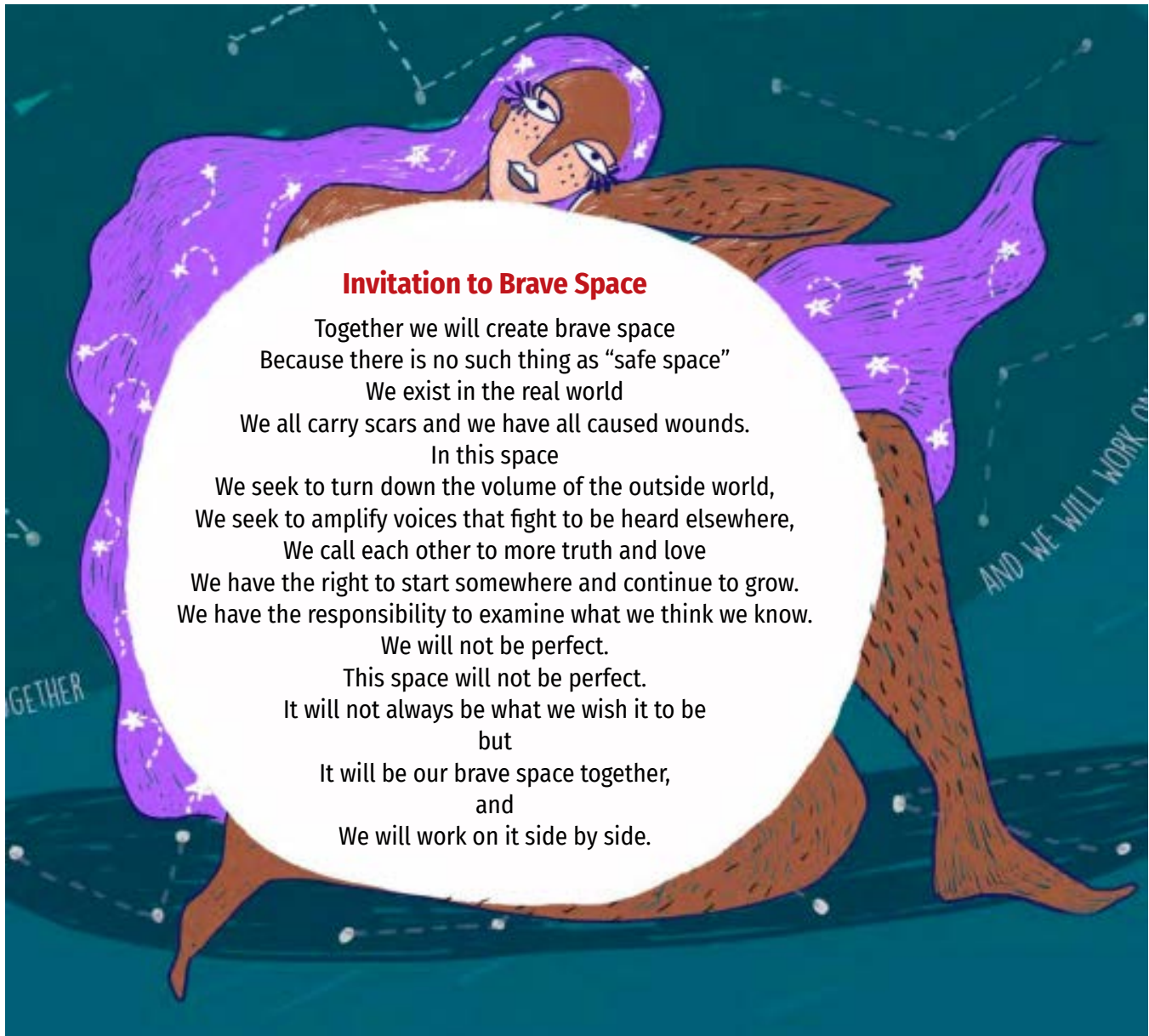
### Steps:

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<sup>6</sup>
15. Ask all participants to recite the poem together:



<sup>6</sup> Adapted from AWID: Feminist Realities toolkit

# Session 9

## Practicing an Activist Conversation

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

### SESSION OBJECTIVE:

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

**Time Required:** 40 minutes

**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 daughters and sons 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 reaching 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?" (while speaking to other colleagues in the office).
  - iv. "I have been thinking about body shaming that all adolescents experience, even us, every day. How do we change this? What do you think?" (speaking with a group of girls).
  - v. "I have been thinking about the role of men taking care of children. What do you think about it?" (talking at a tea stall).
  - vi. "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 10

## 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

**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](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.



**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

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.

# Session 11

## 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

**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 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<sup>7</sup> 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 to do this activity with mentors:

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.

<sup>7</sup> Learning Together Toolkit, EMpower, 2016, page 40.

