

Girls Power: Comprehensive Capacity Building Manual for Out-of-school Adolescent Girls

Ages 10-14

National Manual for Facilitators

የሴቶችና ማሕበራዊ ጉዳይ ሚኒስቴር
Ministry of Women and Social Affairs

unicef
for every child

care

የሴት ልጅ ግርዛትንና ያለዕድሜ ጋብቻን
የማስቆም ብሄራዊ ጥምረት
NATIONAL ALLIANCE TO END
FGM & ECM

Copyright

The Girls Power: Capacity Building Manual for Out-of-school Adolescent Girls Ages 10-14 is created and published by the Ministry of Women and Social Affairs, CARE Ethiopia and the UNICEF Ethiopia. This Out-of-School Girls Empowerment Manual is developed with generous financial and technical support from the Global Programme to End Child Marriage, the UNFPA-UNICEF Joint Programme on the Elimination of FGM: Delivering the Global Promise and the Accelerating Action to End FGM in Ethiopia Programme supported by the Government of Canada.

All rights reserved.

No part of this Manual may be reproduced in any manner without written permission from the Ministry of Women and Social Affairs and the UNICEF Ethiopia except for brief quotations embodied in critical articles and reviews.

Foreword

Ethiopia has committed to End Child Marriage and Female Genital Mutilation (FGM) by 2025, which has translated into legal reforms and their enforcement through strategic and programmatic measures taken by the Government of Ethiopia and its partners. This includes the Federal Democratic Republic of Ethiopia (FDRE) Constitution stipulating the right to be free from harmful and exploitative practices. The Family Code of 2000 set the minimum age of marriage as 18 years and consent as a requirement for marriage. Child marriage and FGM are criminalized under the revised Criminal Code of 2004. Ethiopia is a signatory of regional and international instruments, including the African Charter on the Rights and Welfare of the Child, the United Nations Conventions on the Rights of the Child, and the Convention on the Elimination of All Forms of Discrimination Against Women, which address both child marriage, FGM and other harmful practices.

The country has shown remarkable progress in the reduction of child marriage among women aged 20-24 from 58 per cent to 40.3 per cent in one decade, as per the Ethiopia Democratic and Health Survey (EDHS) of 2016. Similarly, FGM has declined from 74 per cent to 65 per cent for the age group 15-49 and from 62 per cent to 47 per cent for ages 15-19. This resulted from the effective prevention and response efforts implemented at different levels. Despite the significant reduction observed in both practices, Ethiopia is home to 17.3 million women and girls who are married before reaching 18 years. Nearly 25 million women and girls are subjected to FGM. An additional 3.26 million girls are at risk of FGM from 2023 to 2030. These numbers will increase due to population growth, high prevalence rate, and a series of humanitarian situations confronting the community, leading to increased vulnerability of girls, which may cause the loss of gains made in the last years. Highly entrenched gender inequality and the patriarchal social system continue perpetuating the practices.

To accelerate the national effort and achieve the target set under Sustainable Development Goals (SDGs) 5.3 for the elimination of child marriage and FGM, the Government of Ethiopia developed the first-ever evidence-based multi-year plan, the National Costed Roadmap to End Child Marriage and FGM/C – 2020-2024. It employs a socio-ecological framework and puts girls and their communities at the centre of programme planning, formulation, implementation, monitoring, and evaluation. Empowerment of adolescent girls and their families is the first and critical pillar of the costed roadmap. It enhances the agency of girls to voice their rights and choices, access services, and influence decisions that affect their lives, including marriage and FGM.

The Ministry of Women and Social Affairs (MoWSA), in collaboration with CARE and UNICEF, has prioritised the development of gender-transformative, age-appropriate capacity-building manuals for adolescent girls aged 10-14 and 15-19. These manuals and their accompanying implementation guides focus on engaging girls who are not in school and who are at risk or disproportionately affected by child marriage, FGM, and other harmful practices.

The manuals were developed through an iterative process that includes formative assessment conducted in Afar, Amhara, Gambella, Southern Ethiopia, and Somali regions, consultation, and co-creation of the content through a participatory approach with selected girls from the above mentioned regions. The content of the manuals has been translated into five local languages (Afar Af, Amharic, Agnwaak, Afan Oromo, and Somali) and validated both at the regional and national levels following the completion of the testing of the contents of the manuals, which reaffirmed the relevance and appropriateness from contexts of age, gender, and socio-cultural contexts of the various regions. The validated content and its delivery method are engaging, interactive, and supported by a robust monitoring and evaluation framework incorporated within the manuals and implementation guides.

The manuals and the implementation guide will play a critical role in streamlining the national effort and standardising the engagement modality and approach for out-of-school adolescent girls empowerment initiatives across Ethiopia. It will have paramount importance in improving the role of girls in an effort to end child marriage and FGM, as well as to create a protective, gender-equitable, and empowering societal environment.

The Ministry of Women and Social Affairs, CARE Ethiopia, and UNICEF want to acknowledge the National Alliance to End FGM and Child Marriage members for their technical support that enriched these manuals. The Ministry looks forward to the continued collaboration and partnership in the rollout of the manuals across Ethiopia and bringing lasting change to girls' lives in society.



H.E. W/ro Alemitu Omot,

State Minister for Women and Children Affairs,

Federal Democratic Republic of Ethiopia.

Acknowledgements

Child marriage and FGM are forms of violence that violate the rights and affect the well-being of women and girls. Both practices are prevalent across all regions in Ethiopia with varying degrees. The practices disproportionately affect girls and women in rural areas of lower education and poor family backgrounds. Child marriage and FGM deprive girls of their childhood and force them to shoulder the responsibility of wifehood and motherhood as a child. The practices also impact health, mental, and psycho-social well-being and limit the personal development of girls, which reinforces gender inequality.

Evidence has shown out-of-school girls (OOSGs) are more vulnerable to child marriage, FGM, and other harmful practices. This is due to them being outside the school protective environment, without access to platforms that bring them together for learning and exchange, and limited access to prevention and response services.

With the identified gaps, the Ministry of Women and Social Affairs (MoWSA), in collaboration with CARE and UNICEF, has developed contextualised, age-appropriate, and gender-transformative manuals that help build OOSGs' capacity to protect themselves from harmful practices, shape their destinies, and catalyse change in social and gender norms.

UNICEF and its partners CARE and MoWSA take the opportunity to express their sincere appreciation for the generous contributions to the development of these manuals from the Governments of Austria, Belgium, Canada, Iceland, Italy, Luxembourg, the Netherlands, Norway, the United Kingdom, and Sweden, as well as the AECID (Spain), Zonta International, and the European Union.

We also wish to recognise the valuable technical input of the Ministry of Women and Social Affairs, including Seleshi Tadesse and Lealem Birhanu, Bureau of Women, Children and Social Affairs Offices across Ethiopia, the Ministry of Education, the Ministry of Justice, the Ministry of Health, the technical spearheading of the process by CARE Ethiopia including Zemed Yimenu, Metasebia, Tewodros Negash, Kalkidan Dender, Dereje Gutema, Serkadis Admasu, as well as contributions made by UNICEF Ethiopia, ESARO, and NYHQ colleagues including Jolanda Van Westering, Dr. Haithar Ahmed, Zemzem Shikur, Fikereselam Getinet, Ellen Alem, Tiye Fayissa, Rachana Sharma, Andinet Bayissa, Lelise Dembi, Mona Aika, Massimiliano Sani, Nankali Maksud, Harriet Akullu, Joseph Mabirizi, Helen Belachew, and Child Protection teams in UNICEF Field Offices across Ethiopia.



Caitlin Goggin,

Country Representative,

CARE Ethiopia.



Aboubacar Kampo,

Country Representative,

UNICEF Ethiopia

Table of Contents

Foreword	**i**
Acknowledgements	**iii**
Table of Contents	**iv**
Glossary	**v**
Manual Overview	**vii**
List of sessions, skills, and topics	**xi**
Session 1: Introduction	**1**
Session 2: Self-awareness, Self-esteem, and Confidence	**7**
Session 3: Sex and Gender	**13**
Session 4: Puberty	**17**
Session 5: Social Changes During Puberty	**22**
Session 6: The Menstrual Cycle, Fertility, and Conception	**27**
Session 7: Child Marriage and Female Genital Mutilation	**37**
Session 8: Communication	**46**
Session 9: Peer Pressure and Negotiation Skills	**53**
Session 10: Conflict Resolution	**58**
Session 11: Overcoming Barriers to Education	**63**
Session 12: Gender-Based Violence	**69**
Session 13: Refusal Skills and Personal Safety	**76**
Session 14: HIV and STI Prevention	**83**
Session 15: Nutrition	**90**
Session 16: Future Visioning/Goal Setting	**98**
Session 17: Leadership	**103**
Session 18: Joint session; Gender and Household Tasks	**108**
Session 19: Joint session; Gender Equality	**114**
Session 20: Community Session; Sex, Gender, Positive Masculinities, and Harmful Practices	**122**
Session 21: Community Session; Making a more equal world	**127**
Closing: Graduation with Accountability	**132**
Annex 1: Session Evaluation	**135**
Annex 2: Adolescent Girls, Boys and Men Group Attendance Register Form	**136**
Annex 3: Mentors and Facilitators Assessment	**138**
Annex 4: Minute Taking Template	**139**
Annex 5: Group members' profile	**140**
Annex 6: MHPSS Tips for Humanitarian Settings	**141**
Annex 7: Child online protection	**143**

Glossary[1]

Adolescent: The World Health Organization (WHO) defines adolescents as people between 10 and 19 years of age.

Adolescent Sexual and Reproductive Health (ASRH): is a state of complete physical, mental, and social well-being, not merely the absence of disease and infirmity, in all matters relating to the reproductive system and to its functions and processes specifically applied to adolescents.

Child Marriage: A marriage in which one or both spouses are under 18 years old.

Family Planning: Family planning allows individuals and couples to anticipate and attain their desired number of children and the spacing and timing of their births. It is achieved through the use of contraceptive methods and the treatment of involuntary infertility. A woman's ability to space and limit her pregnancies directly impacts her health and well-being and the outcome of each pregnancy.

Female Genital Mutilation (FGM): Comprises all procedures that involve partial or total removal of the external female genitalia or other cutting or injury to the female genital organs for non-medical reasons.

Gender: Refers to the widely shared and socially constructed ideas and rules that tell men and women how they should act. It includes our expectations about what roles, responsibilities, behaviours, and emotions are 'appropriate' for males and females. Gender is learned; older people teach boys and girls how they should behave to become an 'ideal' woman or man according to their culture.

Gender-based violence: Gender-based violence (GBV) is the most pervasive yet least visible human rights violation in the world. It includes physical, sexual, mental, or economic harm inflicted on a person because of socially ascribed power imbalances between males and females. It also consists of the threat of violence, coercion, and deprivation of liberty, whether in public or private.

Harmful practices: Traditional cultural practices reflect values and beliefs held by community members for periods often spanning generations. Every social grouping in the world has specific traditional cultural practices and beliefs, some of which benefit all members. In contrast, others harm a specific group, such as women. These harmful traditional practices include FGM, child marriage, the various taboos or practices which prevent women from controlling their fertility; nutritional taboos and traditional birth practices; preferences for sons and their implications for daughters' status; female infanticide; early pregnancy; and dowry price. Despite their harmful nature and violation of international human rights laws, such practices persist because they are not questioned and take on an aura of morality in the eyes of those practising them.

Menstruation: The regular and cyclical shedding of blood and endometrial tissue from the uterus that begins in puberty and continues through menopause as part of the female reproductive system.

[1] *UNHCR. Adolescent Sexual and Reproductive Health in Situations: A Practical Guide to Interventions in Public Health Programmes, 2019 Edition*

Sex: Refers to the biological/physiological features that identify a person as male or female. This includes the type of genital organs (i.e., penis or vagina), their hormones, whether they produce sperm or eggs, and whether they can give birth and breastfeed.

Social Norms: Social norms are behavioural rules constructed and shared by a group and are different from individually held beliefs or attitudes. A social norm is made up of one's beliefs about what others do and beliefs about what others think one should do. Social norms are maintained by social influence – that is, by the anticipation of social approval or disapproval and potential consequences for one's actions.

Youth: The UN, for statistical consistency across regions, defines 'youth' as those persons between the ages of 15-24, without prejudice to other definitions by member states. Note that some organizations, such as the African Union, and countries, including Ethiopia, define youth as being between the ages of 15 and 35.[2]

[2] *African Union, African Youth Charter, May 2006.*

Manual Overview [3]

Background

Ethiopia has made significant progress toward universal primary education, with a net enrolment of 88.7 per cent in the 2021/22 school year. Although most children enrol in school, many do not progress, with only 33.1 per cent making it to secondary school. The combined impact of COVID-19, conflict, and climate change has contributed to at least 13 million children being out of school in Ethiopia, with long-term consequences for their future. The impact of emergencies on education is overlaid by other barriers such as traditional gender norms, a high burden of domestic work (especially for girls), and long distances to school.[4] According to the Ethiopian education status annual abstract (2021/22), the GER (Gross enrolment ratio) which calculates the total number of children enrolled in a given grade range irrespective of their age, indicates that a percentage of the school-age population of primary (Grades 1-6) is 105.9% and 68.6% for middle school (Grades 7-8), indicating that many students are not progressing to the middle-level education, either because they are repeating grades, or dropping out altogether .[5]

Being out of school puts girls at risk of child marriage, especially in contexts where child marriage becomes the default option due to limited work opportunities and other alternatives. In Ethiopia, 40 per cent of girls aged 20-24 marry before the age of 18, and their median age at first marriage is 17.1; 14 per cent are married before the age of 15 (EDHS, 2016). Child marriage contributes both to school dropout and high fertility rates for adolescent girls.[6] Overall, 65 per cent of girls and women aged 15 to 49 years have been subjected to FGM. Among adolescent girls aged 15 to 19, 47 per cent have undergone the practice.[7]

According to UNICEF (2018), multiple factors force girls to be out of school. Some of these factors are families who favour boys to attend school, early pregnancy, and domestic labour that keep girls out of schools, harmful social norms such as child marriage that block girls from school, lack of safety and WASH facilities in schools, and gender-based violence including verbal and sexual abuse from peers and authorities. Although Ethiopia has made remarkable progress in expanding the public education system equitably and reducing the gender gap in education, girls have higher dropout and repetition rates, and their secondary school enrolment and attendance, as well as higher education participation rates, are still low. A wide range of economic, socio-cultural, and institutional factors contribute to girls' educational disadvantage, including poverty, household chores, child marriage, and discriminatory norms. Therefore, out of-school girls face both unique risks and needs that must be adequately addressed in programming centring on their health.[8]

[3] *Adapted from CARE, Fada Curriculum-Facilitator Manual, 2020.*

[4] *UNICEF, Learning and Development programme page, www.unicef.org/ethiopia/learning-and-development*

[5] *Federal Democratic Republic of Ethiopia, Ministry of Education, Ethiopian Education Statistical Abstract, 2021-22, https://moe.gov.et/storage/Books/ESAA%202014%20EC%20(2021-22%20G.C)%20Final.pdf*

[6] *Arecent survey found that Ethiopia's Total Fertility Rate is 5.1 among women with no education, and 1.7-1.9 for women who have secondary or higher education.*

[7] *UNICEF Data Portal, A Profile of Female Genital Mutilation in Ethiopia, 6 February 2020, https://data.unicef.org/resources/a-profile-of-female-genital-mutilation-in-ethiopia/*

[8] *Adolescent girls' capabilities in Ethiopia:The state of the evidence on programme effectiveness Maria Stavropoulou and Nandini Gupta-Archer December 2017. https://www.gage.odi.org/wp-content/uploads/2019/01/Ethiopia-Interventions-Report-v3.docx.pdf*

Ethiopia is also characterized by a patriarchal social system reflected by gender inequality and power imbalance between men and women. This has resulted in significant decisions on key personal, family, and community issues to be made by men and boys, both directly and indirectly. This has also contributed to the vulnerability of girls to different challenges such as child marriage, FGM and gender-based violence and perpetuates the inequality and lower position of women and girls. Hence, changing the situation of women and girls requires addressing gender inequality and power imbalance rooted in society as well as influencing the preferences of males, which are the basis of societal norms and decisions.

This manual seeks to support adolescent girls' health, nutrition, water and sanitation hygiene, education, and rights, including ending the prevalence of harmful practices such as child marriage and FGM.

It builds out-of-school girls' agency and assets through life skills development, guided reflections on gender and social norms, and sexual and reproductive health education. It is also part of a broader intervention package that engages older out-of-school adolescent girls 15-19, men and boys, and community members to reduce girls' vulnerability to harmful traditional practices while enhancing gender equality and health. Empowering in and out-of-school girls and specific efforts to engage boys and men are stated in the roadmap as critical interventions to accelerate and sustain gender and social norms.

Implementation Guide

Participants

This manual is designed for adolescent girls 10-14 years of age, organised explicitly in Girls' Groups in community settings. The activities in this handbook are designed for groups of 15-20 participants but, if necessary, can easily be adapted for smaller or larger groups.

About the Training Course

This manual is designed to help Girls' Group facilitators share information and facilitate discussions on various topics related to health and gender equality. Each session's open and reflective questions help orient facilitators toward their role in promoting critical reflection among participants.

The manual has 21 sessions, each outlining the intended objectives, activities, materials needed, advanced preparation required and the estimated time to complete the session. It also includes two joint sessions to be delivered to mixed-sex groups comprised of Girls and Boys group participants and two sessions to be delivered with adolescents, parents, and other adult community gatekeepers (for example- teachers, religious leaders, women and men association leaders, community workers, etc.). Finally, it offers detailed, step-by-step instructions for facilitating the participatory learning activities included in the session. Some sessions also include facilitator notes, which provide additional background information to inform the delivery of the session.

Before beginning the discussion, facilitators should read through the manual to understand the progression of messaging and information conveyed throughout the discussion. This will not only deepen their understanding of the topics they are exploring with participants, but it will also help them address any concerns by either participants or community members about what the discussion covers.

How to Use the Facilitator Manual

Sessions are intended to last exactly 2 hours. However, there will likely be variation in duration based on factors such as the literacy level of participants, their pre-existing knowledge of the topics covered and their familiarity with group-based learning.

The activities are designed to be highly participatory, enabling participants to, firstly, share, analyse, and enhance their knowledge of their lives and social environment, and, secondly, to plan, act, Support, follow and reflect.

The curriculum presents information for each activity in a standardised fashion, with each session including some, if not all, of the following:

- Objectives: This outline has key learning objectives or concepts for each session.
- Housekeeping issues: Regular check-in on group organization and active participation.
- Preparation: These are the activities or preparatory work that need to be done before the session starts.
- Session Guide: This provides step-by-step instructions for facilitating the session. The instructions should be followed to ensure that the logical progression of ideas and information is maintained. Notably, the instructions outline how facilitators can adapt different activities based on the literacy level of the participants.
- Time: This indicates how long the activity should take based on experience. However, the length of time can vary depending on the number of participants, the level of engagement of participants and other factors.
- Materials: The facilitator should collect and/or prepare all the items listed before the start of the session. Generally, only basic materials such as flipchart paper and markers, are required. Facilitators are encouraged to improvise if the materials cannot be accessed easily. For example, flipcharts and markers can be substituted with chalkboard and chalk.

Set-Up

At the beginning of each session, facilitators should invite participants to sit in a circle or semi-circle, either on the ground or in chairs. The facilitator should take the same position as the group members and be to everyone. Suitable locations for these discussions may include nearby school classrooms, kebele administrative meeting rooms or compounds, or health centres, provided these locations are safe and comfortable for the group.

What is expected from mentors and facilitators:

- Being confident, committed, and motivated to enact change.
- Acting as a positive influence on the group and excel as a good listener.

- Being comfortable discussing topics such as gender equality, women's rights, youth rights, sexual and reproductive health, and sexuality, and engaging participants in open, honest, and non-judgmental discussions about gender norms.
- Being skilful in communication and cultivating strong relationships with community members.
- Exemplifying positive masculinity, serve as a respected role model, and commit to supporting the empowerment of women and girls.
- The following are the tasks of mentors and facilitators:
  - Take consecutive training and attend review meetings as per the project implementors' call.
  - Organize group members before every session.
  - Get well-prepared before every session.
  - Lead each session discussion.
  - Keep attendance in every session.
  - Trace defaulter precisely.
  - Assess and monitor ECM, GBV, FGM, and GBV cases and, if encountered, immediately link the cases to the responsible body, such as the kebele structure/HP committee.
  - Link adolescents who have contraceptive needs with health facilities.
  - Fill out the implementation monitoring tools annexed below and put them at the kebele office so that woreda officials can collect them.
  - Invite the HEW or HTP committee as per the manual's guidance. Appoint them ahead of time.
  - Avail needed materials ahead.
  - Persuade group participation and encourage active participation.
  - Provide appropriate information to the monitoring team, kebele or woreda staff.

Group structure:

Adolescent girls' and boys' groups are organized by age into three categories: 10-12, 13-14, and 15-19. Additionally, there are groups for men aged 20 and above. Each group consists of 15-20 members for girls and 25-30 for boys and men, depending on member availability. However, it is

recommended to stay within these maximum limits. Group members decide on their group name. Group formations should consider the residential proximity of the girls, boys, and men, ideally within an average distance of 15-20 meters from each other. The location for group discussions should be free from noise, clean, and safe, with easy access to facilities like safe toilets and water services if possible. Suitable discussion places can be identified in consultation with government partners, local authorities at the kebele level (kebele structures), and other locally organized groups (the nutrition task force, the HTP committee, and representatives from both formal and informal spheres).

OOSGs in the 10-14 age group will participate in weekly discussions for a total of 21 sessions. Each session will last a minimum of two hours, spanning 5.25 months. This schedule aligns with the UN Global Programme to End Child Marriage (GPECM), which requires at least 31 hours of life-skills discussion.

Mentors and facilitators will participate in cascading training sessions using translated and contextualized discussion manuals and implementation guides, complemented by practical facilitation skill sessions. Additionally, it is recommended that members of harmful practice committees and health extension workers also undergo similar training.

List of sessions, skills, and topics

Session	Session Title	Skill	Topics
1	Introduction	Communication	Introduction
		Self-introduction	Group rules
		Respect	Exploring values
		Self-value	Human rights
2	Self-awareness, self-esteem, and confidence	Self-awareness	Self-awareness
		Self-value	Self-esteem and confidence
		Confidence	Self-esteem
		Reflection	My unique self
3	Sex and gender	Reflection	Gender game
		Respect and participation	Act like a man, act like a woman
		Critical thinking	

4	Puberty	Self-care	Understanding puberty
		Resilience	Body changes
		Coping skill	Body changes
		Seeking support	Support during puberty
5	Social Changes During Puberty	Coping	Puberty- changes in ow people treat us
		Resilience	Good touch, Bad touch
		Boundary setting	
		Seeking support	
6	Menstrual cycle, fertility, and conception	Reflection	Fertility
		Critical thinking	Menstruation
		Self-care	Social changes and menstruation
		Creativity	Hygiene during the menstrual period
			Managing menstruations
			Making reusable pads
7	Child marriage and FGM	Decision making	Puberty - new social expectations
		Communication	Child marriage - definition
		Resilience	Consequences of child marriage
		Seeking support	FGM
		Reflection	Gender and Harmful practices

8	Communication	Assertive and respectful communication	Types of communication
		Conflict resolution	Assertive communication
		Respect	Communication with adults
9	Peer pressure and negotiation skills	Resilience	Peer pressure
		Negotiation	Negotiation skills
		Reflection	
		Active listening	
10	Conflict resolution	Conflict resolution	Resolving conflicts
		Communication	Nonviolent communication
			Practising conflict resolution
11	Overcoming barriers to education	Decision making	Gender and education
		Goal setting	Challenges to staying in school and solutions
		Critical thinking	Menstruation and household chores
		Problem-solving	Goals and Education

12	Gender-based violence	Support seeking	Gender-based violence
		Listening	Sexual harassment
		Reflection	Getting service
13	Refusal skills and personal safety	Resilience	Risk assessment
		Refusal skill	Action plan exercise
		Situational analysis	Refusal skill
14	HIV and STI prevention	Decision making	Sexually transmitted infections
		Planning	HIV
		Critical thinking	STI risks
		Reflection	STI prevention
15	Nutrition	Habit building	Why we eat
		Planning	Nutritious food
		Communication	Iron and anaemia
		Critical thinking	Iron-rich foods
		Self-care	Healthy meal
16	Future visioning and goal setting	Goal setting	Introduction to goal setting
		Planning	Making your dreams a reality

17	Leadership	Teamwork	Warm-up: car and driver simulation
		Goalsetting	Leadership quiz
			Good vs. bad leader
			You can make a difference
18	Joint session- gender and household tasks	Reflection	What is gender?
		Communication	Washing dishes
		Presentation	Household tasks
		Teamwork	Daily clock
		Planning	Doing chores together
19	Joint session- gender equality	Reflection	What is girl/what is boy?
		Presentation	Invisible walls
		Understanding	Changing gender roles
20	Community session- Sex, gender, positive masculinity, and harmful practices	Reflection	Sex VS Gender
		Presentation	Problem tree
		Communication	Role model
21	Community session- making a more equal world	Reflection	Positive deviants
		Presentation	Reflecting on norms and values
			Communication between adolescents and parents
			Reflecting on our dreams and aspirations

Session

01 - INTRODUCTION [9]

[9] *Session adapted from "IMAGINE Girls' Collective Facilitator's Manual." Cooperative for Assistance and Relief Everywhere, Inc., 2020. https://www.care.org/wp-content/uploads/2020/11/English_Girls-Collective-Facilitator-Manual.pdf*



Learning Objectives	■ To enable help participants become comfortable and familiar with one another. ■ To help participants understand the goals and content of the discussion. ■ To facilitate participants to develop a group agreement on rules that will ensure they all participants feel valued, respected, and safe. ■ To enable participants explore how their values may influence their decisions. ■ To familiarize participants with the concept o the principles of human rights.
Methodology	■ Group Discussion ■ Brainstorming ■ Reflective dialogue
Total Time	2 hours
Materials Needed	■ Markers ■ Flip chart paper ■ Tape
Preparation Notes	■ Familiarize yourself with the session's activities and content prior to facilitation. ■ Try to get familiarized with names of group members for easy communication.

Welcome (15 minutes)

DO:

Welcome participants and introduce yourself.

SAY:

We will start by getting to know each other by playing a quick game.

DO:

Facilitators note: please consider inclusive actions if there is a differently abled participant.

1. Have all participants form a large circle and stand (or sit if there is a differently abled participant).

2. Start by loudly stating your name while simultaneously performing a unique action (e.g., pumping water, grinding millet, spinning on the spot).
3. Encourage the group to repeat your name and mimic your action.
4. nstruct the person to your right to repeat your name and action, then introduce themselves with their name and a new action.
5. Have the group repeat this new person's name and action.
6. The following person to the right must repeat the sequence of names and actions, starting with yours and continuing through everyone who has gone before them, and then introduce their own.
7. The group then repeats the most recent person's name and action.
8. Continue this sequence around the circle until every participant has introduced themselves and their action.

Introduction to the Girls' group (10 minutes)

SAY:

Together, we are forming a Girls' group. We will meet weekly over the next five months to learn about our health, practice skills, and how to engage in our community. Participation in this group will help to equip us with the information, resources, and skills to identify and describe the future we want for ourselves. This will be a safe space to discuss challenges and opportunities to live happy, healthy lives. To reach this goal, we will learn about the following topics and more:

- Boys' and girls' bodies, how they change during puberty and their periods of fertility.
- The messages we receive and ideas about how men and women should behave.
- Healthy and respectful relationships.
- Gender roles and division of labour.
- Nutrition.
- How we can work together to end practices impacting our health and rights.
- Setting goals, sharing our dreams, and planning our futures.
- Skills for making decisions and fair decision-making between boys and girls.
- Being a leader and participating in activities in the community that impact our lives.

ASK:

- Do the things I mention interest you?
- Does this make sense to you?
- Do you have any concerns?
- Does anyone have any questions?

DO:

Repeat the meeting frequency, time, and place. Encourage members to commit to attending regularly.

Group Rules (25 minutes)

SAY:

As we move through the discussion it's important that we agree on a set of rules for how we will operate and how we will ensure that we are working towards our goals.

For example, this group should be a space where we all feel comfortable talking about our lives, sharing experiences, and discussing the challenges we might be facing. That doesn't mean you need to share personal information, but you should feel comfortable doing so if you want. For that to work, we must agree to keep personal stories shared here private. This is called respecting confidentiality.

ASK:

- Why is confidentiality important?
- What harm might be done if we repeat personal stories we hear in this group to people outside of this group?
- What other rules would help us build trust and work together as a group? Can anyone suggest an example?

DO:

- Facilitate a discussion with participants on how the Girls' group will operate.
- If the group supports a proposed 'rule', note it on paper for reference. Make sure not to lose this document, as you will need it in future sessions.
- After each rule is agreed upon, read it aloud and invite the group to repeat it several times to reinforce understanding.
- Conclude the discussion by reminding participants that sharing information is voluntary and confidentiality cannot be guaranteed, so no one is required to share personal information.
- Ask each participant to remember and recall one rule for future sessions.

Understanding our Values (30 minutes)

SAY:

This group is about supporting you in making healthy choices for your future. Our values often influence our choices – or what we judge as important in life. For example, if we value our health, we might choose to spend more money on healthy food than someone who does not value their health. In short, values are ideas, principles or beliefs that are important to us and help define who we are and who we would like to be.

