



MODULE 1

CHAMPIONS OF GIRLS EDUCATION SHOWING SOLIDARITY



**CHAMPIONS
OF GIRLS EDUCATION**



**Global Girls
Innovation
Programme**



**GIRLS
GET EQUAL**

PLAN INTERNATIONAL

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The project Champions of Girls Education is part of Plan's Girls Get Equal Global Girls Innovation Programme and aims to build the capacity of male youth as peer educators for gender equality and girls' rights. During its first phase 130 male youth from El Salvador, Guatemala, Honduras, Dominican Republic and Germany were trained and supported to become Champions of Girls Education. Together with other male and female youth they challenged harmful gender norms at their schools and communities.

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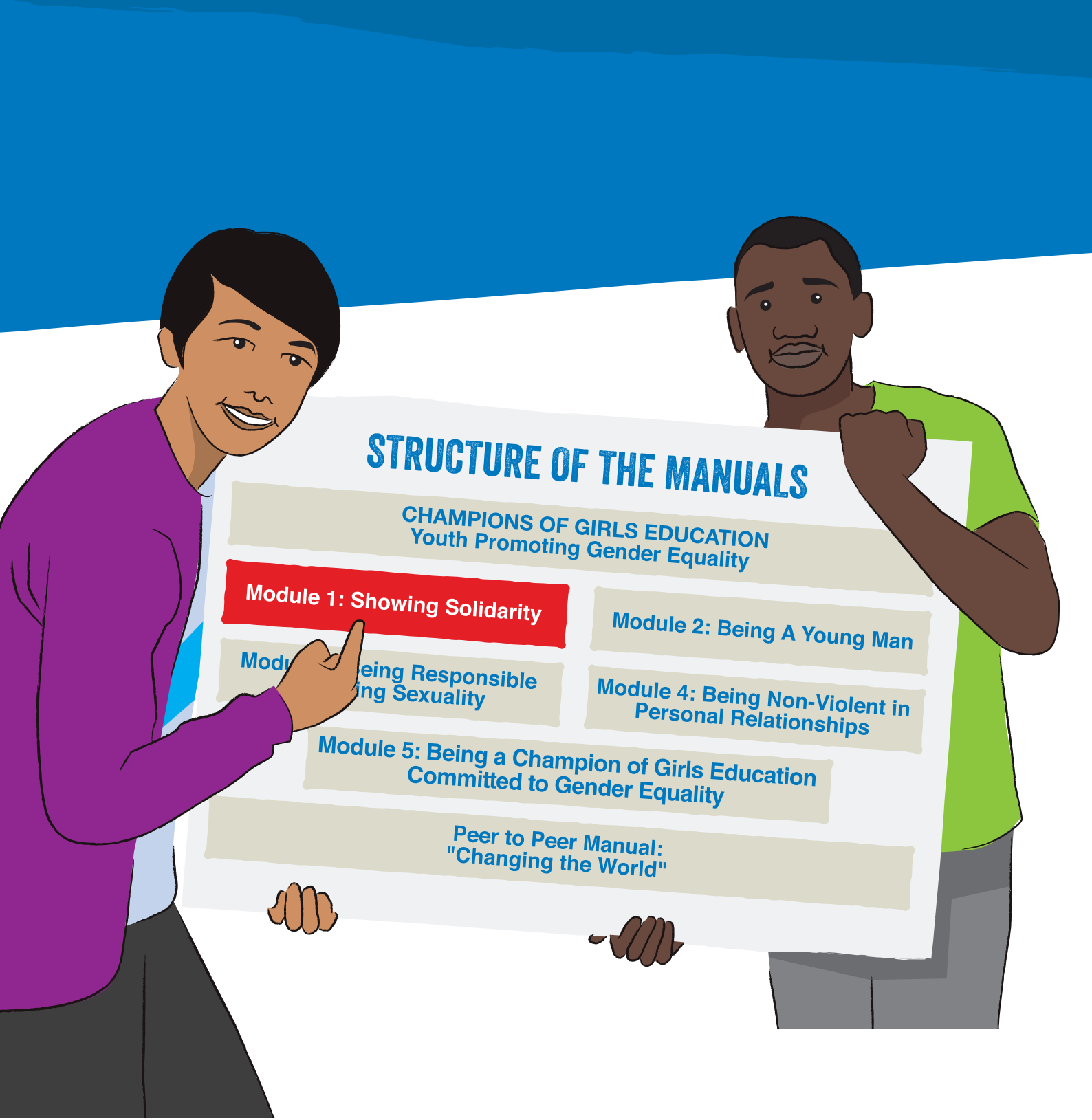
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CHAMPIONS OF **GIRLS EDUCATION** SHOWING SOLIDARITY



STRUCTURE OF THE MANUALS

CHAMPIONS OF GIRLS EDUCATION
Youth Promoting Gender Equality

Module 1: Showing Solidarity

Module 2: Being A Young Man

Module 3: Being Responsible and Safe Sexual Practices

Module 4: Being Non-Violent in Personal Relationships

Module 5: Being a Champion of Girls Education Committed to Gender Equality

Peer to Peer Manual: "Changing the World"

CONTENTS

1.1. BRIEF CONCEPTUAL REVIEW	6
1.1.1. First things first: Let's start by getting to know each other	6
1.1.2. Building a safe space	7
1.1.3. Assertive communication	11
1.1.4. Working as a team	13
1.1.5. Positive resolution of conflicts	14
1.1.6. Finding the support needed	16
1.2. KNOWLEDGE, ATTITUDES AND PRACTICES	16
1.3. RECOMMENDATIONS FOR FACILITATION	17
1.4. SUGGESTED ACTIVITIES	17
Activity A1: Let's get to know each other!	18
Activity A2: What we expect and what we'll get	21
Activity A3: I trust you, do you trust me?	23
Activity A4: My confidence, my strength	26
Activity A5: Let's identify safe spaces	29
Activity A6: House rules	31
Activity A7: Assertive communication	34
Activity A8: Learning to listen and to put yourself in another's shoes	37
Activity A9: There is strength in numbers	39
Activity A10: My space that I share with others	42
Activity A11: Conflict resolution	46
Activity A12: Finding answers and the support needed	50

SHOWING SOLIDARITY

1.1. BRIEF CONCEPTUAL REVIEW

Showing solidarity and being committed to gender equality means being aware of the need to involve more and more youth in this transformational project. It is about participating in a process of reflection and training, knowing that part of showing solidarity is sharing the learning with others.

It is very important that the participants understand that this is not about following the activities in the manual step by step, or about repeating what has been learned. Showing solidarity means knowing how to change activities or conversations depending on the characteristics of the people and the spaces with which we are working. In this sense creativity is a basic tool and needs to be developed in every workshop we share.

Each Champion of Girls Education adds tools to his own toolbox by seeing and participating in facilitation techniques and group and individual exercises and activities. This method of learning by doing is especially important in this module in which we introduce a range of activities and exercises that can be adapted by the participants in their own process of sharing. For this reason it is fundamental for you as a facilitator to encourage them to lead some of the exercises, or to suggest changes and variations.

Getting to know each other and forming a group begins, but doesn't end, with this module. Each activity offers the young men opportunities to get to know themselves and their peers. For example, forming work groups presents a good opportunity for them to get to know each other better, and to discover what they have in common.

1.1.1. FIRST THINGS FIRST: LET'S START BY GETTING TO KNOW EACH OTHER

The journey that the Champion of Girls Education has taken up in his commitment to gender equality will pass through several stages - some of them will be fun, others very difficult. One element that will unite the group is the process of getting to know each other; and also that you, as facilitator, will get to know each of them individually, with their strengths and weaknesses.

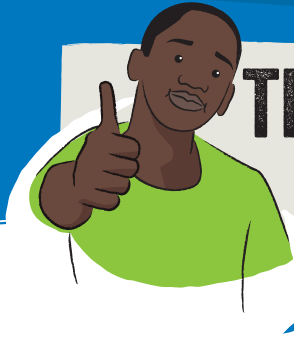
There are many group activities and exercises in the manual to help you achieve this. Bear in mind that facilitation skills are learned through practice. The sooner the youth can start practicing the group exercises and activities, the sooner they will develop their identity as Champions of Girls Education showing solidarity and share the knowledge they are acquiring. To this end, **try to ensure that they themselves facilitate and in this way practice their facilitation skills from the beginning.**



TIP!

Activity A1: 'Let's get to know each other!' starts with an introductory exercise inviting the participants to get to know each other, to work as a group, and to discover different group activities that will help them in their own work as Champions of Girls Education.

The second step is finding out the participants' expectations and concerns. This involves recognising the importance of expectations, of both knowing how to identify and how to express them. It is also important to know what the group hopes and fears in relation to the training process they are participating in. Support the participants so they can express their hopes and fears openly, without judging them. Try to use techniques that allow worries and fears to be relieved as well as meeting the majority of expectations throughout the development of the whole workshop, even if this means changing or adapting the content, whenever this is within the objectives and subject of the workshop.



TIP!

Activity A2: 'What we expect and what we'll get' invites the participants to identify their hopes and fears, and highlights the importance of knowing those of the other young men. It also presents the workshop schedule.

1.1.2. BUILDING A SAFE SPACE

Participants need a safe space in which to talk openly about their experiences as young men, and where they can analyse their attitudes and practices towards gender equality. The main ingredient of such a space is **trust**, in other words, the confidence a person has that the other group members sharing the space will act for the collective good and avoid hurting their peers.

Without trust the process will fail, because instead of actively participating and sharing, the young men will experience resistance and fear of looking bad before the rest of the group, of being criticised or singled out by the process that they are sharing. In the end, being mistrustful is an attitude that is promoted by the culture of domination, because it is an attitude that prevents people from building trusting and supportive relationships.

For this reason it is essential for the facilitator to build trust within the group of young men and to teach them the importance of allowing themselves to experience the process. However, trust is a difficult value to develop. It is very likely that the participants will arrive at this process with contradictory experiences related to trust or with experiences based on manipulation or fear. It is also probable that at the beginning they won't respect the confidentiality of the reflection space.

Trust will not appear overnight in the group. It is a process that requires work and patience and requires the development of different strategies and tools to promote it. More than anything, the young men must associate trust with **showing solidarity and with caring**, both necessary attitudes for gender equality.

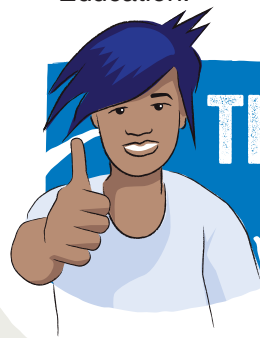
In addition, it is important to note that for the group to strengthen the trust that exists among the participants, it is essential that they get to know each other better and better, identifying the strengths and weaknesses of each member of the team, which in the end will become the strengths and weaknesses that the group will use to achieve common aims and to overcome obstacles together.

LINK TO THE YOUTH MANUAL

In the first stage of Youth Promoting Gender Equality the young men will find activities that they can use to build trust among the participating youth. Consult this section when getting ready to facilitate this topic with the Champions of Girls Education.



Finally, you as facilitator will also have to work to trust the young men and to get them to trust you. Part of this process is getting them to see you as a Champion of Girls Education who, just like them, is part of a larger collective of people all over the world who are advocating for the construction of a new equitable society. In other words, being a 'multiplier' goes much further than simply handing over knowledge - it is about being an Champion of Girls Education for individual and collective transformation. The more you adopt this identity in your work with the young men, the more they will be able to trust you as a model for their work as Champions of Girls Education.



TIP!

Activity A3: 'I trust you, do you trust me?' aims to develop trust among the Champions of Girls Education and the understanding of what is entailed in building a safe space.

To be able to trust each other, each participant needs to begin by developing his own self-esteem. Building self-confidence and trust is what will enable each Champion of Girls Education to be open enough to express himself freely in the spaces for reflection, and to be ready to receive constructive criticism about his attitudes and behaviour.