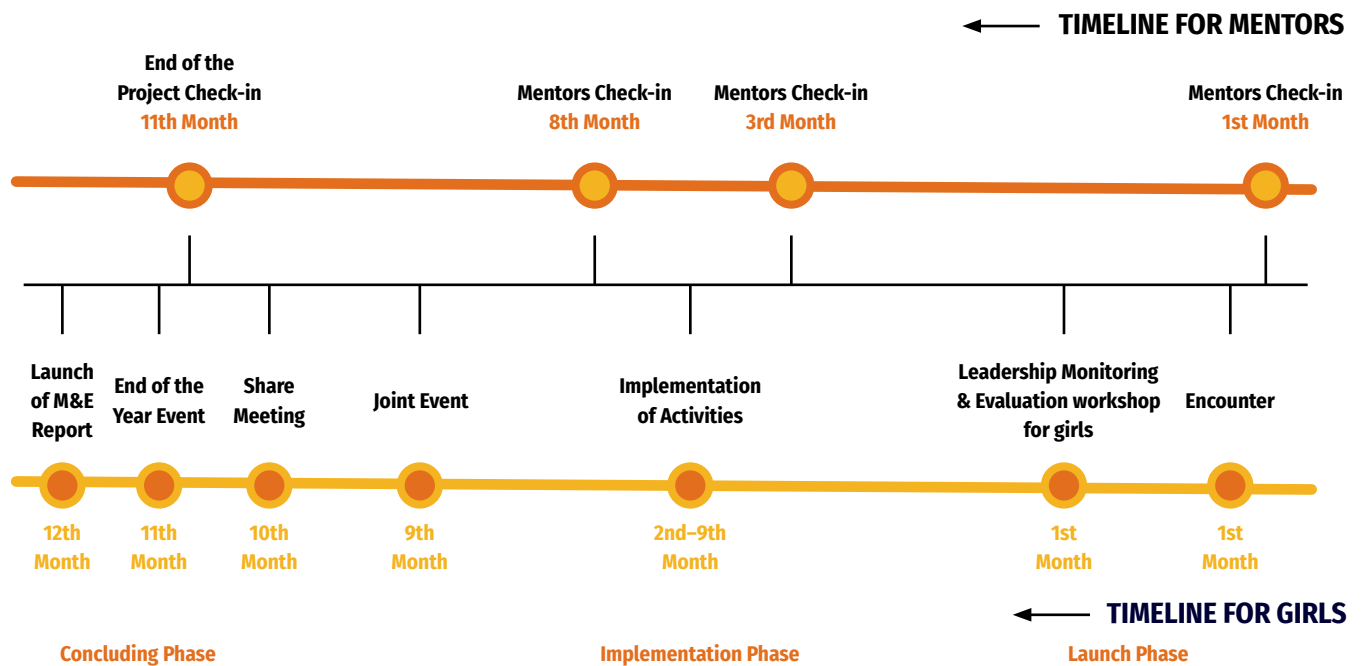
**Make the calendar**

- 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:**





# Session 12

## Building a Campaign

### SESSION OBJECTIVE:

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

**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.

# Activity

## Developing a slogan for the campaign

### SESSION OBJECTIVE:

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

**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 13

## The Importance of Data

### SESSION OBJECTIVE:

- Participants will discuss the importance of data and their role in collecting and analyzing it

**Time Required:** 60 minutes

**Materials:** Packets of mixed candies/chocolates (Gems/M&Ms), chart papers, and pens

### Steps:

1. Assemble the participants and ask them the food they like. Allow all of them to speak together.
2. Make a show of counting on your fingers all those who said the same things. Then ask them, what were the different things spoken by all of them?
3. Tell them that despite a few participants being present in the room, it is difficult to note what each one said. Imagine trying to remember who said what when hundreds of people state their preferences aloud.
4. Now hand over candy packets and ask them to list the kinds of candies each one receives. All participants will list down different candies on a piece of paper. Describe the candies based on 3 qualities/categories: 1) Color, 2) Shape, 3) Size.
5. All participants must count the number of candies based on the qualities—for example, red (color), circle (shape) and small (size).
6. Tell them they will need to share the data of the candies.
7. Let them come up with their own techniques to count and report.
8. Ask them how their counting and reporting methods will benefit them, the candy makers or shop keepers.

After the activity, the facilitator should discuss the following points with the participants.

9. If they wish to gather data related to their issue, what kind of information can they gather? For example, if they plan to work with girls in their program, what kind of information should they look for? (demographic profile, school-going/out-of-school)
10. What will be the purpose of gathering different types of data/information?
11. What will be the procedure to collect the data about that issue?
12. What will be the process to analyze the data, which means making sense of the data?
13. How will the data be used to influence others and make an impact on their campaign?

Tell the participants that data plays an important role in any program

- *Data helps us assess that we are on the right track*
- *It helps us address issues during the program implementation etc.*
- *It helps us share program learning with the world*

Tell them that they will learn how to use the data in the next exercise and support girls in being a community researcher.

# Session 14

## Steps for Designing Girl-led Research

### SESSION OBJECTIVE:

- Participants will discuss the important steps involved in data collection, management and their role

**Time Required:** 60 minutes

**Materials:** Examples of recent, important data that mentors have come across

### Steps:

The facilitator should start by asking the questions given below:

- 1) Have you seen or used data in your life?
- 2) How was it helpful?
- 3) Why was it important?
- 4) Discuss the importance of data to strengthen, advocate and influence your case.

The facilitator should show the below chart and discuss the following questions:

- 1) What do you see in this data?
- 2) What information does this data give you?
- 3) What information is missing in this pie chart?
- 4) Does this data help in taking any decision? What more do you need to know?
- 5) What more do you need to understand to make a decision?