We will play a short game. You will be presented with a question that offers two choices. If you prefer option 1, move to this side of the room (point to one side of the meeting space). If you prefer option 2, move to the opposite side (point to the other side).

Here's a silly example. What would you prefer: to drink only coffee for the rest of your life or to drink only tea for the rest of your life? [Wait for the girls to move to their chosen sides.]

DO:

- Repeat the exercise using the examples in the box below.
- For each question, invite a few participants to explain their choice.

SAY:

I want you and a partner to think about three important values and why. Remember that a value is an idea, principle or belief that is important to you. Examples of values are happiness, love, success, friendship, family, etc.

DO:

- Give participants time to share their answers.
- Ask for two or three volunteers to explain their values.

- Do you prefer to be rich or to be happy?
- Do you prefer to be in good health or to be beautiful?
- Would you prefer to have a large family with many children or a small family with fewer children?
- Would you prefer to have your own business or work for someone else?

Human Rights (15 minutes)

SAY:

Our values come from what our friends, family, communities, and society value. The values in one part of the world might be very different from the values in another part of the world. Some values, though, are found everywhere in the world. They are called human rights.

ASK:

- Who here has heard of human rights?
- Can anyone explain human rights to me?

DO:

Write their responses on the flipchart.

SAY:

Human rights represent values that people worldwide have agreed are important for all humans to live happy, healthy lives of meaning. Human rights give us rules for behaving towards ourselves, others, and the environment so that we all can live to our best ability. Human rights also tell us what we are entitled to in order to be happy, healthy and safe – and we deserve these things! However, sometimes, human rights can be affected due to various man-made and natural situations. Situations like emergencies and displacement can further escalate violations of human rights.



There are many human rights, but five core values underlie them:

1. Choice
2. Dignity
3. Diversity
4. Equality
5. Respect

This discussion is founded on promoting and upholding these five core values.

DO:

- Invite participants to explain each of the five core values.
- Clarify the meaning of each of the five core values:
  - Choice: Our choices about our health, future, and family must be made freely. We need to be informed about our options.
  - Dignity: We all have worth, regardless of age, ethnic origin, economic status, class, gender, religion, physical disability or other determinant of status. We all have the right to information and services to help us lead healthy, happy lives.
  - Diversity: We are all different. We have different needs. We express ourselves differently.
  - Equality: Men, women, girls, and boys all equally deserve respect regardless of age, ethnicity, class, religion, etc. They should have access to information, services, and support to be their best selves.
  - Respect: All humans deserve respect.

SAY:

How can we use choice, dignity, diversity, equality, and respect in our Girls' group?

Conclusion (5 minutes)

DO:

Read out the following core messages for this session:

- Values can help guide how we make decisions.
- Values come from what our friends, family, community, and society think is important.
- Human rights are values that each person across the world deserves. They help us live happy, safe, and fulfilling lives.

ASK:

- Before we end the session, would anyone like to share with the group one thing they found interesting or exciting about today's session?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time, and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 02 - Self-awareness, Self-esteem, and Confidence[10]

Learning Objectives	■ To enable participants understand the concept of self-awareness, self-esteem, and self-confidence and explain their impact on their happiness, health, and future goals. ■ To enable participants reflect about their own positive attributes and identify areas of their growth.
Methodology	■ Group Discussion ■ Brainstorming ■ Case study ■ Quiz
Total Time	2 hours
Materials Needed	■ Paper ■ Pencils
Preparation Notes	Familiarize yourself with the session's activities and content before facilitation.

Introduction (5 minutes)

DO:

- Welcome participants back to the discussion.
- Invite 1-2 participants to share at least one group rule with the rest.
- Make sure that confidentiality is mentioned.

ASK:

- Would anyone like to remind the group what we discussed in our last session?
- Does anyone have any questions or thoughts about what we learned in our last session?

[10] Session adapted from CARE. "Life Skill Training Manual." Improve Adolescent Reproductive Health and Nutrition through Structural Solutions (Abdiboru Project). January 2018.

Get-to-Know-You Activity: Quick Introductions (15 minutes)

SAY:

We are going to do another get-to-know-you activity. I would like you to find a partner – someone who you don't know very well. I would like you to introduce yourself to your partner and share one thing you like about yourself AND one thing you think you do well.

DO:

- Give the pairs two minutes to introduce themselves.
- Bring the group together in a large circle.
- One at a time, invite participants to introduce their partner to the group.

Self-Awareness (15 minutes)

SAY:

Self-awareness means that you understand yourself, including your strengths and weaknesses, thoughts and beliefs, emotions, and motivations. Having self-awareness allows you to control your emotions, behaviour, and personality so you can live the life you want.

ASK:

How would someone act if they have a positive image of themselves and good self-awareness? They:

- Feel good about themselves.
- Accept the things about themselves they can't change.
- Are confident that they can change the things about themselves that need changing.
- Like who they are.
- Have a happy outlook on life.
- Don't let setbacks get them down—for example, community perception, including male favouritism.

ASK:

How would someone act if they have a negative attitude of themselves and bad self-awareness? They are:

- Afraid of trying anything new; for example, of returning to school,
- Unable to express themselves and talk to their parents/guardians.
- Always putting themselves down "I can't do this"; and
- Feeling underperformance at school.

Self-esteem and Confidence (40 minutes)

SAY:

We are going to talk about how we feel about ourselves; Let's define what we call self-esteem:

Having good self-esteem means you have a positive opinion of your abilities. You feel good about yourself. You love and respect yourself and others.

SAY:

Self-confidence is about accepting and trusting your abilities and qualities, and having a sense of control in your life [11].

ASK:

- Is it easy or hard to find positive things about yourself? Why?
- How do you feel about yourself?
- What do you want to be in the future, and how can you achieve your dream?

[11] *University of South Florida Counseling Center, What is Confidence?, https://www.usf.edu/student-affairs/counseling-center/top-concerns/what-is-self-confidence.aspx*

SAY:

Now, I want you to visualize two Girls: one has positive self-esteem, and the other has negative self-esteem. What kind of traits would they have?

DO:

Summarize key traits of positive self-esteem and traits of negative self-esteem.

Positive self-esteem is about:

- Being confident and secure ("I can" attitude) –This is what we call "self-confidence".
- Being able to express yourself.
- Being actively engaged.
- Seeing things positively.
- Having clear values.
- Being able to resist negative pressures around them.
- Believes she will succeed.
- Have a dream and believing you will achieve it.

Traits of negative self-esteem:

- Self-doubt, insecure, and vulnerable ("I can't, I'm ugly, I'm not smart enough").
- Being passive.
- Not being engaged, not participating.
- Having a negative attitude.
- Being unsure about opinions and values and basing those on what others think or say.
- Being easily influenced by what others think and do.
- Giving in to negative pressure around them.
- Believing that failure is unavoilable.
- Not having a dream or believing dreams are unachievable.

SAY:

How we see ourselves determines how we will behave or act. A person with good self-esteem will not be easily influenced to do something that will harm them. Good self-esteem helps people to:

- Make the right decisions.
- Resist negative pressure from their surrounding.

SAY:

I am now going to read a story. While I read, I want you to think about self-esteem and how it affects our lives.



DO:

Read the following story:

Yetimework is 11 years old. Her parents decided for her to drop out of school. school because they wanted her to help raise their cattle. She has always dreamed of being a doctor so that she could treat her sick grandmother. She always tells her family and friends about her dream of becoming a doctor, and everyone makes fun of her for this. Her parents always tell her that the destiny for girls is marriage and it's good enough that she can read and write. She feels disappointed by their response.

She discusses this with her educated aunt, who encourages her to try to reach her dream, including by asking her parents to re-enrol her in school. Her aunt also advises her to set goals for herself and choose friends who have the same goals as her. She promises to continue supporting her and talking to her parents.

ASK:

- What did you learn from the story? Do you think Yetimework will complete her education and achieve her dream of becoming a doctor? Why or why not?
- What should Yetimework do when everybody discourages her from achieving her dream?
- How is Yetimework's self-esteem? Who affected her self-esteem (positively/ negatively)?
- Who are the people who can help her develop higher self-esteem? How?
- Have you ever felt disappointed people's comments on you? What did you do to overcome this?
- Do you have someone who believes in you and supports you? Who are they? How can they help you achieve your goals?
- How can we help each other in this group to achieve our goals?

My Self-Esteem (25 minutes)

SAY:

We are now going to think about our self-esteem and self-confidence. We will begin with a fun game to quickly see what our self-esteem is like.

SAY:

I am going to read a series of sentences. For each sentence, quietly, I want you to think about whether this statement is TRUE or FALSE for you. Let's discuss and reflect on it turn by turn.

DO:

Read the following statements, pausing to allow participants to reflect:

Other people are not better off or more fortunate than me.

I accept myself as I am and am happy with myself.

1. I enjoy socializing.
2. I deserve love and respect.
3. I feel valued and needed.
4. I make friends easily.
5. I admit my mistakes openly.
6. I seek information that helps me meet my future goals.

9. I share my point of view with people.

10. I am not afraid to talk about my dreams.

11. I don't need others' approval to feel good.

ASK:

- Are there areas of self-esteem that you want to work on improving? If yes, which ones? Why? Let's discuss it.

SAY:

The good news is that self-esteem can always change—we can work to develop higher self-esteem and achieve our dreams! For example, you can:

- Use positive self-talk and focus on the things that you like about yourself.
- Learn to say good things about others.
- Learn to appreciate and compliment others.
- Don't compare yourself to others.
- Don't aim for perfection. Think "I might make mistakes, but I will learn from them."
- Accept your mistakes.
- Focus on things that you can change.
- Explore new interests that bring you joy.
- Remember to smile and laugh.

ASK:

I would like everyone to choose at least one of the examples I just shared. Over the next week, I want you to focus on using this in your life. Come prepared to share what you learned at the next meeting!

My Unique Self (30 minutes) [12]

SAY:

We are now going to do an activity to think about our self-confidence and self-esteem.

DO:

Ask girls to describe who they are as a person. For example:

- What are your positive traits – being honest, loyal, cheerful, helpful, etc.?
- What kind of person are you? How does your family feel about you and are they giving you positive feedback?

SAY:

Remember, it may feel like friends and society place importance on how people look on the outside. However, your outside appearance is not as important as how you feel inside. When we love who we are, we make better choices and live happier, healthier lives.

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- Higher self-awareness, self-esteem, and self-confidence can lead us to make healthier decisions that not only protect our future dreams but also enhance our chances of achieving them.
- To boost our self-esteem, we can engage in several activities: speaking positively about ourselves, acknowledging and leveraging our strengths, working on our weaknesses, exchanging compliments, and avoiding comparisons with others.

[12] *Adapted from: Pathfinder and CARE, Act with Her: Session Guide for Peer Mentor Facilitators.*

ASK:

- Before we end the session, would anyone like to share with the group one thing they found interesting or exciting about today's session?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time, and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 03 - Sex and Gender

<table>
<tr><td>Learning Objective</td><td>

To enable participants explain the difference between sex and gender.
To enable participants discuss and reflect about how harmful gender norms/roles impact on girls, boys, women, and men.

</td></tr>
<tr><td>Total Time</td><td>2 hours</td></tr>
<tr><td>Methodology</td><td>

Group discussion
Game
Reflective Dialogue

</td></tr>
<tr><td>Materials Needed</td><td>

Pens
Papers

</td></tr>
<tr><td rowspan="4">Preparation Notes [13]</td><td colspan="2">Familiarize yourself with the session's activities and content prior to facilitation.

Preparation
write the following definitions on the paper.</td></tr>
<tr><td>Sex</td><td>Gender</td></tr>
<tr><td>Sex refers to the physical features that identify a person as male or female. This includes the type of genital organs (i.e., penis or vagina), the hormones they have in their bodies, whether they produce sperms or eggs, and whether they can give birth and breastfeed children.</td><td>Gender refers to the widely shared ideas and rules that tell men and women how they should act. It includes the our expectations about what roles, responsibilities, behaviours, and emotions are 'appropriate' for males and females. Gender is learned; older people teach boys and girls how they should behave to become an 'ideal' woman or man according to their culture.</td></tr>
<tr><td colspan="2">Biological characteristics have often been made the basis for social roles. That is why often sex and gender are understood to be the same even though they are very different.</td></tr>
</table>

[13] *Preparation notes adapted from CARE USA, Facilitator's Manual for Girls' Collectives: CARE's Tipping Point Phase 2, Bangladesh, Cooperative for Assistance and Relief Everywhere, Inc., 2019.*

What is Sex?	What is Gender?
Based on biological characteristics such as external genital organs and internal genital organs.	Based on social and cultural expectations of men and women, roles and responsibilities are defined for each sex.
Expressions of biological sex remain the same across the world and across time and generations	Gender is a social construct and varies across different countries, within the same country and across generations.
Nature does not create any hierarchy among the sexes. There is nosuperior or inferior sex	Gender is inherently hierarchical. Not only are men valued more than women, but a web of hierarchies is built into the caste-class-gender system which divides society.

The facilitator can use some of these examples to clarify how biology has been made the basis for social characteristics:

- A woman menstruates, gives birth to a child and breastfeeds. Biologically, only a female can do this. This is defined by sex. Social characteristics, however, such as li 'maternal feelings', 'being a good parent', 'knowing what a child needs', 'being better at child-rearing', and 'being better at knowing what a child needs' are not biological but can be demonstrated by both the father and mother.
- Explain how it is the same with other characteristics often attributed as inherent to women such as 'being emotional', 'being submissive', 'being afraid', 'being tolerant', 'being cowardly', 'being weak', 'being in need of protection'. Explain that there is nothing biological in this and men can embody all of these characteristics too.
- A man can grow a moustache, for example. This is his biological characteristic. Linking the moustache and beard to being manly or masculine, however, is using biology to justify a social concept e.g., being masculine.

Welcome (10 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest.

ASK:

- Would anyone like to remind the group what we discussed in our last session?
- Last session, I asked you to focus on one action to increase your self-esteem in the past week. Did anyone choose an action to work on? If yes, what did you do, and what was the result?

Get-to-Know-You Activity: Fifteen minutes Introductions (15 minutes)

SAY:

We are going to do another get-to-know-you activity. I would like you to find a partner – someone you don't know very well. I would like you to introduce yourself to your partner and share one thing you like about yourself AND one thing you think you do well.

DO:

- Give the pairs two minutes to introduce themselves.
- Bring the group together in a large circle.
- One at a time, invite participants to introduce their partner to the group.

Gender Game (25 minutes) [14]

ASK:

Have you heard of the terms 'sex' and 'gender'? Can anyone tell me what these words mean?

DO:

Display the definition on the paper for the participants and read for them loudly.

- Gender is used to describe the characteristics of women and men that are socially constructed, while sex refers to those that are biologically determined. People are born female or male but learn to be girls and boys who grow into women and men.

SAY:

This might seem confusing. To help us understand the difference between sex and gender, we are going to play a game.

DO:

- Divide the group up into two teams. Invite each team to choose a name.
- Ask each team to select a representative to come to the front.
- Explain to the group that you will read out a statement (see the list that follows).

DO:

- The representatives from each team will have to raise a hand and say whether the statement refers to sex or gender.
- The person who raises their hand first gets to answer first. If she answers correctly, her team will get a point.
- After each round, discuss the correct answer with the group. Then, invite new representatives up to the front.
- Invite one player from each team to keep score.
- When the game ends, congratulate the winning team and bring the group back together.

[14] *Adapted from "Girls' Collective Facilitator's Manual." Cooperative for Assistance and Relief Everywhere, Inc., 2020.*

Statements:

- Women give birth to children; men do not. SEX
- Girls are gentle; boys are tough. GENDER
- Truck driving and farming are jobs for men. GENDER
- Babies should be dressed and spoken to differently, whether girls or boys. GENDER
- Girlshave to wear dresses, take care of younger siblings, be quiet or eat less than boys. GENDER
- Women should do household chores like laundry, cleaning, and cooking; men should make money.

GENDER

- Many women do not make decisions independently and freely. GENDER
- Men's voices change with puberty; women's voices do not. SEX
- Women can breastfeed; men cannot breastfeed. SEX
- Men should be the wage earners of a family, not women. GENDER
- Women can get pregnant; men cannot. SEX
- Real men don't cry. GENDER

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- Sex refers to the physical features that identify a person as male or female.
- Gender refers to the widely shared ideas and rules that tell men and women how to act. Gender is learned; older people teach boys and girls how they should behave to become an 'ideal' woman or man according to their culture.
- Gender norms refer to the roles and behaviours that society thinks are appropriate for men and boys and women and girls.
- Gender norms frequently contribute to how men and women in our community act, as well as practices such as child marriage, pregnancy and FGM.

ASK:

- Before we end the session, would anyone like to share one thing they found interesting or exciting about today's session with the group?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex1). After the session is complete and participants have left, record your answers in the form provided in Annex one.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 04 - Puberty

Learning Objectives	■ To enable participants discuss and understand about the physical changes to boys' and girls' bodies during puberty. ■ To enable participants identify ways to keep their bodies clean and healthy. ■ To enable participants, to develop their hygiene habits. ■ To enable participants improve their ability to deal with the physical, emotional, and social changes occurring during puberty.
Methodology	■ Group discussion ■ Brainstorm
Total Time	1:10 hours
Materials Needed	■ A4 paper ■ Pens
Preparation Notes	Familiarize yourself with the session's activities and content before facilitation.

Introduction (5 minutes)

DO:

- Welcome participants back to the discussion.
- Invite 1-2 participants to share at least one group rule with the rest.

ASK:

- Would anyone like to remind the group what we discussed in our last session?
- Does anyone have any questions or thoughts about what we learned in our last session?

Understanding Puberty (10 minutes) [15]

SAY:

Adolescence is the phase between the ages of 10 and 19. It is a time when both girls and boys go through a lot of physical and emotional changes. This is a natural and normal part of growing up. It is a time in life that prepares us to become adults.

ASK:

What do you know about puberty?

SAY:

- During adolescence, we go through a stage called puberty. This happens between 9 to 16 years of age when hormones cause the body to change. "Hormones" are chemicals in the body that influence growth.
- During puberty, girls' and boys' bodies start maturing so that one day, they become capable of reproduction (having babies). This is when the body begins to change from childhood to adolescence.
- Puberty involves both physical and emotional changes.
- Puberty takes several years to complete the changes.
- Girls begin puberty about two years before boys.

SAY:

Puberty does not mean we are adults yet. And it does not mean that we are ready for marriage and childbearing (we will discuss this further in the next session on the menstrual cycle. However, adolescence is an exciting time of life. Girls and boys become more interested in new things beyond their childhood interests and develop new friendships.

My Changing Body (20 minutes)

ASK:

What are the physical changes that take place in girls?

SAY:

Girls experience several physical changes during puberty:

- Growing taller.
- Body odour starts appearing.
- Breasts begin to develop and grow bigger.
- Hips get wider.
- Menstruation begins and ovaries begin to produce eggs.
- Hair increases on legs, under arms, and in the pubic area.
- Hunger and appetite increase.
- The skin can become oily and develop pimples or acne.

DO:

Explain that just like the body, the brain begins to mature, too. The emotional part of the brain matures first. This is why you become more emotional at this time.

SAY:

Let's Discuss the emotional changes:

- Behaviour is influenced by feelings.
- These emotional changes are mostly related to being glad, sad, or mad.
- You have quick mood swings. One moment you are glad and the next moment, you are mad.

[15] *Adapted from: Pathfinder and CARE, Act with Her: Session Guide for Peer Mentor Facilitators.*

- You feel more independent.
- You begin to have romantic feelings.
- You feel more sensitive.
- You feel more independent.
- You take more risks.

SAY:

Social changes that also occur during puberty and adolescence:

- You increasingly want your friends to like you.
- You do not want to appear different or weird.
- You want to spend less time with your family and more with your friends.
- You are more conscious of your physical appearance.
- You are more conscious of what people think about you.

ASK:

Ask if the girls have noticed differences in how other girls' bodies are changing compared with their younger age.

SAY:

Each girl's body is different. This is very natural and normal.

DO:

Remind the girls that puberty:

- Is both a fun and a scary time that may feel strange at first. It can also make you feel self-conscious.
- Means you start experiencing some changes, both emotionally and physically. However, it does not mean that you are an adult yet. And it does not mean that you are ready for marriage.

His changing body (about 20 minutes) [16]

DO:

Physical changes that happen to boys during puberty:

- Hair increases on their arms, legs, face and in the pubic area.
- Body odour appears.
- Boys grow taller and begin to develop muscles.
- They develop broader shoulders.
- Their hunger and appetite increases.
- The skin becomes more oily and pimple and/or acne can appear.
- The voice gets deeper.
- Private organs get bigger in size.

SAY:

Just like girls begin to make eggs in their ovaries, boys begin to produce sperm in their testicles.

DO:

Emotional and social changes are similar to the girls', with these exceptions:

- Changes happen a year or two later than forgirls.
- Boys are sometimes given more freedom and fewer responsibilities, while girls are sometimes expected to stay at home more.
- Boys begin to be more competitive with friends and at home.

[16] *Adapted from: Pathfinder and CARE. Act with Her: Session Guide for Peer Mentor Facilitators.*

Caring for Our Bodies During Puberty (20 minutes) [17]

SAY:

Imagine the following:

- A boy running to school and arriving sweaty and smelling.
- A girl coughing in her hands and then touching someone in a game.
- A boy putting dirty hands on his eyes.
- A girl with unclean hair sitting in class itching her head.

ASK:

After each scenario you present, ask the following:

- What is happening in this visual?
- What do you think the girl/boy could do to take care of themselves?

SAY:

As our body changes, it is important to learn how to take care of it. Sometimes, we are not aware that our hands, hair, eyes, feet, private parts, ears, or other parts of our bodies need care and cleaning. Without cleaning these body parts on a regular basis, we can get sick or make someone else sick. We may also want to carry soap and a towel if we are planning to walk long distances so we can wash ourselves when we arrive where we are going. This also means we use our planning skills.

DO:

Invite participants to think about their own bodies and things they can do each day to stay cleaner and healthier. Discuss these as a group.

Support During Puberty (about 5 minutes) [18]

DO:

Explain that during puberty and adolescence, it is natural to rely on your friends for information. However, there are also adults who are good to speak to during this time of change. They will have more information and life experience than your peers.

ASK:

Who can you turn to for more information about your body and health?

DO:

Explain that the purpose of the Girls' Group is to learn together with their peers. It is a safe place to learn, especially if they do not feel comfortable talking to older adults.

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- Both men's and women's bodies change during puberty. Changes include growth in body hair, breast growth, and other physical changes. In addition to these physical changes, boys' and girls' roles in society may be perceived to change after they begin puberty.
- Men produce sperm, and women produce eggs.
- As our bodies change, it is important to learn new ways of keeping them clean.

[17] *Federal Ministry of Education. "Life Skills Manual for Adolescents in Schools (10 to 12 years old)."*

[18] *Adapted from: Pathfinder and CARE. Act with Her: Session Guide for Peer Mentor Facilitators.*

- While men's and women's bodies start maturing during puberty to allow them to have children and start a family one day, it does not mean that they are emotionally, financially, or physically ready for marriage.

ASK:

- Before we end the session, would anyone like to share with the group one thing they found interesting or exciting about today's session?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time, and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 05 - Changes During Puberty [19]

Learning Objectives	■ To enable participants understand social changes during puberty. ■ To enable participants understand the physical and emotional changes which occur during puberty and the roles they play in social development of adolescents. ■ To enable participants set boundaries for themselves and their bodies. ■ To prepare participants for the social changes they are facing and going to face.
Total Time	1:20 hours
Methodology	■ Group Discussion ■ Brainstorming ■ Reflective dialogue
Materials Needed	■ Paper ■ Pens
Preparation Notes	Familiarize yourself with the session's activities and content prior to facilitation.

Welcome (5 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest of the group.

ASK:

Would anyone like to remind the group what we discussed in our last session?

Puberty – Changes in How People Treat Us [20] (35 minutes)

ASK:

- We know that our bodies change during puberty. Are these changes related to sex or to gender?
  - ▶ Note: These changes are related to sex

[19] *Session adapted from UNFPA. Comprehensive Sexuality Education (CSE) Manual for Out of School Youth in East and Southern Africa. 2017. CSE Facilitators Manual.pdf (unfpa.org).*

[20] *Session adapted from "IMAGINE Girls' Collective Facilitator's Manual." Cooperative for Assistance and Relief Everywhere, Inc., 2020. https://www.care.org/wp-content/uploads/2020/11/English_Girls-Collective-Facilitator-Manual.pdf and Pathfinder and CARE. "Act with Her: Session Guide for Peer Mentor Facilitators."*

- Are there also changes in how people treat you as you transition from being a child to an adult?
- If yes, what differences did you notice in how people treated you? How did it feel to be treated differently?
- Are these changes related to sex or to gender?
- Note: These changes are related to gender.

SAY:

I want us to think for a minute about these changes in how people treat us. I am going to read out a statement. If you think the statement applies only to boys as they go through adolescence and become men, I want you to move over here [point to one location]. If you think the statement applies to women only, move over here [point to another location]. If you think it applies to both men and women, stay in the middle.

DO:

Read out the statements below:

- More freedom to move about in public spaces.
- Less freedom to move about in public places.
- More household chores.
- More pressure to start earning money.
- More pressure to dress modestly.
- Increasing pressure to prepare for marriage.
- Greater chances of being pulled out of school by one's family.
- Increased pressure to have children.

ASK:

- Do you think these differences in how boys and girls are treated as they become adults are big or small? Why?
- What do you notice about the changes in how boys are treated compared to the changes girls experience? Do you think these changes will keep happening after puberty?
- What do you notice about what girls encounter at puberty? Overall, is their freedom expanding or shrinking? How can these changes affect a person for the rest of their life?
- How do these differences make you feel?
- Could things be different? Is it possible to live in a way that would be better or fairer?

SAY:

Our society and culture often require different things of girls and boys based on their age and sex.

DO:

Point out the difference between biological roles and cultural/societal roles:

- Some expected roles are biological – only women can give birth.
- Some roles, such as women cooking and cleaning the house, are cultural/set by society. However, anyone can do these activities regardless of whether they are a woman or a man.
- In reality, both boys and girls are physically capable of cooking and cleaning. Therefore, it is important for both to share tasks.

DO:

- Explain that roles given to girls or boys by society because of their gender, such as girls cleaning the house and boys assisting their fathers on the farm, are called gender roles.
- Explain that gender roles are different from biological roles. Biological roles depend on a person's body, such as a woman giving birth. Gender roles are those given to men and women by society.

ASK:

What are the cultural/societal expectations of girls of their age and older? How do these impact girls' ability to stay healthy or to go to school?

DO:

Point out that many of the new roles are often imposed by society and culture and are not permanent, while they can be even stronger in the context of displacement and conflicts. This means we can change them.

ASK:

Where can girls go for guidance if they feel uncomfortable about how a boy or man is looking at them or new roles that their family is imposing on them because of their age?

SAY:

Puberty is something that happens to our bodies, but the way people treat us when our bodies change relates to gender. As we have seen, gender norms can be changed. This means that it is possible to live in a world that is fairer to boys and girls as they become men and women.

ASK:

What would you change to make the world fairer for boys and girls, men and women?

Good Touch, Bad Touch (20 minutes) [21]

SAY:

- During puberty, we experience various physical and emotional changes. It's crucial to understand and respect our bodies and feelings. Your body belongs to you, meaning you have the right to establish personal boundaries and decide who can touch you or not. .
- To make informed decisions, it's important to differentiate between a welcome, desired touch and an unwelcome or harmful touch. However, in emergency situations, maintaining control over these boundaries can be challenging because we might come across new and unforeseen circumstances.

Note: *a "good touch" is defined as contact that is welcome and appreciated, whereas a "bad touch" refers to any contact that causes discomfort or distress to the recipient.* It is crucial that girls are clearly informed about the nature of unwelcome touch, which may originate from relatives or strangers

How to say NO to unwanted touches will be exercised.

DO:

- Remind everyone that people may treat girls differently when they reach puberty and beyond.
- Explain that friends and relatives often show affection and care by touching. But when a touch makes you feel uncomfortable or bad, it is important to know what to do and how to stay safe.

[21] *Pathfinder and CARE, Act with Her: Session Guide for Peer Mentor Facilitators.*

DO:

Explain the exercise:

- I am going to read a sentence.
- If you think it is a good touch, raise your hand.
- If you think it is a bad (uncomfortable) touch, keep your hands where they are.
- If you are not sure, keep your hands where they are.

DO:

One by one, read the following statements. After each statement say: "raise your hand if you think this is a good touch".

- Your mother hugs you.
- Your father's friend hugs you.
- Your male neighbour hugs you.
- A teacher pats you on your back for doing a good job.
- Your father hugs you.
- A teacher touches you on your bottom/ buttocks.
- A friend walks to school with you and holds your hand.
- Your uncle gives you a hug.
- Someone touches your breast.
- A boy walks to school with you and tries to touch your private parts.
- A boy makes you touch his private part.
- A girlfriend holds your hand while walking home from school.
- A relative or family member touches your breast or your private parts.
- Your auntie hugs you goodbye.
- Someone touches you in a way that makes you feel uneasy.

DO:

If girls have different responses, ask why?

SAY:

- There are different kinds of touches: good touches, bad touches, or confusing touches (not quite good or bad).
- You can tell what kind of touch it is by the way it makes you feel. Trust your feelings!

SAY:

- Remember, your body belongs to you. You decide who touches you and when. No matter who the person is, you have the right to be safe from unwanted touches.
- If anyone touches you in a way that makes you feel uneasy, uncomfortable, or bad, tell a supportive, trusted adult or someone you feel safe with. Examples include your father, mother, sister, brother, elders, and health extension worker.
- It is NEVER your fault if someone touches you in a way that makes you feel uncomfortable.