Arrogance and aggression must not be confused with **self-esteem**. Having confidence and self-esteem means feeling good about yourself and knowing that you deserve the respect of other people; it means facing each challenge with the flexibility you need to be able to learn from it, independently of its resolution; it means being open enough to let others see you as you are and to see other people as they really are; and it means taking care of yourself, honouring what it is that makes you unique, instead of trying at all costs to appear like everyone else.

It is also important to be aware that sometimes we react to group pressures and to social norms. As a result, when we come to form our opinions or develop our self-esteem, we do so in relation to these pressures and norms, whether by accepting or rejecting them.

We also need to support the participants in this process so they learn to formulate and recognise constructive criticism. It may be that they associate

the idea of criticism with the destructive behaviour. If this is their experience, we shouldn't be surprised if the young men resist giving or receiving criticism. However, as personal growth and transformation come from identifying the attitudes and practices that are not consistent with what we are trying to create, constructive criticism is essential. In this sense there is a close relationship between our self-confidence and the capacity that we have to tolerate the criticism of our fellow travellers. We need to recognise that each Champion of Girls Education is responsible for his own development, but all of us need our companions to be mirrors of our behaviour and attitudes.

When working with the young men, try to teach the principles of constructive criticism that are summarised in Figure 1.1. The aim is that they learn that criticising is not about devaluing the other person, but rather the opposite, sharing a suggestion with the intention of supporting.



Activity A4: 'My confidence, my strength' seeks to highlight the importance of the Champions of Girls Education developing openness in the group, being willing to receive criticism from their peers and from the facilitators, and formulating constructive criticisms to offer the group.

FIGURE 1.1 PRINCIPAL ELEMENTS OF CONSTRUCTIVE CRITICISM

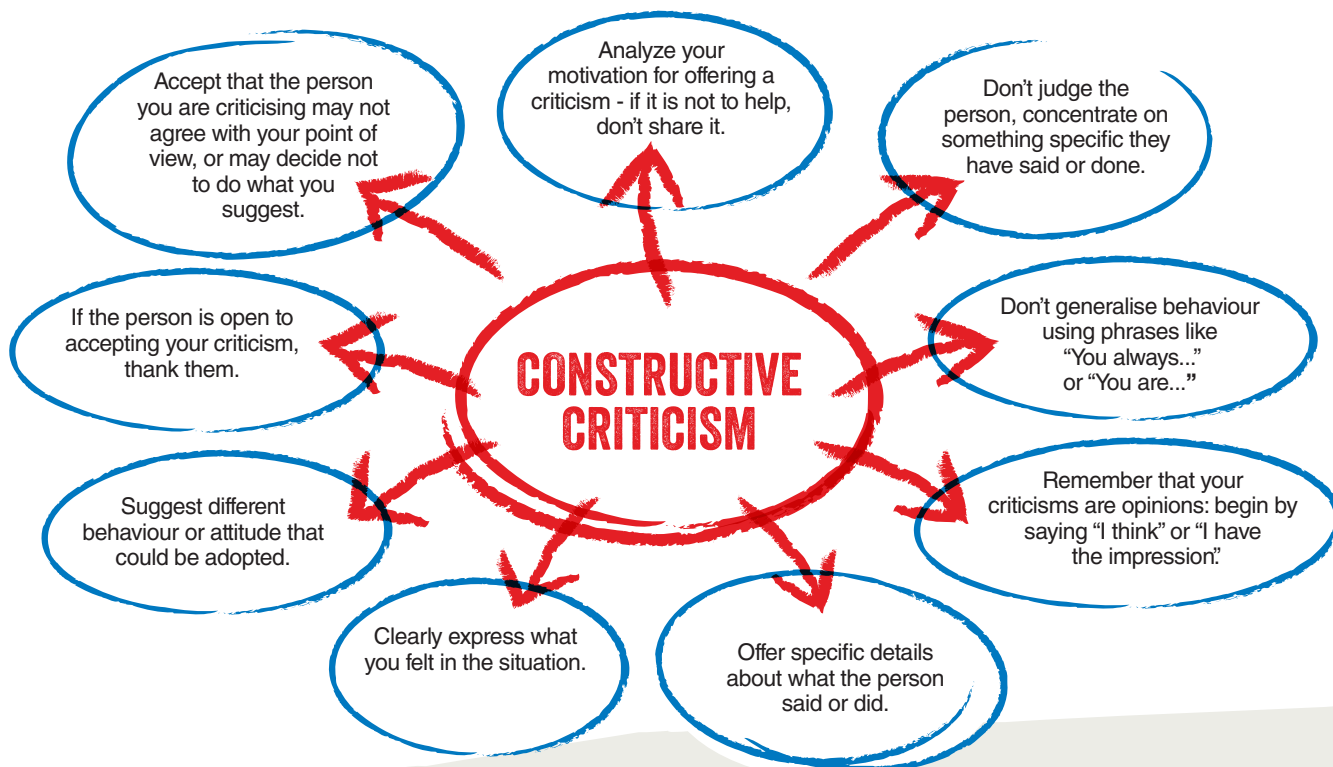


TABLE 1.1 THE SANDWICH TECHNIQUE

As a facilitator on many occasions you will find yourself having to offer constructive criticism to the participants, either because of their behaviour or their attitudes. There will be times when it will be important to convey the criticism very tactfully, showing them that you aren't only seeing their need to improve, but that you also appreciate that they have made progress in their commitment to gender equality. On these occasions it will be useful to use the "Sandwich" technique.

THE STEPS ARE EASY:

FIRST OF ALL: Prepare yourself

Analyse and think through what you will say. You need to know what you are going to say and how you are going to say it.

STEP 1: Identify the positive aspects (bread roll):

Find something positive that the young man has done: it should be relevant, transparent and sincere.

STEP 2: Present the facts (meat): Now you will have the young man's attention. Pause for a second to allow this feeling to become established and then begin the process. Avoid using the word "but" or "but the next time you should do", as this could create the defensive atmosphere that you are trying to avoid. Be direct and firm, but never angry. Mention the things or aspects that could be improved.

STEP 3: Encourage (bread roll): Identify another of the young man's strengths, and project positive results from the young man's efforts in the future.



After the three steps as a facilitator you should make sure you follow up: Be friendly and continue encouraging the change. The aim is to anchor the positive nature of the criticism in the minds of the young men. If you let the progress fall back, the learning may be forgotten. Without continued reinforcement the desired change won't take place, and this is especially the case when we are seeking lasting real change in attitudes and practices that show solidarity and are equitable.

Another element in building trust among the group of young men is the physical space in which they meet. Most spaces where men gather, such as bars, warehouses, discos or sports grounds, are arranged to project sexist behaviours and attitudes. Young men need physical spaces in which they don't feel observed or questioned and where they feel safe to reflect critically on what it means to be a young man committed to gender equality.

The main characteristics of a safe space include:

- It's not exposed to the looks and comments of passers-by.
- It's big enough to comfortably hold everyone, but not so big that the space intimidates.
- It's located in a place that is accessible to all participants.
- It has a timetable that is flexible enough to not interfere with the development of activities.
- It has access to drinking water and bathrooms. It's clear which members of the group will clean

will be followed throughout the entire workshop. **The most effective way of achieving this is by having the young men themselves participate in drawing up the agreements.** This will make it more likely that the participants will take charge of them, respect them and also take responsibility for making sure their companions respect them. The facilitator should make reference to these agreements whenever necessary.

Some agreements could be:

- Respect for all the participants of the group: the right to think and feel freely, because all opinions are valid.
- Listening with attention: not interrupting or taking time from other member's interventions.
- Empathy: put yourself in another's shoes.
- Always speaking in first person: for example: "I feel"; "what happens to me..."; "I had an experience that..."
- Commitment to confidentiality: the experiences of the participants may not be spoken about outside the group.
- Commitment to punctuality and attendance: we don't want to act in ways that are detrimental to our companions.
- Respect timings.

When establishing the agreements about the



TIP!

Activity A5: 'Let's identify safe spaces' invites the group to identify some spaces in their own surroundings.

LINK TO THE YOUTH MANUAL

In the youth manual Youth Promoting Gender Equality the subject of group meetings is also covered. Consult the methodological guide, Step two when preparing to facilitate this topic with the participants.



and organise the space when the activity is finished - don't assume that a woman will do it. For this you will need to define the duties of cleaning, food, logistics, materials and anything else required.

Finally the building of a safe space relies on establishing a code of conduct within the group based on mutual respect and trust. It is so common for a workshop to begin with agreeing on rules that many people don't pay attention to the agreements that are reached. For this reason it is important that the issue of the group's code of conduct is dealt with from the perspective of what it will offer towards the building of trust: when a person does what they have promised, others trust him or her. On the other hand, when a person promises, for example, to arrive early, and to listen to the opinions of others, but does the opposite, it is very likely that other people won't trust him or her.

It is important to establish clearly which agreements

space, it is also important to work with the Champions of Girls Education to decide what will be done if someone doesn't comply with them. Try to discuss what measures can be taken to work with anyone who breaks the agreements, and to help him see the consequences of his actions. The idea is not to establish sanctions, but rather to use the creativity of the young men to encourage respecting the agreements.

Another important element of a code of conduct for any group undergoing a training process is



TIP!

In Activity A6: 'House Rules' the Champions of Girls Education work out agreements around order and coexistence that they can commit to in all the activities carried out in the training space.

obtaining appropriate facilitation – facilitation that enables participation and exchange of experiences and knowledge between those who participate and those who facilitate. It is vital that all the young men develop their ability to facilitate spaces of dialogue among peers, allowing room for different points of view and being careful not to suggest answers.

It is worth emphasising here that the main role of a person who facilitates a dialogue or debate is to make sure that all voices are heard. In a dialogue it is important to encourage all parties to listen to everyone else. If it is clear that people are only waiting for someone to finish in order to speak themselves, it is important to establish that if they don't listen to the others this won't be a dialogue, but rather a monologue.

It is important to avoid any one person (including the facilitator!) speaking more than others. If this does happen, the facilitator should interrupt and explain that space must be given to more participants. **If it is the facilitator who is monopolising attention, the participants need to have enough confidence to point it out.**

1.1.3. ASSERTIVE COMMUNICATION

If there is anything we all know about the issue of communication it is that it is a process made up of four essential elements: a sender, a receiver, a message and a means or channel of transmission. If any of these elements is missing, communication will not be possible. Communication also requires a favourable environment, with conditions such as little noise, interest from the different parties and openness.

Our societies and cultures have formed and transmitted their messages through language and communication, therefore any critical reflection on our identity passes through an exercise of conscious analysis about the way in which we send, receive and process messages.

As a result, communication is one of the most important skills that a young man who wants to show solidarity must put into practice. Even

with good understanding of the concepts to be transmitted, without good communication skills it will be very difficult to spread commitment to gender equality.

It is also important to know that there are a series of factors that influence communication and knowing how to contend with them can make all the difference between success and failure when communicating a message.

Some of these factors are:

- Verbal factors: e.g. type of language, style, words
- Non-verbal factors: e.g. body language, eye contact, tone, gestures
- Cultural background: e.g. traditions, taboos, beliefs, principles, religion
- Social roles: e.g. place in the hierarchy, gender roles, family structures
- Social setting: e.g. families, schools, neighbourhood
- Circumstances: e.g. lack of time, inappropriate place, noise
- Emotional state: e.g. exhaustion, conflicts, agitation, anger
- Relationships: e.g. type of relationship established with our interlocutor(s), trust and respect
- Personality: e.g. introverted, extroverted, preference for speaking or silence

In the same way it is important that we should be able to identify at least three types of communication:

Aggressive: violent communication that usually abuses other people. For example: *“just like a woman”*; *“what part of the argument didn't you understand?”*; *“I'll explain it again, and I hope you get it this time.”*

Passive: communication that doesn't establish responsibility for any opinion, usually avoiding the truth and leaving others to interpret what we want to say. For example: *“I won't say anything but you should know better”*. Or, *“I'd best keep my mouth shut so I don't offend anyone”*.