The facilitator will discuss the following:

- *Only having the information about the number of girls and village names would not be useful*
- *We need to know what the numbers inserted in the pie chart mean*
- *Understand its context; and*
- *What we wish to do with the data*

Hence, to understand data and use it to strengthen, advocate and influence your case, one would need to know the following:

### A. Planning the Research:

- 1) What is the main issue?
- 2) What data do we need to collect for that particular issue?
- 3) What will be the purpose of collecting that data?
- 4) Who needs the data and its findings? Why?
- 5) What tools will be used?

### B. Risk Assessment, Data Collection and Safeguarding:

- 6) Will the girls face any risks when collecting the data? If yes, how can they plan to mitigate the risks?
- 7) Who will collect the data?
- 8) What are the safeguarding measures required when girls lead the research/data collection?

**C. Ensuring that Research is Girl-led and Follows Research Ethics:**

- 9) Why is it necessary to involve girls in data collection?
- 10) What ethics should be involved in data collection?

**D. Data Analysis:**

- 11) Who will analyze or understand the collected data?
- 12) Who will note the key findings, and how will these be reported?
- 13) Why is it necessary to involve girls in understanding the data and listing key findings?

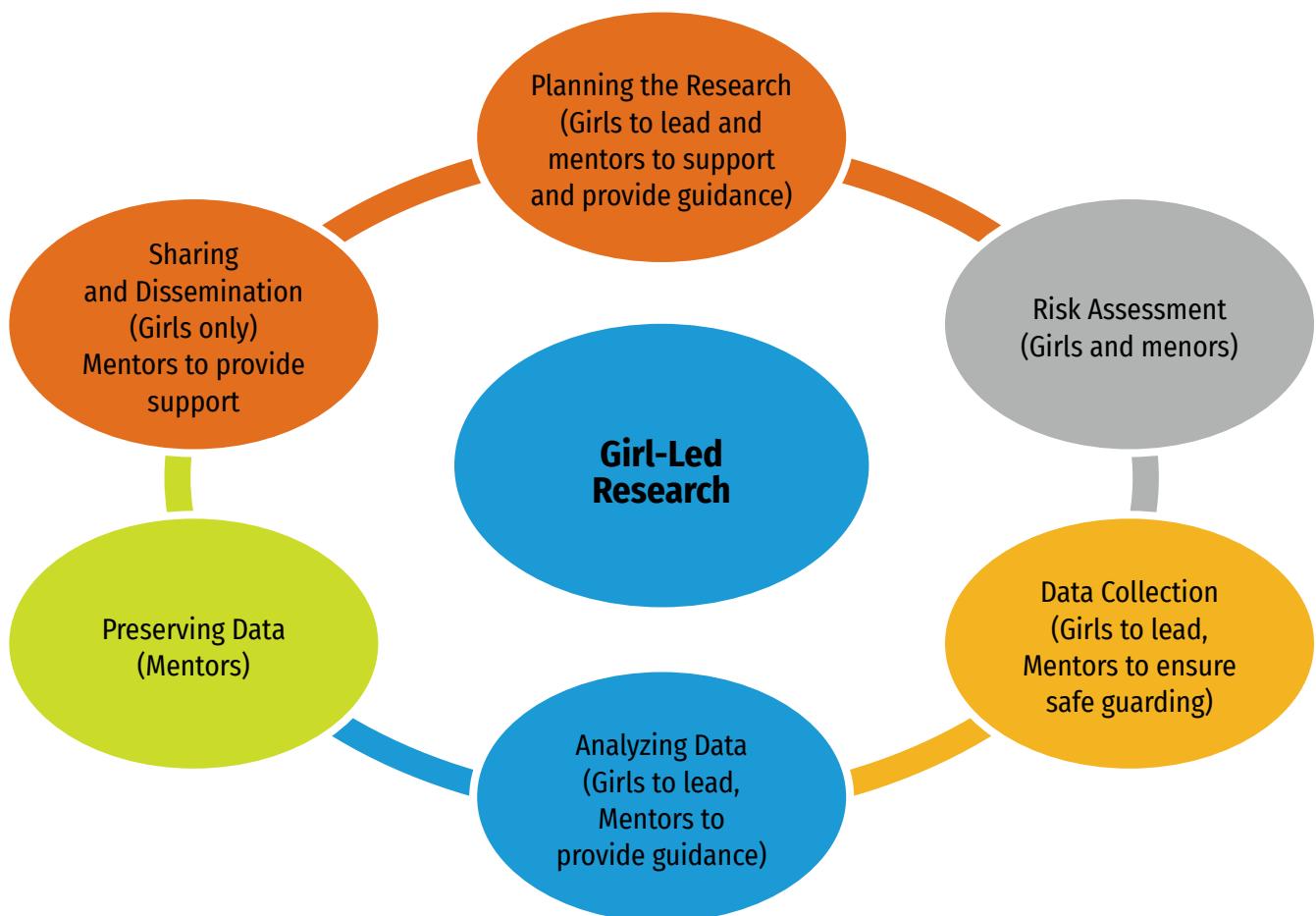
**E. Stakeholder Analysis and Advocacy:**

- 14) How will the findings from the data be used? Will it be shared?
- 15) To whom do the research findings need to reach to take necessary actions?
- 16) What kind of insights emerged from stakeholder meetings?
- 17) What specific recommendations do girls have for the stakeholders?
- 18) How will the data help girls advocate their issues and influence the stakeholder?