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- The physical and emotional changes we experience during puberty are an important part of being human and a natural and healthy part of growing up.

- Differentiating good and bad touch is important to protect yourself since your body belongs to you, and you have all the right to be safe from unwanted touch. Remember to tell a supportive or trusted adult if you feel uncomfortable.
- During puberty, our roles in society can change, and people may treat us differently. This is related to gender, which means that this is something we can change.
- Immediately report to your family or nearly by kebele level structure if someone mistreats you.

ASK:

- Before we end the session, would anyone like to share one thing they found interesting or exciting about today's session with the group?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time, and location.
- Thank participants for their active participation.
- Close the group meeting.

.

Session 06 - The Menstrual Cycle, Fertility, and Conception

Learning Objectives	■ To enable participants understand the menstrual cycle and its link to gender and fertility. ■ To enhance the skills of participants to manage menstruation and keep themselves and their environment clean. ■ To enable participants make a reusable sanitary pad from local available materials. ■ To enable participants develop methods to manage menstruation.
Total Time	2 hours
Methodology	■ Group Discussion ■ Brainstorming ■ Case study ■ Craft activity

Materials Needed	■ Paper
	■ Pen
	■ Materials to make a reusable pad, ideally for both the facilitator and the participants (note: for at least the facilitator version, please cut out examples in advance of the session since there is limited time for this activity). Materials include:
	  ■ Scissors
	  ■ A piece of paper, thin cardboard, or the pattern (see the last page of this Appendix.)
	  ■ Flannel cloths or tee-shirts
	  ■ Old towels or cotton battings
	  ■ Snaps, "Tic-Tac" buttons, or safety pins

Preparation Notes [22]

Familiarize yourself with the session's activities and content prior to facilitation.

Prior to the session, cut out the patterns for a menstrual pad to demonstrate to participants how to make one at home.

The following background information may be helpful on menstruation: Menstruation ("a period") prepares a woman's body for pregnancy. Most girls start menstruating between the ages of 9 and 16. They will continue to menstruate regularly, unless they become pregnant, until menopause, which happens between the ages of 45 and 55. Menstruation is a safe, healthy, and normal biological process; women and girls can continue to safely engage in activities (ex: school, work) during their periods.

Every month, a woman's womb prepares to receive a fertilized egg (a woman's "seed"), meaning an egg that has joined with a sperm after sexual intercourse. Throughout the month, the womb grows a lining. However, if a fertilized egg does not arrive, this lining is shed. This shedding is what we call menstrual bleeding. This cycle happens monthly, from puberty to old age, unless a woman gets pregnant. Right after the bleeding ends, the vagina will feel very dry because very little mucus is being produced.

Depending on the woman, the cycle may be from 20 to 35 days long or longer. A woman's cycle length often varies from month to month, and it changes with age. During the first few years of menstruation, many girls miss periods or have irregular periods and the number of days between their periods may vary greatly.

Things like travel, stress, depression, poor diet, and illness can also affect the length of the cycle. Depending on the length of a woman's cycle, the fertile period may or may not be in the middle of it. Once a girl begins ovulating, she can become pregnant. That does NOT mean she is ready to become a parent, just that her body is physically capable of causing a pregnancy.

[22] *UNFPA,Comprehensive Sexuality Education (CSE) Manual for Out of School Youth in East and Southern Africa, 2017.*

Welcome (5 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest.

ASK:

Would anyone like to remind the group what we discussed in our last session?

Menstruation (about 30 minutes) [23]

ASK:

What is menstruation?

- Every month, a woman's womb prepares to receive a fertilized egg, which is an egg that has joined with sperm. Throughout the month, the womb grows a lining. If no fertilized egg arrives, this lining is shed. This shedding is what we call menstrual bleeding. This cycle repeats from puberty until menopause unless interrupted by pregnancy.

ASK:

When do girls typically begin menstruating?

- Most girls begin menstruation between the ages of 10 to 14 years of age. Menstruation can start as early as nine years of age or as late as 16 to 17 years of age.
- A woman begins menstruating during puberty and continues until she is around 50 years old. When a woman is pregnant, her period temporarily stops.

ASK:

How many days do most women menstruate each month?

- It is common for girls who are just beginning to menstruate to have irregular cycles, which may take a few years to stabilize. Some women may even continue to experience irregular cycles throughout their lives.
- Let's agree that 3-5 days is the average, but every woman is different and that is a normal aspect of menstruation.
- For this exercise, we are assuming that this woman experienced her bleeding on the first five days of the month. Of course, each woman can menstruate at a different moment of the month.

ASK:

Can anyone tell me what fertility means?

In women, fertility is the ability to become pregnant and give birth. In men, fertility is the abilitystart a healthy pregnancy.

Social changes and menstruation (30 minutes)

SAY:

Our body experiences many physical changes during our menstrual cycle. In our communities, we may also experience social change during puberty and menstruation.

DO:

Explain that you are going to read a story about Abeba, a 13-year-old girl, and what happened to her when she began to menstruate.

[23] Adapted from 'Game A: Menstrual Cycle Game' in Institute for Reproductive Health, Georgetown University, Save the Children 2018. Implementing Pragati: Community games to increase fertility awareness and family planning use. Washington, D.C: Institute for Reproductive Health, Georgetown University, Save the Children, USAID.

SAY:

- *Abeba is 13 year old. In the last two years, she grew tall, gained weight, and was sometimes moody at home. She also began menstruating, and her parents told her to stay home on days that she was bleeding. Soon after, her parents arranged a marriage to a neighbor called Yibeltal. Abeba wanted to stay in school to become a doctor, but her parents refused and told her it was important to marry before she became too old. She finally married, became pregnant within a year and had a difficult pregnancy and delivery. Her baby was born early (premature) and weighed very little (underweight); he had to stay at the hospital for weeks, which was very expensive and stressful. Abeba had a very long delivery and experienced complications during her birth, including obstetric fistula, a condition where a hole forms between the vagina and the anus.*

ASK:

- Which of these changes are related to sex? Which are related to gender?
- How was Abeba treated during her period? How are girls in this community treated during their periods? Why do you think this is? How do you feel this affects girls?
  - Note: make sure to emphasize that norms around gender influence how girls are treated during menstruation. Often, these beliefs limit girls' ability to participate in important activities and negatively impact their health and potential.
- Why did Abeba miss school? Is it necessary for girls like Abeba to miss school during menstruation? Does this happen in this community?
  - Note: Make sure girls understand that there is no reason that girls need to miss school while menstruating. It is healthy and safe to do all normal activities during menstruation.
- Why did Abeba's parents feel she was ready to get married? Do you think Abeba felt the same way? Is it good to get married at a young age? Why?
  - Note: In many societies, people view menstruation as indicating that a young woman is ready to marry and have children. Even though menstruation means a woman can physically have a baby, it can be dangerous for both a young woman and the child to have children before the age of 18, as their bodies are still developing. Getting married early can also prevent girls from achieving other goals, such as finishing school, starting a business, etc.
- What were the challenges Abeba and her baby faced because she became pregnant at a young age?

ASK:

How can we help our community be more supportive towards menstruation?

Managing our Menstruation: Premenstrual Syndrome (PMS) and Cramps (15 minutes) [24]

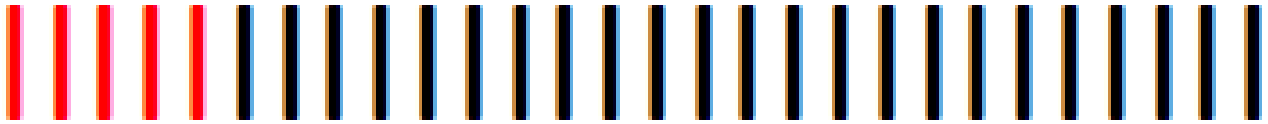
SAY:

While it is safe and normal to menstruate, understanding how to manage your menstrual cycle can help you live your life with confidence and protect your health.

SAY:

Girls can plan for menstruation using the following tool. Note that this is not an accurate tool for tracking fertility, but it can help you understand when you may bleed during the month.

[24] *Adapted from: Federal Democratic Republic of Ethiopia, Ministry of Education, Life Skills Manual for Adolescents in Schools (10 to 12 years old).*



SAY:

- The lines represent the number of days between each menstruation. Share with girls that they need to start counting at the beginning of each menstrual period. Share that each dot represents the number of days the menstrual period can last for.
- As the lines come closer to 28, girls need to have enough clean underwear and cloth or plastic pads for the duration of the menstrual period.

SAY:

We can also manage our menstruation by better understanding the changes in our body. First, we will talk about how you might feel right before your period. Has anyone heard of PMS or pre-menstrual syndrome?

- PMS occurs on the day or a couple of days before the first day of the menstrual period.
- PMS is caused by hormones.
- PMCS can cause some girls to feel sad, irritable, or angry for no reason.

ASK:

What are some symptoms of pre-menstrual syndrome (PMS)

- Sometimes, breasts get sore.
- Headaches
- Nausea
- Fatigue (tiredness)
- Irritability
- Cramps
- Bloating

SAY:

In addition to premenstrual syndrome, some women and girls experience cramps during menstruation.

- Sometimes, girls get cramps during menstruation. They are caused by the uterus contracting to push out the menstrual lining and blood. It causes lower back or abdominal pain at the beginning of menstruation.
- While these may be uncomfortable, they are generally healthy and normal. However, if you experience severe cramps regularly, you may wish to discuss this with a health provider.
- You may wish to talk to your family to see how they can help support you on days you are menstruating.
- If girls have cramping on the first days of their menstruation, they can:
- Take pain medicine (generally available from health extension workers or pharmacies).
- Put a hot water bottle or cloth on your lower abdomen.
- Take a nap.

ASK:

Are there any questions?

Hygiene during the Menstrual period (about 15 minutes)

DO:

- Ask the girls what they can do when menstruating, such as:
- How can you make pads?
- How often does the cloth or pad need to be changed?
- How should the cloth or pad be disposed of?

DO:

Summarize the following points:

- Pads can be made from materials at home.
- You place a cloth or a pad on your underwear to catch the blood.
- Change the cloth/pad every 2 to 3 hours or more if your bleeding is heavy.
- When at school, bring an extra cloth or pad in a plastic bag for cleaning or disposing of the soiled clothes/pads later.

DO:

Discuss how these menstrual materials should be disposed of.

- If you use a commercial pad, wrap the soiled material in paper. Drop it in the latrine pit, dustbin, or waste disposal pit.
- If using a reusable pad or cloth, put the soiled cloth in a dry bag. Later, rinse it in cold water, then wash it with hot water and soap. Let it dry in the sunshine/ where there is air circulation.

ASK:

In addition to changing your pad regularly, what else can you do to support your hygiene during menstruation?

- Every time you change your cloth or pad, wash your vulva with water.
- There is no need to clean the inner part of the vagina. It cleans itself. Cleaning the inside of the vagina can cause health problems.
- Pat the area dry.
- Keep unused clothes or pads clean.

Making a reusable pad (50 minutes)

SAY:

To end today's session, we are going to make reusable pads which can be washed and used again.

DO:

Using the instructions in Appendix A, show participants how to make a reusable sanitary pad from local materials. (Note: Have at least two outer cloths and an inner towel or cotton batting cut out to demonstrate how the pieces fit together. Ideally, have enough materials for girls to make pads together)

- Cut the two outer cloths following a pattern – show the pattern used.
- Cut the towels or cotton batting for the inner absorbent pieces.
- Pin the inner absorbent pieces to the outer cloth and sew – do this for both outer cloths.
- Sew together the outer cloths.

- Put snaps or "tic-tac" buttons on the wings to fasten the pad to the underwear. You can alternatively use a safety pin.

DO:

If possible, send the girls home with a copy of the pattern and encourage them to make an additional menstrual pad at home. Encourage girls to share this pattern and information with others in their family and community. Ask volunteers to bring their menstrual pads to the next meeting.

Facilitator note:- you might be expected to do redemonstration for participants who failed to do so.

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- In women, fertility is the ability to become pregnant and give birth. In men, fertility is the capability of starting a healthy pregnancy.
- Menstruation is a normal and healthy part of becoming a woman.
- Menstruation means we are physically capable of having a baby; however, it does not mean it is safe to have a baby or that we are emotionally, physically, or financially ready to become a parent.
- While menstruation is related to sex, people may also start treating us differently once we begin menstruating. This is related to gender which is socially defined expectation.
- Good menstrual management allows us to participate in all our normal activities, such as attending school or meetings, doing chores, eating, and socializing with friends.

ASK:

- Before we end the session, would anyone like to share one thing they found interesting or exciting about today's session with the group?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time, and location.
- Thank participants for their active participation.
- Close the group meeting.

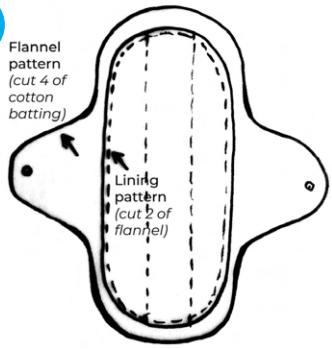
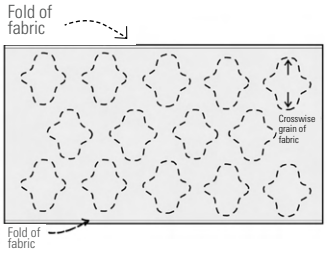
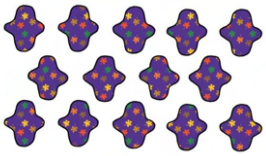
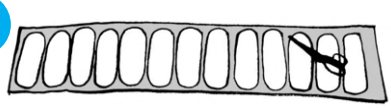
Appendix A: How to Make a Reusable Menstrual Sanitary Pad [25]

One sanitary pad has two parts: 1) The outer cloths and 2) The inner absorbent part of the pad. Materials needed are:

- A piece of paper, thin cardboard, or the pattern (see the last page of this Appendix.)
- Flannel cloths or tee-shirts
- Old towels or cotton battings
- Snaps, "Tic-Tac" buttons, or safety pins

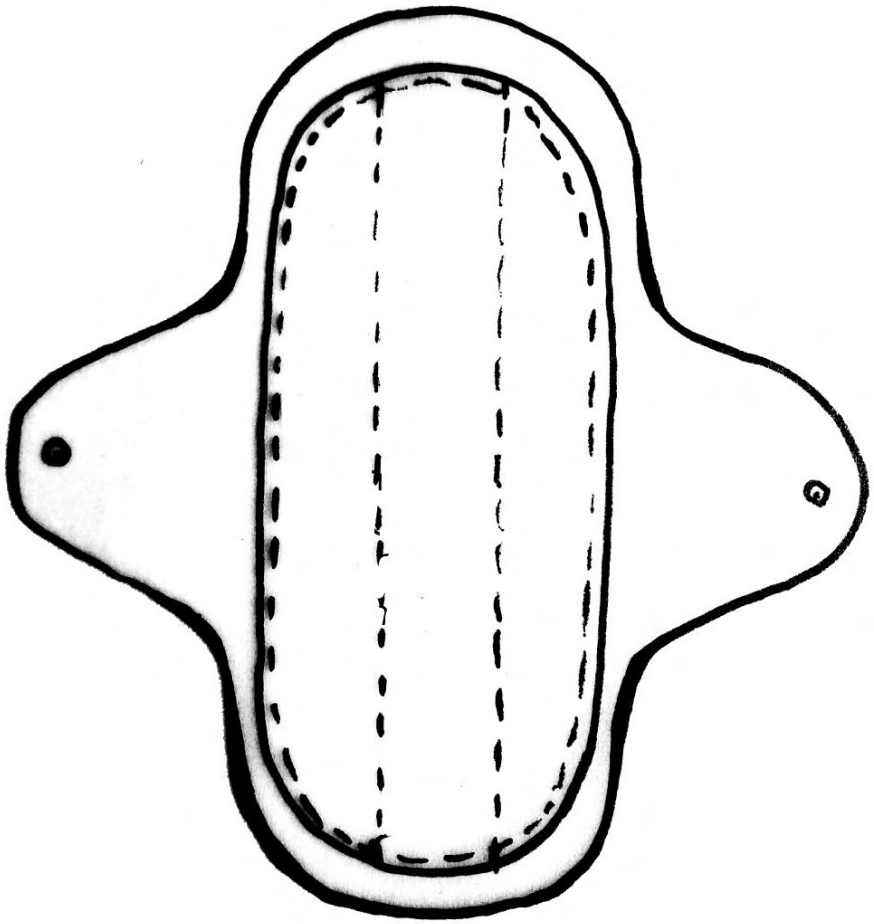
[25] Adapted from: Sewing in Peace Blog Spot, Feminine Cloth Pad Tutorial, 2013 http://sewinpeace.blogspot.com/2013/08/feminine-cloth-pad-tutorial.html and Kam Snaps, How to Make your Own Reusable Cloth, 2017 https://kamsnaps.com/blogs/news/how-to-make-your-own-reusable-cloth-menstrual-sanitary-mama-pad#regular)

Steps for making Reusable Sanitary Pads

1. 	Draw this pattern on a piece of paper or cardboard. The pattern should be 23 cm long. The wings should be 19 cm wide from tip to tip. (Note: You can simply use the actual size pattern on last page of these instructions.)
2. 	Trace an outline of the outer part of the sanitary pad pattern onto fabric using a pen.
3. 	Using scissors, cut at least two pieces of the outer fabric of the pad.
4. 	Fold an old towel or cotton batting in half forming two layers. Trace inner lining pattern onto towel or batting and cut. You need two to four pieces. (Note: The inner lining is rectangular with curved edges. These need to shorter than the flannel cutouts – about 20 cm in length.)
5. 	Lay the two pieces of outer fabric printed side down. Place the two layers of towel or cotton batting in the centre of each piece of flannel. Pin in place to secure while sewing.

6. 	Sew the towel/cotton batting onto the outer fabric. Stitch around edge of the towel or cotton batting centre using a needle and thread. (Note: Stitch as close to the edge of the centre piece as possible. Repeat stitching on the second flannel piece. If needed, trim so edges are uniform.
7. 	Pin together the two outer cloth layers with the towel or cotton batting toward the inside of the pad.
8. 	Sew around the edges of the two outer cloths to sew them together. (Note: This will make one sanitary pad.)
9. 	Put snaps or tic-toc buttons on the wings that will keep the pad in place. If you do not have snaps, use a safety pin to pull together the two wings under your panties. You are finished!
How to use	■ Fold the wings under the seat of your underwear. ■ Close the snaps or use the safety pin to close the wings. *(Note: Depending on your flow, the pad should last 2 to 4 hours.)*

Washing instructions	■ Store the pad in a dry bag until you get home. ■ Rinse it promptly with cold water. ■ Then, wash it with hot water and detergent. ■ Finish off with a final cold rinse. ■ Dry in the sun.



Session 07 - Child Marriage and Female Genital Mutilation

Learning Objectives	■ To facilitate participants brainstorm and reflect on harmful practices in their society. ■ To help participants explain the rights related to marriage and FGM. ■ To enable participants discuss the problems of getting married before the age of 18. ■ To facilitate participants discuss the problems that result from FGM. ■ To enable participants access support for ending child marriage and FGM. ■ To enhance girls' skills in decision-making and communication regarding child marriage and FGM.
Total Time	2 hours
Methodology	■ Group discussion ■ Brainstorm ■ Case study ■ Reflective dialogue ■ Quiz
Materials Needed	■ Paper ■ Pen
Preparation Notes	Familiarize yourself with the session's activities and content prior to facilitation. If possible, invite a member of the HTP Committee to facilitate this session with you. Before beginning this session, make sure that you have information on where girls can go for medical, mental health, and legal support related to child marriage. This may be a sensitive topic for participants. Allow participants to take a break or leave the session if needed.

[26] *Adapted from: UNFPA, Comprehensive Sexuality Education (CSE) Manual for Out of School Youth in East and Southern Africa, 2017.*

Welcome (5 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest.

ASK:

Would anyone like to remind the group what we discussed in our last session?

Puberty – New Social Expectations (about 10 minutes)

SAY:

In a previous Girls' Group meeting, we talked about how puberty can change the way you are treated in this community. Who can remind me of some of the changes we talked about?

ASK:

What are some coming-of-age practices that happen to girls your age and older?

Make sure girls mention:

- Female genital mutilation (FGM)
- Child marriage

What is Child Marriage? (30 minutes)

SAY:

Child marriage refers to marrying adolescents or children below the age of 18. As stated in the revised criminal code of the Federal Democratic Republic of Ethiopia in Article 647-648, it is illegal for boys and girls to marry before 18 years of age [27] . However, in some communities, a girl can be forced to marry before she turns 18 years of age for various reasons (family promises, traditional pressure, etc.).

ASK:

- What do you know about child marriage?
- Does child marriage happen in your community? Why do you think this is?
- Why do people practice child marriage?
    - Child marriage is rooted in gender inequality—meaning the social process by which men and women are not treated equally.
    - This practice is worsened by:
        - Poverty
        - Harmful social norms/practices
        - Insecurity/crises
    - Note: Girls may talk about more immediate causes, such as fear of rape, virginity, economic problems, religious beliefs, etc. Acknowledge that these are important while also asking girls to think about how these are all rooted in gender inequality.

SAY:

I am now going to read a story about a girl named Fikiradis, who is 13 years old.:

Three months ago, my parents sat me down and told me I was no longer their responsibility. They wanted me to move out and start a life of my own. When a stranger paid a bride price to my parents, things moved faster than I expected. I had no say in the matter. I didn't choose this life, and

[27] *Federal Democratic Republic of Ethiopia, Revised Criminal Code, Article 647-648*

I'm not happy here. I want to escape, but I am afraid my parents won't take me back. Sometimes, it is hard to defy our parents because it is disrespectful, but we can't continue to allow them to make choices that are bad for us. I wished to finish school and become a nurse, but that seems impossible now because my husband won't allow me to continue my studies. Now, instead of going to school, I spend the whole day doing chores.



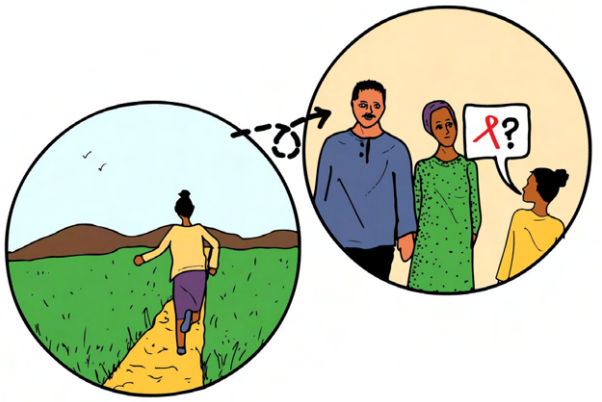
ASK:

- Did Fikiradis want to get married?
- Why did she get married if she didn't want to?
- How does she feel about her marriage? Why?
- How does she feel about her future? Why?
- What do you think about her situation?

SAY:

I will now read a different story about a girl named Lemlem:

The first time it happened, I was 11. I was going to the well when a group of men grabbed me from behind. They took me by surprise. I fell to the ground, and when I woke up, I found myself in the house of my abductor. I was kept there for three days. While I was there, my parents met with my abductor's parents and the village elders. My parents agreed to my marriage with the abductor in exchange for a cow and two sheep. After three days, I managed to escape while he and his friends were drinking and dancing. I pretended to go to the toilet, then I slipped through a fence and ran away. I hid at one of my uncles' house.



After hiding for nine months, I could no longer bear it and decided to go back to school. Then, my parents received a letter from another man, 39 years old, asking to marry me, but I refused. Despite my refusal, he came to our house and kidnapped me with my parents' consent. However, I managed to persuade my parents to let us both be tested for HIV before proceeding.



I learned about the importance of testing at school and on the radio. The results came back: I was negative, but my abductor was positive. With these results, I convinced my parents to cancel the wedding. Even though the law does not allow marriage before the age of 18, I am worried about being abducted again. I don't want to be taken by force. I want to continue my education and become a teacher.

ASK:

- How did Lemlem happen to get married? What kind of marriage was it?
- What is your opinion of what happened to her?
- How did she get out of her first marriage?
- How did she get out of marrying the second husband?
- How does she feel about her future? Why?

Consequences of child marriage (40 minutes)

SAY:

We are now going to talk about the causes and consequences of child marriage.

DO:

Ask participants what causes child marriage. Write these on paper.

Ex: Gender inequality (including control over girls' sexuality) reinforced by lack of economic opportunities/poverty, social norms/ community pressure, etc.

DO:

Ask girls to share examples of immediate consequences – the things that directly result from the girl getting married. Ask them for their ideas and write the ones that are immediate consequences in the boxes linked to the one labelled 'child marriage' (see image below)

- Answers include: Stop going to school; Have unprotected sexual intercourse or rape; Have relationship problems; Feel unhappy.

DO:

For each immediate consequence, ask them: what are the consequences of this? Write all of those consequences in the next set of boxes. If they name one that leads to further consequences, after writing it down, ask: And what will happen later because of that?



SAY:

What are the benefits of waiting until you are 18 to be married?

- Better physical health, no harm related to early pregnancies.
- Emotional well-being/happiness.
- Better quality of life/marital relationship.
- Ability to achieve hopes/dreams.
- Ability to finish or go back to school.
- Better relations within her family/ community.

SAY:

In an earlier session, we talked about human rights. Human rights represent a set of values that people from across the world have agreed are important for all humans to live happy, healthy lives of meaning. They include:

1. Choice
2. Dignity
3. Diversity
4. Equality
5. Respect

ASK:

- Is child marriage a violation of girls' rights? Why?
- Note that, yes, child marriage is a violation of a girl's rights.
- Looking at all these consequences - what is your opinion of child marriage?
- Would you allow your child to be married before they are 18 years old? Why or why not?
- What can we do as a group of young people about child marriage? How can we stop it?

SAY:

In Ethiopia, it is illegal for boys and girls to marry before 18 years of age. If girls are aware that they are going to be married early (before the legal age) and do not want to be married, they should seek help from a trusted person, such as a member of the Anti-HTP Committee or a female leader.

DO:

- Emphasize that girls should not feel alone in this situation. They do not have to do something that is harmful to them and is illegal.
- Mention that more and more community members are becoming aware of the harm that girls face through child marriage. They can be allies in the prevention of child marriages.

ASK:

We just examined one harmful traditional practice – child marriage and forced marriage. These are not the only traditional practices that can cause harm. In the next activity, we will talk about another traditional practice that is not good for us.

Female Genital Mutilation (about 15 minutes)

ASK:

Have you heard of FGM? What do you know about it?

SAY:

FGM is a traditional practice in some countries. This is where parts of a girl's external genitalia are cut off for cultural or non-medical reasons.

SAY:

In Ethiopia, FGM is criminalized as part of the revised Family Law Article 565 -566[28]. However, in many communities, it still happens.

ASK:

What are the three types of FGM?

- Clitoridectomy: The skin covering the clitoris (the prepuce or clitoral hood) is removed, sometimes along with part or all the clitorises.
- Excision: Both the clitoris and part or all the inner vaginal lips are removed.
- Infibulation: The clitoris is removed, some or all the labia minora are cut off, and cuts are made on the outer vagina lips to create a raw surface. These surfaces are either stitched together and/or kept in contact until they seal, making a hood of skin that covers the urethra and most of the vaginal opening. A small opening is left to allow urine and menstrual blood to pass.

DO:

Read the following case study:

Helen is a 13-year-old girl living in a small community in Ethiopia. When she was 9, her mother took her to a traditional healer in the village. Her mother explained that it was time for her to become a woman and that this practice was important for her to stay clean and healthy.

Using a sharp knife, the traditional healer removed Helen's clitoris and labia and then stitched together the edges of the vulva. The procedure was very painful, but Helen's mother comforted her by telling her that this would make her more beautiful and more desirable to her future husband. After the surgery, Helen bled constantly, and she was feeling sick and weak. She had developed a fever, and her vulva became red and swollen. After two days, her parents took her to a hospital, where they were told she had developed a severe infection. After many days and a lot of money, doctors were eventually able to save her life, although she still experiences painful urination and menstruation.

ASK:

- What happened to Helen? Why?
- When is FGM usually done in your community?
- What were the consequences for Helen? Is this similar to what happens to girls in this community? Why or why not?
- Are there people in this community who do not support this practice? Do you agree with them? Why or why not?
- Is FGM a violation of girl's rights? Why?
- Yes, it is because it is an alteration of the girl's body without her agreement. It is also usually done before the girl is old enough to agree or consent by law.

FGM: True or False? (30 minutes)

DO:

Have girls divide into two teams. Explain that you will read the statement. The team must guess if it is true or false. The team with the most points wins!

1. The Bible and the Koran state that females should be circumcised.
   - *False: There is no verse in the Koran or the Bible that supports FGM.*
2. There are no risks involved if FGM is done in a hygienic environment with sterile equipment.