Assertive: communication that allows us to take our needs into account, and respond to others clearly and with respect. For example: *“I think that...”*; *“I think we can...”*; *“I suggest that...”*; and *“It's important that as a group we propose...”*

TABLE 1.2 COMPARISON OF AGGRESSIVE, PASSIVE AND ASSERTIVE WAYS OF COMMUNICATING

AGGRESSIVE	PASSIVE	ASSERTIVE
Presents the message in a violent way.	Presents the message in a confusing way.	Clearly presents the message.
The person who sends the message tries to impose their opinion as the only possible one.	The person who sends the message doesn't take responsibility for what they are saying.	The person who sends the message does so accepting that it is their opinion and taking responsibility for what they are saying.
Usually attacks the person who receives the message.	Usually confuses the person who receives the message.	Clarifies the position of the sender to the receiver of the message.
Does not respect the needs or feelings of the person receiving the message.	Is afraid of the opinion of the person who receives the message.	Establishes a real dialogue with the person who receives the message.

It is obvious that the type of communication that we need to encourage among the young men is assertive communication, as this allows us to:

- Be ourselves
- Express ourselves with originality and enthusiasm
- Take risks and learn from our opinions
- Take responsibility for what we express
- Strengthen our self-esteem and build greater self-confidence

The importance of non-verbal communication should also be highlighted, developing strategies so this is also assertive. This includes:

- **Acting in accordance with what has been said:** If we want someone to stop bothering us, we need to say “I don't like you doing that to me.” Smiling and laughing will not make them stop doing it.
- **Keeping eye contact:** Looking into the other person's eyes creates a bridge to empathy and generates trust. It also communicates our sincerity. It is necessary to look the other person in the eye without exaggerating so you don't intimidate.
- **Physical contact:** It is important to maintain enough physical distance so neither we nor the other person feels uncomfortable. When someone gets closer than we like, it is best to move away to show them that their behaviour isn't welcome. Likewise there are men who communicate with others by slapping them on the back, or who touch women to catch their attention. It is best to avoid this type of body language, or at least to ensure that it doesn't bother the other person.

A first step towards analysing how we communicate

is to evaluate how well our message is understood, or how effective our way of sending it is. It is important to remember that the topic that we are dealing with – the transformation of a culture of discrimination and domination into a culture of equality and solidarity – has strong adversaries. Every day youth receive messages that try to encourage them towards selfishness and competition. **When they try to send messages of equality and solidarity to their peers, they must be aware that they are not facing a blank page, but rather that they are facing years of socialisation in a hegemonic model of masculinity.** Therefore knowing whether the message you are transmitting has been understood is fundamental to the success of any process of sharing.



TIP!

In Activity A7: 'Assertive communication' the Champions of Girls Education analyse and reflect on the importance of learning to communicate in an assertive way.

We cannot close this section without presenting two final essential skills that any Champion of Girls Education showing solidarity needs to develop in order to guarantee effective communication: the ability to listen actively and the ability to experience empathy for other people.

Active listening means listening and understanding from the point of view of the person speaking. Knowing how to listen and knowing how to interpret what you hear is usually more difficult than knowing how to speak. The contrast between active and passive listening can be seen in the following table.

TABLE 1.3 COMPARISON OF PASSIVE LISTENING AND ACTIVE LISTENING

PASSIVE	ACTIVE
We are not interested in what our interlocutor is saying.	We are very interested in what our interlocutor is saying.
We listen to make sure that we are understood.	We listen to understand.
We listen to find something better to say.	We find value in what we are listening to.
We think: "I already know what the other person is going to say" or "I know the answer."	We think: "What is the other person going to say?"
We prefer to answer and give advice.	We prefer to learn with our interlocutor.
"She or he is telling it badly". We think that the problem is our interlocutor's, not ours.	"I should listen better." We try to pay more/better attention so that we can better understand the other person.
While the other person speaks we are thinking about what we will say in reply.	"I should listen better." We try to pay more/better attention so that we can better understand the other person.

To summarise: to listen actively means that the Champion of Girls Education is showing that he wants to listen and learn to give others the opportunity to speak; not to give opinions nor directions, and not to judge nor speak immediately about a similar personal experience, but rather to concentrate on what the other person wants to say.

Finally, the ability to feel empathy with other people is an essential skill for effective communication.

Empathy means being able to perceive the world through the eyes and feelings of another person. It also means feeling comfortable doing this. Above all it means not judging the perceptions or feelings of the other person, but rather focussing on experiencing life from another point of view - like putting oneself in another's shoes.

1.1.4. WORKING AS A TEAM

An essential characteristic of a Champion of Girls Education showing solidarity is that he values being part of a team. However, belonging to a team is much more than simply gathering together in a space or in a workshop. For a team to be successful the members must be committed to cooperation and collaboration, and must be convinced that the best decisions, the best actions and the best plans are those that arise from team collaboration.

It is no coincidence that this way of thinking and working contradicts the culture of domination that encourages gender inequality. In fact, part of being a man committed to gender equality is to trust a support group and work as part of a team to promote gender equality and challenge selfishness and competition, characteristics that form the basis of the culture of domination.

Encouraging cooperation means swimming against the tide in a culture that values and encourages success as a result of competition. For this reason the facilitators must make the most of every opportunity that arises to encourage these values in the Champions of Girls Education. They should also talk to them about the importance of sharing these values in their own work with other youth.

Included in this module are different activities that promote teamwork. However, as the specific topics of the remaining modules begin to focus on the connection between hegemonic masculinity, competition and domination, the facilitators should repeatedly broach the subject of how to cooperate as a strategy for the transformation of values.

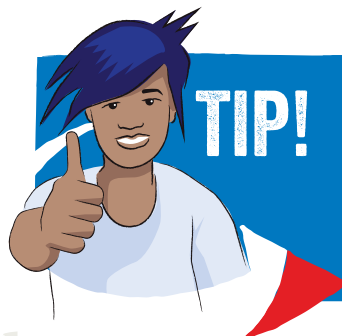


Activity A9: 'There is strength in numbers' presents two activities that invite the Champions of Girls Education to value being part of a team and to direct their strength and energy towards common goals that benefit all.

Everyone needs to feel that they belong to some group or collective. In fact the sense of belonging is at the centre of the evolution of any society in which people share interests, ideas, attitudes or actions.

The sense of belonging is also a key factor in human development. In adolescence the sense of belonging is in constant change. Most of the youth we work with are looking for new spaces to which they can belong, at the same time as they are starting to distance themselves from the spaces of their childhood, such as family or school.

Being able to rely on a support network is essential, not only to make their commitment to gender equality more sustainable, but also for validation through a group of reference. The more homogenous groups are, the stronger and more cohesive they are. However heterogeneity offers a diversity of focus and vision. There will be no lack of cohesion if the objectives are clear and if the group travels towards them together.



In Activity A10: 'My space that I share with others' the Champions of Girls Education develop elements of identity that strengthen their sense of belonging to the group of young men.

1.1.5. POSITIVE RESOLUTION OF CONFLICTS

Conflicts are an essential part of human relationships, and therefore we neither can nor should prevent them from arising. What we can do is work on our attitude to them, neither avoiding them nor facing them aggressively, but rather developing tools to face conflicts and resolve them in a peaceful and constructive way. Nor can we say that there is a single recipe for resolving conflicts. In this module we propose a creative model for dealing with them by trying to analyse all the elements that make up a conflict in accordance with how each party sees it, perceives it, feels it or wants it to be resolved.

Generally people who find themselves involved in a situation of conflict aren't able to see a solution because their emotions and feelings limit their vision. A person who is not involved in the conflict (an external observer) can offer a different vision to those who are involved. This is effective if, and only if, the person is able to empathise with the affected parties and respect their emotions and feelings at all times, and help the involved parties to find their own solution. There will be many moments when a Champion of Girls Education showing solidarity has to fulfil this role.

In conflict management it is essential that we always try to:

- Encourage trust and respect within the group.
- Take responsibility for what one says or does - this means speaking in first person and not speaking for others.
- Learn to give opinions as constructive criticism, without judging or labelling in ways that devalue.
- Never question feelings, and understand that it is very important to respect what the other person feels. Disagreement or questioning should always be of the other person's ideas or attitudes.

LINK TO THE YOUTH MANUAL

In Activity D9: 'Managing my emotions' (Module 4), the Champions of Girls Education are invited to reflect on ways of processing their emotions in a non-violent manner. If it seems appropriate, you can integrate this activity in the context of reflecting on conflict resolution as a way of offering the Champions of Girls Education tools for processing their own emotions.



LINK TO THE YOUTH MANUAL

Activity A11: 'Conflict resolution' presents a creative model for the resolution of conflicts. Also the Champions of Girls Education become aware of the fact that managing communication conflicts and positive confrontation are vital.



In a workshop in which many young men participate, it is also inevitable that conflicts arise from time to time. For this reason it is essential that the group establishes agreements for the resolution of conflicts that are consistent with gender equality. For example:

1. No form of violence should be tolerated, whether it is psychological, physical or sexual.

It must be taken into account that violence is not always obvious, and that it can manifest itself in subtle ways or through behaviours that constitute lack of respect towards one or more members of the group, or to people close to them.

2. Differences in power of the parties in a conflict must be taken into account.

It is very common for the different parties in a conflict to have different levels of power. These differences may mean that some of them fear, disrespect or have contempt for others. In these cases, trying to mediate as if they were on an equal plane is ineffective and usually strengthens the difference in power. Tip! It is also important to recognise that the group facilitator or any person who acts as a moderator in a conflict also has power over the parties.

3. We should recognise the learning opportunities offered by every conflict.

Young men are used to reacting aggressively to any conflict. In this space it is essential that they learn how to face conflicts peacefully by identifying and communicating their emotions and listening to others. This skill is necessary for gender equality and is often poorly developed in men.

4. Sometimes it is necessary to create 'time out'.

To be able to move towards the peaceful collective resolution of a conflict it is essential to be able to listen and to be able to speak. However there are times when the young men will be totally frustrated and angry. We don't want to reject emotions but rather the opposite, learn to communicate them, so in these cases it will be necessary to allow the participants to take a few minutes to 'chill out' on their own and then return to the common space.

1.1.6. FINDING THE SUPPORT NEEDED

Every Champion of Girls Education working in the area of gender equality will face challenges in the awareness-raising process for which he will not be prepared. These challenges could range from a technical question to which he doesn't know the answer to a case of psychological or physical harm for which he doesn't know what support to offer. The facilitators know that this problem is likely to arise and that it is important to avoid creating unrealistic expectations as well as being clear about our own limitations. As the youth see this put into practice, they will also know how to adopt it when they are sharing their commitment to gender equality.

As far as technical questions are concerned, we should make sure that the young men have access to reliable sources of information that they can consult when they need to research a question. Here the facilitators should build awareness in the participants about the dangers of researching topics such as health or gender-based violence on the Internet where there is a lot of incorrect information or sources that seek to manipulate the public. The young men should also be guided in how to identify and criticise sources of information, and how to decide what constitutes a good source of information on gender equality material.

As for any cases of physical or psychological harm that could arise, it is important that the young men know how to identify these cases, and are familiar with available professional services of guidance and counselling to which they can refer any young man or woman that might need them. For this reason the facilitators must start out by fully mapping the resources available and which are accessible to the Champions of Girls Education and their peers (whether physical or virtual).