The facilitator should share the chart given below to explain the Girl-led research:

- *What it means*
- *How to design it*
- *What is the mentor's role in the entire process*

Share a chart with this drawing:



**Facilitator's notes:**

- **Amplifying girls' voices** – Mentors must facilitate processes that center girls and their voices at every step of the research. Girls must lead the entire research and make decisions regarding design, implementation, and recommendations for advocacy.
- **Involving girls in research and data collection**- Make the data collected by girls accessible to decision-makers. Ensure that youth can voice their opinions to the government, policymakers, and the private sector. This participation ensures girls' involvement in the development process. By participating in polls, young people can contribute their opinions to something that matters and create the future they want for themselves.

**Informed consent is...**

- **Information:** Girls must be given all relevant information. This includes what it will take to participate, the risks and benefits of participating, how the data will be used and protected, etc.
- **Understanding:** It's not enough to just be given information; girls have to adequately understand the information. That means a key part of informed consent is making sure the information is communicated well and that youth understand it.
- **Volunteering:** Girls have to genuinely volunteer to participate, not be coerced, manipulated or persuaded in any way.
- **Decision-making capacity:** Informed consent requires that girls can weigh the risks and benefits and come to their own decisions about whether they want to participate. It is important to remember that some groups, such as survivors and people with mental disabilities, may not have adequate decision-making capacity.
- **Right to Privacy:** *Information about me is mine unless I wish to share it with anybody. No one except me has control over it.* Girls have a right to:
  - Decide what to share and not to share with the person collecting data.
  - Know what information is accessed by stakeholders
  - A right to be safe

**What to keep in mind while collecting data?**

- **Respect for girls** – Girls should be considered as autonomous agents. They must be treated as able to exercise their autonomy to the fullest extent possible, including the right to privacy and the right to have private information remain confidential.
- **Safe space** – Maintaining privacy and confidentiality helps protect girl participants from potential harms, including:
  - Psychological damage such as embarrassment or distress
  - Social harms such as violence, backlash, loss of employment
  - Damage to one's financial standing

**Confidentiality**

- It is about identifiable data
- It is an extension of privacy
- It is an agreement about maintenance and who has access to identifiable data

### **Data use**

Explain how the data will be used after the survey. For example:

- Will it be anonymized?
- Will it be aggregated or kept at an individual level?
- Will participants be able to see the results?

Explain all elements involved in public results, such as quotes or photos. Clarify if and how they will be anonymized.

### **Permission to record**

- If you plan to record anything (either with audio or video), inform the girls that they will be recorded, how they will be recorded, and what will happen to the recordings.  
You should include a specific, informed consent question on this (e.g., “I agree to record this interview on audio/video.”)

### **Acknowledge the girls' contribution**

- Remember to acknowledge the role that girls have played and thank them for their participation in the research.

# Session 15

## Participatory Monitoring and Evaluation (PM&E)

### SESSION OBJECTIVE:

- Participants will discuss the need and the process for Participatory Monitoring and Evaluation (PM&E)

**Time Required:** 45 minutes

**Materials:** Chart papers and pens or include key points provided below on PPT slides and conduct a discussion

### Steps:

1. Ask participants what they mean by Participatory Monitoring and Evaluation for girl-centered programming. Discuss the following based on their responses:
  - a. Girls and youth are active participants — generators of data and not just sources of information.
  - b. Girls as researchers — design research, select the respondents, develop research tools, analyze data, and develop recommendations.
  - c. Stakeholders (youth) evaluate, others facilitate.
  - d. Focus on youth capacity for analysis and problem-solving.
  - e. The process builds commitment to implementing any recommended corrective actions.

Now discuss:
2. **Identification of the stakeholders:** Begin by identifying how to involve girls in the planning of the PM&E process.
3. **Determine objectives and the PM&E process:** Use the planning and budget sheet to set out the objectives of the PM&E, including what will be monitored, how and by whom.
4. **Data collection tools:** Girls can also use research methods such as community mapping, surveys or participatory action research to find data on relevant issues.
5. **Collecting data:** Data collection can include the use of both quantitative and qualitative methods and tools. Quantitative methods can consist of community surveys, structured interviews etc. Qualitative methods can include various participatory learning methods, in-depth interviews and focused-group discussions & exercises, and observation.
6. **Analyzing data:** Data analysis is often thought of as a rather mechanical and expert-driven task. Hence, PM&E should be an opportunity to actively involve various program stakeholders, such as girls and mentors, in analyzing data and identifying lessons learned.
7. **Sharing the Information and defining actions to be taken:** The results of PM&E activities are shared with other stakeholders to discuss and take appropriate steps or interventions based on the findings.