[28] *The revised Criminal Code of the Federal Democratic Republic of Ethiopia article 565-566*

- *False: There are always risks involved when FGM is practised. FGM subjects women and young girls to various health complications, ranging from infection to bleeding and scars to death.*

3. FGM can cause infertility (inability to have children) in women.

   - *True: One of the complications of FGM is infection in the genital area. If the infection travels up the female reproductive tract, the uterus, fallopian tubes, and ovaries may also become infected. This often results in scarring or blocked tubes, possibly leading to problems getting pregnant or infertility.*

4. Women who have undergone FGM are cleaner than women who have not.

   - *False: The cleanliness of women or any other person is based on the availability of clean water and good hygiene practices, not on the practice of FGM. Women who have undergone FGM may suffer infections that can be accompanied by abnormal discharge and a bad smell.*

5. If the clitoris is not cut off, it will grow big and make childbirth difficult.

   - *False: The clitoris is small and does not become very large. It cannot get in the way of birth. Women who have undergone FGM are more likely to have difficulty in childbirth. Complications from FGM can cause a woman to have long and obstructed labour.*

6. FGM guarantees girls' virginity.

   - *False: The practice of FGM does not guarantee that girls will not have sex before marriage.*

7. There are no health risks involved if the woman's clitoris is removed.

   - *False: The health risks of FGM include infection, bleeding, and shock. Often, FGM is practised in an unhygienic environment with equipment that is not sterilized. This increases the risk of infection, bleeding, scarring, and the transmission of diseases such as HIV.*

8. FGM enhances men's sexual pleasure.

   - *False: The removal of the clitoris and the inner lips, which play a major role in sexual pleasure, can affect a woman's ability to feel pleasure and achieve orgasm. If women find sex painful or they do not get pleasure from it, it can complicate the sexual relationship between men and women.*

9. Women who do not undergo FGM do not respect their husbands.

   - *False: FGM does not change a person's personality or indicate a lack of respect for a current or future spouse.*

ASK:

- What are the consequences of FGM?
- This practice is very painful for the girl.
- It can cause harm to the girl now and in the future.
- FGM can cause heavy bleeding, infections in the vulva, problems with urinating, urinary infections, and difficulty in delivering a baby.
- FGM can cause a baby and mother to die.

- FGM can cause difficulties in the sexual relationship between a man and a woman and even cause infertility.
- Do you think FGM is a practice that should be ended?
    - Note: Allow them to discuss their views and their reasons for them. Challenge any false reasoning with questions.
- What can we do to help promote alternatives to the practice of FGM?
    - Report plans of FGM to HPCs or law enforcement when feasible and safe to do so.
    - Encourage brothers, husbands, fathers, etc., to speak up and commit publicly to marrying a girl who is not cut. Undergone FGM
    - Promise you will not allow FGM to be performed on your daughter.
    - Participate in initiation ceremonies that do not include FGM and refuse to celebrate when a girl is being cut.
    - Support girls who have not undergone FGM.
    - Intervene or protest when not undergone FGM, girls are abused.
    - Explain to your friends that cutting a part of someone's body does not teach them to respect their parents, siblings, and elders.
- How do we negotiate with families to stop the practice of FGM?
    - Ex: Ask your parents politely to protect you, your sisters, and your female cousins from FGM by explaining the consequences of FGM. And the benefits of girls staying uncircumcised.

SAY:

If you have heard of any arrangement or practice of FGM for you, your younger sibling, or neighbourhood girl, you can seek help from a trusted person, such as a member of Anti-Harmful Traditional Practices (anti-HTP) task force, a female leader, or a supportive, trusted adult.

ASK:

Does anyone have questions about FGM?

DO:

Encourage girls to share this information with their friends, peers, and siblings.

SAY:

Every community has traditions that have been practised for many generations. Often, these traditions are so familiar that we may not consider whether they are harmful or beneficial. Many communities are now reconsidering this practice because they recognize the serious effects FGM has on girls and women.

Gender and Harmful Practices (15 minutes)

SAY:

We have just finished talking about FGM and child marriage, which are two examples of harmful practices. What are other examples of practices that are common but that can negatively impact the health and well-being of adolescent girls?

ASK:

- Which group of people benefits from them the most—girls, boys, women, or men?

- Which group of people is most harmed by them?
- Do any of these practices violate human rights? Why?
- How do these practices affect adolescent girls in the context of displacement or conflict?

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- Child marriage and FGM have many serious health and economic consequences for girls.
- Child marriage and FGM are both illegal and a violation of human rights.
- Young people who oppose FGM can take action in their families and communities to stop it.

ASK:

- Before we end the session, would anyone like to share one thing they found interesting or exciting about today's session with the group?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is completed and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time and location.
- Thank participants for their active participation.

Close the group meeting.

Session 08 - Communication

Learning Objectives	■ To enable participants understand the definition of communication. ■ To facilitate participants explore different communication types. ■ To enable participants understand the impact of communication in conflict resolution. ■ To enable participants discuss and practice assertive communication. ■ To enable participants communicate with adults comfortably.
Total Time	1.45 hours
Methodology	■ Group discussion ■ Brainstorming ■ Case study ■ Discussion ■ Role-play
Materials Needed	■ Mangos or another fruit (or any other available food item) ■ Pen ■ Pencil
Preparation Notes	Familiarize yourself with the session's activities and content before facilitation.

Welcome (5 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest.

ASK:

Would anyone like to remind the group what we discussed in our last session?

Types of Communication (30 minutes)

ASK:

What is communication?

SAY:

Communication is the sharing of information, ideas, experiences, and emotions. Communication takes place in many ways but involves a two-way process. There is a sender and a receiver. We communicate for various reasons: to inform, to express our feelings, to discuss, to argue, to show we care and to express our hopes. Verbal and non-verbal language can be interpreted in many ways. Messages, therefore, need to be clearly communicated.

SAY:

I will read a story to help us think about communication.

Kalkidan was so glad that the school day was over. She had two exams that day and looked forward to meeting her friends at the nearby market. She had just enough money to buy mangoes. She bought some and went to sit with her friends. Just as she was about to start eating, Dereje came up behind her and took one. "Good Mangoes," he said, "Can I have another?" Before Kalkidan could answer, her friend Senayit said, "Can I have one too? I'm still so hungry", and took one. Then another friend said, "If you sit here, you have to share with us" and he proceeded to take more of Kalkidan's mangoes.



ASK:

What would you do if you were in Kalkidan's position?

DO:

Divide learners into three groups based on what they think Kalkidan should do:

- Group 1: Apologize to your friends for not sharing your Mangoes and let them eat them all.
- Group 2: Grab the Mangoes and say you will eat them alone.
- Group 3: Explain to your friends that you have been looking forward to having the mangoes all week and that you'd share some with them as long as they leave enough for you.

SAY:

- Group 1 is using "passive communication." Your friends told you what they wanted, but you did not tell them what you wanted. Passive people let other people tell them what to do, which may violate their rights. A passive response is not always in your best interest. However, there are some situations when a passive response is the most appropriate. [***Ask the participants to give some examples.***]
- Group 2 is using what we call "aggressive communication. "This means expressing your feelings in a way that threatens, punishes, or scares the other person. This response is generally not in your best interest and often leads to conflict.
- Group 3 is using what we call "assertive communication." Assertive people know what they want and expressed it straightforwardly. By being assertive, you get to consider both your feelings' and your friends', which allows them to know where they stand with you. It is a solution that leaves everyone satisfied.

DO:

- Ask for a volunteer.
- Give this person a bag of mangoes.
- Choose another three participants from the room.
- Take them out of the room one at a time.
- Tell one person to use aggression to get some mangoes.
- Tell another to use passive techniques to get some mangoes.
- Then tell the third to use assertive behaviours to get some mangoes.
- Let the selected members begin asking for the mangoes.
- After 5 minutes, tell them to stop.
- Get the class to interpret each scenario, discuss the various methods used, and discuss their effectiveness in getting the mangoes.

ASK:

- Which style of communication do you think is best?
  - Answer: Assertive communication is often the best because it lets someone express their feelings, thoughts, and wants clearly and honestly. It is good for themselves and the other person.
- What are the barriers to effective communication?
  - *Note: Ensure participants note that gender and age are important in communicating.*
- In your experience, are men more likely to communicate in a certain way? Why do you think this is? What are the consequences of this on men, families, and communities?
- In your experience, are women more likely to communicate in a certain way? Why do you think this is? How can gender norms affect how we communicate? What are the consequences of this on women, families, and communities?

Assertive Communication (15 minutes)

SAY:

Assertive communication involves expressing our thoughts and respecting what others feel by listening to them. What is needed for this type of effective communication?

- Being a good listener/ being assertive.
- Being aware of non-verbal messages.
- Using appropriate language.
- Responding appropriately and asking appropriate questions.
- Being open and honest, yet kind.
- Paying attention to the other person.
- Trusting one another
- Avoiding criticizing, evaluating and acting superior.
- Dealing with one issue at a time.
- Attacking the problem, not each other; and
- Having an understanding attitude.

SAY:

One way to communicate assertively is to use "I" statements. This allows you to clearly express your point of view, how something is affecting you and how you would like things to change.

SAY:

First, let's discuss the difference between "I" and "You" statements. I will start by reading a "you" statement:

You always leave your clothes all over the floor and on the chair in our room! I can't stand it when our room is so messy! You can't share a room with me anymore because you're hopeless!

ASK:

- How will you feel if someone says that to you?
- How will you respond?

SAY:

Now, I will read an "I" statement:

When I came home yesterday and found your clothes on the floor and the chair in our room, I felt frustrated. I need to be able to sit at the desk and study. Would you be willing to put your clothes away or leave them only on your bed so they are not in my way?

ASK:

- How will you feel if someone says that to you?
- How will you respond?
- How is this different from the first statement?
- Which would you prefer to hear – the "you" statement or the "I" statement?

SAY:

An "I" statement involves four parts:

- State the facts about what happened.
- State your feelings about what happened without blaming.
- State what you need.
- Make a request for what you want the other person to do.

SAY:

To do this, use the formula: When____ I felt _____. I need _____. What I would like instead is/would you be willing to _____.

SAY:

Example: On Monday, when you shouted at me, I felt really scared. It reminded me of when my father used to shout at my mother and then beat her. I need to feel like we can discuss our problems calmly and try to solve them. Would you be willing to talk to me about any problems you have with me when calm?

ASK:

Find a partner. I will read a scenario to you, and I want you and your partner to practice using "I" statements.

- You talk to your mother-in-law about your desire to go back to school. You have barely begun to speak when she starts to shout at you, saying that your behaviour is shameful and you should "shut up." You feel angry and hurt that she will not even speak to you. Tell your mother-in-law how you feel about what happened and what you want using an I-statement.
- Your boyfriend got very jealous when he saw you talking to another boy while walking to the market. He shouted at you in front of everyone and then left. You don't want to be shouted at, and you want to be able to talk to your friends without your boyfriend getting jealous. Tell your boyfriend how you feel about what happened and what you want using an I-statement.

SAY:

For homework, I want to encourage you to try to use at least 1 "I" statement.

Active Listening (15 minutes)

SAY:

Communicating assertively means being an active listener. This means listening carefully to the other person and ensuring our bodies show we are listening.

DO:

- Have participants find a partner.
- For the first scenario, the partner should talk about their family. The other person should listen closely without interrupting.
- For the second scenario, the other partner should talk about her weekend. The other person should repeatedly interrupt or stay silent and ignore the speaker.

ASK:

- How could you tell your partner was listening in the first scenario? How did that make you feel?
- How could you tell your partner was not listening in the second scenario? How did that make you feel?
- How can we show people that we are listening closely to them? How can this help us communicate effectively?

Communicating with adults: handling disagreements (30 minutes) [29]

ASK:

What are girls' common disagreements with their parents/guardians?

DO:

Ask for two volunteers. Assign them one of the disagreements that the group just discussed. One person is the adolescent, and the other is the parent. Together, ask them to do role-playing about the disagreement.

ASK:

- What helped the adult understand the adolescent?
- What didn't help or made it harder for the adult to understand the adolescent?
- How could the situation be improved?
- What could the adolescent and the adult do to understand each other better?

[29] *Federal Ministry of Education. "Life Skills Manual for Adolescents in Schools (13 to 14 years old)."*

DO:

Repeat the exercise with another set of two volunteers. Ask them to role-play in a situation of displacement or conflict area and remember to emphasize that these situations are prone to disagreements and conflicts since there are many strangers (unfamiliar adults) in the immediate surroundings.

DO:

Explain that in addition to the strong communication skills, there are five skills that youth can use to improve communication with parents/guardians. These are the "Convincing" skills:

- Be prepared: Know what you are asking for and think through the consequences of your request.
- Pick the right time: when the situation at home is relaxed.
- Be calm: Present your topic calmly and with facts.
- Listen to what your parents or guardians say and consider their point of view and whether they might be right. Remember that parents generally have your best interest at heart.
- If you still believe in what you want, be persistent. You may have to communicate with your parents about this topic many times.



SAY:

For example, you can say – I respect you. I think that we can try this, and I know it will help all of us. Or you can say – I see that other families are trying this, and there are fewer arguments because of these changes. However, sometimes, you will find that you may need the help of a supportive adult to help in the conversation. You can ask this person to help you before you talk with your parents.

DO:

I am going to read out some scenarios. For each scenario, we will discuss how the people could practice "convincing" skills.

DO:

- Read the following scenarios and lead a discussion to apply the "Convincing" skills to each scenario:
- Scenario 1: Mekdas wants to ask her parent or guardian to help her go back to school.
- Scenario 2: Genet's aunt has pressured her to marry one of her friend's sons.
- Scenario 4: Makda's mother is pressuring her to undergo FGM.

SAY:

Using convincing skills can help you communicate with adults so that they can better understand your point of view. Often, they lead to outcomes that are satisfactory for you and the adult.

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- Good communication builds trust and fosters affection and understanding; It also helps solve problems and make decisions.
- Assertive communication can help us express our feelings clearly and calmly.
- Active listening is an important part of good communication.
- When talking to adults, we can use convincing skills to find solutions together.

ASK:

- Before we end the session, would anyone like to share one thing they found interesting or exciting about today's session with the group?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 09 - Peer Pressure and Negotiation Skills [30]

Learning Objectives	■ To familiarize participants with the concept of peer pressure. ■ To enable participant identify the effect of peer pressure in our friendships and relationships. ■ To create understanding on ways to handle peer pressure among participants. ■ To facilitate participants to practice negotiation skills.
Total Time	2 hours
Methodology	■ Brainstorming ■ Group Discussion ■ Role-play
Materials Needed	■ Paper ■ Pen
Preparation Notes	Familiarize yourself with the session's activities and content before facilitation.

Welcome (5 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest.

ASK:

Would anyone like to remind the group what we discussed in our last session?

ASK:

Did anyone practice using an "I" statement last week? What happened?

[30] *Session adapted from: CARE, Life Skill Training Manual, Improve Adolescent Reproductive Health and Nutrition through Structural Solutions (Abdiboru Project), 2018*

Peer Pressure (20 minutes)

ASK:

- What is peer pressure?

SAY:

- Peer pressure is social pressure by members of one's peer group to take a certain action, adopt certain values, or otherwise conform to be accepted.
- There are two ways that you can feel pressured. It can be external and explicit – your friend/family member says so directly to you. Or it can be internal – you just think so. For example, you may believe that your life will not change unless you go abroad, but they have never actually said that.

ASK:

- What types of peer pressure do you face?
- What are some examples of how your friends and peers have influenced you positively or negatively?
- Where does peer pressure come from?

Responding to Peer Pressure (45 minutes)

ASK:

How can you manage peer pressure?

SAY:

- Negotiate – Try to find a solution that both of you are happy with. For example, you can say 'What if we go visit our friends instead?'
- Delay – Put off the decision until later. For example: 'Let's talk about it another time. I need some time to think first.'
- Refuse – Say no clearly. For example: 'Sorry, but I am not going to stop going to school. Leave – Leave the situation and, if necessary. For example: 'I have to leave now. Bye!'

ASK:

- In what kind of situations can you try to negotiate?
  - **SAY:**

    When the other person is willing to talk calmly and reasonably; when they are not drunk, angry or being unreasonable or violent.
- When should you delay the decision?
  - **SAY:**

    When you aren't sure about what you really want, or when someone is drunk or not rational.
- When should you just refuse?
  - **SAY:**

    When you are sure about what you want, when your position is final and not negotiable.
- When would you leave?
  - **SAY:**

    If the situation seems dangerous or violent, if you see there is no way to resolve the conflict.

SAY:

What else can you do to prevent or manage peer pressure?

- Spend time with people who have the same interests or values as you.
- Ask someone to help you / talk to a trusted adult or role model.
- Probe: where can you go for help if you are experiencing peer pressure?

SAY:

Please find a partner. I will read a scenario, and I want you to create a role-play where the person negotiates, delays, refuses, or leaves to resist peer pressure. Pay attention to the scenario, and make sure to select the appropriate technique!

1. A group of girls are sitting together and talking about FGM. They start making fun of one of the girls who has not been through FGM. The girls say that she will not find a husband to marry her if she doesn't get cut. The other girl tells her that she should just go and get cut ; the girl says she can do that, but she knows that there will be a health consequence if she undergone FGM.

2. There is a boy you know in your area who wants you to take a walk with him at night every day. He has been asking you to spend more time with him in a quiet place recently. You are not ready to spend late hours with him.

3. Girls were invited to attend the wedding of a girl from their village. Genet doesn't want to attend the wedding because the boy who repeatedly teases her lives in the neighbourhood. Her friends pressure her to join them at the wedding.

4. Your friend approaches you while you are walking to the market. He seems drunk. He tries to grab you, saying, "If you don't come with me right now, I'll tell your parents that you hang out with boys a lot."

Note: make sure participants understand that in this situation, they should leave and find a trusted adult.

Negotiation Skills (40 minutes)

SAY:

We discussed negotiation as a technique to resist peer pressure. However, negotiation is more than just that—it can help you be successful in your business, education, and personal relationships.

ASK:

- How do you define negotiation?
- Have you ever negotiated? For what?

SAY:

Negotiation is something that we do all the time. It is a way of compromising with other persons where there might be two conflicting points of view. Every relationship has conflicts, but conflicts do not have to end with someone losing or both parties hating each other. Wise people can resolve disagreements with both parties satisfied and respecting each other, which we call a "win-win" method of settling a disagreement.

ASK:

Why would someone choose to negotiate?

SAY:

- Ideally, when negotiating, you want to be friendly but assertive to reach an agreement that benefits everyone.
- To negotiate, remember "TALK."
  - T – Tell your partner that you understand what they are saying
  - A - Assert what you want positively.
  - L - List your reasons for wanting what you are proposing.
  - K –Know the alternative and what you are comfortable with.

SAY:

I will read a story.

- *Mesafint and Wongelawit are neighbours and have known each other since childhood. Mesafint asked Wongelawit to*



marry him. Wongelawit feels pressured because she wants to finish school and is not ready to marry. She tries to speak about her feelings a few times, but Mesafint keeps interrupting her. Wongelawit, head down, finally says to Mesafint, in a soft voice, "I know you'll think I'm silly., but Mesafint interrupts again, approaches Wongelawit nose to nose, and shouts, "You are silly, and not only that, you're childish too!" Wangelawit hangs her head down, looks at the ground, and agrees to marry him.

ASK:

- Did Wongelawit and Mesafint negotiate? Why or why not?
- What are the consequences of them not negotiating for Wongelawit?
- What could she have said instead?

SAY:

I am now going to read a different story:

- *Addis has been upset with Tesfaye. When she sees him, she tells him that they need to talk. Moving to another room, Addis sits straight with her hands on the table and looks at Tesfaye in the eyes. She says calmly but firmly, "I've thought about your suggestion about quitting school and moving to a city to find a job, but I feel uncomfortable about it. I want to stay here and pursue school. I have no plan to move."*



ASK:

- What negotiation skills did Addis use?
- What were the outcomes of her negotiation?

DO:

Find a partner. We will practice using negotiation skills to come up with a solution that benefits everyone.

- Scenario 1: You live with your aunt and older sister. Your aunt tells you that you need to leave school to work in the market with her because you are good at math. You want to help your aunt, but it is also important to you to finish school. Use negotiation skills to talk to your aunt.

- Scenario 2: Your mother wants you to stay home to do household chores, but you want to return to school.
- Scenario 3: Your father wants you to marry your neighbour, but you are not ready to be married.

Conclusion (5 minutes)

DO:

Read out the following core messages for this session:

- Peer pressure is social pressure by members of one's peer group to take a certain action, adopt certain values, or otherwise conform in order to be accepted).
- If you do not want to do what the other person wants, you can: negotiate or try to find a solution that you are both happy with; delay making the decision; refuse directly; or leave the situation or, if necessary, the relationship.
- If someone is very angry and could get violent, you should leave the situation.
- Negotiation is a way of compromising with other people where there might be two conflicting points of view. It can help us succeed in business, education, and relationships.

ASK:

- Before we end the session, would anyone like to share one thing they found interesting or exciting about today's session with the group?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time, and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 10 - Conflict Resolution [31]

Learning Objectives	■ To build skills of participants for resolving conflicts without using violence. ■ To facilitate participants to practice non violent communication.
Total Time	2 hours
Methodologies	■ Brainstorming ■ Role-play ■ Group Discussion
Materials Needed	■ Pen ■ Paper
Preparation Notes	■ Familiarize yourself with the session's activities and content before facilitation. ■ Review previous sessions' communication techniques to encourage participants to apply these skills during the exercises.

Welcome (5 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest.

ASK:

Would anyone like to remind the group what we discussed in our last session?

SAY:

Everyone has worries and problems in their lives. We can learn to solve problems or conflicts as much as possible and to live positively with conflicts that we cannot solve.

[31] Adapted from: Pathfinder and CARE. Act with Her: Session Guide for Peer Mentor Facilitators; CARE. "Life Skill Training Manual." Improve Adolescent Reproductive Health and Nutrition through Structural Solutions (Abdiboru Project). January 2018;

Resolving Conflicts (30 minutes)

ASK:

What is conflict? What does conflict resolution means?

Definition:

SAY:

Conflict is a serious of incompatibility between two or more opinions, principles, or interests. And Conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them. The disagreement may be personal, financial, political, or emotional. When a dispute arises, often the best course of action is negotiation to resolve the disagreement [32].

ASK:

What are examples of common conflicts…

- With parents?
- With friends?

ASK:

How are these conflicts normally resolved? What is the effect of this on the people in conflict, their families, and their communities?

- Note: participants may mention forms of violence. Thank them for sharing, and gently point out that, while violence may occur in our community, there are many ways that people can resolve a conflict without using violence. Explain that we will talk more about how violence affects our communities in a future session.

DO:

- Ask a volunteer to act out an emotion she might have during an argument?
- Ask who can guess what she is feeling?
- After someone guesses the correct emotion, repeat this activity.
- Continue until a total of five participants have acted out different emotions.

SAY:

During conversations with people, we can get emotional and do not always use the best communication skills. Sometimes the conversation can become hurtful.

ASK:

During a conversation What would you do if you are feeling overwhelming emotions that can influence the conversation and decision making?

- Stop, think, then speak.
- Be aware that you are emotional.
- Walk away to think about the situation, if necessary. And, feeling emotional is not necessarily a bad thing. It is feeling overwhelming emotions that can influence conversations and decision making".

ASK:

Why this might help?

- Waiting for a moment gives you time to think, decide, then react.
- This helps reduce the emotion in your conversation.
- It may help you to avoid an argument with a sibling, friend and/or family member.

SAY:

- Today we are going to talk about positive communication during difficult situations. Sometimes arguments can lead to hurtful words that embarrass, shame, blame, or humiliate a person. This can lead to threats and/or violence, such as yelling, hitting, or throwing things.

[32] https://www.google.com/search?q=define+conflict+resolution&rlz=1C1GCEUenET983ET983&oq=define+conflict+&aqs=chrome.1.69i57j0i512l9.9856j0j4&sourceid=chrome&ie=UTF-8

- There are ways to solve conflicts with our friends and family without using hurtful words and violence. Solving conflicts and problems takes a lot of talking. When people resolve conflicts positively, they build stronger relationships.

Nonviolent communication (about 20 minutes)

SAY:

We have learned and practiced good communication and negotiation skills. Who can remind me of some of the communication skills we discussed?

- Ex: Using "I" statements, active listening, negotiation, etc.

SAY:

The basics of Nonviolent Communication involve expressing ourselves with clarity, compassion, self-responsibility, empathy, and the common good in mind, which is the exact opposite of what violent communication is. Violent communication involves threatening, judging, dehumanizing, blaming, or coercing others in order to get our way in a situation. Violent communication creates misunderstanding and frustration, pain, and disagreements [33].

SAY:

There is one skill we have not discussed. That is, how to show understanding and respect for the other person's viewpoint.

ASK:

Why is it important to try to show understanding during difficult conversations?

- Sometimes the person you are talking to does not know how to express themselves well. If they become emotional, they may get mad.
- When you try to understand the other person, it helps to calm you and the situation.
- When you express understanding by acknowledging the other person's point of view, it does not mean that you agree with them.
- When people feel that you "heard" them, they are more likely to communicate and with less emotion.

DO:

Give examples of ways to express understanding:

- "I understand that you are angry because I did not arrive on time."
- "I understand that you are upset because I did not finish my chores."
- "I understand that you are angry because I will not help you with your homework."

ASK:

What is a difficult conversation you had recently? How could you have expressed more understanding?

SAY:

When you acknowledge another person's feelings, it does not mean you agree with them. But it does make a person feel that you heard them. This takes practice, it does not come naturally. Normally, our first reaction is to raise our voice or yell back.

SAY:

There are three steps for communicating in a difficult conversation:

[33] *Puddle Dancer Press, Non-Violent Communication, https://www.nonviolentcommunication.com/learn-nonviolent-communication/*

- Step 1: Stay calm.
- Step 2: Acknowledge the other person's feelings or emotions.
- Step 3: Acknowledge what you think you heard the person say.

ASK:

Can you give some examples of how to express understanding?

Note: make sure they mention; Active verbal response, Facial expressions, Body posture, Gestures, Eye contact, Touch and Voice.

ASK:

How can you use these steps when having conflicts with your friends or family members? Give examples.

Practicing Conflict Resolution (1 hour)

DO:

- Say you are going to read a series of stories. Here's some scenarios:
- Story #1: Genet's mother comes home with a new dress for her. Her younger sister, who is one year younger, becomes jealous and starts arguing with Genet. How does Genet diffuse the situation?
- Story #2: Frehiwot is talking with some boys from the Boys Club. Frehiwot brother gets upset for seeing her standing with boys.
- Story #3: Tigist is home when her father returns from work. Her father is annoyed that she is not helping her mother to cook dinner. Tigist was helping her brother study for his test tomorrow. How can she respond to her father?
- Story #4: Sara is in a VSLA. Sara is late to the meeting because she is helping bring the animals back for the evening. When she arrives, her group members are irritated and annoyed with her.
- Story #5: Abeba is married. She was not at home when her husband got back from work. She accidentally burns dinner while cooking it. Her husband is upset because he could not find her. Her husband is upset.

ASK:

After you reach each story, ask the below questions:

- What should she do?
  - Note: remember to:
  - Stay calm.
  - Acknowledge the other person's feelings or emotions.
  - Acknowledge what you think you heard the person say
- What do you think of the solutions proposed?
- Did the conversation follow the three steps (stay calm, acknowledge the person's feelings, and express understanding of the other's viewpoint)?
- What positive verbal and body language could Genet use during the conversation with her mother?
- Any suggestions for improvement?

ASK:

Why is finding non-hurtful ways to communicate and solve problems important?

DO:

- Explain that the communication techniques you are learning help diffuse difficult conversations that may lead to heated arguments or possible violence.
- Point out that knowing how to stay safe in difficult conversations is important.

ASK:

If violence occurs during conversations, where can you go for help?







Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- Conflict is a normal part of life. Resolving conflicts without violence can help us have healthier, stronger relationships.

To resolve a conflict, we can follow three steps:

1. Stay calm. Remember the ground rules you made for yourself.
2. Acknowledge the other person's feelings or emotions.
3. Acknowledge what you think you heard the person say

ASK:

- Before we end the session, would anyone like to share with the group one thing they found interesting or exciting about today's session?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time, and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 11 - Overcoming Barriers to Education [34]

Learning Objectives	■ To enable participants to describe the challenges of staying in school. ■ To encourage participants to List the advantages and value of staying in school. ■ To enable participants to describe ways to stay in or return to school. ■ To improve participants' skills and knowledge to overcome barriers to education and return to school.
Total Time	2 hours
Methodology	■ Brainstorming ■ Group Discussion ■ Reflective dialogue ■ Role-play
Materials Needed	■ Pen ■ Paper
Preparation Notes	Familiarize yourself with the session's activities and content before facilitation. Before beginning the session, compile a list of opportunities and resources to help girls to enrol in school.

[34] *Adapted from: Pathfinder and CARE. Act with Her: Session Guide for Peer Mentor Facilitators.*

Welcome (5 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest.

ASK:

Would anyone like to remind the group what we discussed in our last session? Did you experience any conflict? How did you resolve it?

Gender and Education (about 15 minutes)

ASK:

Who is smarter, boys or girls?

SAY:

Both girls and boys are equally smart. There is no biological reason for a boy to be smarter than a girl or for a girl to be smarter than a boy. Their brains work just the same. Point out that a person's sex does not determine how smart they are. Thus, there is no biological reason for boys to go to school and girls not to (because boys are not smarter).

ASK:

What do you remember about gender?

SAY:

Explain that gender can play a role in girls' education. In many societies, social conditioning says that boys go to school and work, and girls get married and have children.

ASK:

What are the benefits of education for girls?

- Improved lifetime earnings for girls and their families.
- Able to give back and participate in the community.
- Provides space for girls to make friends.
- Build solidarity with peers.
- Provides a space to get advice from teachers and counsellors on personal issues.
- Decline in child marriage rates.
- Decline in maternal and child deaths and other illnesses, including harmful practices.

SAY:

We will talk about two barriers to girls' education based on gender norms. They have nothing to do with girls' capacity or intelligence.

ASK:

What are the challenges to staying in school?