1.2. KNOWLEDGE, ATTITUDES AND PRACTICES

	KNOWLEDGE	ATTITUDES	PRACTICES
Individual¹	<ol style="list-style-type: none"> Understands the importance of trust in building a safe space for discussions on masculinity. (*A3, A4, A5) Is familiar with conflict resolution strategies in a space for reflection with peers. (*A11) 	<ol style="list-style-type: none"> Trusts fellow participants in the group. (*A3) Has confidence in himself and is willing to accept constructive criticism about his behaviour and attitudes. (*A4, A11) Is comfortable expressing his feelings, without feeling embarrassed. (*A4, A7) Respects the groups' code of conduct. (*A6) Values being part of a group. (*A9). Celebrates the positive behaviour of other group members. (*A4) 	<ol style="list-style-type: none"> Applies group facilitation techniques and uses group and individual exercises and activities. (*A1, A3, A4, A5, A6, A7, A8, A9, A11, A12) Invites the participants to get to know themselves and to express their hopes, fears and concerns. (*A1, A2) Knows how to create an open atmosphere of trust and respect. (*A3, A4) Knows how to give constructive criticisms to the other Champions of Girls Education. (*A4) Knows how to communicate assertively, and knows how to engage in dialogue. (*A7, A11) Knows how to practice active listening and empathy. (*A8) Knows how to facilitate spaces of dialogue among his male peers as well as among mixed groups of youth, giving space to diverse opinions without suggesting answers. (*A7, A8, A11) Knows how to promote a sense of belonging among participants in a space for reflection. (*A10)
Community / Family	<ol style="list-style-type: none"> Knows of community or school spaces that can be used for the group activities. (*A5) 		
Institutional	<ol style="list-style-type: none"> Is familiar with professional services offering guidance and advice to which he can refer other youth when necessary. (*A12) 		<ol style="list-style-type: none"> Identifies participants' individual needs for attention or advice. (*A12)

1. The individual level includes the desired changes in the behaviour, attitudes and practices of the participants, as well as in their relationships with everyone else who is involved in the process.

1.3. RECOMMENDATIONS FOR FACILITATION

Many of the activities that are included in this manual touch on biographical topics or the personal experiences of the participants.

For this reason, in each activity in this module you should:

- Create an open atmosphere of trust and respect.
- Ensure that everyone feels comfortable enough to share and learn from their own experiences and question the firm opinions that they have about masculinity and gender without their companions and peers condemning, questioning or ridiculing.
- Respect the fact that every Champion of Girls Education should feel free to participate or share in each activity, thus respecting his right to also participate in silence.
- Form open questions and avoid suggesting answers or giving advice, recommendations or warnings.
- Be well prepared and clear about the concept of 'gender' and the other topics treated.
- Offer brief explanations, motivating the participants to react from their own experience of the topics being tackled.
- Stay alert to the possibility that each of the participants, separately, might require specific attention and, in some cases, may even need to be referred to receive professional health guidance or advice services.
- Facilitate turn-taking, making sure that everyone can be heard and has the opportunity to speak, and that nobody makes excessive use of their right to speak.
- When a participant is somewhat excluded by the group it is the role of the facilitator to support and accompany him until he is accepted and included in the group, which may take several sessions.

Each of the activities designed for this module, in addition to their primary objective of learning, offers some kind of exercise or game that the young men can include in their own toolbox that they will use with their peers. For this reason, whenever possible, try to get the Champions of Girls Education themselves to facilitate.

LINK TO THE YOUTH MANUAL

Chapter two of the youth manual Youth Promoting Gender Equality lists some rules and advice for the facilitation of gender issues. Consult these suggestions and share with the Champions of Girls Education!



It is important that you are well prepared so you can develop each exercise, and whenever possible that you practice it in advance. Remember that some of these exercises may imply some level of risk for the participants, and if anything goes wrong instead of promoting trust and team work the game could lead to the opposite.

Whenever space permits, it is important to place participants in a circle or semi-circle so that they can see each other. The circle or semi-circle can be formed by chairs or by sitting on the floor. If any participant sits behind the others, it is the facilitator's role to rearrange the seating so that everyone can see and hear each other. One suggestion is to use music for each activity. As facilitator you can create your own playlist, identifying the right music for each moment in the workshops: for example relaxation music for moments of reflection or individual work, or lively music for the group exercises.

LINK TO THE YOUTH MANUAL

The youth manual Youth Promoting Gender Equality includes exercises and activities for integration and icebreaking that you can use.



1.4. SUGGESTED ACTIVITIES

Each of the activities in this module, as well as having their own learning objectives, will start with a brief exercise, either for developing closeness among the participants, for forming groups and/ or for developing teamwork, so that the young men learn these skills and can replicate them in the workshops that they will facilitate in the future. Many of these exercises have been selected because of their proven effectiveness in the areas we are working. They form part of a common pool of resources which has been developed over the years with no clear authorship.

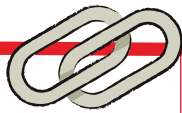
ACTIVITY A1: LET'S GET TO KNOW EACH OTHER!

This exercise of introduction in pairs offers the participants an initial encounter, not only through sharing their personal details, but also through sharing the characteristics, qualities and personal values that they identify with.

LINKS TO KAP

Applies group facilitation techniques and uses group and individual exercises and activities.

Invites the participants to get to know themselves and to express their hopes, fears and concerns.



TIME
40
MINUTES



MATERIALS AND EQUIPMENT

Facilitation sheet
A1: Exercises for forming groups and for participant integration



KEY MESSAGES

- It is of vital importance to create the right conditions for the group of participants and their facilitator in a training process to get to know each other and to recognise their individual personal qualities, their strengths and weaknesses.
- The skills required for sharing are learned through practice. The more the tools and exercises for group work are practiced the more they will become part of the identity of the participants as Champions of Girls Education showing solidarity.



FACILITATION ADVICE

- Prepare for this exercise by rereading section “**First things first: let's start by getting to know each other**” and **Facilitation sheet A1**. Read through the exercises for forming groups and for teamwork that this sheet presents so that you are ready to use those that are best adapted to each moment of the workshop.



STEPS TO FOLLOW:

1. Welcome the group of participants and briefly introduce yourself.
2. Choose a group formation exercise from those that are included in Facilitation sheet A1, and use it to divide the group into pairs.
3. Ask each pair to take five minutes for one of them to interview the other using these questions:
 - **What person or character do you identify with? (Real, fictitious, from a film, an artist, a historical character, etc.) and**
 - **Why? Which of your own characteristics and qualities do you see reflected in this character?**
 - **What are your personal details?
Name, age, who you live with, where you live?**
 - **What do you like doing in your free time?**

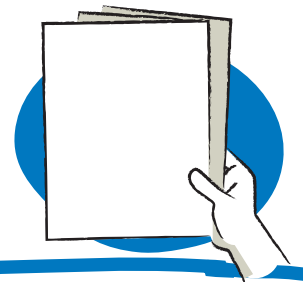
Once the five minutes have passed call “change” and ask them to reverse their roles and interview the other person.

Then ask the group to gather together again. Ask for a pair of volunteers to begin. Each participant introduces his partner, beginning with the character he identified with and the reasons he chose that person, and then his personal details.



FACILITATION SHEET A1:

EXERCISES FOR FORMING GROUPS AND FOR PARTICIPANT INTEGRATION



“Exercises” and “games” have a very important role to play in the work of training. They can be used on the one hand to create a fun atmosphere and to maintain interest in the topics that are developed in the workshop; on the other to help the Champions of Girls Education to get to know each other and to break down barriers. At the same time they can also be used to create a learning atmosphere.

Below we present some integration exercises that may be useful for facilitating the process of integration and learning with your group:

EXERCISE FOR FORMING GROUPS: 1,2,3

Depending on the number of groups that you want to form, you ask the participants to number off from 1 to X, and then at the end you ask them to form X groups according to the number they received. In this way all the number 1s are together in one group, the number 2s in another, until you reach number X.

EXERCISE FOR FORMING PAIRS: THE CLOCK

Invite the participants to form two concentric circles (one inside the other) made up of the same number of participants. Next ask the group that forms the outer circle to move clockwise, facing the centre, while the inner circle moves counter clockwise, with its members facing outwards. Meanwhile each young man says his name aloud and when the last one finishes the facilitator calls: “Now the clock stops!” As soon as both circles come to a complete stop, the participants are invited to form a pair with the companion facing them.

EXERCISE FOR FORMING GROUPS: SHIPWRECK

All participants form a circle in the room. The facilitator goes to the centre and explains: “We are now on a ship in the middle of the ocean. A technical fault has been detected in the boat’s engine so we have to abandon ship and board the lifeboats.” When you say ABANDON SHIP IN BOATS OF SIX PEOPLE, all participants should get into groups of six people; then correct them by saying THE LIFEBOATS CARRY FIVE PEOPLE, and everyone should regroup into groups of five, and so on until you get the number of groups you need for the exercise.

EXERCISE FOR FORMING GROUPS: FINDING MY COMPLEMENT

The facilitator selects words or sentences related to the topic of the workshop in advance. These are then separated into syllables (in the case of words) or into words (in the case of sentences.) Each word or sentence should be separated into as many parts as the number of people required for each group. In other words: into two parts for pairs, into three

for trios, etc. Each section is written on a piece of paper, folded and mixed up in a bag. The facilitator must specify to the group how many parts they need to find to complete the full meaning of their word or sentence.

Each player chooses a piece of paper with a syllable or a word, and from this point they should search among their fellow participants to find those who have the parts they need to complete their word or sentence. The search should take place without speaking, through body language and mime. The groups are formed once the words or sentences have been completed, spoken aloud and verified by the facilitator (as it is possible that some groups form with combinations that haven’t been anticipated).

This exercise, as well as being a method for forming groups, also serves to develop the participants’ body language. It is therefore a good idea to facilitate some reflection after the exercise about how they felt as they were trying to express themselves across a language barrier.

INTEGRATION EXERCISE: THE STORM

This exercise is useful for encouraging integration and interaction between all the participants in a group. It is very useful when a facilitator sees the need for a group to concentrate more on a topic or identifies that the group has got distracted and needs to refocus their attention. All the participants form a circle with their chairs or seated on the floor. The facilitator goes into the centre and says: “A boat in the middle of the ocean is travelling to an unknown destination.” When you say WAVE ON THE RIGHT, everyone moves one place to the right; when you say WAVE ON THE LEFT, everyone changes one place to the left, when you say STORM, everyone should change places, moving in all directions. This exercise can be used at the start of the session and again whenever needed. In this way different orders are given unexpectedly, interchanging to the right and to the left; when the facilitator observes that the participants are distracted he says: STORM, and in this way gets everyone’s attention again.

ACTIVITY A2: WHAT WE EXPECT AND WHAT WE'LL GET!

This exercise allows the participants to share their expectations and worries with regard to the workshop. The facilitator considers the contributions and is informed of the expectations that are placed on the schedule of the workshop.

LINKS TO KAP

Invites the participants to get to know themselves and to express their hopes, fears and concerns.

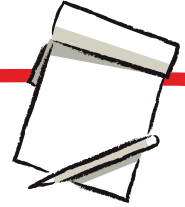


TIME
45
MINUTES



MATERIALS AND EQUIPMENT

- 2 flipcharts with paper
- Coloured markers
- Masking tape
- Workshop schedule (one for each participant)
- Laptop
- Projector



KEY MESSAGE

- A successful training process needs to adapt to the interests, worries and expectations of the participants. Knowing what the Champions of Girls Education do and do not want is also part of getting to know them.