# Session 16

## Components of Monitoring and Evaluation

### SESSION OBJECTIVE:

- Participants will discuss the basics of Monitoring and Evaluation (M&E)

**Time Required:** 60 minutes

**Preparation:** Prepare flip charts with the 2 kinds of M&E processes

**Materials:** Chart paper and pen

### Steps:

1. Share with mentors what “monitoring” and “evaluation” mean. Discuss how M&E helps chart the success of your program and map how girls benefit from participating. It involves collecting information on both program activities and the participants.
2. Share pre prepared charts on 2 kinds of M&E processes:
  - a. Monitoring activities to track progress in program implementation. This includes measuring:
    - How many young people your program has reached; their age, gender, ethnicity, economic status, etc.
    - What activities were carried out for each participant group?
    - How often were these activities carried out?
    - How satisfied are program participants with the program, and their suggestions for improvement?
  - b. Outcome evaluation seeks to capture changes in the focus population (such as young people, adults who work with young people or other important people in young people’s lives) resulting from your program. It answers questions like:
    - How has the program changed people’s knowledge, attitudes, skills or behaviors?
    - How did it impact individuals, organizations and the community by participating in the program?
    - What did the participants learn from each other?

### Facilitators notes:

M&E tools help track the progress and impact of a program. Two monitoring tools can be used:

1. **Monitoring and Learning tools (pedagogical tools):** These tools are designed to convey important leadership and project planning insights. They allow girls and mentors to improve their self-understanding and address problems through self-reflection forms, illustrative tasks, group exercises and presentations. The tools help express and document their responses. We will discuss them in the next session.
2. **Monitoring & Evaluation tools:** These tools measure selected indicators if the program has achieved its intended objectives. It also helps collect information from the participants and target audience on how program benefits. These tools measure indicators such as:
  - Change in leadership and planning skills in girls
  - Increased leadership and mentors’ mentoring skills
  - Increase in the understanding of self and the issues and problems facing girl participants
  - Impact on individuals, community and organizations
  - What participants learnt from each other

# Session 17

## Tools for Monitoring and Evaluation

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

### SESSION OBJECTIVE:

- Participants will familiarize themselves with the Monitoring and Evaluation (M&E) tools and practice using them

**Time Required:** 60 minutes

**Materials and Preparation:** Tool copies, chart papers and pens

### Steps:

1. **Recap:** Discuss the M&E tools designed to measure selected indicators and determine whether the program has achieved its intended objectives. It also helps collect information from the participants and target audience to know how a program has benefitted them.
2. **Share tools for adolescent girls (See Annex 3)**
  - Change in leadership and planning skills in girls
  - Increased leadership and mentors' mentoring skills
  - Increased understanding of self and the issues and problems facing girl participants
  - Impact on individuals, community and organizations
  - What participants learnt from each other

Monitoring and Learning Tools for Girl	M&E Tools
1) <b>Planning and Budget Sheet</b> 2) <b>Moment of Change (optional)</b>	1) Understanding Self Form 2) Planning Skills Form (optional) 3) VACO Form (optional) 4) Community Checklist (optional)

Share tools for Mentors (See Annex 3)

Monitoring and Learning Tools for Mentors	M&E Tools
1) <b>World Café</b>	1) Self-evaluation Form for Mentors 2) Mentor Reflection Sheet 3) Planning Skills Form (optional) 4) Form for Senior Staff to evaluate Mentors (optional)

Distribute the tools and practice using instructions

3. **Discuss the process of qualitative grading of the tools with the mentors using Annex 4**

# Session 18

## Sample Agenda for Girls Training

**Time Required:** 30 minutes

**Materials and Preparation:** Tool copies, chart papers and pens

### Steps:

The facilitator will take the participants through the sessions and references below and share how to plan to train the Learning Community girls. Bring to their notice that some sessions are conducted as part of this initial training whereas some sessions can also be done during monthly meetings.

#	Session Name	Duration in minutes	Page number in Girls' toolkit	Tools/resources needed	Facilitator/ Co-facilitator
1	Session 1 – Welcome and Introduction	45	8	Baseline form: <a href="#">Understanding self, page 73</a> , Annex 4 in this document	
2	Session 2 - Introduction to Adolescent Girls Learning Community (LC)	30	9	Core principles	
3	Session 3 – Being a Girl	30	11	Video <a href="#">link</a>	
4	Session 4 – Understanding Activism	40	13	Translated copy of the poem Brave spaces	
5	Session 5 – Practicing an Activist Conversation	40	15	Conversation starters on A4 paper	
6	Session 6 – Girl Path	40	17	<a href="#">The Girl Path</a>	
7	Optional activity: Film screening	120	19	Film: Moana	
8	Session 7 –Risk Assessment	40	20	Copies of risk assessment template	
9	Session 8 – Work-planning	40	22	Calendar <a href="#">template</a> and workplan <a href="#">template</a>	
10	Session 9 – Building a Campaign	60	24	-	
11	Session 10 – Developing a slogan for the campaign	60	25	-	
12	Session 11 – Closing circle	10	26	-	

After examining this module's session details, share with the participants that they need to refer to the timeline for Girls' Activity (See Annex 1) and plan the training.