- Lack of menstrual supplies and sex-separated bathrooms in schools, discouraging attendance for menstruating girls.
- Increased household responsibilities for older girls, reducing time available for education.
- Long distance to school.
- Unsafe conditions en route to and from school.
- Bullying or violence at school.

- Child marriage.
- Gender-based violence.
- Societal norms and expectations that undermine the value of education for girls, often favoring boys' education.
- Displacement.
- School closures.
- Economic factor.
- Family separation.
- Lack of awareness about the importance of girls' education.
- Disability.

SAY:

There is no shame in dropping out of school. Often, people have to leave school due to circumstancesbeyond their control.

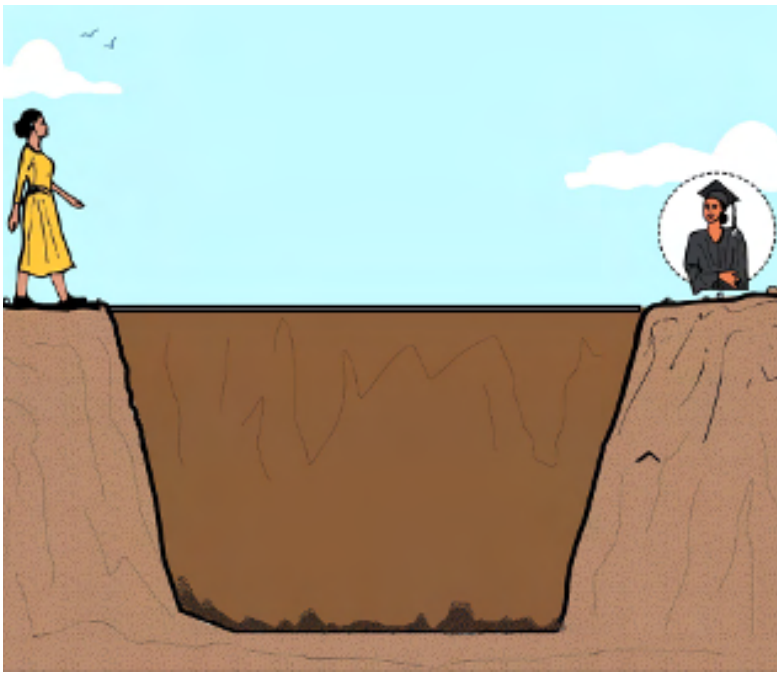
SAY:

Let's talk about ways for a girl to overcome barriers to returning to school:

Challenges/Solutions to Staying in School (about 45 minutes)

DO:

1. Draw the illustration below on a blank flipchart [35] :



Instructions:

- Draw a ditch with a stream or rocks.
- On one side of the ditch, draw a picture of a girl (it can be a stick figure).
- On the other side of the ditch, write "Completing school".

2. Explain that the ditch and stream represent the various challenges and obstacles many girls face in completing school.
3. Discuss the challenges and obstacles to staying in school and explore strategies to overcome them. Follow the instructions below.

[35] *Illustrations drawn by Tenagne Kebede, Master Trainer, Pathfinder Ethiopia, during Adaptation/Train the Trainer Workshop.*



Instructions:

- Ask what challenges there are to staying in or returning to school (Write responses in the ditch – see illustration.)
- Draw a bridge over the ditch/stream.
- Ask: What are the ways to overcome the obstacles to staying in school? (Write responses above the bridge – see illustration.)

4. Review the solutions mentioned with the girls. Ask if they would like to add any others.

ASK:

Who in the community can help you deal with the challenges/obstacles to going to school?

SAY:

Parents, brothers, sisters, relatives, Women and Children Affairs office, religious leaders etc.

Menstruation and household chores (15 minutes)

SAY:

As we saw in the above exercise, two major barriers for many girls are a lack of menstrual hygiene management supplies and facilities and having to do chores. If these are barriers to education for you or your friends, we can discuss solutions that you or they can implement now to stay in or return to school.

ASK:

Who can remind me what menstruation is? Is it safe to go to school while you are menstruating?

SAY:

It is natural to menstruate, and it is not a reason for missing classes.

ASK:

What are ways that a girl can go to school when she is menstruating?

SAY:

- Keep a strong desire to continue going to school no matter what.
- Learn how to manage menstruation so that it does not prevent you from going to school.
- During your menstruation take these to school with you:

- Clothes or home-made pads
- A homemade reusable pad (remind girls that they learned how to make a reusable pad in a previous Girls' Group meeting.)
- A plastic bag (to put your soiled cloth/ pad)

- If these materials for menstruation are not available or difficult to find, ask your mother, auntie, or a trusted adult where you can get them to take to school when you are menstruating.
- Find a private place where you can change. If none are available, ask for assistance. Or ask a friend to go to a place with you so that you can change safely without anyone interrupting you.

ASK:

Are there other things you can do to manage your menstruation during school?

SAY:

- Menstruation should not be a reason to miss class or drop out of school. With planning, you can manage your period and attend school simultaneously!
- Menstruation is a common reason that many girls drop out of school.

ASK:

- What are ways to manage the number of chores that you have at home?
- What can girls do so that they have time to do chores and time to study?

SAY:

Household chores are also a common reason. This is because it is a common gender role for girls to do household chores. Sometimes when girls get older, they are given more household chores to do. If girls have too many household chores, they will not have time to study or do well in school and may drop out.

Role-plays—returning to school (about 25 minutes)

DO:

- Ask for two volunteers to demonstrate a role-play.
- Read/tell each person the role they will be playing in their role-play. Help the person playing the "friend" to choose one of the obstacles to school discussed in the challenges/ solutions to staying in School exercise – the one with the ditch/stream and bridge.
    - Person 1: Your role is to help support your friend to go back to school by giving her advice and support.
    - Person 2: Dropped out of school because [select a reason from the previous exercise]. However, she wants to return to school to achieve her goal of becoming a nurse.
- Have girls perform the role-play.

ASK:

- What was the reason the friend did not attend school?
- What did the girl do to encourage her friend?
- What additional advice would you give the friend to help her continue her education?

DO:

Repeat the role-play with new volunteers and a new challenge/solution.

Goals and Education (about 10 minutes)

ASK:

Think quietly about what you want to achieve in life. Is going back to school important for achieving these goals? If yes, how could you overcome the barriers you face to returning to school?

ASK:

- Who in your life can support you in returning to school?
- How can we support each other in returning to school?
- How can you use communication and negotiation skills to return to school?

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- Boys and girls are equally smart and deserving of education.
- There are many benefits to attending school, but girls face many barriers, especially because of gender norms.
- Eventhough there are many challenges, we can also use many solutions to return to school.

ASK:

- Before we end the session, would anyone like to share one thing they found interesting or exciting about today's session with the group?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 12 - Gender-Based Violence [36]

Learning Objectives	■ To enable participants understand what GBV is and its description. ■ To enable participants describe types of gender-based violence. ■ To enable participants describe the relationship between GBV and gender inequality. ■ To enable participants identify the consequences of gender-based violence on girls, women, and communities. ■ To enable participants identify how to get service when GBV occurs.
Total Time	2 hours
Methologies	■ Brainstorming ■ Case study ■ Group Discussion
Materials Needed	■ Pens ■ Paper
Preparation Notes [37]	Familiarize yourself with the session's activities and content prior to facilitation. If possible, a member of an HTP Committee or subject-matter expert in gender-based violence should help facilitate this session. Before beginning the session, ensure that you are aware of local resources for survivors of gender-based violence. During any discussion about violence, there may be some participants who may feel uncomfortable as they may have experienced violence in their lives. The facilitator should be sensitive to their needs. The facilitator can also take breaks in between to lighten the atmosphere if it becomes too emotionally charged. Comfort participants as required. If anyone feels uncomfortable talking about any issue, let them have the right to pass.

[36] Session adapted from: CARE, IMAGINE Girls, Collective Facilitator's Manual, Cooperative for Assistance and Relief Everywhere, Inc., 2020. https://www.care.org/wp-content/uploads/2020/11/English_Girls-Collective-Facilitator-Manual.pdf ; Pathfinder and CARE. Act with Her: Session Guide for Peer Mentor Facilitators; and CARE USA. Facilitator's Manual for Girls' Collectives: CARE's Tipping Point Phase 2, Bangladesh, Cooperative for Assistance and Relief Everywhere, Inc., 2019.

[37] CARE USA. Facilitator's Manual for Girls' Collectives: CARE's Tipping Point Phase 2, Bangladesh. Cooperative for Assistance and Relief Everywhere, Inc., 2019.

If someone in the group is in a violent relationship and asks for support, the facilitator should follow project policies for referrals. Any project/program implementing a program using this manual is advised to have GBV response guideline/policy.

Guiding principles need to follow while supporting GBV survivors.

Confidentiality

Respecting the survivor's wishes

Being non-judgmental

Safety and dignity of the survivor

Welcome (5 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest of the group.

ASK:

- Would anyone like to remind the group what we discussed in our last session?
- What do you have in mind to get back to school? Did you start negotiating with your parents/families/guardians?

Gender-based Violence (about 1 hour)

DO:

Show the participants the following pictures.

ASK:

Is Gender based violence something people talk about? Why or why not?

SAY:

In many communities across the world, violence is considered a 'taboo' topic – or one that we should not talk about. That might give us the impression that violence isn't a big deal or that it isn't common. Violence exists and has a very real and negative impact on everyone in our community.

As a result of the negative impact it has, it is very important that we start talking about it. By talking about it, we can find solutions to ending it. We are going to begin our discussion on violence by learning a little bit more about it – what it looks like, its causes, its consequences, etc.

SAY:

Violence against a girls or women is usually inflicted by someone of the opposite sex (boys or men).

ASK:

What do you know about violence against women?

SAY:

The violence we are talking about has a name: gender-based violence. It is rooted in the fact that we do not value men and women equally. From a young age, boys are told that they have power over girls and women, and girls are told to submit to the power of boys and men. Our societies encourage boys and men to use their power to control girls and women because, we are told, if they did not, women would be unable to manage themselves, which is untrue. Therefore, when boys and men use violence, it is often falsely seen as acceptable or even normal behaviour.







SAY:

There are four different categories of violence. They are:

- Physical (hurting the body)
- Emotional (hurting feelings)
- Sexual (controlling sexuality)
- Economic (access to money, property, or resources)

DO:

- Starting with physical violence, invite participants to give examples of all the different kinds of violent acts that belong in each category. Encourage participants to come up with long lists for each different category.

ASK:

- We have now made a long list of violent acts. Do you think these violent acts happen within families and relationships in our community?
- Does a person, man or woman, ever 'deserve' to be hit or suffer some type of violence?
  - Explain: gender-based violence is NEVER the fault of the survivor.

- In your experience, who is more likely to experience the violent acts we have listed: males or females?
- Note: while men are much more likely to commit gender-based violence, emphasize that men can also be victims/survivors of gender-based violence.
- What can we do as a community to prevent gender-based violence?

SAY:

Some of our examples included rape and sexual harassment. Rape and sexual harassment are illegal in Ethiopia as stated in article 539 of Ethiopia's revised criminal code.[38] They are extremely serious. They can hurt someone physically, emotionally, and socially. They are not only wrong, but they are also crimes! Sexual harassment and rape are NEVER the fault of the survivor.

ASK:

How does sexual harassment and rape affect the lives of survivors?

- Girls can have health problems and/or get infections such as sexually transmitted infections and/or HIV from rape.
- Girls can become anxious, depressed, despondent, withdrawn, fearful, distrustful.
- Girls can have shame or guilt, even though the sexual assault was not their fault.

SAY:

This is a serious topic, and it important for girls to know about these things so that they can protect themselves. Do you have any questions?

SAY:

We are going to begin with an exercise. I am going to read a scenario, and I want you to stand up if you believe this scenario contains gender-based violence.

Remember—gender-based violence is not just physical violence, but also emotional, sexual, and economic!

Note to the facilitator: The below exercise is intended only for girls aged 13-14. Please omit this exercise for participants aged 10-12.

DO:

- Read the scenarios below.
- Allow girls to stand up or sit down (depending on the situation)
- Ask for one or two volunteers to explain why they believe it is/is not gender-based violence.

Afterwards, explain that yes, this story contains gender-based violence. Ask girls to determine what kind of violence this is and how it affects the character in the story.

Scenarios

- Getu and Genet have been married for two years. Sometimes, Getu comes home late when Genet has fallen asleep. Getu often wakes her up shouting and hits her for not staying awake until he arrives.
- Asameno and Tihitina are a married couple. He cares a lot for her, but he keeps bad company. His friends are alcoholics. They feel that drinking is a 'manly' trait and men need to drink often. His friends tell him that women are lazy

[38] *Federal Democratic Republic of Ethiopia, Revised Penal Code, Article 539.*

and need to be kept in their place. Of those days when Asameno comes home, he is drunk and full of himself. He picks up a quarrel with Tehitina and beats her up. Tehitina cries all night. The next day he is very apologetic.

- Abebech is 9 years old and has just gotten her first period. She is anxious to protect her purity, so that she will be able to marry. Her mother hires a local health provider to perform FGM.
- Solomon used to tease girls in the local trains/boat/bus. When some girls react with a smile or laughter, he misinterprets this as an approval and attempts to touch them inappropriately.
- Tsehay is not allowed to work outside the home. Ayele is responsible for earning income and he controls how the money is used. Tsehay can never be sure how much they earn or how much money they save. He gets angry when they have less goods at the house than usual, such as food or soap. Tsehay is not allowed to earn money but on rare occasions when Tsehay has something to sell in the market, she always gives her earnings to Ayele when she returns home.

Sexual Harassment (30 minutes)

SAY:

Sexual harassment is a specific type of gender-based violence. Sexual harassment involves any type of touch without a consent with a sexual attention:

- Touching sexual parts of a girl's/woman's body, such as breasts, buttocks, or private parts.
- Touching in a sexual manner against the will of the girl/woman (e.g., kissing, grabbing, fondling,)
- Unwelcomed behaviours, including actual or attempted rape or sexual assault.

SAY:

I am going to read a series of scenarios. For each scenario, I would like us to answer:

- What do you think the girl is feeling?
- Does this happen in your community?
- What can a girl do in this situation? How might the situation be different if it happened to a boy or a young man.

Harassment Scenarios

- Scenario 1: A boy your age is calling you mean names.
- Scenario 2: A 13 to 14-year-old boy touched you in a way that made you feel uncomfortable.
- Scenario 3: A boy your age is verbally threatening you.
- Scenario 4: A man in the community touches your breast.

DO:

- Thank the girls for their ideas and for bravely talking about these situations.
- Explain that, during our next session, we will talk more about strategies we can use to manage sexual harassment.

Getting Service (about 20 minutes) [39]

SAY:

Even if rape or sexual assault is against the law, many girls are reluctant to report it to their families or to the police.

[39] *Adapted from Federal Ministry of Education. Life Skills Manual for Adolescents in Schools (10 to 12 years old*

ASK:

Why might girls not want to report violence?

- Fear of stigma and discrimination: She may be stigmatized for what has happened to her and experience discrimination.
- Blame: Family and Society expects girls and women to be able to avoid sex, including sexual violence. If any form of sexual violence occurs, society often blames the woman for the way she behaves and dresses.
- Fear of not being believed: Many girls do not think anyone will believe them, particularly if they have been abused by someone they know.
- Fear of revenge: Many girls and women who are sexually assaulted are intimidated by their attacker, who threatens that he and his family and friends will cause them further harm if they makes a police report.
- Health workers' attitudes: Health workers may not be very understanding or supportive They may be judgmental against the girl.
- Impunity: Male perpetrators are not prosecuted, or even if prosecuted the sentence may not be executed as the law states.
- Lack of information: The survivors may not know where to report and get related services.

SAY:

Even though some people may not report violence, there are places we can turn to if we need support. Seeking help from others when we need it is important to be aware of. Our minds can become aware of situations that are uncomfortable, dangerous or that cause worry. We may be able to use our problem-solving skills and others to address the situation. However, we may need the help of others. Our awareness of this is important so that we can take action and look for the person or people who can help.

I am going to read a series of situations, and I want you to think in your head: who can help? What would I say to them? I will ask if a volunteer would like to share her response for each situation.

Situation	Who Can Help	What to Say
Someone is wanting to touch you in an uncomfortable way		
You brother's friend hitting you		
Someone in your neighbourhood shouting at you		
Someone in the community threatens you		
Someone at school pushes you and says terrible things to you		

SAY:

- The most important thing for you to know is that rape and sexual assault are against the law.
- Violence is never your fault. The shame lies with the attacker, not the person who was attacked.
- There are places around where you can turn to get support. Health facilities provide Sexual and reproductive health services. Police stations and kebele administration also responds for your protection needs.

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- There are four different kinds of gender-based violence: physical, sexual, emotional, and economic.
- Child marriage is a form of gender-based violence.
- Sexual harassment is also a form of gender-based violence. Alongside rape and sexual assault, sexual harassment is illegal in Ethiopia.
- Survivors might face health problems like HIV and STI and might face psychological problems like depression, anxiety, and guilt. To minimize these risks, one should seek help immediately.
- In your community, women can go for help at the nearest health facilities, one stop centres and the woreda Women and Children's office.
- Everyone has the right to live a life free from violence and abuse.

ASK:

- Before we end for the session, would anyone like to share with the group one thing they found interesting or exciting about today's session?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time and location..
- Thank participants for their active participation.
- Close the group meeting.

Session 13 - Refusal Skills and Personal Safety [40]

Learning Objectives	■ To enable participants practice the steps to assess risks in their surroundings. ■ To facilitate participants to develop an action plan for staying safe in their community.
Total Time	2 hours
Activities	■ Case study ■ Role-play ■ Discussion
Materials Needed	■ Pen ■ Paper
Preparation Notes	Familiarize yourself with the session's activities and content prior to facilitation. If possible, a member of an HTP Committee or subject-matter expert in gender-based violence should help facilitate this session. Before beginning the session, ensure that you are aware of local resources for survivors of gender-based violence. During any discussion about violence, there may be some participants who may feel uncomfortable as they may have experienced violence in their lives. The facilitator should be sensitive to their needs. The facilitator can also take breaks in between to lighten the atmosphere if it becomes emotionally charged. Comfort participants as required. If anyone feels uncomfortable talking about any issue, let them have the right to pass. If someone in the group is in a violent relationship and asks for support, the facilitator should follow project policies for referrals.

[40] *Adapted from: Pathfinder and CARE. Act with Her: Session Guide for Peer Mentor Facilitators.*

Welcome (5 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest of the group.

ASK:

Would anyone like to remind the group what we discussed in our last session?

Note to the facilitator: The following risk assessment session is intended only for girls aged 13-14. Please omit this session for participants aged 10-12.

Risk Assessment (about 30 minutes)

SAY:

As girls grow and mature, they can become at risk for unwanted attention, harassment, and sexual advances or abuse. These are usually gender-based acts of violence against girls.

ASK:

Can someone remind me a list of gender-based violence that happens in your community?

SAY:

- Name calling or ridiculing
- Financial control
- Bullying
- Being put downs by boys or men
- Unwanted or offensive verbal language
- Sexual suggestions
- Unwanted sexual advances
- Unwanted touching of the body or private parts
- Hitting
- Rape
- Defilement

SAY:

Gender-based violence is NEVER the fault of the survivor. Gender-based violence often takes place within a relationship or household. However, in some cases, gender-based violence or other risks can happen outside of the home. If possible, it is important to avoid areas in the compound, neighbourhood and/or community where offending language and/or sexual advances could occur.

SAY:

There are four steps for assessing risks and avoiding potential harm:

- Learn about potentially risky areas in your compound, neighbourhood, or community.
- Decide on a plan of action to stay safe.
- Walk with confidence.
- Watch and observe what is always around you.

ASK:

For the first step: Learn about potentially risky areas in your community or in the new environment during displacement:

- Are you home alone a lot?
- Are there bars or places where alcohol and/or drugs are used between where you live and:
  - School
  - The market
  - Where you do chores or herd animals
  - Where you collect firewood
  - Where you fetch water
  - Where you bath

- Are there times of day or night that are riskier for girls? If so, when?
- Are there times/events during the year that are risky for girls? If yes, when are these?
- Are there places where older boys or men hang out? And girls are exposed to risks?

ASK:

For the second step: "Decide on a plan of action to stay safe", what can girls do when they are near or have to walk through these risky areas?

- Will you walk alone or with someone else? If so, who?
- Do you need to ask another person's advice on what to do or where to go? Who would you ask?
- Can you find another route? Or another time of day?
- Do you decide not to go to the place? How would you decide?

SAY:

- The third step ("Walk with confidence") seems simple, but it is very effective. Girls who look more secure in themselves are less likely to be attacked. If a girl looks insecure and like a victim, she is more likely to be attacked.[41]
- For the last step, "Observe what is around you at all times:" perpetrators always look for somebody who is not paying attention.

ASK:

Why is observing all around is you important?

SAY:

- No matter how safe you think the situation is, if you see something that makes you feel even a little uncomfortable, leave the site and/or get someone to accompany you. Trust your inner sense!!
- Explain that knowing these steps can help you avoid potential harmful risks and stay safe.

DO:

Tell the girls to find a partner and teach each other what the four steps of risk assessment/ action plan.

Note to the facilitator : The following action planning exercises are intended only for girls aged 13-14. Please omit these exercises for participants aged 10-12.

Action Plan Exercise (about 40 minutes)

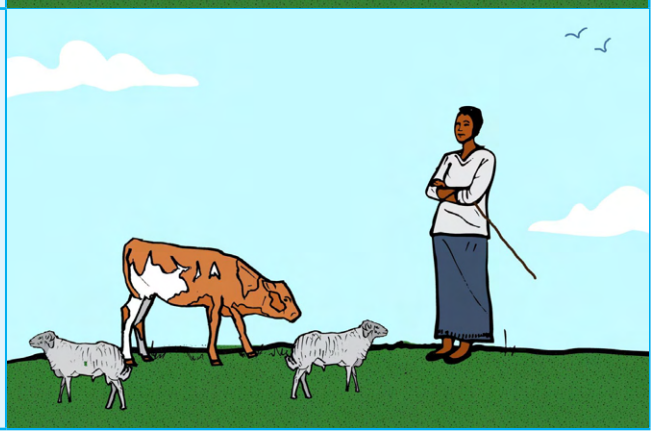
SAY:

We are now going to practice identifying risks and planning for safety.

DO:

- Divide into three small groups.
- Go to each small group and tell them one of the five risk assessment scenarios.

[41] "Men who attack women and girls nearly always pick out those with the body language of a 'victim' - someone they think will be too scared to fight back." From: South Eastern Center Against Sexual Assault and Family Violence, Making Sense of Violent Relationships, https://www.secasa.com.au/pages/face-values-making-sense-of-violent-relationships/body-language/

Scene #1: Your friend Tigist is going to meet a friend after school. She has never walked in this part of the area before. What should she do to stay safe?	
Scene #2: Fasika has decided to start washing clothes for a neighbour inside the neighbour's house. What should she do to stay safe?	
Scene #3: Your friend Muna is becoming involved in the local ceremony in her community. She wants to spend more time there. This means staying later at night. What should she do to stay safe?	
Scene #4: Your friend Fantu is going to watch the cattle. What should she do to stay safe?	

Scene #1: Your friend Tigist is going to meet a friend after school. She has never walked in this part of the area before. What should she do to stay safe?



SAY

Each small group should:

- Assess the potential risks to the girl in your scenario.
- Discuss what the girl should think about to stay safe.
- Develop an action plan for the girl.
- Explain that each group should be prepared to report on the results of their discussion.

DO:

When ready, ask each group to report on their scenario, the potential risks considered, and the action plan they propose for the girl.

ASK:

- Does anyone have comments or questions for the presenters?
- What else could the girl in the scenario consider?
- Any comments on the proposed action plan? If so, what?

DO:

When done, summarize ways in which girls can stay safe when they feel at risk.

Note to the facilitator: The following refusal skills session is intended only for girls 13-14. Please omit this session for participants aged 10-12.

Refusal Skills (about 10 minutes)

SAY:

Refusal skills can be an important part of your safety plan!

SAY:

Last week, we talked about gender-based violence, including sexual harassment. As girls begin to mature, boys and men may begin to harass them or make unwanted sexual advances. If girls face any of these situations, it is important to know refusal skills to stay safe from harm. Girls can also use refusal skills with boys who are trying to hurt their feelings or bully them.

DO:

- Point out that refusal skills depend on you being assertive and making your message clear, very much like negotiation skills.
- Discuss and demonstrate the refusal skills:

Be clear	Be clear on what you will not accept.
Say clearly what you want	■ Simple "No": "No, thanks", or "No" ■ Emphatic "No: "No!" "Don't do that!" ■ Repetitive "No": "No, no, NO!!!"
Use a strong voice	■ Talk in a loud voice. ■ If needed, scream for help if you are alone and feel you are at risk.
Create distance	■ Walk away from the person or place. ■ Leave the scene and go somewhere safe.
Steer clear	If you suspect you will be pressured, don't go with the person.
Safety in numbers	Keep trusted friends nearby.
Call in support	Threaten to tell somebody with authority or power (parents, counsellors, relatives, or police).

SAY:

- If someone is harassing you or attempting sexual assault, use the refusal skills and go away. Then, report the situation to adults you trust, such as parents, mentors, teachers, police, or a community official.
- You should also consider seeking help from authorities when someone you know has been hurt, attacked, raped, or abducted.

Practicing Refusal Skills (about 30 minutes)

DO:

- Divide girls into small groups.
- Explain the exercise: Choose one of the harassment scenarios we discussed (or make up one of your own) and develop a role-play on how to handle it using the Refusal Skills.
- Choose two or more people to act out the role-play for the rest of the group.
- When ready, ask one of the groups to demonstrate their role-play. After each play,

ASK:

- Which refusal skills were used?
- Were they right for the situation? If not, why?
- Do you have any suggestions for the group who conducted the role-play?

ASK:

How can boys in your community, such as brothers or good friends, be your supporters?

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- We can follow four steps to think about risk:

1. Learn about potentially risky areas in your compound, neighbourhood, or community.
2. Decide on a plan of action to stay safe.
3. Walk with confidence.
4. Watch and observe what is always around you.

- Refusal skills are an important part of planning for your safety.

ASK:

- Before we end the session, would anyone like to share with the group one thing they found interesting or exciting about today's session?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided on Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 14 - HIV and STI Prevention

Learning Objectives	■ To enable participants define and identify types of STIs/HIV. ■ To enable participants define the symptoms of STIs/HIV and how it can affect their health complication. ■ To enable participants identify how STIs transmit. ■ To enable participants develop skill and knowledge on how to prevent STIs/HIV.
Total Time	2 hours
Methodology	■ Group Discussion ■ Mini lecture ■ Quiz ■ Game
Materials Needed	■ 2 notecards with a drawing of a condom on the back. ■ 1 note card with a picture of a couple holding hands. ■ 1 note card with an "X". ■ Pen. ■ Paper.
Preparation Notes	Familiarize yourself with the session's activities and content prior to facilitation.

Complete the reading below to learn about the different types of STIs.

- There are three types of STIs: Viral, Bacterial, and Parasitic/ Fungal.
    - **Viral Infections:** Viral STIs are caused by viruses passed during sexual activity. In general, viral infections involve many different parts of the body at the same time. Viral infections cannot be cured by antibiotics, although medicine is important for managing symptoms or slowing their effects.
    - **Human Immunodeficiency Virus (HIV):** HIV attacks the body's immune system, leaving individuals unable to fight off other illness. It is transmitted through sexual activities, pregnancy, birth, or breastfeeding, or sharing items like needles.
    - **Human Papilloma Virus (HPV):** The human papilloma virus or HPV is the most common viral infection. There are over 30 types of HPV that are sexually transmitted through sexual intercourse.
    - **Genital Herpes:** Genital Herpes is caused by the Herpes Simplex Virus. It is in the same family of viruses that cause cold sores around the mouth. The virus is transmitted by sexual activities or skin-to-skin contact.
    - **Hepatitis B Virus:** Hepatitis B affects the liver. It is transmitted through sexual activities and sharing items like razors, needles, and toothbrushes.
- **Bacterial Infections:** Bacterial STIs are caused by bacteria passed during sexual activity. Generally, bacterial infections can be cured by antibiotics.
    - **Chlamydia:** Chlamydia is one of the most common STIs. If untreated, it can cause infertility in women and men.
    - **Gonorrhoea:** Gonorrhoea is an infection that shares the same symptoms and is often transmitted at the same time as Chlamydia. If left untreated it can cause infertility in both women and men.

- **Syphilis:** There are three stages of Syphilis. The first stage starts with a small painless sore where the bacteria enter the body. In stage two, a person may feel unwell or get flat smooth warts in the genital area. In stage three, untreated syphilis can cause heart problems, mental issues and even death.

- **Parasitic Infections:** These are caused by parasites passed during sexual activity. A parasite is like a little bug that lives off of a human and cannot always be seen by the naked eye.
  - **Trichomoniasis (Trich):** This can infect the urethra, bladder, vagina, cervix, or foreskin. It can be transmitted through sexual activity.
  - **Pubic Lice (Crabs):** Pubic lice are also called crabs. Pubic Lice live in pubic hairs around the genitals. They lay eggs at the base of the hair.
  - **Scabies (Mites):** Scabies are tiny mites that dig little holes below the surface of the skin where they lay eggs.
- Fungal Infections: While not technically STIs, this infection can sometimes be passed through sexual contact.
  - **Flush/Yeast Infection (Candida):** A vaginal yeast infection is a common fungal infection caused by overgrowth of naturally occurring yeast. This can cause itchiness, burning and pain in the vagina. Men can also get yeast infections, although they are much more common in women.