FACILITATION ADVICE

- Prepare for this exercise by rereading the conceptual summary in section 1.1.1. "First things first: let's start by getting to know each other"
- Put the following headings on the flip charts: "hopes" and "fears" and place them in a place where all participants can see them.
- Encourage the participants to express themselves openly. Don't make any comments about the hopes and fears expressed.
- This activity makes use of a generating question to try to obtain a baseline that at the end of the workshop can be compared with what the young men have learned about the empowerment of women and girls. The question is: What is needed to empower women and girls? Later, based on the group's answers, you should create a word cloud with the help of a programme like: www.wordle.net/. Save the results, as they will serve as a point of comparison with the results of activity E1, from Module 5 Champions of Girls Education. Prepare a flipchart with these instructions for working with the question:
 - Think individually about the question and prepare up to five proposals or ideas.
 - Be brief: each answer should be one sentence or less. Each answer should include a specific action and someone responsible for it.

STEPS TO FOLLOW:

1. Explain to the group that it is always good to know what each participant expects from a workshop before starting it. Ask each participant to briefly express their greatest hope and their biggest concern around the workshop. Encourage them to say **“I hope that...”**, **“I am worried that...”** trying to get them to be specific and that they go beyond **“I hope to learn a lot.”** Facilitate the interventions so that each one takes no more than a minute.
2. Summarise each hope and fear on the corresponding flipchart. Count ideas that are the same or similar by placing little stick markers next to them (||||) so that in the end the ideas that are most widely shared by participants can be visualised.
3. After each person has expressed a hope and a fear, check to see if anyone wants to add something and then thank them for their input.
4. Read through the list of hopes and tell them which ones will be addressed in the workshop. If any of them are beyond the scope of the workshop, this is the moment to explain that.
5. Describe the general objectives of the workshop and the main content, trying to fit into each section of the schedule the possible hopes that have come up.
6. To finish, read through the list of worries and try to relieve any fears expressed and discuss how you will try to make sure none of the fears become a reality during the workshop, pointing out that you will need the support and commitment of all the participants to do so.
7. Ask for two volunteers to stick both pages of the flipchart on the wall. Tell them that both lists will be on display throughout the workshop and that they will serve as a reminder in the case of the fears, as well as to evaluate whether expectations were met in the case of the hopes.
8. Explain to the young men that you are now going to pose a question to which there are no right or wrong answers. If any participant says that they don't know, accept that as a valid answer.
9. Hand every participant a piece of paper and ask them: **What is needed to empower women and girls?** Show them the flipchart with the instructions and ask the participants to think individually and to answer by writing up to five concise proposals on their sheet of paper.



ACTIVITY A3: I TRUST YOU, DO YOU TRUST ME?

This activity includes two exercises in which the Champions of Girls Education test their capacity to trust their fellow participants and show that they can also be trusted. The activity closes with a group hug.

LINKS TO KAP

Applies group facilitation techniques and uses group and individual exercises and activities.

Understands the importance of trust in building a safe space for discussions on masculinity.

Trusts fellow participants in the group.

Knows how to create an open atmosphere of trust and respect.

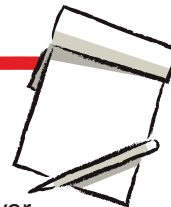


TIME
60
MINUTES



MATERIALS AND EQUIPMENT

- Scarves or blindfolds to cover the eyes. (1 for every 2 participants)
- CD player or similar



KEY MESSAGES

- The young men need a safe space in which to talk openly about their experiences, and where they can analyse their attitudes and practices towards gender equality. The main ingredient of a safe space is trust, understood as the certainty that a person has that other people sharing the space will act for the collective good and to avoid hurting their peers.
- Trust will not appear overnight in the group. It is a process that requires patient work and for which different strategies and tools are needed. Young people should be encouraged to associate trust with showing solidarity and with caring – attitudes that are necessary for gender equality.



FACILITATION ADVICE

- Prepare yourself for this exercise by reading through the summary about building a safe space in section 1.1.2.
- As a facilitator you will also need to work to trust the participants and get them to trust you. Part of this process is getting them to see you as a Champion of Girls Education who, just like them, is part of a larger collective of people all over the world who are advocating the building of an equitable society.
- The dynamics of trust require a minimum set of conditions of prior integration to exist among participants before trust can be established, so that participants already understand the educational need and are interested in building trust.
- Take into account that the 'fainting' exercise may involve some level of risk on the part of the participants, and if something goes wrong, instead of building trust the game may have the opposite effect.

STEPS TO FOLLOW:

PART ONE: THE GUIDE (20 MINUTES)

1. Invite participants to form two concentric circles (one inside the other) made up of the same number of young men, and explain that they are going to do an exercise called **'The Guide'**. Explain that they are going to guide a companion who will have his eyes blindfolded, and that everyone will need to maintain silence throughout the exercise.
2. Ask the group in the outer circle to move clockwise, facing the inner circle; meanwhile the inner circle moves counter-clockwise, with the members facing outwards. Ask them to listen to music as they turn, and tell them they should stop when the music stops. Ask the young men to form pairs with the person facing them, and then the pairs should spread out around the room. While they organise themselves, move several chairs and tables and put them randomly around the room, creating obstacles.
3. Hand a blindfold to each team and ask them to decide which of them will be blindfolded. Explain that they will walk about together while listening to music. When the music stops they should let go of each other but keep moving. When the music starts again the ones who are blindfolded must try to find their guides without speaking.
4. Ask the young men to pay attention to their inner feelings and to try to sense the feelings that their partners experience.
5. During the development of the walk play with the music, suddenly raising and lowering the volume. After five minutes lower the music so that they can change roles: now the blind ones will become guides.
6. At the end of both turns, turn off the music and ask the participants to sit back down together in a circle on the floor.
7. Facilitate a group reflection around the following questions: **How did you feel when you were blind? How did you feel when you were guides? Which role did you like most and why?** Use this space to introduce the key messages related to the importance of maintaining an atmosphere of trust.



PART TWO: THE FAINTER (40 MINUTES)

1. Facilitate an exercise to form four groups.
2. Ask each group to form a circle and place one person in the middle to play the role of someone who has fainted. Explain that this exercise tests the trust that each team feels.
3. Inform them that the *fainters* in each group should let themselves fall backwards into the arms of one of their companions, who will hold them up and stop them from falling on the floor. For this each fainter should first choose their catcher and inform the group, so that it is obvious who will be the catcher. Before starting the activity another companion (the cheerleader) should blindfold the *fainter* and stand in front of him, encouraging him to fall into the arms of his companion. The fainter should make his body rigid, with his arms close to his body, either crossed or held at his sides.
4. The remaining members of the group should stand behind the catcher to support him if necessary, to make sure that the *fainter* doesn't fall to the ground. If the *fainter* stands back up before falling into the arms of his catcher he should try again. Immediately after being caught, the catcher, helped by his supporters, should return the *fainter* to his vertical position and only then should he remove the blindfold from his eyes.
5. Inform each group that they should change roles so that each one of them has the opportunity to be the fainter, catcher, cheerleader and supporter. Each team should organise their own strategy to make sure that every member learns to trust their team.
6. Facilitate a group reflection around the following questions: **How did you feel as fainters? How did you feel as catchers? How did you feel as cheerleaders? How did you feel as supporters? What was hardest for you and why?** Make use of this moment to introduce the key messages about the importance of identifying the strengths and weaknesses of each member in order to achieve common objectives and strengthen confidence in the capacity of the team.
7. To complete the activity, facilitate the activity '**Cooperative musical hugs**':
 - All the young men jump or dance in time to the music. When the music stops, everyone should hug someone else.
 - When the music starts again participants dance with their partners. The next time the music stops, the hug is between two groups of pairs.
 - The hug gets bigger and bigger, until in the end all the participants are united in a single hug, and can perceive the strength of being joined together in a single team.
8. Close the activity by praising the attitude and cooperation within the group and inviting participants who wish to, to share what they felt in the final part.



ACTIVITY A4: MY CONFIDENCE, MY STRENGTH

This activity highlights the importance of the Champions of Girls Education developing self-confidence, and being open to criticism from their peers and the facilitators. In the second part the youth learn the characteristics of constructive criticism and put it into practice with their companions.

LINKS TO KAP

Applies group facilitation techniques and uses group and individual exercises and activities.

Understands the importance of trust in building a safe space for discussions on masculinity.

Has confidence in himself and is willing to accept constructive criticism about his behaviour and attitudes.

Is comfortable expressing his feelings, without feeling embarrassed.

Celebrates the positive behaviour of other group members.

Knows how to create an open atmosphere of trust and respect.

Knows how to give constructive criticism to the other Champions of Girls Education.

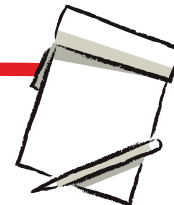


TIME
2
HOURS



MATERIALS AND EQUIPMENT

- 3 flipcharts with paper
- A wide box
- 2 money boxes that can be easily opened (or bottles with a narrow opening)
- 100 paperclips
- 2 pairs of tweezers
- Masking tape
- Marker pens
- Piece of coloured card (one per participant)



KEY MESSAGES

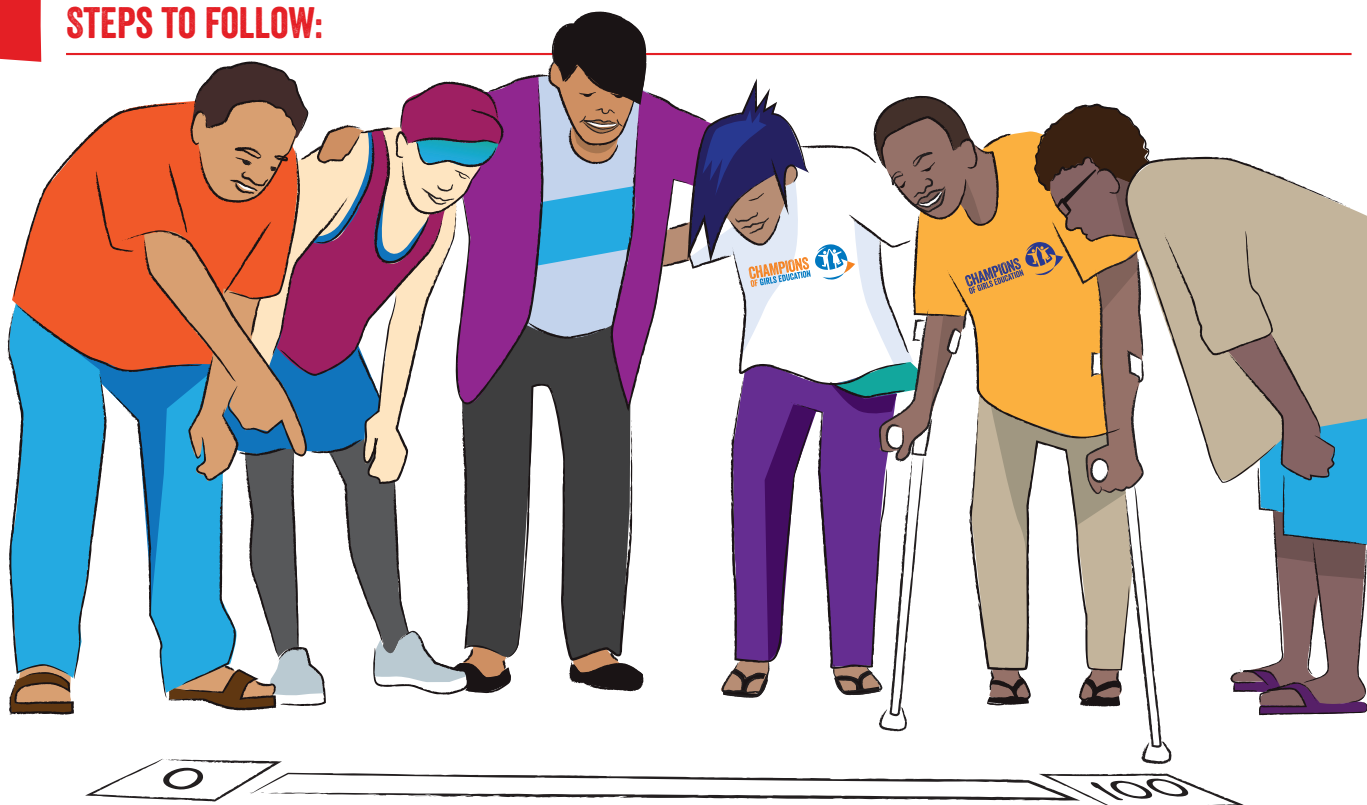
- To be able to trust others, the Champion of Girls Education must start by cultivating their own self-esteem. Building trust in themselves allows them to open up enough to express themselves freely, and to accept constructive criticism about their behaviour and attitudes.
- Self-esteem must not be confused with arrogance or aggression. Having a healthy self-esteem involves feeling good about yourself, knowing that you deserve respect from other people; it involves facing every challenge with enough flexibility to be able to learn from it.
- Personal growth and transformation entails identifying the attitudes and practices that are not consistent with what we are trying to create. In this process of group growth constructive criticism is essential, therefore the Champions of Girls Education must be supported to learn to formulate and recognise constructive criticism.