# Annex 1

## Timeline for Program Activities

The figure below shows the timeline for activities and tools discussed in the following section

**Figure. Timeline for activities within a program for adolescent girls**

### 1) Mentors

Phase	Tool applied	Purpose	Activity
<b>Mentors' Training - 1<sup>st</sup> month</b>	<b>Self-evaluation form for Mentors: (M&amp;E tool)</b> Baseline section of the form is administered on mentors.	To measure the mentor's understanding of adolescent girls at baseline. To measure mentoring skills at baseline.	Mentors of all member organizations are introduced to the Learning Community, and trained in mentoring and project planning.
<b>Face-to-face Check-in (Implementation Phase), 3<sup>rd</sup> and 8<sup>th</sup> month</b>		To track the girls' progress To learn from each other how the girls' activities are going, what has worked and what hasn't.	Mentors do a face-to-face check-in, in the 3 <sup>rd</sup> month to discuss how the process is going and another in the 8 <sup>th</sup> month to plan the joint event.
<b>End of Project Check-in - 11<sup>th</sup> month</b>	<b>Self-evaluation form for Mentors (M&amp;E tool)</b> The endline section of the forms is completed by the mentors.	To measure change in the mentor's understanding of adolescent girls at the endline. To measure change in mentoring skills at the endline.	After implementing the activities, mentors share their experiences from the Learning Community interventions. They also conduct a face-to-face check-in to make future plans.
	<b>Mentor Reflection Sheet (M&amp;E tool)</b> It is completed by the mentors at the endline.	The mentor's assessment of self.	
	<b>Planning Skill Form (M&amp;E tool)</b> It is completed by the mentors at the endline.	To measure the increase in project planning skills.	
	<b>World Café (Monitoring and Learning tool)</b> This exercise is conducted with the mentors	To measure what they have learned from each other.	

## 2) Timeline for Girls

Phase	Tool applied	Purpose	Activity
<b>Encounter - 1<sup>st</sup> month</b>	<b>Understanding Self Form (M&amp;E tool)</b> The baseline section of the form is completed by the girls.	To measure: Understanding of self at the baseline Self-esteem and self-efficacy at the baseline Leadership skills at the baseline	10 girls from each organization are introduced to the Learning Community. They discuss and select the theme for the year.
<b>Leadership, Monitoring and Evaluation Workshop - 1<sup>st</sup> month</b>	<b>Planning Sheets (Monitoring and Learning tool)</b> The baseline section of the form is completed by the girls.	To create: Activity plans, objectives and budget Intended changes in the community Estimated activity budget Level of project planning skills at the baseline	Girls attend a training on leadership, monitoring and evaluation skills. They work in groups on selected themes and prepare a timeline for their project. During this workshop they plan their activities, budgets and prepare an M&E plan.
	<b>Social Network Mapping (Monitoring and Learning tool)</b> This tool is completed by the girls.	To measure the social network of a girl in the community.	
<b>Implementation Phase - 2<sup>nd</sup>- 9<sup>th</sup> month</b>	<b>Life Line (Monitoring and Learning tool)</b> This tool is completed by the girls.	To measure how girls' experienced moments of empowerment and disempowerment	During this phase, the girls implement their projects
	<b>Community Checklist (M&amp;E tool)</b> This tool is completed by the girls and mentors after the implementing each activity.	To measure impact on the community.	
<b>Joint Event - 9<sup>th</sup> month</b>	<b>Community Checklist (M&amp;E tool)</b> This tool is completed by the girls and mentors after implementing each activity.	To measure impact on the community.	During this phase the girls from all the organizations implement an event together

Phase	Tool applied	Purpose	Activity
<b>Sharing Meet (End of implementation phase) - 10th<sup>th</sup> month</b>	<b>Moment of Change (Monitoring and Learning tool)</b> This is completed by the girls in the endline.	Changes in the participants, their personal as well as public life as the result of participating in the Learning Community.	In this meeting, all the girls present their activities and share their experiences. They create communication materials to report their project
	<b>Understanding Self Form (M&amp;E tool)</b> The endline section of the form is completed by the girls.	Changes in the understanding of self at the endline Change in the level of self-esteem and self-efficacy at the endline Change in the level of Leadership at the endline	
	<b>Planning and Budget Sheets (Monitoring and Learning tool)</b> The endline section of the form is completed by the girls.	Achievements and outcome Impacts of activities on the community Utilization of the budget	
	<b>Planning Skills Form (M&amp;E tool)</b> The tool is completed by the girls.	Level of project-planning skills at the endline	
	<b>VACO Form (M&amp;E tool)</b> This is used by the mentors to assess each girl at the endline	How a girl used her voice and capabilities in the Learning Community.	
<b>Concluding Event: 10th<sup>th</sup> month</b>		The yearbook of the Learning Community is launched.	All girls and mentors conclude their activities by presenting their work and achievements throughout the year.

# Annex 2

## Qualitative Grading Guide

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

The purpose of this guide is to explain how one can collect, identify, code and analyze qualitative data to measure the improvements in attributes such as attitudes, capacities, skills, etc., in youth. It also instructs how to turn qualitative data into quantitative ones to measure the impact of a program.

### What is Qualitative Grading?

Qualitative data include in-depth comments, statements, and quotes of youth that can provide important information about program outcomes. Analyzing qualitative data can identify important themes, commonalities, and contrasts that help paint a clearer picture of the program's issues. Qualitative responses might include:

- Self-reported information (The kind of problems they face. What do they know about a topic?)
- Experiences or attitudes ranked on a numerical scale (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 standardized questionnaire surveys, this data may also be quantified. It also allows pre/post comparisons so that changes over time can be assessed. The baseline and follow-up endline survey of youth participants can provide valuable qualitative information for both processes and outcome evaluations of youth development programs.