Welcome (5 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest.

ASK:

Would anyone like to remind the group what we discussed in our last session?

Sexually Transmitted Infections (about 20 minutes)

SAY:

When unmarried adolescents have unprotected sexual intercourse, in addition to possibly getting pregnant, a woman can also get a sexually transmitted infection, or STI, including HIV, if her partner is infected with an STI/HIV.

- Explain that some STIs can also be transmitted through childbirth, sharing sharp materials such as needles and blood transfusions.

ASK:

What have you heard about sexually transmitted infections (STIs)?

- A Sexually Transmitted Infection (STI) is a sickness that is passed on from one person to another during sexual activity. Some are passed through bodily fluids like blood, vaginal fluids, or semen, while others are passed through skin-to-skin contact.
- Anyone who has unprotected sex is at risk for getting an STI, including HIV. Not having sex is the only 100% sure way not to get an STI.
- It is impossible to tell by looking or talking with someone whether they have an STI. A person can have an STI but have no symptoms, or the symptoms may not appear for a long time after a person has become infected. Therefore, it is important for people who are sexually active to get tested for STIs.

ASK:

What types of STIs have you heard of?

- Some STIs are bacterial infections. These can be treated with antibiotics.
- Some STIs are caused by viruses. These cannot be cured.
- One virus is called HPV. It can cause cervical cancer later in life. There is an HPV vaccine that is available for girls at the health centre. This reduces a girl's risk of getting cervical cancer from HPV.

ASK:

What are the common symptoms of an STI?

- No symptoms! This is why it is important to get tested regularly.
- Unusual discharge from the vagina. Normal discharge is usually white and thin. If a person has more discharge than usual or if it smells bad, is green, yellow or has white clumps, they may have an STI.
- A strange discharge from the urethra (the place where pee comes out)
- Pain or bleeding when peeing or during sex.
- A rash, bump, wart, or sore around the penis, vagina, or anus
- A red or itchy genital area or anus
- Small insect-like creatures in the pubic hair or around the genital area
- Swelling around the genital and thigh areas
- High fever

ASK:

- What are common beliefs and taboos about STIs? How are people suspected of having an STI, or people who discuss STI prevention, treated in this community?
- How do you think these beliefs affect whether we get tested for an STI, treated for an STI, or use prevention measures?
    - When we judge someone for having an STI or for engaging in behaviours to prevent an STI, we make it harder for

people to seek testing and treatment, talk to their partners, or use condoms to prevent STIs, which negatively affect our health and the health of our community.

- Having an STI is a medical problem, not a curse.
- Inform the patients to visit healthcare facilities if they suspect they have an STI.

HIV (15 minutes)

ASK:

What do you know about HIV?

- HIV is a virus which lives in bodily fluids.
- In both women and men, HIV lives in the blood.
- In men, HIV lives in the semen, which is why sex is the most common form of transmission.
- For women, HIV can also be found in breast milk. This passes HIV to infants.

SAY:

A person can get HIV:

- Through unprotected sex with someone who has the HIV.
- From blood transfusions with contaminated blood or sharing syringes, needles, or razors with someone who has the HIV.
- During pregnancy and childbirth. It can be transmitted from a mother to a baby if the mother has the HIV.
- During breastfeeding of a child, if the mother has the HIV.

SAY:

- HIV is not curable. However, there are effective HIV medicines to allow people with HIV to live long and productive lives if they take the medicines every day.
- A pregnant woman living with HIV can take special medicines from a health centre and use other precautions to prevent the virus from spreading to her baby. That is why it is especially important for pregnant women to get tested for HIV because if they know they are positive, they can do what is necessary to prevent passing it to their baby.
- Point out that STIs, including HIV, are not transmitted through casual contact, such as shaking hands, hugging, drinking from the same glass, or sitting on the same toilet seat.

ASK:

How can you tell if a person has HIV?

- You cannot tell if a person is living with HIV by their appearance.
- You can ONLY know if a person is living with HIV through a blood test. You can get this blood test for free at most health centres.

HIV brainstorming: (About 20 minutes) [42]

ASK:

What is the difference between HIV and AIDS

- HIV is a virus that lives in a person's blood and bodily fluids once they become infected. A person can live many years without looking or feeling sick.
- When a person begins to have symptoms of HIV – usually after many years – the person has gone from being HIV positive to having AIDS.
- AIDS is an advanced stage of illness.

[42] *Adapted from the Keep It Real program in Uganda, Curriculum for out of school VYAs, GREAT+ Sexuality Education.*

DO:

1. Ask if each question is true or false.
2. Review the correct answer, then move to the next question.

HIV Quiz

- Can HIV be transmitted by mosquitoes?

No – Mosquitoes cannot spread HIV. HIV is found in blood but does not stay alive in mosquitoes. Mosquitoes do not transfer blood to people when they bite – they only withdraw it. In the process of withdrawing the blood, the mosquito injects its saliva into its victim. Many diseases, including malaria, are passed on by mosquitoes; however, HIV is not spread by mosquitos.

- Can HIV be transmitted through unprotected sexual intercourse? Yes – HIV can be passed from an infected person to another person during unprotected sexual practice sex.

- Can HIV be spread when sharing food with an infected person?

No – HIV can only be spread through sexual intercourse, blood transfusions, needle sticks, and from mother to baby during pregnancy and breastfeeding.

- The best way to prevent STIs, including HIV, is to avoid sexual intercourse.

True. Abstinence is the best way to prevent HIV. Correctly using condoms while having sex helps to prevent STIs.

- Can people living with HIV live long and productive lives?

Yes! Medicine called anti-retroviral, or ARV, allows people with HIV to live long and productive lives. The medicine is taken for life every day.

- What is the only way to know for sure if you have HIV?

The only way to know for sure if someone has HIV is for them to get tested at the health centre.

STI Prevention (about 25 minutes)

ASK:

How can people avoid getting an STI?

- Abstaining from sex is the safest and the most advisable method that an adolescent should use.

- If you are sexually active, be faithful to your partner.

- Using a condom correctly every time you have sex. Remember: condoms are the ONLY form of contraception that protects against STIs.

- Keep genital and anal areas clean.

- Not sharing sharp instruments.

- Vaccination for HPV.

SAY:

The best person to ask about STIs is a knowledgeable person such as a health care provider. They are trained in these kinds of infections. If you are someone you know might have an STI, that person should go to the health centre immediately.

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- It is impossible to tell just from looking at someone if they have an STI. The only way to know for sure is to get tested.
- STIs are a medical problem, not a reflection of someone's morals.
- HIV cannot be transmitted through casual contact. It is only passed through specific means such as exposure to infected semen or vaginal fluid, blood transfusions, blood contact via sharp objects, and from mother to child during childbirth.
- People with HIV can live long and healthy lives with the support of medicine available from health centres.
- To prevent STIs, talk to your partner about getting tested. Remember to abstain from sex or to use a condom every time you have intercourse to lower your risk.

ASK:

- Before we end the session, would anyone like to share one thing they found interesting or exciting about today's session with the group?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time, and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 15 - Nutrition [43]

Learning Objectives	■ To enable participants discuss the foods necessary for a balanced diet. ■ To facilitate participants discuss anaemia, what it is, and how to prevent it. ■ To enable participants practice talking to parents and family members about healthy food.
Total Time	2 hours
Activities	Discussion Drawing
Materials Needed	Pen Colourful crayons/markers Paper
Preparation Notes	Familiarize yourself with the session's activities and content prior to facilitation. Draw the table below on a A4 paper (note: you may wish to also add an icon next to each heading):

MOVE	GROW	SHINE

[43] *Adapted from: Pathfinder and CARE. Act with Her: Session Guide for Peer Mentor Facilitators.*

Welcome (5 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest of the group.

ASK:

Would anyone like to remind the group what we discussed in our last session?

Why we Eat – to Move, Grow, and Shine (about 10 minutes)

ASK:

What kinds of activities do you do every day?

DO:

- Remind the girls of what they had to eat this morning (or last night). Explain that their body is using this food to move their bodies. Without food, we would not have the energy to move. Just like cars and motorcycles, we need fuel to move ourselves.
- Remind the girls of how much their bodies are growing and changing every day during puberty and adolescence. Ask girls to remind everyone of what changes girls' bodies go through during puberty?
- Explain that puberty is a period of fast growth both physically and mentally. Because of this, girls will need special food to grow tall and develop their bodies. Without enough food, the body will not grow as strong and tall.

ASK:

Has anyone been sick or had a cold in the last year or two?

DO:

Explain that when we get sick, the body makes substances in the body that heal us. The substances also help prevent us from getting sick. Mention that there are special foods that help the body to heal as well as stay healthy. There are also special foods that make your hair, fingernails, and teeth grow and be strong and healthy.

ASK:

Can you think of other reasons why you need to eat food?

- Note: Malnutrition is often a cycle. Young girls who are poorly nourished are more likely to give birth to low-birth-weight babies, who are also more likely to be undernourished, stunted, or to die in infancy. Girls who are married at a young age are also more likely to have low-birthweight babies. Good nutrition—especially for girls and women—should be supported throughout a person's life.

Move, Grow, Shine Foods (30 minutes)

ASK:

Why it is important to eat different foods every day?

- Note: During times of displacement or conflict different types of food might be limited and might also be not feasible.

DO:

Discuss Move foods:

- Move foods give the muscles energy (fuel) to run, jump, play, and work. They feed the body to grow and the brain to learn and concentrate.

- If we do not eat enough Move foods, we will feel tired. We will not have enough energy to get through the day.

SAY:

Starchy foods give the body energy and fuel to Move.

ASK:

What might be some starchy foods that would give the body energy to Move?

- Write the responses under the "move" column of the paper.
- If not mentioned, explain that Move foods include cerealsl (corn, Teff, barley, wheat, sorghum and rice), bread or 'kita', injera, potatoes, and corn.
- Explain that oil, butter, avocado, and other fatty foods also give you energy and fuel to move and grow.

DO:

Discuss Grow foods:

- Grow foods help your body to grow taller, develop as a woman, and build strong muscles.
- If you don't eat enough Grow foods, the body will not be as strong or tall.

SAY:

The best foods for growing tall and building muscle and bones are animal products and legumes. Can you give examples of these?

- Write the responses under the "Grow" column of the flipchart.
- Examples include beans, lentils, chickpeas, and ground nuts. Animal products are also grown foods, like milk, cheese, yogurt, eggs, chicken, meat, fish.

DO:

Discuss Shine foods:

- Shine foods help protect the body from illness.
- They also help keep your teeth, hair, fingernails, and skin healthy.

SAY:

The best Shine foods are those with colour, namely, fruits and vegetables.

ASK:

What are some Shine foods that you know of?

- Write the responses under the "Shine" column of the flipchart.
- Mangos, papayas, oranges, dark green leafy vegetables (spinach, kale, cabbage etc.), carrots, and other vegetables.

DO:

Review the three columns and ask if anyone would like to add anything to the list of foods in each column.

DO:

Summarize what was discussed about the Move, Grow, and Shine foods.

- Starchy foods are great for energy to move, play, work, and study.
- Animal products and legumes (beans, lentils) help you grow tall, strong and healthy.
- Colourful fruits and vegetables help you stay healthy, and have shiny strong eyes, nails, and good skin.

- Remind the girls: Growing girls and boys need a variety of different foods in order to Move, Grow and Shine.

Iron and Anaemia (about 20 minutes)

SAY:

There is something in the food we eat that is called iron. Iron helps us to grow strong and be very healthy.

DO:

Discuss the importance of iron:

- Iron helps to carry the oxygen that we breathe to the entire body.
- The body needs oxygen to work, think, digest our food, and most importantly to move.
- Without enough iron to carry the oxygen we get sick and tired.

DO:

Discuss the following:

- Teenagers grow very fast. They are developing bigger muscles, longer bones, and maturing quickly. The body needs more food and nutrients to grow so fast.
- Often, not enough iron-rich foods are eaten during this time of growth. This can cause a shortage of iron.
- Also, girls lose blood once a month through menstruation. When they lose blood, they can also lose iron that was in the blood.

SAY:

Adolescent girls who are growing fast, losing blood from menstruation, and not eating enough iron-rich foods, can get a condition called iron-deficiency anaemia.

ASK:

- What do you know about anaemia?
- How does one know that she is anaemic?

DO:

Review key points about anaemia:

- Anaemia is usually caused by a lack of iron in the blood. Your blood needs iron to absorb the oxygen that you breathe.
- There are many causes of anaemia, but the main cause is not having enough iron in the blood because of a deficient diet. This is called iron-deficiency anaemia.
- Anaemia can be prevented if you eat lots of iron-rich Grow and Shine foods.

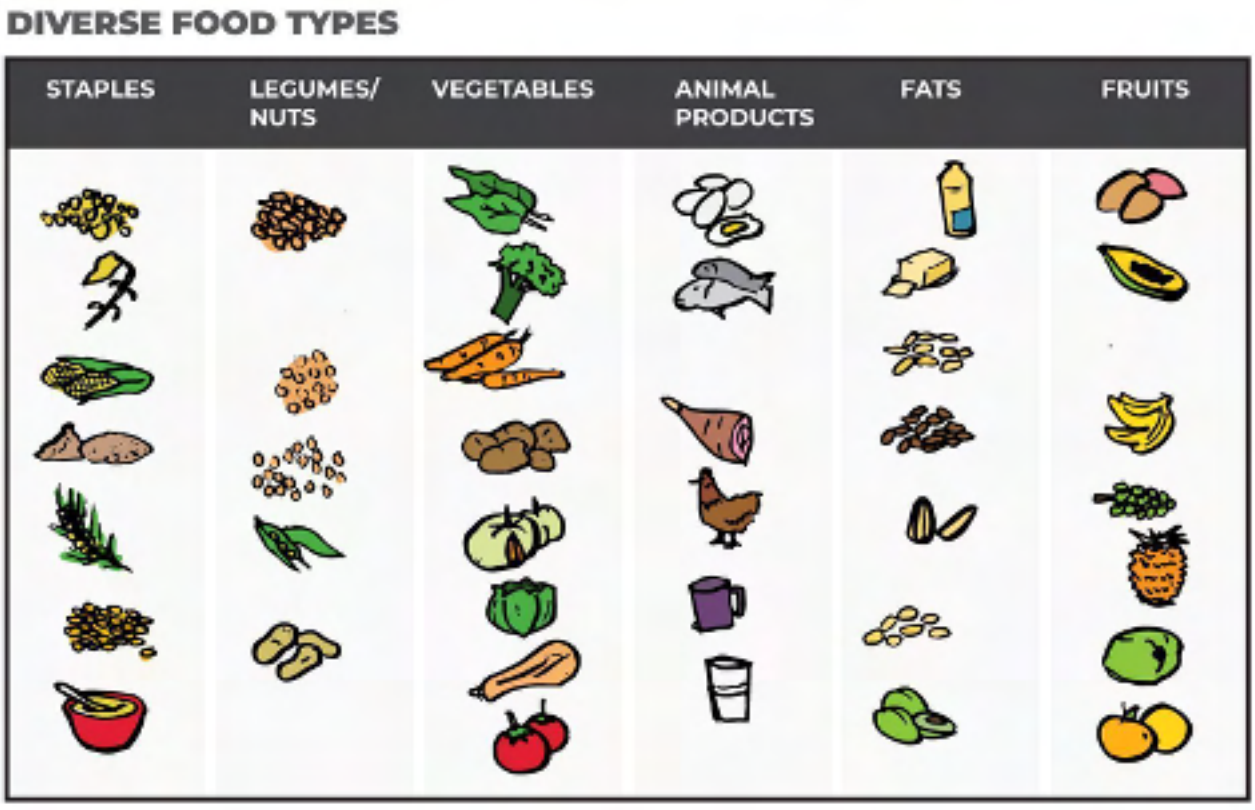
ASK:

What happens when you are anaemic?

- Feeling dizzy
- Feeling tired, listless
- Looking pale; pale palms
- Shortness of breath
- Headaches

SAY:

The only way to know if you are anaemic is to get a test at the health centre. The test can be as simple as finger prick to see if you have anaemia.



Iron-rich foods (about 10 minutes)

DO:

Explain that people get iron from the food they eat. The body is very good at storing iron in the blood, but we still must replenish the iron intake every day.

ASK:

Which food groups contain iron in them?

- If not mentioned, explain that iron is mostly found in many Grow foods. Some Move and Shine foods also have some iron.

ASK:

Which Grow foods would have the most iron?

- Animal products such as beef, liver, chicken, goat, fish, eggs have the most iron in them.
- Even if you eat a little bit of these animal products you will get the best source of iron.
- Other Grow foods that have iron are lentils and beans. But these do not have as much iron as animal foods.
- Milk is not a good source of iron.

ASK:

Which Shine foods would have the most iron?

- Dark green leafy vegetables, such as spinach and kale, are good sources of iron.
- Even though fruits, especially citrus fruits, do not have iron, they have a vitamin which doubles the absorption of iron if you eat the fruit with a meal.
- Grow foods are still the best source of iron in the diet.

ASK:

Which Move foods have iron?

- Explain that most Move foods do not have much iron, except Teff. Eating injera made with Teff (not corn) is an excellent way to get iron.

DO:

Remind the girls that even if lentils, beans, and dark, leafy green Shine foods do not have much iron, if you eat fruit, especially a citrus fruit, with the meal, it will double the amount of iron they absorb from the food.

Healthy Meal (About 20 minutes)[44]

SAY:

We have talked about the types of food that the body needs to move, grow, and shine. It is important that the body gets all these foods in one day.

ASK:

what does a healthy meal with all three types of food look like?

- If not mentioned, explain, or reinforce that for lunch and dinner girls should try to eat at least one Move food, one Grow food, and one Shine food.



DO:

Divide the girls into small groups of five people each.

SAY:

Please discuss on a healthy meal that has one Move food, one Grow food, and one Shine food. Pick foods that you commonly eat in the family or the village.

DO:

When done, ask each group to reflect their discussion to everyone and explain why they chose the foods for their meal.

SAY:

You can tell your family what you learned today. They can think about adding Move, Grow and Shine foods to the family meals.

Talking to Parents (about 25 minutes)

DO:

Divide participants into 4 small groups.

DO:

Tell each small group one of the five scenarios –a different scenario for each group. Ask the groups to discuss how they would talk to their parents about the situation they were given.

[44] *Adapted from: Girl's Space Curriculum, Mentor's Manual: Girls 11-12 Years Old. Oromia Region, Page 44.*

Your mother prepares traditional meals because that is what she learned. She does not know anything about "Move", "Grow" or "Shine" foods or why they are important.



When you tell your mother about the "Move", "Grow" and "Shine" food type, she says that there is not enough money to buy all of this food, especially the "Shine" food items.



After you talk to your parents about "Move", "Grow", "Shine" food types, they say that a full stomach is enough.



Your mother does what she always learned. She says that girls should eat after their brother's and father. Your father agrees.



DO:

Invite each of the small groups to describe their scenario and what they could do in the situation. After each presentation,

ASK:

What would the rest of you do? Summarize the key solutions discussed.

DO:

Reviewing the flipchart, summarize how the girls can talk to their parents about Move, Grow, and Shine foods and healthy meals so that the girls and their siblings can grow up strong and healthy.

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- Adolescent girls are still growing. To grow healthy and strong and to avoid illnesses, it is important to eat a balanced diet of move, grow, and shine foods.
- Starchy foods are great for energy to move, play, work, and study.
- Animal products and legumes (beans, lentils) help you grow tall, strong and healthy.
- Colourful fruits and vegetables help you stay healthy.
- Adolescent girls who are growing fast, losing blood from menstruation, and not eating enough iron-rich foods, can get a condition called iron-deficiency anaemia. Grow foods can help you get enough iron.

ASK:

- Before we end the session, would anyone like to share one thing they found interesting or exciting about today's session with the group?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time, and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 16 - Future Visioning/Goal Setting [45]

Learning Objectives	■ To enable participants envision healthy, happy futures. ■ To enable participants set goals for achieving girls' visions for the future. ■ To develop goal setting and planning skills among participants.
Total Time	2 hours
Activities	■ Drawing ■ Discussion
Materials Needed	■ Paper ■ Colourful markers/pens
Preparation Notes	Familiarize yourself with the session's activities and content prior to facilitation.

Welcome (5 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest of the group.

ASK:

Would anyone like to remind the group what we discussed in our last session?

Introduction to Goal Setting (45 minutes)

SAY:

In our first session, I explained that the discussion would focus on supporting you to make choices about your future by building your assets. By this I mean that the goal of the Girls' Group is to equip you all with the information, resources and skills you need in order to describe and then achieve the future you want for yourselves.

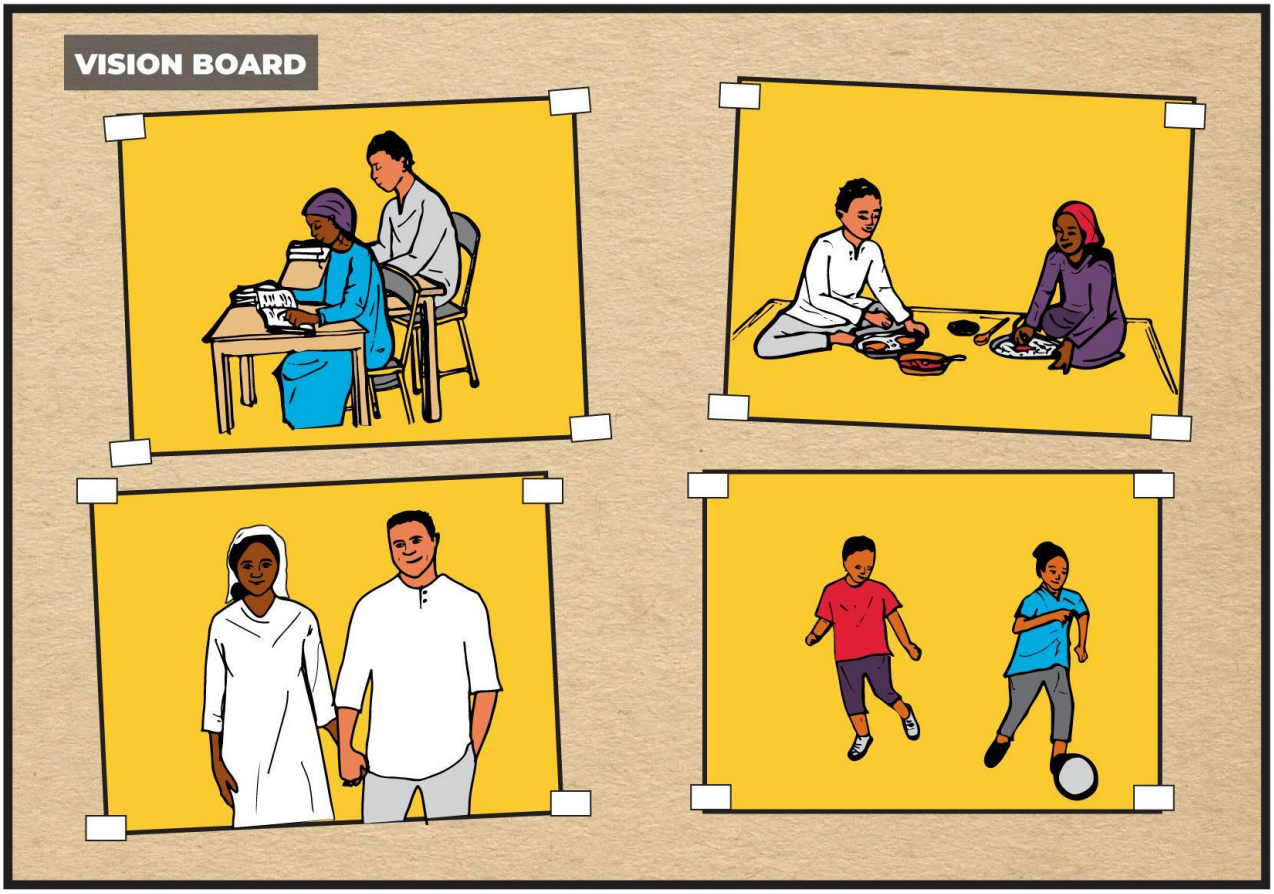
SAY:

First, we will start thinking about our visions for the future.

DO:

- Display the Vision Board to the group.

[45] *Session adapted from "IMAGINE Girls' Collective Facilitator's Manual." Cooperative for Assistance and Relief Everywhere, Inc., 2020. https://www.care.org/wp-content/uploads/2020/11/English_Girls-Collective-Facilitator-Manual.pdf*



SAY:

This is a Vision Board. It is a tool for visually representing what you desire in the future. It is divided into four parts:

1. Education and Education: Do you see yourself going back to school? If so, when? Do you see yourself earning money for your family? If so, how? If you could learn something new, what would it be? If you could acquire a new skill, what would it be?

2. Home and Environment: What kind of home do you have? Where do you live? In a rural part of the country or in the city? How do your friends and family fit into your life? Are you close to them?

DO:

Invite group participants to explain their vision according to the four domains.

SAY:

I would like you to tell me your vision and I will write it on the vision board that shows what you want your life to look like five years from now in each of these four domains. The first step is to write your reflection on the vision board template, I have on display.

ASK:

- Imagine you got married right now. How difficult would it be for you to achieve your vision for the future?
- If getting married now would make it more difficult to achieve your vision for the future, what can you do now to avoid child marriage?
- If you were to get pregnant now, how difficult would it be for you to achieve your vision for the future?
- If getting pregnant now would make it more difficult to achieve your vision for the future, what can you do now to prevent pregnancy?

Making our Dreams a Reality (Goal Setting) (45 minutes)

SAY:

We now have a general vision for our futures. Now we will get more specific and think about what we will need to put in place to make this vision a reality.

To do this, we will set goals related to the same four areas we listed on our vision boards. It's important that you give yourselves achievable goals. If we give ourselves unrealistic goals, we are just setting ourselves up for failure! The key to setting good goals is to follow these 3 simple steps:

1. WHAT do you want? Identify exactly what you want to achieve
2. WHEN do you want to achieve it? State the timeframe for achieving your goal.
3. HOW will you do it? Identify how you will achieve your goal

SAY:

For now, let's just focus on the first two steps: identifying what we want and the timeframe for achieving it. Let's look at a few examples of goals.

- Education and work Goal:
  - My goal is to go back to school and complete my high school diploma in the next two years.
  - My goal is for my business to be profitable within three years.
- Home and Environment Goal:
  - In three years, I want to live in a house with a toilet.

ASK:

What makes these goals 'good'?

- All the goals are very specific (we know exactly what it is the person wants to accomplish) and time-bound (we know by when they want to have accomplished it). This makes it easy to judge whether the goal has been accomplished.

SAY:

Now let's look at some 'badly stated' goals.

- My goal is to have a happy marriage.
- My goal is to be a successful businessperson.
- My goal is to have a large family.

ASK:

What makes these goals 'bad'?

- These goals are very vague. There is also no timeframe. They could be made more specific.

SAY:

Now it's your turn. I would like each of you to come up with FOUR goals: one for each of the four sections of your vision board. For us to make our visions of the future come true, let's first think about what we will need to have accomplished in one year's time. To do this, complete the following sentence:

In one year, I want to…

DO:

Give participants 15 minutes to come up with their goals.

- Ask participants to discuss their goals.

- Provide guidance and support as participants articulate their goals.
- Invite the group back together. If participants are willing, ask them to share their goals.

ASK:

What actions will I need to take to make my goal a reality?

SAY:

Depending on your goal, your actions might be different.

For example, your goal might be to build your own toilet, so as an action, what you have to do might be to buy tools to help you make the toilet, digging one hour, five days a week, or if you set a goal to get back to school – you need to plan on school registration, buy books and a school uniform etc.

ASK:

What type of support or help do I need to accomplish my goals?

What might prevent me from achieving my goals?

Why is it important for me to pursue my goals?

ASK:

- How would your family benefit from you achieving your goals?
- How would your future husband benefit from you achieving your goals?
- What type of support would you need from your family to achieve your goals?

DO:

- Ask girls to keep the vision boards and goals. They will need to bring this to one of the joint community sessions.

Homework (2 minutes)

SAY:

As homework, I encourage you to share your vision board with members of your family. If you are uncomfortable with that, begin by sharing your vision board with someone you are comfortable with, like a friend or sibling. This can help people get to know you and even support you in achieving your vision for the future.

Once again, please also reflect on those three questions:

1. What type of support or help do I need to accomplish my goals?
2. What might prevent me from achieving my goals?
3. Why is it important for me to pursue my goals?

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- A good goal answers three questions: WHAT do you want to achieve? By WHEN do you want to have achieved it? HOW will you do it?
- Child marriage or the birth of a child forces people to change their priorities and can interfere with the ability to achieve one's goals.

ASK:

- Before we end the session, would anyone like to share one thing they found interesting or exciting about today's session with the group?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time, and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 17 - Leadership [46]

Learning Objectives	■ To encourage participants to identify and cultivate their leadership skills. ■ To provoke thinking about how participants can advocate and/or support a change in gender norms.
Total Time	2 hours
Activities	■ Game ■ Quiz ■ Discussion
Materials Needed	■ Pen ■ Paper
Preparation Notes	Familiarize yourself with the session's activities and content prior to facilitation.

Welcome (5 minutes)

DO:

- Welcome participants back to the discussion and thank them for their continued commitment.
- Take attendance.
- Invite 1-2 participants to share at least one group rule with the rest of the group.

ASK:

Would anyone like to remind the group what we discussed in our last session?

Warm-Up: Car and Driver (15 minutes)

DO:

We are going to start with an exercise to think about leadership.