FACILITATION ADVICE

- Prepare yourself for this exercise by rereading the conceptual summary on the issue of building a safe space in Section 1.1.2.
- Read through the diagram on constructive criticism in the conceptual summary and prepare a summarised version on a flip chart.
- Using masking tape, create a straight line that goes all the way through the room. At one end place a number 100, in the middle a 50, and at the other end a 0. Make small horizontal lines that mark every 10th measure of distance along the line.

STEPS TO FOLLOW:



1. Invite the participants to sit in a circle, and explain that they will start by working on the exercise **'Remember my name'**:
 - a. One participant starts the round by saying his name aloud. "Hello, my name is Peter."
 - b. The young man to his right follows by introducing himself to the next person to his right "Hello, I'm John and this is my friend Peter"
 - c. Then the next participant who is on the right of John says to the person to his right: "Hello, I'm David, and these are my friends Peter and John"
 - d. Each Agent of Girls Education follows in order, so that the last participant has to name all the young men present.

If the young men are wearing name badges, they should take them off before starting the exercise. Writing down the names is not permitted. It is very likely that you will need to make several attempts to start the chain of names. Every time you have to restart, start in a different place in the circle.

2. Get the participants to sit in a circle, and explain that they are going to do the exercise **'Maximum achievement'**, which will evaluate the efficiency, skill and confidence that each of them has in himself.
3. Ask for six volunteers and ask them to leave the room.
4. Explain to the rest that the exercise consists of evaluating and putting to the test the confidence that the volunteers have in themselves when faced with group pressure. Explain that the six volunteers will come back in pairs and the group is responsible for applying "group pressure," encouraging those seated on the left hand chair and discouraging those seated on the right hand chair. Ask them to observe the effect of their support or their jibes on the volunteers.
5. Place three chairs in the centre of the circle and on the middle chair (which serves as a table) put a big box with paperclips in it, and two money boxes or small containers, one on each side. Call two of the volunteers back and ask them to sit on the chairs in the centre of the circle.

Explain to the volunteers that this is a test of their manual skills and that they have 20 seconds to move the paperclips with the tweezers, one by one, from the large container to the small container.

Tell them that on average it is possible to move around 20 paperclips in 20 seconds, and ask them: **How many do you think you will be able to move between you?** (Note their prediction and later their achievement on a flip chart that is kept out of sight of the group.)

Ask the volunteers to join the group when they have finished the test, but tell them that they shouldn't say anything to the next pair of volunteers.

- Repeat the exercise with the next pair, with the only difference being that you tell them that the average figure achieved is 30 paperclips in 20 seconds; repeat telling the last pair that it is 40 paperclips in 20 seconds. When the activity is finished, show the group the flipchart with the points they have achieved and announce the winner.
- Introduce the period of reflection by mentioning that sometimes group pressures and social norms provoke reactions in us, and that this can affect us when we try to form our own opinions. Tell them that we generally accept or fight against these norms and pressures, but that it is very hard for us to ignore them.

Then facilitate a moment of reflection using different questions about the experience, for example:
How did it feel to be encouraged or discouraged by your companions? How do you think this affected your achievement? Do you think that knowing the average that was expected of you influenced your performance?

- Now ask the Champions of Girls Education to get up and take a piece of card and look at the line of tape that is on the floor. Tell them that it is a "trustometer" that measures the confidence that each one of them has in himself.

Ask them: **How well do you receive criticism about yourself or about the things you do, say or think?**

Then ask them to be as honest as possible and choose the place on the "trustometer" that most closely corresponds to their personal situation. The nearer they are to 0 the less able they are to take criticism; whereas the nearer they are to 100, the better able they are to tolerate it. Ask each participant to write on his card the number that approximates where they would place themselves (from 0 to 100).

- With the support of the key messages of this section, explain the relationship that exists between our self-confidence and our capacity to receive any criticism that others give us. Ask if anyone would like to share why they placed themselves in the position they chose. Try to get Champions of Girls Education situated at the ends and in the middle of the line to offer feedback.

BRIEF BREAK

Ask the participants to go back to their seats and ask them: *what do you think is the difference between criticism and constructive criticism?* Note down the main ideas on two separate flipcharts. Depending on what has come from the participants, present the flipchart that you prepared earlier with the diagram and go deeper into the explanation of the concepts of constructive criticism. Clear up any misunderstandings or doubts.

- Facilitate an exercise to form four groups (see **Facilitation sheet A1**).
- Ask the groups to take 15 minutes to reflect on the characteristics that constructive criticism should have in the framework of this workshop and to note their main ideas on a flipchart.
- Ask each group to give a five-minute presentation of their chart. When they finish ask another group to respond with some constructive criticism of their companions' presentation. When all the presentations are finished, return to the diagram of constructive criticism from the conceptual summary and ask the group to identify similarities and differences from the characteristics as identified by the groups.

Ask the Champions of Girls Education to go back to the trustometer and choose a position again as you continue the reflection by asking: **How well do you tolerate constructive criticism? Can you distinguish it from destructive criticism? Could you let destructive criticism pass by without letting it affect your self-confidence?**

- Ask them to write down the second number they choose on their card and to think briefly about the difference in the two numbers. Congratulate them on the maturity that each young man has shown by being honest with his answers.

ACTIVITY A5: LET'S IDENTIFY SAFE SPACES

This activity starts with the 'Exercise of common characteristics', which reinforces the mutual recognition and trust among members of the group. In the second part, the Champions of Girls Education create maps of places in their area where they feel safe, and become aware of the resources they have to help them meet their needs and desires.

LINKS TO KAP

Applies group facilitation techniques and uses group and individual exercises and activities.

Understands the importance of trust in building a safe space for discussions on masculinity.

Knows of community or school spaces that can be used for the group activities.



TIME
60
MINUTES



MATERIALS AND EQUIPMENT

- Sheet of flipchart paper (1 per participant)
- Marker pens



KEY MESSAGES

- Building confidence within the group is essential to encourage attitudes that show solidarity among the participants and to encourage them to identify themselves as members of a group. The physical space in which the young men meet is a fundamental element in building trust among them.
- Most spaces in which men usually meet, or those that are reserved just for men, are organised to project sexist behaviours and attitudes. The participants need physical spaces where they don't feel watched or questioned and where they feel safe to critically reflect on what it means to be a young man committed to gender equality.

FACILITATION ADVICE

- Prepare yourself for this exercise by rereading the conceptual summary about building a safe space in section 1.1.2. Copy onto a flipchart the main characteristics of a safe space for young men as described in that section.
- This exercise requires the participants to think about their personal histories so the results could vary a lot. Their stories should never be questioned or devalued. While some of them may find security in their family, others may find it in a neighbour's house, at school from a particular teacher, a religious building or even in the market where a man they really trust works. The intention of the exercise is not to determine whether one place is better than another, but rather that each participant becomes aware of the network of trust that he has available and the resources that support him in each of these spaces.



STEPS TO FOLLOW:

1. Explain to the group that we will start with the **'Exercise of common characteristics'**, as an introductory exercise, which will also help to strengthen the knowledge and trust among the companions in the group. Ask for a volunteer to help you facilitate, following these steps:
 - a. Divide the group into pairs.
 - b. Ask each pair to take eight minutes to identify as many similarities as they can between each other. (Some examples are: hair colour, clothes, family, tastes, and hobbies). Each pair should note down the similarities in a numbered list.
 - c. At the end, the pair with the most similarities wins.
 - d. Facilitate a brief reflexion about the exercise asking: **How did you feel about the exercise? And how is this related to the creation of spaces where we can discuss common interests?**
2. With the support of the key messages, give a presentation about the importance of the Champions of Girls Education having access to physical spaces where they feel safe in order to critically reflect on what it means to be a young man committed to gender equality.
3. Generate a brainstorm around the question: **What are "safe spaces" like?** Note the ideas that come up on a flipchart. Share the list that is included in the conceptual summary. Point out the characteristics that they didn't come up with in their brainstorm.
4. Ask the participants to think about the places where they feel safe to express their feelings, find answers to their doubts and needs, and can openly discuss the things that worry them and or other topics that interest them.
5. Ask them to take 20 minutes to draw their safety map on a piece of flipchart paper. They should include the spaces where they feel secure, what they are like and where they are in relation to each other. Ask them to include as much detail as possible. For example, indicating if there is a person who makes that space safe for him; or drawing what they get from this space (support, listening, advice, information, love, supplies, etc.). Finally, ask them to grade the place with stars depending on how important it is for their lives (1 to 5), with five stars going to the place that is most important and safe.
6. Ask them to work with their partner from the introductory exercise and share their map with this person for five minutes, and then afterwards listen to their partner's presentation for five minutes.
7. Ask each of them to stick their map on the wall, and give them a moment so that they can all look at the gallery of maps and see possible similarities and differences.
8. Facilitate a reflection session with the young men, allowing them to express how they felt creating their map of safety and what it means to each of them to become aware of the safe places and the resources that they can find in them for the process of talking openly about the issues that affect them and interest them.
9. To close, facilitate a reflection around these questions:
 - **What is involved in feeling safe?**
 - **What did you feel when you heard the similarities and differences that exist between you and your companions?**
 - **Where can we feel safe as a group? Do you think that the space we are building during this workshop could become one of your safe spaces, and why? Ask them to analyse the workshop space with reference to the minimum characteristics that they identified as a group.**
 - **What would you need in your area to build a new safe space where you could discuss masculinity?**

ACTIVITY A6: HOUSE RULES

In this activity the Champions of Girls Education formulate the agreement that they will commit to throughout the training programme.

LINKS TO KAP

Applies group facilitation techniques and uses group and individual exercises and activities.

Respects the groups' code of conduct.

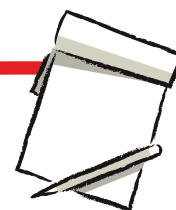


TIME
45
MINUTES



MATERIALS AND EQUIPMENT

- Flipcharts with paper and cards to write on
- Coloured markers
- **Facilitation sheet A6: House Rules**



KEY MESSAGES

- Building a safe space requires establishing agreements for peaceful coexistence and considering what they offer for the building of trust: when a person keeps their promise, other people trust them. On the other hand, when a person promises something, but does the opposite, it is very likely that other people won't trust them.
- It is always a good idea to create a code of conduct at the start of a process to protect the group space and to guarantee security and respect within it.
- Another important element of the rules for a training space is obtaining appropriate facilitation – facilitation that enables participation and exchange of experiences and knowledge among the participants and the facilitator. A Champion of Girls Education showing solidarity and who is committed to sharing his knowledge must know how to facilitate spaces of dialogue among his peers, allowing room for different points of view and being careful not to suggest answers.