On how to turn qualitative data into quantitative data, please check the [Learning Together Toolkit](#), Pages 29 to 38.

<b>Step 1</b>	Identify qualitative attributes such as life skills, capacities, or attitudes that you would like to measure in the program participants. Prepare clear and simple questions to help youth in your program express themselves and their perspectives about the attribute in question.
<b>Step 2</b>	Collect the responses of the program from the participants through pre- and post-tests
<b>Step 3</b>	Assign scores to responses collected during pre- and post-tests using a 3-point scale: <b>+1</b> for excellent result or positive change <b>0</b> for no change <b>-1</b> for poor result or negative change

**Step 4**

Compare the scores of pre- and post-tests. You can evaluate the outcomes by counting how many participants showed improvement, how many displayed no-change and how many revealed negative results.

**Step 5**

You can also conduct a thematic analysis of the responses to identify reporting patterns (themes) within the data to interpret the nature of improvement. You can tally recurrent themes to understand the kind of changes participants identify in themselves.

Thematic Analysis Table						
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

**A sample result of thematic analysis**

The thematic analysis of the girls who improved their self-esteem after attending the program shows:

- 80% have improved their self-confidence
- 80% have improved their capacities to plan and organize 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



# Annex 3

## Conducting Survey

### Conducting Survey on an identified issue:

To centralize an issue, the girls gather information from the rest of the girls whom they represent. They plan a survey to collect data from other girls about how they are affected to prepare for action and advocacy.

This is a facilitators' guide that mentors can use to support the girls and manage the survey.

Below is an example where girls had selected restriction on mobility as an issue they wanted to pursue collectively.

1. Welcome the girls and thank them for their safety efforts and passion for being connected.
2. Inform them they must be aware of how other girls in the community (along with the activist girls who were trained) feel about mobility.
3. Ask them: How many girls in your village are about your age? (Same age of girls who are TP participants).
4. Inquire what will help them to know about the issues the girls face related to mobility.
  - a) Ask the girls the places of importance near their village? Make a list of those areas.
  - b) Now, ask them if they can access these places? Easily, not easily or not allowed?
  - c) If there are restrictions, what are they? List the restrictions the girls mention.
  - d) Now ask them why these restrictions are on girls?
  - e) Ask them who imposes restrictions on girls? List their responses.
  - f) Ask them, what can be done to reduce the restrictions. List their responses.
5. The above responses from the girls will help make a format.
6. Thank the girls for their responses. Tell them you will return to them with their friends' responses in the other villages who were with them during the training.
7. Also, inform them that it will be good for more girls to get involved in the data collection. Ask them how many girls can each girl reach out to?
8. Explain how they can reach out to other girls with an example: if there are 75 girls of their age in the village, each Fun-center girl will reach out to 2 girls. Ask them how many days will they need to complete 3 forms for each person? This will help set a deadline.
9. Thank them for this exercise.

Examples for putting the girls' responses in the questionnaire

### Q1: What are the places that are of importance near their village?

Possible responses from the girls:

- a. School
- b. Temple
- c. Shops
- d. Playground
- e. Main road
- f. Bus station
- g. Market

- h.** Health clinic
- i.** Hospital
- j.** Police station
- k.** Bank
- l.** Cinema hall

These questions can now be put into a format:

Places	Easy access	Restricted	Not allowed	Never been
<b>a.</b> School				
<b>b.</b> Temple				
<b>c.</b> Shops				
<b>d.</b> Playground				
<b>e.</b> Hospital				
<b>f.</b> Main road				
<b>g.</b> Bus station				
<b>h.</b> Market				
<b>i.</b> Clinic				

**Q2: What are the restrictions:**

Possible responses from girls:

- a.** For our safety
- b.** To control us
- c.** Do not trust us
- d.** Because girls are not liked
- e.** Because of our caste
- f.** Tradition

Put in a table:

Reason for restriction (this can be printed)	To answer why, Q4: Examples of comments: (this can be left blank for responses)
For our safety	So that no one teases us, fear of rape
To control us	So that we do not talk to boys; we do not spoil their name
Tradition	So that we are respected by all

# Annex 4

## Understanding Self Form

Name:  
Organization:

Age:  
Date:

1) I am pleased that I can do this...	
BASELINE	ENDLINE

2) I like these qualities in me...	
BASELINE	ENDLINE

3) When I address a group I...	
BASELINE	ENDLINE
i) Stammer <input type="checkbox"/>	i) Stammer <input type="checkbox"/>
ii) Look at the ceiling <input type="checkbox"/>	ii) Look at the ceiling <input type="checkbox"/>
iii) Look at the floor <input type="checkbox"/>	iii) Look at the floor <input type="checkbox"/>
iv) Shake my legs <input type="checkbox"/>	iv) Shake my legs <input type="checkbox"/>
v) Sweat in my palms <input type="checkbox"/>	v) Sweat in my palms <input type="checkbox"/>
vi) Swing sideways frequently <input type="checkbox"/>	vi) Swing sideways frequently <input type="checkbox"/>
vii) Cough a lot <input type="checkbox"/>	vii) Cough a lot <input type="checkbox"/>
viii) Put my hands on the face/tuck hair behind my ears repeatedly <input type="checkbox"/>	viii) Put my hands on the face/tuck hair behind my ears repeatedly <input type="checkbox"/>
ix) Cry <input type="checkbox"/>	ix) Cry <input type="checkbox"/>
x) Swallow repeatedly as throat becomes dry <input type="checkbox"/>	x) Swallow repeatedly as throat becomes dry <input type="checkbox"/>
xi) Speak very fast <input type="checkbox"/>	xi) Speak very fast <input type="checkbox"/>
xii) Speak very low so that it is hard to hear me <input type="checkbox"/>	xii) Speak very low so that it is hard to hear me <input type="checkbox"/>
xiii) Get tongue-tied (so nervous I'm unable to speak) <input type="checkbox"/>	xiii) Get tongue-tied (so nervous I'm unable to speak) <input type="checkbox"/>
xiv) Forget what I want to say <input type="checkbox"/>	xiv) Forget what I want to say <input type="checkbox"/>
xv) Any other <input type="checkbox"/> please write	xv) Any other <input type="checkbox"/> please write

4) When I see a girl being harassed by a	
BASELINE	ENDLINE
i) Run away <input type="checkbox"/>	i) Run away <input type="checkbox"/>
ii) Shout at the boys <input type="checkbox"/>	ii) Shout at the boys <input type="checkbox"/>
iii) Ignore and walk away <input type="checkbox"/>	iii) Ignore and walk away <input type="checkbox"/>
iv) Gather other people in the community and settle the matter <input type="checkbox"/>	iv) Gather other people in the community and settle the matter <input type="checkbox"/>
v) Discuss with my mentors and use proper strategies to solve this issue <input type="checkbox"/>	v) Discuss with my mentors and use proper strategies to solve this issue <input type="checkbox"/>
vi) Any other <input type="checkbox"/> please write	vi) Any other <input type="checkbox"/> please write

5) What can boys do that you cannot? What can you do that boys cannot?	
BASELINE	ENDLINE (Look at the things that you wrote: Do you still feel that you cannot do the same things?)

Signature:

Place:

Date:

# Annex 5

## Planning and Budget Sheet

### Baseline and Endline

Girl Leader Names:

Mentor Names

Organization:

Date:

<b>BASELINE</b>			
<b>What is the change that you would like to see in your community?</b>			
<b>Activity 1</b>	<b>Activity 2</b>	<b>Activity 3</b>	<b>Activity 4</b>
<b>How will this activity help the community change?</b>	<b>How will this activity help the community change?</b>	<b>How will this activity help the community change?</b>	<b>How will this activity help the community change?</b>
<b>What steps are needed?</b>	<b>What steps are needed?</b>	<b>What steps are needed?</b>	<b>What steps are needed?</b>
<b>What things will you need to buy/pay for? (later estimate costs for these)</b>	<b>What things will you need to buy/pay for? (later estimate costs for these)</b>	<b>What things will you need to buy/pay for? (later estimate costs for these)</b>	<b>What things will you need to buy/pay for? (later estimate costs for these)</b>

<p><b>How many people would you reach?</b></p>	<p><b>How many people would you reach?</b></p>	<p><b>How many people would you reach?</b></p>	<p><b>How many people would you reach?</b></p>
<p><b>How will you know whether this activity had the effect you hoped for? What information will you collect?</b></p>	<p><b>How will you know whether this activity had the effect you hoped for? What information will you collect?</b></p>	<p><b>How will you know whether this activity had the effect you hoped for? What information will you collect?</b></p>	<p><b>How will you know whether this activity had the effect you hoped for? What information will you collect?</b></p>
<p><b>What may be the challenges and how might you overcome them?</b></p>	<p><b>What may be the challenges and how might you overcome them?</b></p>	<p><b>What may be the challenges and how might you overcome them?</b></p>	<p><b>What may be the challenges and how might you overcome them?</b></p>

<b>ENDLINE</b>			
<b>Did you achieve all your aims for this activity?</b>	<b>Did you achieve all your aims for this activity?</b>	<b>Did you achieve all your aims for this activity?</b>	<b>Did you achieve all your aims for this activity?</b>
<b>What was your biggest achievement? List three important achievements</b>	<b>What was your biggest achievement? List three important achievements</b>	<b>What was your biggest achievement? List three important achievements</b>	<b>What was your biggest achievement? List three important achievements</b>
<b>What did you not achieve?</b>	<b>What did you not achieve?</b>	<b>What did you not achieve?</b>	<b>What did you not achieve?</b>
<b>Why do you think that is?</b>	<b>Why do you think that is?</b>	<b>Why do you think that is?</b>	<b>Why do you think that is?</b>

## Budget for Girl Leader Activities

	Example	Activity 1	Activity 2	Activity 3
How much will this 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.	250 copies of survey = $2 \times 250 = 500$ Lunch for 15 trainees = $50 \times 15 = 750$ 20 pens = 150 20 posters about survey = 1500			
Total cost for each activity	<b><math>500+750+150+1500= 2900</math></b>			
Total budget amount requested (add up all the costs for each activity)	Activity 1 = 2900 Activity 2 = 5000 Total = 7900			
Mentor sign off				
Executive Director at your organization				
<b>ENDLINE: Did you meet your budget expectations? How much did you spend? How much money is left?</b>				