- Facilitators' note: based on the context, means of transportation might be changed, for example use cart instead of car.

DO:

- Randomly divide the group into pairs. Assign one participant from each pair to be the car. The other participant will be the driver.

[46] Session adapted from "IMAGINE Girls' Collective Facilitator's Manual." Cooperative for Assistance and Relief Everywhere, Inc., 2020. https://www.care.org/wp-content/uploads/2020/11/English_Girls-Collective-Facilitator-Manual.pdf and CARE. "Life Skill Training Manual." Improve Adolescent Reproductive Health and Nutrition through Structural Solutions (Abdiboru Project). January 2018.

- Explain the role of the participant who is the car is to keep her eyes closed and follow the driver's instructions.
- Explain, the role of the participant who is the driver is to keep her eyes open and protect the car from collisions. Talking is not allowed in this activity except for the following 5 words:
  - "GO" means walk.
  - "FAST" means walk faster.
  - "RIGHT" means turn right.
  - "LEFT" means turn left.
  - "STOP" means stop.
- Make sure everyone understands their roles and the signals, and then start the exercise.
- Ensure that there is no talking during the exercise except the 5 words above.
- After one or two minutes stop the exercise and have each pair switch roles.
- Stop the second round after one or two minutes and have the group return to their seats.

ASK:

- How did it feel being a car? What were some of the challenges of being the car?
- How did it feel being a driver? What were some of the challenges of being the driver?
- Which did you prefer? Why?
- What did this exercise teach you about leadership?
- What does it mean to be an effective leader?
- Does the "follower" have a role in leadership? If yes, what is it?

Leadership Quiz (15 minutes)

SAY:

Welcome back. We are going to talk about what it means to be a leader. We are going to start with a quiz.

DO:

- Inform the participants that you will read out a series of questions that you would like them to answer.
- Ask them to think of their answers in their head.

QUIZ ON LEADERSHIP

Answer these questions:

1. Name the 3 richest people in your community.
2. Name the top 3 most successful women in your community.
3. Name the 3 leaders of your community.

Now, answer these questions:

4. Name three friends who helped you through a difficult time.
5. Name 3 people who you really appreciate in your community or area.
6. Name 3 people whose stories inspired you in your community.

DO:

Once you have read out the entire quiz, ask participants to share their answers.

- Facilitator Note: Participants are not expected to know the answers to the first part of the quiz. In fact, the expectation is that they struggle to answer the questions.

ASK:

Which part of the quiz was easier: the first part or the second part? Why?

SAY:

When we think about what it means to be a leader, we often assume that you have to be the driving force behind something big. But as you can see from this quiz, even efforts that we might consider small can make a meaningful change for the better in your life or the life of someone around you.

As you can see from the quiz, it is much easier to complete the second part of the quiz because these people have impacted us directly. The people who make a difference in our lives are not the ones with the most power, the greatest credentials, the most money or the most awards – they are the ones that care!

Good vs. Bad Leaders (45 minutes)

DO:

Draw two columns on a sheet of paper. Write 'Good Leader' at the top of one column and 'Bad Leader' at the top of the other. For low literacy groups, consider writing a smiley face next to "good leader" and a sad face next to "bad leader."

ASK:

- What do you think leadership means?
- Why is it important for everyone to have some good leadership skills?
- Think of a leader you admire (e.g., mother, community leader, celebrity, politician) and think of the three qualities you believe makes that person an effective leader. What are these qualities?
- Next think of a leader you dislike and think of three qualities that make that person a bad leader. What are these qualities?
- Record the qualities listed on the chalkboard or flipchart paper under the appropriate column.

ASK:

- Was anything surprising?
- Are there any similarities with the qualities for a good leader and for a bad leader?
- Do the leaders we do not admire have similar qualities to ones we do admire?
- How can we avoid becoming bad leaders?
- What can we do to be effective leaders?

DO:

Go over the definition of caring leadership with participants.

CARING LEADERSHIP:

- Good leaders genuinely care for those they lead.
- Caring builds trust.
- Caring provides an early warning forecasting a problem/danger.
- Caring brings people together.
- Caring can be a powerful tool for dealing with conflict.

SAY:

I am going to read through a list of qualities. If you think you possess those qualities, say 'YES' nice and loud! Are you able to….

- Put yourself in another's place and understand their perspective?
- Be non-judgmental?
- Listen?
- Do what you promise?
- Care for yourself?
- Show kindness?
- Connect with people who are different than you?
- Be vulnerable – maybe by trying something new?

SAY:

If you said yes to any of these things, you have what it takes to be a leader! You might have room to grow and improve, but you can start leading people to lead a good life – maybe you're already doing it.

SAY:

Now I will go around the room and ask each participant to list:

- A positive quality that you believe you already have.
- A positive quality that you would like to develop.
- A negative quality that you would like to manage or eliminate.

You Can Make a Difference (45 minutes) [47]

SAY:

Now we will go one step further and think about what changes we want to see in the future. What do we want the world to look like for our grandchildren? What about our great-grandchildren?

ASK:

Are our ideas about what it means to be a man or a woman changing or unchanging? What affects these changes?

ASK:

What changes to gender norms do you want to see for young people in the future?

DO:

- Write down participants' responses so that you can reference them in the next activity.
- Encourage participants to think about norms around marriage, childbearing, and FGM. Highlight the value of education, participation in community activities, representation, volunteering, asset building, control and utilization.

DO:

Mark a line on the ground.

SAY:

In this second half of this activity, we will ask ourselves whether the changes we want to see for future generations will be easy or hard to implement. We will explore why some changes will be easier than others and what we can do to make the hard ones easier.

[47] *Adapted from : IPPF European Network , You Can Make a Difference, in. Your Sexual Rights – And What You Can Do About Them. Brussels: IPPF European Network, 2008*

I have marked a line on the ground. One end means 'easy', and the other means 'hard'.

The class has just come up with a list of how they want gender norms to change for future generations. I will read each proposed change out loud. For each statement, I want you to stand on the line according to how easy or difficult you think it would be for individuals or the community to make that change.

DO:

- Read out the first statement of change the group gave in the first part of this activity. Allow participants to arrange themselves on the line. Choose 2-4 participants to answer the following questions:
- Why did you stand where you did? What makes this change easy or hard?
- How can we as individuals, Girls' group and communities make that change easier? What steps can we take?
- Who can help support that change? How can we engage them to support this change?
- Why would individuals or communities NOT make this change?
- Repeat the process for another 4-5 changes.

SAY:

Today we have learned that each and every one of us can be a leader in some way big or small. As we have just seen, not all the changes we want to see happen for our children and grandchildren will be easy to make, but with everyone working together, they can be made easier.

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- Everyone can be a leader.
- The desired change is possible but with everyone working together, change can be achieved more easily.
- We as individuals, community and group shape our future. Our future is determined by our decision today to bring the change we desire.
- Change is hard, but with everyone working together, change can be achieved more easily.

ASK:

- Before we end for the session, would anyone like to share with the group one thing they found interesting or exciting about today's session?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the date, time and location of the next session.
- Thank participants for their active participation.
- Close the group meeting.

Session 18 - Joint session; Gender and Household Tasks [48]

Learning Objectives	■ To enable participants understand the concept of sex and gender and identify how gender impacts household tasks as well as the health, education, and wellbeing of boys and girls. ■ To enable participant's practice making the division of household tasks more equitable to allow both girls and boys opportunities to pursue education and free time.
Total Time	2 hours
Methodology	■ Game ■ Reflective dialogue ■ Discussion
Materials Needed	■ one ball (or soft piece of fruit that can be thrown) ■ 20 plates or 20 eating items (see note below) ■ Paper ■ Pen
Preparation Notes	Familiarize yourself with the session's activities and content prior to facilitation. Plan this session one week ahead of time. There is a lot of logistics needed to prepare for the "dish washing" exercise. Gather the dishes on the list. Instead of 20 plates, the items could include 4 plates, 4 bowls, 4 glasses, 4 forks and spoons. You will need at least two of each of the items. This Joint Girls and Boys Club meeting requires the use of flipcharts. Find a meeting site with walls so that you can write on and post flipchart papers. Prepare two flipchart's papers. Label one flipchart, "Women". Label the other flipchart, "Men".

[48] *Adapted from: Pathfinder and CARE. Act with Her: Session Guide for Peer Mentor Facilitators.*

Tape the flipchart labelled Women on one side of the meeting site, or on a tree if sitting outside.

Tape the flipchart labelled Men on the opposite end of the meeting site, or on a tree if sitting outside.

(Note: There should be about 10 meters for the boys and girls to run back and forth between both flipcharts. If there is not enough room at the meeting site, you can do the exercise outside.)

Soil 20 dishes (or eating items) with a bit of food or dirt.

Prepare two separate basins with water and a space next to the basin where washed dishes can be placed to dry.

Place each basin on a separate table about 1 to 2 meters apart. Put 10 dirty dishes, soap, and wash rag next to each basin.

Introduction and Icebreaker (15 minutes)

DO:

- Welcome the girls and boys to the first joint session and thank them for coming.
- Introduce yourself.
- Explain that everyone is going to practice new things today as well as use what they have learned over the last couple of months.

SAY:

Please stand up and form a circle.

DO:

Explain the Introduction game:

- I will throw a ball to someone. The person who catches the ball has to say her/his name. They also have to say one thing that describes them which begins with the first letter of their name. Examples: I am amazing Arun, I am terrific Tigist, etc.
- After the first person introduces him/herself, she/he will throw the ball to another person in the circle.
- The next person with the ball will say his or her name and one thing that describes them which begins with the first letter of their name.
- Continue the game until everyone has introduced themselves.

DO:

- Throw the ball to someone in the group and say, "Go!".
- Continue the game until everyone has introduced themselves.

What is Gender? (about 10 minutes)

ASK:

Who can remind me of the difference between sex and gender?

[49] *ICRW, Gender Equality Movement in Schools (GEMS) Training Manual for Facilitators, New Delhi: ICRW, 2011.*

- "Sex" means: It refers to the biological differences between males and females, such as the women having breasts and being able to give birth, and men having penises and producing sperm. These are not modifiable.
- "Gender" means: The ways that men and women are expected to act in the family and the community. This can vary from place to place, even within the same country. Expectations of what men and women should do is called, Gender roles.

DO:

Explain, although a girl is biologically female, there are roles and expectations given to her by society that have nothing to do with her biological sex.

- Physically, only females can give birth to babies.
- However, both females and males are capable of being strong leaders, cleaning the house, tending cattle, or owning land.

SAY:

This is the same for boys.

- Physically, only males have a penis, testicles and produce sperm.
- But they are also capable of being good caretakers, washing dishes and feeding children. Their biological sex does not prohibit them from doing these things.
- Point out that gender roles are changeable. Society can change its expectations of what men and women do or aspire to be.

Washing Dishes [50] (About 30 minutes)



DO:

- Ask for five girl volunteers. Have them stand up and form a team. This is Team #1.
- Ask for five girls and five boys to stand up and form Team #2.

SAY:

- For Team #1, each girl is on her own.
- For Team #2 boys and girls have to pair up (one boy and one girl), so that there are five pairs. Give this team a minute to pair up.

DO:

- Ask the rest of the participants to stand on the side to watch and cheer for their team.

[50] *Sabe the Children Ethiopia, CHOICES, A curriculum for very young adolescents in Oromia Region of Ethiopia, Pages 9-11*

- Tell Team #1 (Girls only) to stand in a straight line behind one of the wash basins of water. (Note: Show them where the wash basin is.)
- Tell Team #2 (Pairs of girls and boys) stand in a straight line behind the other wash basin of water.

DO:

Explain the exercise:

- This will be a race. The goal is to see which team can wash all of their dishes first.
- When I say, "GO", one girl and one girl/boy pair from each.
- Team will wash one to two dishes (depending on how many they are the number of items should be divided to all team members equally) and place them to dry.
- As soon as the girl or the girl/boy pair finish with their two dishes, they have to step aside. The next girl or girl/boy pair should quickly step up and wash their dishes.
- Only one girl is allowed to wash her dishes at a time. The same goes for the girl/boy pair.
- Say, "GO!". (Note: Let the game continue until every member of the two teams has washed their dishes. The first team to finish wins).

DO:

Once the game finishes and the laughing subside, discuss the exercise by asking these or similar questions:

- If the girl-boy team won the race, ask why they were faster than the girl-only team?
- If the girl only team won, ask why.
- Boys, how did it feel to help your team win (or lose) the race?
- Was it a fair race? Why or why not? What would make it fair?
- How is this race similar or different from how daily chores are done in your home?
- Would the boys in your house be allowed to help the girls with dishes and other chores? If not, why?

DO:

Discuss how sex and gender roles relate to household chores:

- Is washing dishes related to your sex or gender role?
- Who made washing dishes a gender role for girls?
- Could boys also wash dishes and do household chores?

DO:

Explain that people in the community sometimes expect us to do things or be a certain way because we are male or female.

ASK:

What are some things that both men and women can do?

DO:

Explain that boys and girls can do many of the same things. But, they may not do these things because their family or community thinks they should not because they are man or woman.

DO:

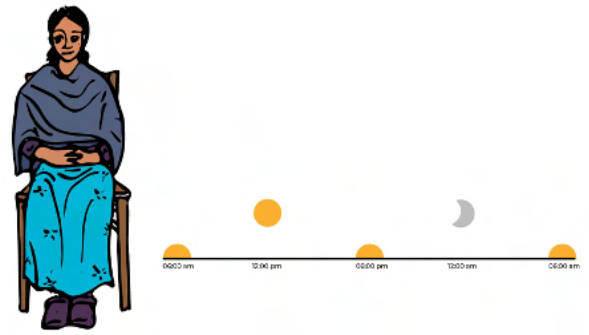
Point out that:

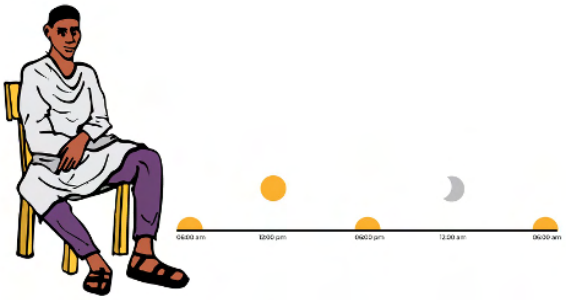
- Boys can wash the dishes and care for children.
- Women can herd sheep, raise cows or drive a car.
- Both girls and boys can help each other with homework and household chores.

DO:

Ask if anyone has questions.

Household Tasks: Daily Clock (45 minutes) [51]





DO:

1. Explain that you are going to discuss the different tasks that women and men do to keep the household running. Divide the participants into two groups, one of women and one of men, each working to follow the steps below.
2. Ask the group to imagine a typical day for an adolescent girl or adolescent boy like themselves, from the time they wake up to the time they go to bed.
3. Using one of the daily clocks, ask them to discuss or mention all of the tasks that they do throughout a typical day. This should include any overnight activities (such as breastfeeding), paid and unpaid work, leisure and rest time. Give them approximately 20 minutes to do this.
4. Once the daily clocks are complete, bring the groups together. Ask them to place the clocks side by side.
5. Ask one member of each group to present the daily clocks to the other group.

ASK:

- How are the days similar? How are they different?
- Who has more interactions with people or organizations outside the household?
- Who has more time to learn and try new things?
- Who gets more sleep and leisure time? Why is this important?
- Who is involved in earning income? How is paid work valued?
- Who is involved in caring and household activities? How are these activities valued?
- How does this balance of tasks affect women and men's education? Health?
- Have there been any changes in the distribution of tasks in recent years?
- How could boys and men help women and girls to have more time for education, health, and leisure?

Doing Chores Together (about 10 minutes)

ASK:

- Could boys help girls with chores at home?
- Why might it be helpful for boys and girls to share chores?

[51] *Content and images adapted from : CARE,. FFBS Toolkit.,https://www.care.org/wp-content/uploads/2020/05/FFBS_5_Nutrition_Tools-1.pdf and from IMAGINE Girls' Collective Facilitator's Manual, Cooperative for Assistance and Relief Everywhere, Inc., 2020. https://www.care.org/wp-content/uploads/2020/11/English_Girls-Collective-Facilitator-Manual.pdf*

- What are some chores that boys might help girls/mothers do?

Ask the girls:

- If you had an extra hour in the day, how would you use this time?
- If your brother helps you with chores, what can you help your brother with?

Ask the boys:

- What kind of help would you like from your sisters? Why?
- How can you work together to help each other?
- What could you say to the adults in your home to allow them to help each other with chores – chores that you don't normally do?

DO:

Discuss how it would feel if you work together so that both of you have more time to go to school, study, or learn a new skill?

Conclusion (5 minutes)

DO:

Read out the following core messages for this session.

- Sex is the biological difference between male and female, whereas gender is the ways that men and women are expected to act in the family and the community.
- Boys can help wash the dishes and care for children.
- Women can help to herd sheep, raise cows or drive a car.
- Both girls and boys can help each other with homework and household chores.

DO:

Thank everyone for their participation.

DO:

Initiate a discussion about today's session, using these or similar questions:

- What is your take-away from this Joint Girls and Boys Club meeting?
- What did you learn?
- What will you do differently in the coming week based on this meeting?

ASK:

How will you share what you learned with family and friends?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 19 - Joint session; Gender Equality [52]

Learning Objectives	■ To enable participants review the concepts of sex and gender. ■ To enable participants identify how discriminatory social norms affect our health and wellbeing, and to practice speaking up. ■ To enable participants brainstorm ways to change social and gender norms.
Total Time	2 hours
Methodology	■ Reflective dialogue ■ Discussion ■ Case study
Materials Needed	■ Paper ■ Pen
Preparation Notes	Familiarize yourself with the session's activities and content prior to facilitation. Make a flipchart for Girls/Women with three columns, labelled as the example below:

Girls/Women		
Topic	Grandmother's time (past)	For you now (present or future)
Clothing		
Schooling (grade level achieved)		

[52] *Adapted from: Pathfinder and CARE. Act with Her: Session Guide for Peer Mentor Facilitators.*

Chores		
Friends		
Jobs/work		
Parenting		
Technology (electricity, mobile phones)		
Marriage		

Make another flipchart for Boys/Men with the same three columns as the girls/women above. Label it "Boys/Men".

Boys/Men

Topic	Grandfather's time (past)	For you now (present or future)
Clothing		
Schooling (grade level achieved)		
Chores		
Friends		
Jobs/work		
Parenting		
Technology (electricity, mobile phones)		
Marriage		

Welcome (10 minutes)

DO:

Welcome the girls and boys to the joint session. Thank them for coming.

DO:

Introduce yourself. Remind participants that this is a safe space where everyone has the right to share and be listened to. Remind participants not to share personal stories from other people outside of the session.

SAY:

One by one, say your name and one thing you have learned as a result of attending the Girls and/or Boys club.

ASK:

Do you have any questions from the last joint Boys' and Girls' Group session?

What is a Girl/What is a Boy? (About 40 minutes)

SAY:

We will continue discussing gender. Who can remind me what gender means?

DO:

- Ask for one volunteer boy and one volunteer girl to write/draw on the two flipcharts during the exercise. (Note: Make sure that the Women flipchart and the Men flipchart are taped to walls or trees about 10 meters apart – see Preparation Notes.)
- Explain the rules of the game.

SAY:

(to the rest of the participants)

I will read a word out loud. If you think the word describes a woman, stand by the flipchart labelled Women. If you think the word describes a man, stand by the flipchart labelled Men. If you think the word describes both men and women, stand in between the two flipcharts.

For example,

- If I say "Mother", stand by the Women flipchart because only girls/women can become mothers.
- If I say "Tall" and you think that only men can be tall, stand next to the Men's flipchart.
- If I say, "Smart" and you think that both Men and Women can be smart, then stand in the middle between the two flipcharts.

SAY:

(to the notetakers by the flipchart)

Write or draw the word on the flipchart where the most girls and boys are standing and the number of people standing next to the flipcharts.

For example,

- For the word "Mother" if most of the girls and boys stand by the Women flipchart, write "Mother" on the Women flipchart and the number of people standing there.
- For the word "Tall", if many people stand next to the Men's flipchart, write Tall on the "Men" flipchart and the number of people standing there.
- If there are some people standing in the middle, write "Tall" on both the Women flipchart and the Men flipchart and the number of people.

DO:

- Read the first word below.
- Once everyone has run to their flipchart (or in between), ask: Why did you choose to stand by your flipchart – or in the middle?
- Read the next word from the list below.
- Repeat for all the words on the list below.

Strong	Clever	Cook
Smart	Rich	School graduate
Teacher	Good communicator	Loving
Decision maker	Caretaker	Brave
Doctor	Leader	Respected
Cleaning	Farming	Police
Market seller		

[53] *Adapted from: GREAT Activity Cards - Very Young Adolescents (10-14 years old).*

ASK:

the two volunteers to read what they wrote on their flipcharts:

- The Women's flipchart and the number of people for each word.
- The Men's flipchart and the number of people for each word.

ASK:

- Which of these words was difficult to decide whether they describe women or men?
- Look at the women's flip chart and ask if a man can do any of these things?
- Look at the men's flip chart and ask if a woman can do anything of these things?
- If your younger sister told you that she wanted to become a police officer, what would you say to her?
- If your younger brother told you he wanted to become a cook, what would you say to him?
- What things are men not expected to do? Why?
- What things are women not expected to do? Why?
- How do these expectations affect their health, education, and wellbeing?
- How do you feel about these beliefs?

DO:

Mention that many people believe that only men can be strong, brave, financially successful, and make decisions for the family. They also believe that only women can do the cooking and be caring. However, this is not true—it is just a reflection of our beliefs.

Invisible Walls (30 minutes) [54]

SAY:

Who can remind us of what gender is? What gender norms are?

SAY:

Discriminatory gender and social norms can appear like an "invisible wall" to us. We feel the presence of these walls, but it is difficult to discuss and break them down. However, we sense that they prevent us from being equal and from living happy, healthy lives.

Today we are going to discuss some invisible walls. In our personal, familial, communal life we all have been constructing and using walls or fences, even though we cannot see them. We don't even try to remove it. We will discuss more about it in our next exercise and discuss how we can remove such invisible walls that exist in our lives and community.

DO:

- Divide the participants into four groups. Let these be groups A, B, C, and D
- Assign to each group a case study from the list below:



[54] *Adapted from CARE USA. "Facilitator's Manual for Girls' Collectives: CARE's Tipping Point Phase 2, Bangladesh." Cooperative for Assistance and Relief Everywhere, Inc., 2019.*

- Case Study for Group A: An adolescent boy was playing with his friends. They were enjoying the game. When he was playing, he could see that his sister was bringing a big bundle of fodder. He could see it was difficult for his sister to carry such a big load of fodder. He felt sad: he wanted to stop playing and help his sister, but he was scared that his friends might tease him. Thus, he didn't go to help her. This is how that boy could feel an invisible wall between what he felt was right and what others felt was wrong. Even though he didn't want to continue playing, he continued playing.

- Case Study for Group B: A man was taking rest at home on a Saturday. His parents came and told him how proud they were of h his good performance at work. At that point of time, his wife was doing the dishes. His wife works all the time from morning to night doing household chores, but nobody ever praised her. The man knew that his wife also needed to rest. He often thought of helping her, but he was scared what other family members would say about him. He could see the invisible wall between his thinking and his family members' thinking. If he manages to cross this invisible wall to help his wife, he knows that his family and friends will scold and tease him. That's why he keeps resting while his wife continues doing household chores.



- Case Study for Group C: Before Birhanu goes to school, his parents always ask him if he has eaten and whether he liked the food or not. But they make his sister wash the dishes even if she is getting late for school. He could not help but notice that instead of sending his sister to school, his mother makes her wash dishes and doesn't even ask if she has eaten or not. But he doesn't say anything and goes to school. He can feel an invisible wall and knows that sons can also do household chores, but he gets scared of his parents. He feels guilty of not being able to change the situation. He feels an invisible wall has stopped him from changing the situation.

- Case Study for Group D: Lidet has a little sister named Emebet, who is 8 years old. Lidet's mother and grandmother tell her that it is now time for Emebet to undergo FGM. Lidet worries about her sister and the complications of the procedure.

However, she does not say anything to her mother out of fear that she will be judged as immoral, or that people will gossip about Emebet and say she is unclean and not fit for marriage. She feels an invisible wall preventing herself from talking to her mother and grandmother.

ASK:

- How do invisible walls affect both characters in each story? What are the consequences?

- How do these invisible walls relate to gender, including masculinity?

- Have you ever encountered such experiences?

- Do you think invisible walls exist in this community? How so?

- What can we do to change this feeling of invisible walls?
- What kind of difficulties did you face in your efforts to remove discrimination?

DO:

Have participants create a role-play where the characters remove the invisible wall, and have each group share their skit with the full group.

ASK:

- What did the character do to remove the "invisible walls"?
- What is one thing you can commit to doing this week to remove an invisible wall in your life?

SAY:

Although it cannot be seen, the invisible wall exists and can deeply affect our personal and social lives. These are the walls that maintain the inequality between people from different classes, genders, and people with disabilities and hinder them from accessing opportunities. These invisible walls allow for discriminatory behaviour. The best way is to take action and break the invisible wall in your conduct. These invisible walls are deeply rooted in our society.

It is difficult to remove these walls, but not impossible. We can remove these walls through our positive efforts.

DO:

Reflect on invisible walls you face in your own life. What would be required to bring down this invisible wall?

Changing gender roles (about 40 minutes)

DO:

Explain that we will explore how gender roles may have changed over time in your community/region.

ASK:

the following questions for Girls/Women

(Note: Write responses to the questions on the three-column flipchart for Girls/Women in the table below.)

- How did your grandmother dress? How do you dress now?
- Did your grandmother go to school? If so, to what grade? What about you?
- What kind of chores did your grandmother do? What kind of chores do girls do now?
- What kind of work or job did your grandmother have? What kind of work or job would you like to have?
- Who took care of the little children in your grandmother's time? Who takes care of the children in your home now?
- Did your grandmother have electricity/ solar energy? Do you have electricity in your home?
- Did your grandmother/mother have a mobile phone? Do you have a mobile phone?
- At what age did your grandmother marry? When do you want to get married?

ASK:

the following questions for Boys/Men (Note: Write responses to the questions on the three-column flipchart for Boys/Men in the table below.)

- How did your grandfather dress? How do you dress now?
- Did your grandfather go to school? If so, to what grade? What about you?

- What kind of chores did your grandfather do? What kind of chores do girls do now?
- What kind of work or job did your grandfather have? What kind of work or job would you like to have?
- Who took care of the children in your grandfather's time? Who takes care of the children in your home now?
- Did your grandfather have electricity/solar power? Do you have electricity in your home?
- Did your grandfather have a mobile phone? Do you have a mobile phone?
- At what age did your grandfather marry? When do you want to get married?

ASK:

- In which areas of life have gender roles changed the most since your grandparents' time?
- Whose roles have changed the most since your grandmother/grandfather's time: Girls or Boys? Why do you think this is?
- Which changes do you think are for the better for women? For men? Why?
- Which changes do you think are for the worse for women? For men? Why?
- Which factors may have brought about these changes?
- How has radio, TV, and the internet affected gender roles?
- How has technology (electricity, solar lamps etc.) changed your lives and likely gender roles?
- Will gender roles continue to change in your children's time. If so, in what ways?
- How might changing gender roles affect the kind of work/job women will have? What about work/job for men?
- How can we all work to support a better, more equal world for ourselves and our children?

DO:

- Point out that gender roles are not permanent. They are shaped by society over time. Traditions, popular culture, the media, peers, family, and the community (including schools) all play a role in shaping and reinforcing these gender roles.
- Explain that it is usually young people who contribute to changes in gender roles over time.
- Point out that girls will be doing different things than their mothers did, and boys will also do things differently from their fathers.
- Explain that it is okay to do things differently from your grandparents or parents. This has happened in every generation.
- Wrap up the discussion on gender roles with these points by explaining that gender roles should and are changing in such a way that it provides equal opportunity for boys and girls, in terms of education, work opportunities and earning potential.

Conclusion (5 minutes)

DO:

Thank everyone for their participation.

DO:

Initiate a discussion about today's session, using these or similar question:

- What is your take-away from this Joint Girls' and Boys' Club meeting?
- What did you learn?
- What will you do differently the coming week based on this meeting?

ASK:

How will you share what you learned with family and friends?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time and location.
- Thank participants for their active participation.
- Close the group meeting.

Session 20 - Community Session; Sex, Gender, Positive asculinities, and Harmful Practices

Learning Objectives	■ To enable participants understand the difference between sex and gender, and how gender contributes to inequality. ■ To enable participants elabourate on the root causes and consequences of harmful traditional practices and gender inequality. ■ To enable participants learn from positive deviants/role models in the community who are working to improve gender equality.
Total Time	2 hours
Materials Needed	■ Pens ■ Paper
Preparation Notes	If feasible, encourage Girls' Club and Boys' Club members to co-facilitate this session with you. Prior to beginning the session, identify at least 1 man and 1 woman to share their story promoting positive masculinity and/or adolescent health, education, and rights (with a focus on child marriage prevention, FGM prevention, keeping girls in school, etc.). Draw this table on a flipchart paper for the Sex vs. Gender exercise.

Man	**Woman**
Sex:	Sex:
Gender:	Gender:

Welcome (10 minutes)

DO:

Thank participants for attending and introduce yourself.