FACILITATION ADVICE

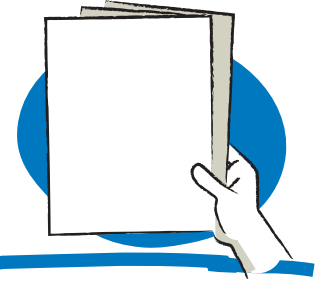
- Prepare for this exercise by rereading the conceptual summary related to safe spaces in section 1.1.2.
- Write on a flipchart some of the suggested agreements and place it where it can be seen in the room.
- Reread the instructions for the introductory exercise **Exercises for forming groups and for participant integration on Facilitation sheet A1**, and prepare the strips of paper that you will need by choosing four of the characteristics that a safe space must have (see conceptual summary). Take into account that the number of pieces of paper must be equal to the number of participants - divide the sentences into the exact number of sections necessary to give the exact amount. Mix up the pieces in a bag or a box.
- Remember that the main role of a person who facilitates a dialogue or debate is to make sure that all voices are heard. It is important to avoid any one person (including the facilitator!) speaking more than the rest. If this happens the facilitator must interrupt and ask the person to give space to other participants. If it is the facilitator who is taking up space, the participants should have enough confidence to point it out.

STEPS TO FOLLOW:

1. Briefly explain to the group how important it is to the facilitator to be able to create an atmosphere of trust and respect among the participants in a workshop on masculinities. Use this time to introduce the key messages in the section that both the facilitator and participants must keep in mind.
2. Inform the participants that in this activity they themselves will create the group's coexistence agreements that they will observe throughout the programme.
3. Facilitate the exercise '**Finding my complement**' to form four groups using the pieces of paper you prepared earlier.
4. Ask the four groups to take 10 minutes to come up with at least three minimum agreements necessary for building a space based on trust and respect among the participants. Ask them to take into account the flipchart page with the list of concerns that they themselves expressed in the exercise on hopes and fears. Ask them to summarise each idea on a piece of card.
5. Ask each group to present their three main ideas. As they are presenting each agreement, stick the corresponding card on a flipchart. Group similar agreements together.
6. Facilitate a brief discussion with the Champions of Girls Education about the agreements that should remain on the group's final list, remembering that those that remain must be respected by all the participants throughout the whole programme. Use **Facilitation sheet A6** to suggest any agreement that the young men haven't thought of.
7. Ask the participants to create a poster with the list of the agreements they have reached and to stick it on the wall where it can be seen. Close the exercise by complimenting them on the group's efforts.



FACILITATION SHEET A6: HOUSE RULES



Establishing a code of conduct for a workshop is essential to create the conditions needed for success. In this sense it is important to establish clearly which agreements should be respected throughout the entire workshop. The most effective way of reaching agreements that are respected is to invite the young men themselves to participate in the process of drawing up the agreements. In this way, as well as making sure you identify agreements that make sense to the Champions of Girls Education, you will get them to take responsibility for them, to follow them and to make sure their companions follow them too.

In general terms the agreements should cover three basic areas:

- **SCHEDULE AND USE OF TIME**

You should make it clear that the workshop has been scheduled for a specific period of time and that if time is lost at the start, the same time will be added at the end. (You mustn't say this if you can't actually do so, for example because of transport problems or because you have to hand over the room). However it must be established that late arrivals will prejudice the people who arrive on time and the facilitator, so those who arrive late will need to find a way to make up for this.

- **STYLE OF CHAIRING OF DISCUSSIONS**

The facilitation of discussions can cover a range of styles from very rigid, where participants are told they have a minute (or two) to respond and the facilitator **KEEPS THIS LIMIT**, to a style in which people can talk on, keeping one topic, for as long as they feel they need. It is a good idea to establish which type of facilitation the participants prefer and why.

- **RESPECTING THE OTHER MEMBERS OF THE WORKSHOP**

Undoubtedly this is the most important issue, because both the matter of punctuality and length of speaking time are related to this rule.

It is important to highlight the importance of respecting the ideas of the other participants. In gender workshops, where the aim is to achieve a cultural change, we will always find people who have thought about the topic more than others. Given that we are talking about unlearning behaviour, we must be careful to make sure that some participants don't make others feel inferior.

However the facilitator must be clear about the limits of his "tolerance" of comments from participants with no gender sensitivity and, above all, keep the same limit for all participants.

ACTIVITY A7: ASSERTIVE COMMUNICATION

In this activity the young men recognise the different ways they have of communicating and develop techniques for assertive communication, analysing the importance of learning to communicate in this way.



LINKS TO KAP

Applies group facilitation techniques and uses group and individual exercises and activities.

Is comfortable expressing his feelings, without feeling embarrassed.

Knows how to communicate assertively, and knows how to engage in dialogue.

Knows how to facilitate spaces of dialogue among his male peers as well as among mixed groups of youth, giving space to diverse opinions without suggesting answers.



TIME
1.5
HOURS



MATERIALS AND EQUIPMENT

- Flipcharts with paper
- Writing paper
- Pencils and thick marker pens



KEY MESSAGES

- Any reflection on our identity has to involve a conscious analysis of the way in which we send, receive and process messages.
- Communication is one of the most important skills that a Champion of Girls Education showing solidarity must develop. It doesn't matter how well we understand the concepts, without good communication it will be very difficult to spread commitment to gender equality.
- It is important to know the factors that can influence success or failure when communicating a message. So every young Champion of Girls Education should remember that **“THE ‘BEST’ MESSAGE SENT IS OF NO USE AT ALL IF IT ISN'T RECEIVED”**.



FACILITATION ADVICE

- Prepare yourself for this exercise by rereading the conceptual summary prepared on the issue of assertive Communication in section 1.1.3.
- Remember that every day the young men receive messages that try to push them towards individualism and competition. When they try to take a message of equality to their peers, they should be aware that they are not standing before blank pages but rather facing years of socialisation from hegemonic masculinity. Because of this, knowing if the message that they are sending is understood is essential to the success of any process of sharing.
- It is essential to teach by example; it is very little use to have a well-constructed argument if our practice and attitudes towards the way we communicate say the opposite.
- With the help of the table in section 1.1.3. that summarises the characteristics of passive, aggressive and assertive communication, prepare three flipcharts summarising what is involved in each type of communication.



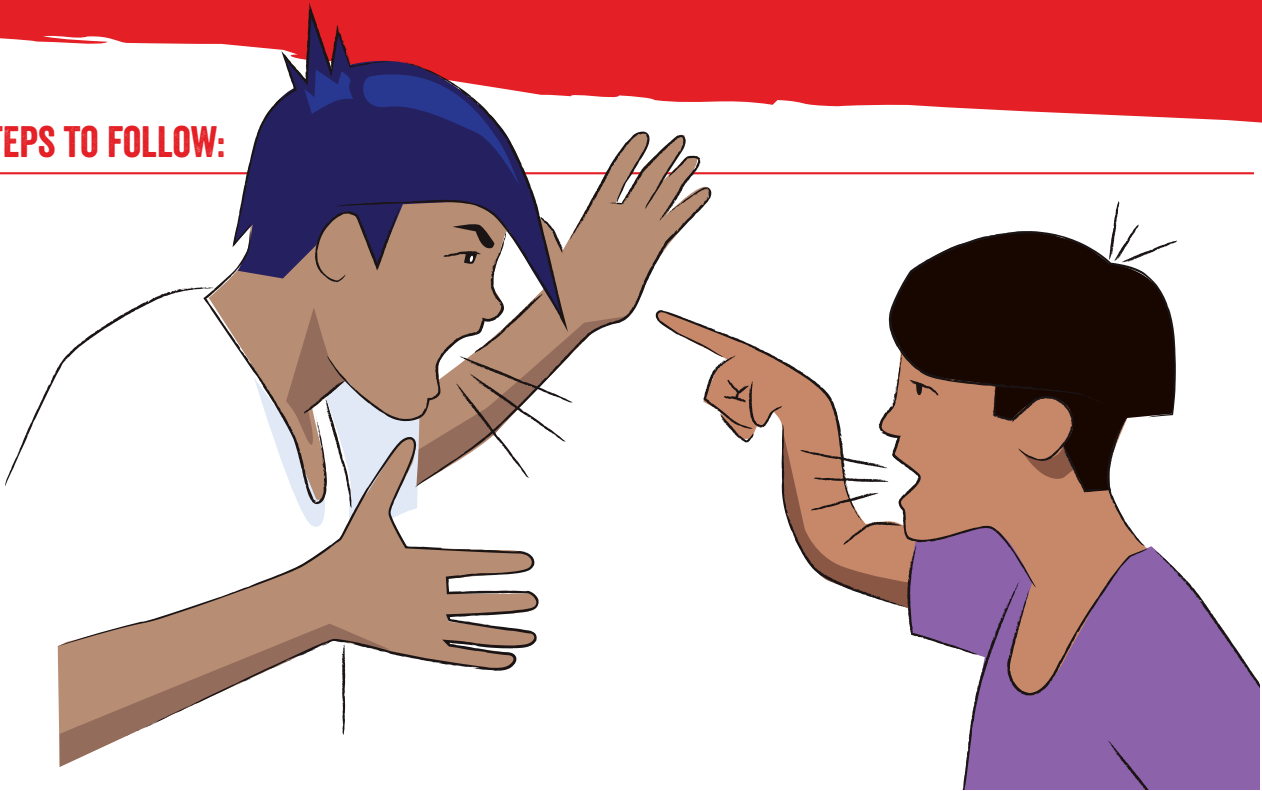
FACILITATION ADVICE CONTINUED...

- For the first part of the activity, prepare three pieces of paper with three situations related to the topics that they will be working with during the workshop, and which the young men will use as the basis of their role play. You can select specific situations in which participants are involved, or select from some of the following recommendations:
 - “One member of a couple pressures the other to have sexual relations without protection.”
 - “A group to which you belong pressures you to drink alcohol.”
 - “A group to which you belong pressures you not to take your partner ‘so seriously’ and have some fun with another person.”
- For the exercise ‘Finding my complement,’ which you use to form groups in the second part (see Facilitation sheet A1), prepare a piece of paper for each participant using as a basis the three types of communication and their definitions. Prepare enough pieces of paper to form three groups.