SAY:

The Roll Out of Evidence-Based Empowerment Methodology for Out-of-School Adolescent Girls with the Engagement of Men and Boys is aimed at enhancing the capacities of children, families and key child protection actors for the prevention and protection of children from child marriage, FGM and violence across development and humanitarian contexts. As part of this project, Girls' Clubs and Boys' Clubs have been meeting regularly to talk about gender, empowerment, life skills, and their health and rights [ask Girls'/Boys' Club members to stand and wave to the audience].

SAY:

Today, we would like to invite parents and community members to work alongside adolescent girls and boys to think about how we can make our community a healthier, safer, and more equal place for everyone.

DO:

Remind participants that this is a safe space where everyone has the right to share and be listened to. Remind participants not to share personal stories from other people outside of the session.

Sex vs. Gender (45 minutes)

ASK:

Who can tell me the difference between 'sex' and 'gender'?

DO:

Display the flipchart you prepared with the definitions of 'sex' and 'gender'. Invite a participant to read the definitions or read them out yourself.

- Sex refers to the physical features that identify a person as male or female. This includes the type of genital organs (i.e., penis or vagina), the hormones they have in their bodies, whether they produce sperm or eggs, and whether they can give birth and breastfeed children.
- Gender refers to the widely shared ideas and rules telling men and women how they should act. It includes our expectations about what roles, responsibilities, behaviours, and emotions are 'appropriate' for males and females. Gender is learned; older people teach boys and girls how they should behave to become an 'ideal' woman or man according to their culture.

DO:

1. Display the table available in the preparation note.
2. Ask the participants to make a list of things associated with the idea of being a man. Write these in the first column while they are being said. The responses can be positive or negative. Help the participants mention both social and biological characteristics.
3. Repeat the same process for the column labelled "woman."
4. Briefly review some of the characteristics that were listed in each column.
5. Exchange the titles of the columns putting "woman" in the place of "man" and vice versa. Ask the participants if the non-biological characteristics mentioned for men could also be attributed to women and vice versa.
6. Use the questions below to facilitate a

discussion about which characteristics the participants do not think can be attributed to both men and women, and why. Explain that those characteristics that are biological and that cannot be attributed to both men and women are considered sex characteristics and those that are social and can be attributed to both men and women are gender characteristics.

ASK:

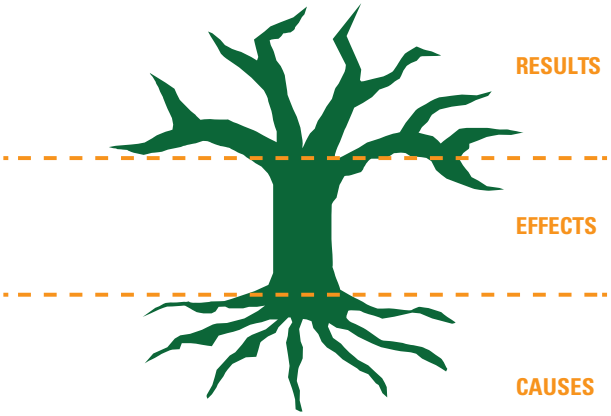
- What does it mean to be a man?
- What does it mean to be a woman?
- Do you think that men and women are raised in the same way?
- What is a man's role in an intimate relationship? What is a woman's role?
- How does a man express his sexuality? Is this different from how a woman deals with hers? Why do you think that it is different?
- Are our perceptions about the roles of men and women affected by what your family and friends think? How?
- How do these differences and inequalities in being a woman or a man affect our daily lives?
- How do these differences affect our relationships with family and partners?
- How can you, in your own lives, challenge some of the non-equitable ways men are expected to act? How can you challenge some of the non-equitable ways that women are expected to act?

SAY:

Throughout our lives, we receive messages from family, media, and society about how we should act as men and how we should relate to women and to other men. It is important to understand that although there are differences between men and women, many of these differences are constructed by society, and are not part of our nature or biological make-up.

Even so, these differences can have fundamental impacts on men's and women's daily lives and relationships. For example, a man is often expected to always be strong and dominant in his relationships with others, including with his intimate partners. At the same time, a woman is often expected to be submissive to a man's authority. Many of these rigid gender stereotypes have consequences for both men and women, as you will be discussing throughout these sessions. As you become more aware of how some gender stereotypes can negatively impact both men and women, you can think constructively about how to challenge them and promote more positive gender roles and relations in your lives and communities.

Problem Tree (1 hour) [55]



SAY:

We are now going to think about the impact that the following practices have on the health and wellbeing of adolescents and our community.

DO:

I will make a large drawing of a tree for each group with enough space in the trunk of the tree, including:

- FGM
- Removal of adolescent girls from school

[55] Image from https://www.care.org/wp-content/uploads/2020/05/FFBS_5_Nutrition_Tools-1.pdf ; Activity modified from: E., F. Mekuria, A. Sprinkel, 'Problem Tree in Cowan,' in Social Analysis and Action: Global implementation manual.,Atlanta: CARE USA, 2016

- Sexual harassment
- Early birth (pregnancy/childbirth under the age of 18)
- Child marriage (marriage under 18) of adolescent girls

DO:

Ask participants to identify all the main causes of the problem. Mark /point out these along large roots of the tree, indicating that they are "root" problems.

DO:

- Select one of the main causes. Ask, "Why do you think this happens?" This question will help us to identify the secondary or underlying causes. Write the secondary causes as smaller roots coming off the larger root of the tree.
- Repeat the process for each of the other main causes.

DO:

- Ask participants to identify the main consequences/effects of the problem. Write each as large branches of the tree.
- Select one of the main consequences/ effects. To identify the secondary effects, ask "what else does this lead to?" Write the secondary effects as small branches coming off the larger branch of the tree.
- Repeat the process for the other main effects.

DO:

- Have each group present their tree to the full group.
- Highlight the beliefs and norms related specifically to gender that are identified as causes and effects. To do this, the facilitator can use probing questions as follows:
- Is this effect something that happens specifically to either men, women, girls, or boys? What about young men or young women?
- Is this cause related to something that only men or women are allowed to do? What about girls and boys?
- Are both men and women affected by this consequence? What about girls and boys—are the effects different for them?
- How many of the causes and/or consequences are related to gender, social and power norms?
- Who suffers most due to the effects? Who benefits? Why?

ASK:

How do the causes and effects relate to each other?

- Are the beliefs and norms the cause of the problem?
- Are effects caused by the absence of a resource or service? Or by a particular mindset or belief? Do both men and women share these beliefs? What about young men and young women—do they share these beliefs?
- Who reinforces these differences in the community?
- What could be changed? How?

DO:

While reminding participants that personal stories and experiences shared during the dialogue should be kept within the group, encourage participants to share what issues were discussed and what they learned with their family and friends who were not present if they feel comfortable doing so.

Role Models (20 minutes)

SAY:

We are going to end our session by hearing from some community members who have committed to supporting positive gender norms.

DO:

- Finish meeting by having a "positive deviant"/role model share with the group what he/she is doing to support adolescent health, education, and rights and/or positive masculinities.
- Be sure to choose at least one man and one woman in advance to present to the group.

Session 21 - Community Session; Making a more equal world

Learning Objectives	■ To enable community members understand the impact of gender and social norms on the wellbeing of adolescents. ■ To enable parents and adolescents understand the benefits of the inter-generational dialogue. ■ To enable adolescents share their dreams to their parents in an open forum and discuss the barriers and enablers.
Total Time	2 hours
Materials Needed	■ Vision boards (girls should bring these from the Girls' Group sessions) ■ Paper ■ Pen
Preparation Notes	If feasible, encourage Girls' Club and Boys' Club members to co-facilitate this session with you. Prior to beginning the session, identify at least one man and one woman to share their story promoting positive masculinities and/or adolescent health, education, and rights (with a focus on child marriage prevention, FGM prevention, keeping girls in school, etc.)

Warm-Up: Positive Deviants (10 minutes)

DO:

- Welcome everyone to the community meeting and introduce yourself.
- Start the meeting by having a "positive deviant"/role model share with the group what he/she is doing to support adolescent health, education, and rights and/or positive masculinities.
- Be sure to choose at least one man and one woman in advance to present to the group.

Reflecting on Norms and Values (40 minutes) [56]

SAY:

- We are going to think about our attitudes and beliefs.
- It is important that we respect each other and avoid judging or interrupting.
- Our values and attitudes are not "right" or "wrong." They just show how we view our world.

DO:

Explain that the left side of the room represents "strongly agree" and the right side of the room represents "strongly disagree."

DO:

- Read a statement on the next page. Ask participants to reflect quietly on their own attitude or opinion about the statement, and then move towards the "agree" or "disagree" side based on how strongly they agree or disagree with that statement.
- Ask people to discuss with someone near them why they chose to agree/disagree.

ASK:

- Can anyone share why they are standing where they are?
- How does it feel to be in the group you are in?

DO:

After hearing the views of each group, ask the participants if anyone would like to change their place and move to a different place. If participants decide to move, ask them to explain why.

- Remind participants that the objective is not to convince people to change their opinions, but to understand and learn about different opinions.

DO:

Use the following reflection questions for a discussion:

- What did you learn from the activity?
- How do you think our beliefs about adolescents' education, health, and rights can affect our community?

Communication Between Adolescents and Parents (20 Minutes)

DO:

- Have children sit with their parents/guardians. If a member of the community without children is attending, have them complete this exercise in their heads, thinking of their children, or have them join a parent/child group.
- Explain that in this game, we are going to determine how well parents and children know each other.
- I will start by asking questions about your children. If you think you know the correct answer, tell your child. For each question you get correct, you will earn 10 points.
- Read the following questions, giving groups time to answer and discuss with one another.
    - In what ways does your child want to be like you?
    - On what ways does your child want to be different from you?
    - What is your child's dream?

SAY:

Now we are going to do the reverse: I will ask a question about the parent(s). Now, it is the children's turn to guess! For each correct answer, you will earn 10 points.

[56] *Activity modified from E., F. Mekuria, A. Sprinkel, 'Vote with Your Feet,' in Social Analysis and Action: Global implementation manual.,Atlanta: CARE USA, 2016*

- What is your mother's/ father's favourite thing to do?
- What does your mother/ father expect you to do for them?
- What is your mother's/father's proudest accomplishment?
- What is your mother's/ father's aspirations for you?

ASK:

What did this activity teach you about parent/ child communication?

Why is it important for parents and adolescents to communicate?

What could increase our scores next time?

Reflecting on our Dreams and Aspirations (45 minutes) [57]

DO:

Ask all the participants to close their eyes:

SAY:

- I would like mothers and fathers to think about themselves as teenagers and the adolescents also imagine themselves in the shoes of their teen parents with closed eyes.
- Think of the time you/your parents were 10-19 years old. What was your/their life like? What did you do?
- Who was there around you?
- What did you do at home? What did you do outside home, in school, in the village?
- What did you enjoy doing? Did you discuss what you enjoyed doing with anyone, if yes, with whom?
- Were you able to finish school? If not, did you wish you had?
- At what age did you get married? How did this impact your life?
- What were your dreams for the future? Did you tell anybody about your dreams? Did anybody listen to your dreams? Did anybody support your dreams? Was there any difference in the support to your dreams and your brothers'/sisters' dream, why was it like this?

DO:

Ask the participants to open their eyes. Ask parents to discuss what they think about with their children.

DO:

Ask the following questions to the full group:

- Ask a few of the parents – at least two mothers ant two fathers - to share their own reflections.
- Ask the adolescents if they were aware about their parents' dreams and aspirations from their adolescence? How did they get to know about this?
- Ask them if any of them have similar dreams as their parents? Ask them to share what connection they felt when they heard about their parents' dreams?

SAY:

Some of us in the past could share our dreams with others; some of us did not feel like we had anyone supportive to share them with. Some of us could achieve our dream with the help of others; some of us could not. We may not have achieved our dreams for reasons such as poverty, gender, or social barriers. But the lives of our children can be different. Let's look now at the adolescents, and what can we as parents do to be supportive to their dreams.

DO:

- Ask the adolescents to team up with their parents and discuss their dreams. They should use their vision board to explain their hopes and dreams.

[57] *Adapted from CARE USA, Facilitator's Manual for Girls' Collectives: CARE's Tipping Point Phase 2, Bangladesh, Cooperative for Assistance and Relief Everywhere, Inc., 2019.*

- Place the vision boards on the wall or ground. Ask the parents and adolescents to have a look at all the posters.
- Ask for a couple of volunteers to explain their poster or share about their dream discussed. Ask the parents and the adolescents to go back together in a small family group.

ASK:

- How would a child marriage (marriage under 18) interfere with your child's abilities to pursue their dreams?
- How would early pregnancy (pregnancy under 18) interfere with your child's abilities to pursue their dreams?

ASK:

- What can parents and communities do to help the adolescents live their dreams and aspirations?
- What resources will be needed? How can they find these resources? Are the resources equally available to girls as they are to boys, especially when there is a constraint?
- Who/what will keep the adolescents encouraged to focus and pursue their dreams?
- Ask parents to share their plans to support adolescents to achieve their dreams with the group.

SAY:

It's good to dream and to share your dreams with your loved ones. If we can talk together about our dreams, also about our fears and obstacles, then we can help each other a lot. We all have the power to make things different for ourselves and our children. We can choose behaviors that support the health, education, and wellbeing of adolescent girls and boys and promote positive and equal gender norms.

DO:

- Following the discussion, ask participants if they have any questions or other points to raise for discussion. Then, thank participants for their contributions and for helping each other understand more about the other's situation.
- While reminding participants that personal stories and experiences shared during the dialogue should be kept within the group, encourage participants to share what issues were discussed and what they learned with the family and friends who were not present, if they feel comfortable doing so. Finally, ask participants to think of how to deal with some of the challenges discussed during the session.

Support During Puberty (about 5 minutes)

SAY:

It is natural to rely on your friends for information during puberty and adolescence. However, some adults are good to speak to during this time of change, such as trusted family members like fathers, mothers, sisters, brothers, health extension workers, and health personnel. They will have more information and life experience than your peers.

ASK:

Who can you turn to for more information about your body and health?

DO:

Explain that the purpose of the Girls' Group is to learn together with their peers. It is a safe place to learn, especially if they do not feel comfortable talking to older adults.

Conclusion (10 minutes)

DO:

Read out the following core messages for this session:

- All bodies change during puberty. Changes include growth in body hair, breast growth, and other physical changes. In addition to these physical changes, boys' and girls' roles in society may be perceived to change after they begin puberty.
- Men produce sperm, and women produce eggs. When an egg and sperm cell meet, they join in what we call fertilization. Once the egg has been fertilized, it implants into the uterus and pregnancy begins.
- As our bodies change, learning new ways of keeping them clean is important.
- Just because men and women can physically have a baby during adolescence, it does not mean they are emotionally, financially, or physically ready or want to begin a sexual relationship, become pregnant, or be parents.

ASK:

- Before we end the session, would anyone like to share with the group one thing they found interesting or missing from today's session?
- Were there any ideas or activities that challenged you? If yes, how so?
- Does anyone have any questions?

DO:

- Conduct the Smiley Face Evaluation (Annex 1). After the session is complete and participants have left, record your answers in the form provided in Annex 1.
- Inform participants of the topics for the next session.
- Remind them of the next session's date, time, and location.
- Thank participants for their active participation.
- Close the group meeting.

Closing: Graduation with Accountability

I. Announcement of the conclusion of the joint journey

SAY:

- Today marks the end of our long and educational journey, all of us have learned a lot.
- Our learning should help in supporting the girls, boys, women, and men of our community to live healthy, happier, and blessed life.

√ **Congratulations on completing the sessions and being anointed as ambassadors of change for ending child marriage and FGM and promoting gender equality.**

- All of us have a role to play in transforming our society. Changing society starts with individual, yourselves, ourselves, our families and then the community.

II. Developing and Presenting Pledging

Ask participants to get into different small groups (from the last session). The main question participants are going to answer is "What solutions can we put in place to address the problem of FGM, CM, VAC GBV, drop-out from school and gender inequality?

On the flip chart, each group captures all potential actions they could take to address the issues mentioned.

The actions should be divided into four categories: individual actions, family or household actions, group (for those who attended the sessions) and community actions.

For something to be an action, it must be specific and clear, action-oriented (i.e. not a vague concept or desire).

To help define clear actions, the participants can use a framework such as "to ____, we must_____."

To help guide their reflection, participants should respond to the following questions in their action plan: These can be most easily defined by:

- What should we stop doing?
- What kinds of behaviour should we discourage?
- What kinds of behaviour should we encourage?
- What should we start doing (create or initiate)?
- What can we do as an individual, as a family, as a discussion group and as a community?

Ask the groups to bring all of their actions together to the front of the room/space to share.

Note that the group needs to prioritise actions that they can achieve. Note: the recommended possible interventions need to consider the capacity, resources and skills of the community.

- Presenting the Pledge and Actions
- Do: Select a representative from Men, Women, Girls, and Boys who can present the pledges and actions to all participants. Request them to stand in front and present their pledges and actions one by one.
- I pledge to share the lessons I gained about the consequences of child marriage and FGM with my families, friends, neighbours and other community members.
- I pledge to end impunity related to any forms of GBV,VAC and harassment, and promote gender equality.
- I pledge to promote the importance of girls' education, enrol and complete their education.
- I pledge to ensure my children and those in my social circle are not married as a child, not cut or mutilated,
- I pledge to intervene and support if any girl is at risk of child marriage, FGM or other GBV by educating concerned persons on the adverse effect of the practice, conduct negotiation, if failed, by reporting it to the concerned bodies.
- I pledge to support my daughter and son to support each other in the household chores and have equal leisure and study time.
- I pledge to support my wife, sister, and mother in handling household chores and others.
- I pledge to ensure that my spouse and other family members participate in decisions.
- I pledge to understand the various changes during adolescence in boys and girls and support them as needed.
- I pledge to teach my children, other family and community members about menstrual hygiene and its handling as well as support them with the needed materials to the best of my capacity.
- I will go back to school and fulfil my dream.
- I will support girls in my community to follow their dreams.
- I pledge to create a healthy and happier family environment.
- I pledge to support my daughter, and spouse to access health and other services as needed.
- I pledge not use derogatory names, demean, mock uncut girl/women.

- I pledge stand for my rights/girls/women rights even if we get pressure from siblings, husband, friend , family and community at large.
- *Do: Request for Warm Applaud and Clapping after each presentation and at the End.*
- *Do: Call to Action*
- Encouraging them to continue the meeting and discussion among members.
- Remind them change takes time and they need to support each other and exchange experiences.
- Encourage them to regularise family-level discussion on topics covered by the sessions.

III. Concluding Remarks by Community Leaders.

- Awarding Certificates to the participants who completed the sessions (IF FEASIBLE or AVAILABLE).
- Closing Remark by community leader: Thanking them for participation, congratulating them for COMPLETION AND GRADUATION, reinforcing the message of their being Ambassador and their responsibility to implement the pledge and ACTION Points, to lead by example and transform their family and community.

Annex 1: Session Evaluation

DO:

Place three pieces of paper, each with a drawing of one face (a sad face, a neutral face, and a happy face) around the room or session area, leaving space in between for participants to move around. The facilitator will then hand each student a small object (ex: a bean, rock, etc.) or a pen to mark the paper that represents their opinion the most.

[Note: in contexts where pen/papers are not readily available, the facilitator can ask participants instead to move to the part of the room representing their opinion]

SAY:

Now, we are going to evaluate how you felt about today's session. I will read a series of questions, and I want you to stand up and place your [object] on the sheet with the face that best represents your response to the question. You can choose a sad face, which I've placed _____, a neutral face, which I've placed _____, or a smiley face, which I've placed _____. In between questions, we will pause quickly to count the responses. Are there any questions? [pause for questions].

1. Were the content and activities interesting and easy to understand? Please stand up and place your [object] on the sheet with the smiley face that best shows your response to this question.

[Pause: facilitator then counts the total smileys on each sheet and fills out the row for question one in the table below]

2. Okay, now for the second question. How likely are you to use at least one piece of information from today's session in your daily life? Please stand up and place your [object] on the sheet with the face that best shows your response to this question.

[Pause: facilitator then counts the total smileys on each sheet and fills out the row for question one in the table in the table below]

Directions: Add up the results from the smiley face evaluation activity to complete the below table.

Session Title and Date:_____

Facilitator Name: _____

Total Number of Participants: _____

	# of sad faces	# of neutral faces	# of smiley faces
1. Were the content and activities interesting and easy to understand?			
2. How likely are you to use at least one piece of information from today's session in your daily life?			

NB: this session evaluation should be done at the end of every session.

Annex 2: Adolescent Girls, Boys and Men Group Attendance Register Form

Filled by: _____

When: At the beginning of each adolescent Girls, Boys and Men group session

Why: To monitor attendance over time and follow-up with adolescents who miss a session

Mentor/peer facilitator Full Names: _____

Mentor/peer Codes: _____

Region:_____Zone:_____Woreda: _____

Kebele: _____ kebele: _____

Group Number: _____

Group Type (Circle one): _____

Sex of Adolescents (Circle one): Boys men Girls

Note to Mentor/Peer: This form must be completed at every group discussion. When the page is complete, move to the next page of the form – copy the adolescents' names and ages in the same order as above. If an adolescent misses a session, please follow-up with them to understand why they have not been attending. Record the reason on the last page.

#	Date(___/____ /_____)			Session Number																			
	Full Name	Age	Sex	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1																								
2																								
3																								
4																								
5																								
6																								
7																								
8																								
9																								
10																								
11																								

Name	Who did you speak with about the adolescent's attendance?	What were the reasons for non-attendance	Action taken/Next steps

Annex 3: Mentors and Facilitators Assessment

NB: This assessment is to be conducted before commencing discussion and after the completion of the manual, can be used as a mini baseline and endline assessment.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
When women gain rights, they are taking rights away from men.	1	2	3	4	5
A man using violence against his wife is a private matter that shouldn't be discussed outside the couple.	1	2	3	4	5
Adolescents' girls should be able to use contraception if they would like to.	1	2	3	4	5
When a woman is raped, she usually did something careless to put herself in that situation.	1	2	3	4	5
Boys should have more free time than girls.	1	2	3	4	5
Boys are responsible for the behaviour of their sisters.	1	2	3	4	5
Parents' should consider the opinion of their adolescent children when making a decision about their the child.	1	2	3	4	5
If there is limited food, the food should be given to the men and boy children first.	1	2	3	4	5
To be a man, you need to be tough.	1	2	3	4	5
Changing diapers, giving kids a bath, and feeding the kids are the only mother's responsibility.	1	2	3	4	5
Adolescents should be seen but not heard.	1	2	3	4	5
A woman who has sex before she marries should be humiliated.	1	2	3	4	5
A marriage proposal to a girl under 18 years of age should be approved by her family.	1	2	3	4	5
A man who marries a cut d girl will have a stable marriage.	1	2	3	4	5

Annex 4: Minute Taking Template

NB this template is to be filled after the completion of each session.

Region:	Kebele:
Woreda:	Group name:
Facilitator/ Mentor name:	
Group type:	1: OOSG / 10-14 2: OOSG / 15-19 without VSLA 3: OOSG / 15-19 with VSLA 4: EMB / 10-14, 15-19 5: EMB / 20+
Is there an action plan set from the previous session?	
Was there a discussion on a previous action plan?	
Topics covered:	
What were the main discussion points?	
What was the most debated issue?	
What questions were raised?	
What action plans were set?	
Was there any harmful practice or GBV case reported? What was done?	
Was there any member referred to a health facility for a family planning, HIV or STI case?	

Annex 5: Group Members' Profile

Direction:- fill out this form only once after arranging the group

S. NO	Name	Age	Grade if applicable	Marital status	Group name	Group Code	Region	Zone	Woreda	Kebele		Responsibilities		Disability		Family members		
											Village	Facilitator	Member	with disability	not	Male	Female	Total
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		

Prepared by:_____

Signature:_____

Signature:_____

Verified by:_____ Approved by:_____

Signature:_____

Annex 6: MHPSS Tips for Humanitarian Settings

In emergency settings, most people experience psychological distress (e.g., sadness, fear, anger).

Most affected individuals will gradually start to feel better, especially if they use helpful ways of coping with stress and receive support from their families and communities.

Disseminating key messages can encourage positive coping, help-seeking and support for people experiencing distress.

Key messaging should be simple, focused, and concrete and should:

- Help people to understand normal and common stress reactions.
- Communicate an expectancy of resilience.
- Emphasize culturally and age-appropriate coping mechanisms.
- Discourage harmful ways of coping (e.g., heavy alcohol use).
- Inform how and where to access MHPSS services and support.

Note that the type of specific MHPSS messages provided is depending on the type of cases and target groups. Refer to the attached Document for detail information and reference while facilitating MHPSS services to different audiences including adolescent.

Basic psychosocial support skills need to know:

- Listening carefully
- Assessing basic needs
- Promoting social support
- Protecting people from further harm

Connecting people with relevant services and resources

This support should be provided in relevant settings (e.g., health clinics, protection services, the general community) for different segments of the population and should be one part of a larger MHPSS response across multiple sectors implemented alongside comprehensive MHPSS services and activities.

Helpful hints for adolescent for self-protection

The following hints are very important for adolescent as part of self-care activities to protect themselves while they face traumatic events:

- Express your feelings to your loved once as they arise. Don't hold them back.
- Talk to people who love you while you face any problem.
- If you get angry, use distracting activities such as reading a book.
- Contact friends and create relationship to support each other.
- Praying and physical activity is often helpful
- Try a relaxation / deep breathing exercise.
- Write in your daily journal or diary.
- Visits pray areas and stay people with positive behaviours to develop hope.
- Have someone stay with you for a few hours for a day or so during traumatic event, try to rest a bit more, listen music or songs.
- Reoccurring thought, dreams or flashbacks are normal: don't' try to fight them – they will decrease over time and become less painful.
- Re-establish and maintain a normal schedule as much as possible.
- Eat well-balanced and regular meals (even when you don't feel like it).
- Try to keep a reasonable level of activity.

Self-care techniques and wellbeing for facilitators and other frontline workers

- Assess and understand your own strengths, weaknesses, and limitations, including signs of stress.
- It is normal to be over-sensitive, overwhelmed, and feel pressure, fear, and worries. Working in a health emergency can be a traumatic experience and is an event that you cannot control.
- It is important for you to stay connected with your loved ones, through phone, emails, and social media.
- Try to maintain a positive attitude. Take care of both your physical and psychological well-being.
- Avoid using negative ways to cope with difficulties, such as increased use of tobacco, alcohol, or other drugs.
- Take time to rest if you feel overwhelmed. Ensure time to do things that allow you to relax.
- Do exercise or leisure activities e.g., non-group exercise, listening to music, watching movies, speaking to relatives or friends etc. Maintain routines, including eating, drinking, and sleeping regularly.

Annex 7: Child online protection

Key messages to caregivers and adolescents on child online protection

Online risks: at this time, any child with unsupervised access to an internet-connected device can be vulnerable to online child sexual abuse and other forms of violence including sexual harassment, rape, self-initiated Child marriage. The internet has enabled offenders to operate at a greater scale and speed. Children and young people need to understand that the online world reflects the offline world, with both good and bad experiences. Therefore, it is vital to instil confidence in children and young people that they can always seek help and support from caregivers if they encounter any online issues.

While digital technologies and the Internet offer a wide range of opportunities for children, there are also potential risks that children need to be aware of.

1. There's the possibility of them being exposed to inappropriate content or information. Children may come across inappropriate content online, such as sexual, racial, or violent content, or self-destructive such as information about committing suicide and dieting.
2. children may receive digital marketing messages inappropriate or illegal for children, or be exposed to economic risk (e.g., digital fraud), as well as security risks (e.g., identity theft).
3. There is also a chance that children may engage in online behaviour that can be harmful to them or their peers. Engaging in illegal activity such as downloading or hacking, bullying, or harassing others, creating, or sharing harmful material (i.e., pornography, providing harmful advice (e.g., about suicide or eating disorders).

Points for consideration by caregivers and parents:

1. Caregivers and parents need to have open and honest conversations with their children about their online activities. By understanding the motivations behind their children's internet usage, such as why they are using specific websites and services and what these mean in terms of friendship groups, sense of identity, and belonging, caregivers can better understand the social and emotional challenges their children may face and help them build resilience. It's essential to remember that filtering, monitoring, and restricting access should not be the sole focus. Dialogue and discussion are just as crucial. If children most commonly adolescents share something that has happened online, parents should avoid overreacting and react positively to encourage their children to feel confident to share anything that goes wrong in the future. By approaching online safety proactively with open communication, parents can help their children stay safe and responsible online.
2. Caregivers should also ensure that children and young people understand the implications of posting photographs on the internet, including photos of themselves and their friends that cause any for an opportunity of harm themselves and others. Children should know that photos can reveal a lot of personal information and understand the risks of using cameras and uploading content.

Reference: attached is the Child online safety reference guideline document for facilitators and service providers.

The Girls Power: Comprehensive Capacity Building Manual for Out-of-school Adolescent Girls Ages 10-14 is developed with generous support from the donors of: UN Global Programme to End Child Marriage, the Joint Programme on the Elimination of Female Genital Mutilation: Delivering the Global Promise and Accelerating Action to End Female Genital Mutilation in Ethiopia Programme supported by Government of Canada.

Girls Power: Comprehensive Capacity Building Manual for Out-of-school Adolescent Girls

Ages 10-14

National Manual for Facilitators

የሴቶችና ማሕበራዊ ጉዳይ ሚኒስቴር
Ministry of Women and Social Affairs

unicef
for every child

care

የሴት ልጅ ግርዛትንና ያለዕድሜ ጋብቻን
የማስቆም ብሄራዊ ጥምረት
NATIONAL ALLIANCE TO END
FGM & ECM