STEPS TO FOLLOW:

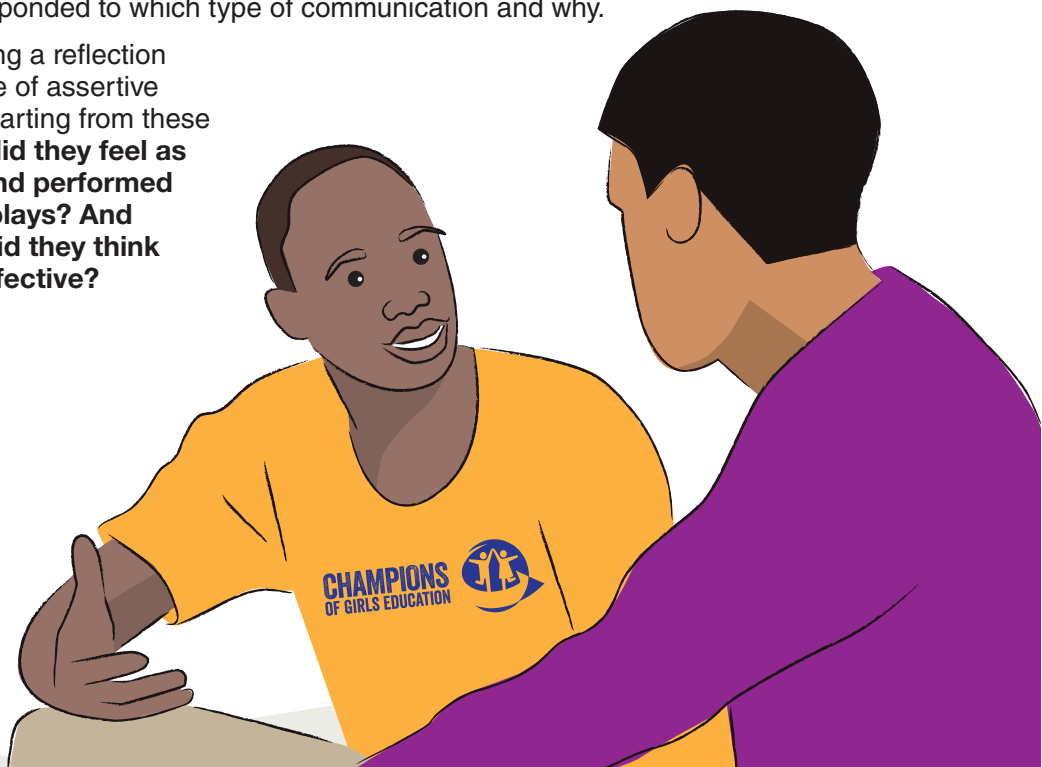
1. Inform the young men that in this activity they will work on the issue of assertive communication, and to initiate it they will carry out a brief introductory activity called ‘**Group connection exercise.**’ Explain that this activity is good for tuning in a group, which is very useful when a facilitator sees that the group needs to concentrate on a topic or feels that the group is getting dispersed and needs to focus their attention again.
2. Explain to the young men the instructions that they must follow: with their eyes closed each participant should mentally count to five, and then clap once. The facilitator starts by saying aloud “One...” The objective of the exercise is that all the participants, without looking at each other, clap at the same time. You must make as many attempts as you need to achieve it. When they manage it, congratulate the team and introduce how important it is for a Champion of Girls Education to be able to tune in a group with which he is working.
3. Brainstorm the topic of communication to find out the group’s level of understanding of the topic. You can use the question: **What words do you associate with the word COMMUNICATION?** Write down the words and ideas that come up on a flipchart.
4. Facilitate a brief reflection arising from the ideas that came up and introduce the key messages about the factors that make up and influence communication.
5. Ask them to think about a recent personal situation where they felt that communication flowed successfully, and another in which communication failed completely, and share it in pairs. Ask them to look for points in common and write down on one page the elements that favour the flow of communication and on another the elements that are barriers or obstacles to it.
6. Ask the pairs to regroup in just two groups and to share the positive and negative elements they uncovered. Allow them to discuss the topic again and to generate a new list via consensus covering the elements of positive and negative communication.
7. Ask the groups to present in a plenary session their flipchart with a summary of the elements they have agreed (positive and negative).
8. Depending on the presentations and the comments that have come up, conclude this part of the activity by saying: “**Therefore communicating means...**” and link the ideas that came up from both groups. “**And communication does not mean...**” and repeat those ideas that came up as obstacles or barriers to communication. Make the most of this time to introduce any message that didn’t come up in the group presentations, knowing that it is important that they reflect on all factors that influence communication.

STEPS TO FOLLOW:



PART TWO (AFTER A BRIEF BREAK)

9. With the help of the flipcharts that you prepared earlier, offer an explanation of the different types of communication: aggressive, passive and assertive.
10. Facilitate the exercise for forming groups '**Finding my complement**' (see **Facilitation sheet A1**) to form three teams. Ask each group to choose one of the topics selected, and with their chosen topic they should prepare three short role plays in which they respond in an aggressive, passive and assertive manner.
11. The groups will have 20 minutes to prepare their role plays (of not more than four minutes), which should involve ALL the members of their group.
12. Invite them to present their three role plays. After seeing all three, ask the other groups to identify which play corresponded to which type of communication and why.
13. Close by facilitating a reflection on the importance of assertive communication starting from these questions: **How did they feel as they prepared and performed their three role plays? And which of them did they think was the most effective?**



ACTIVITY A8: LEARNING TO LISTEN AND TO PUT YOURSELF IN ANOTHER'S SHOES

In this activity the Champions of Girls Education develop and practice the skills of active listening and empathy.

LINKS TO KAP



Applies group facilitation techniques and uses group and individual exercises and activities.

Knows how to practice active listening and empathy.

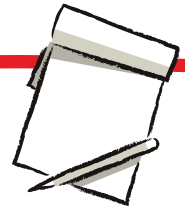
Knows how to facilitate spaces of dialogue among his male peers as well as among mixed groups of youth, giving space to diverse opinions without suggesting answers.

TIME
60
MINUTES



MATERIALS AND EQUIPMENT

- Flipcharts with paper
- Sheets of writing paper
- Pencils and thick marker pens



KEY MESSAGES

- Active listening means listening and understanding from the point of view of the person who is speaking. Therefore knowing how to listen becomes one of the basic principles in any communicative process, and an essential skill that a Champion of Girls Education showing solidarity must develop.
- Knowing how to listen and knowing how to interpret what you hear is usually more difficult than knowing how to speak.
- Every Champion of Girls Education showing solidarity must know how to create empathy with his companions, which involves trying to see the situation from the perspective of the other person and trying to understand it; it means placing yourself in the other person's shoes. In other words, this is a skill that allows us to communicate that we understand our interlocutor.



FACILITATION ADVICE

- Prepare yourself for this exercise by rereading the conceptual summary prepared on the issue of assertive communication in section 1.1.3.
- The exercise '**Tell me a story**' demonstrates that listening to personal stories allows us to put into practice two basic skills for any Champion of Girls Education showing solidarity. On one hand, it allows us to put into practice the art of listening actively. On the other hand, it allows us to put into practice the sense of belonging to a group and show empathy as it invites us to relate to the experience of the person who tells us a story.
- Prepare a flipchart with the table that contrasts active and passive listening which is presented in the conceptual summary.
- For the icebreaker activity '**The telephone**', write on the flipchart and memorise a message with a maximum length of two sentences related to the theme of the activity. This will be the message sent from Champion of Girls Education to Champion of Girls Education in the group game. For example: "**Listening actively means demonstrating that I want to listen and giving people the opportunity to speak; in addition it means not interrupting with opinions or judgements**".

STEPS TO FOLLOW:

1. Ask the group to sit in a circle in the middle of the room. Tell them that they will begin with the exercise **'The telephone'** which will enable them to experience the importance of giving a message assertively. The facilitator whispers the two "secret" sentences to a first participant in the circle (without the others hearing the sentence). He should then repeat the sentence only to the participant sitting to his left. This goes on until the last one in the circle says out loud what he has been told.
2. Facilitate the exercise, and check the results with the group, showing them the flipchart where you wrote the original message. Generate a discussion with the participants about: **How did the message reach the end of the circle? Where did the message get broken and why?**
1. Tell the Agents of Girls Education that with the exercise **'Tell me a story'**, they will be able to test their self-confidence and at the same time put into practice their skills of active listening and empathy.
 - a. Start with a visualisation exercise, in which you ask all the participants to close their eyes and relax. Ask them to visualise the word "self-esteem," and to think about its meaning and the importance that self-esteem has had in their lives.
 - b. Then ask them to visualise the first moment in their lives in which they remember feeling good about themselves. **What day was it? Where were you? How did you feel? Why did you feel like that? Who were you with that day? How did the people around you feel that day?**

Ask the participants to try to remember all the details of the moment.

4. Ask a volunteer to facilitate a group forming exercise that will place his companions into five groups. Each group will choose a companion to tell the story about **the first time he felt good about himself**. The story should include all the details he has remembered. On finishing the story the other participants should ask questions about the story, but they shouldn't make any comments yet.
5. After about 15 minutes ask the "listeners" to share among themselves their experience of listening to the story they were told and generate a discussion based on the following questions:
 - **What does the story tell us about the importance of self-esteem?**
 - **How did they feel as they listened to such a personal story from one of their companions?**
 - **Did they identify with the story? Why?**
6. After about 15 minutes of group work organise a plenary session in which each group presents their answers.
7. Present the flipchart that you prepared earlier and identify the differences between active and passive listening, also taking into account the results of the plenary session. Encourage group reflection on what it means to listen and understand from the point of view of the person who is speaking, and on knowing how to listen and knowing how to interpret what you hear is usually more difficult than knowing how to speak.
8. Facilitate a brainstorm around the question: what do you understand the word **empathy** to mean? Note down the answers on a flipchart. Finally build a group definition based on the conceptual summary of the section and the participants' contributions.
9. Facilitate a closing discussion, introducing the key messages related to the issues of the skills of active listening and empathy, and how adequately developing them can make all the difference in how we deliver our messages in the spaces we facilitate.

ACTIVITY A9: THERE IS STRENGTH IN NUMBERS

This activity includes two exercises that test the capacity of the Champions of Girls Education to work in a team and to carry out common objectives.

LINKS TO KAP

Applies group facilitation techniques and uses group and individual exercises and activities.

Values being part of a group.

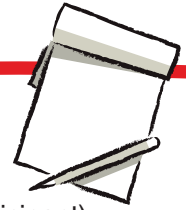


TIME
60
MINUTES



MATERIALS AND EQUIPMENT

- Chairs (1 for each participant)
- Music CD



KEY MESSAGES

- An essential characteristic of a Champion of Girls Education showing solidarity is to value being part of a team.
- For teams to be successful, their members must be committed to cooperation and collaboration, and they must be convinced that the best decisions, the best actions and the best plans are those that arise from team collaboration.
- Part of being a man who is committed to gender equality is to trust in a support group and work as a team to promote equality and to confront individualism and competition.



FACILITATION ADVICE

- Prepare for this exercise by rereading the conceptual summary on the teamwork topic in section 1.1.4.
- Always take into account that encouraging cooperation means swimming against the current in a culture that values and promotes success through competition. For this reason you must take advantage of every opportunity that arises to promote these values in the young men. You must also talk with them about the importance of replicating these values in their own work with other youth.
- In this activity you need to have at your disposal a large open space with no tables. Make sure that your sound system works properly.
- In both parts of the activity, the group will work with cooperative games whose aim is to promote group gains over individual, keeping all participants included in the game until the end. In these games, it is hoped that the members of the group will contrive to help each other, and that more and more participants will have to gather in the group, seated on part of the chair or on top of others to keep everyone in the game. However the solution of how to achieve this should not be suggested by the facilitator, but should rather be a conclusion that the group itself reaches during the development of the exercise.
- To prepare the first part of the activity, place two rows of chairs (back to back) along the centre of the room to play musical chairs.

STEPS TO FOLLOW:

PART ONE: COOPERATIVE MUSICAL CHAIRS ²

1. Invite the participants to sit down and get ready to play musical chairs. Ask those who know the game to raise their hand (probably everyone will do so). Start the game by stopping and starting the music and allowing the participants to play according to the rules they know.
2. When the group finishes 'celebrating' the person who won, use a few questions to facilitate a brief conversation about how they felt: How did the person who won feel? How did the first person to be eliminated feel? How did someone who tried to take a chair from another person feel? Or someone who stood next to a chair instead of walking?
3. Explain that now they will play a different version of the traditional game in which only one participant wins. In this version the aim is different: no one in the group can be left out and if anyone is left out the entire team loses. The team must work out a way in which no one is left out as the chairs are removed. Don't offer the solution; let the group work it out themselves.
4. Begin the game with music, and just like in the traditional version, while they are moving around remove two chairs and turn off the music. Observe how the group resolves the dilemma of the two people who are left out and who takes the initiative.
5. Continue removing chairs, towards the end one by one, until there are just three chairs left on which all the participants can organise themselves. If they don't manage it the first time, start the exercise again.
6. When the team manages it, congratulate them and ask them to go back into a circle to reflect on the exercise.
7. Ask them what they thought about the cooperative version of musical chairs versus the competitive version. Ask them about how they managed to agree on how to win: **What was their strategy? How did they feel? Make the most the opportunity to introduce the importance of putting the collective interests above the individual interest, and the values of cooperation above those of competition.**

PART TWO: JOURNEY TO COPÁN (40 MINUTES)

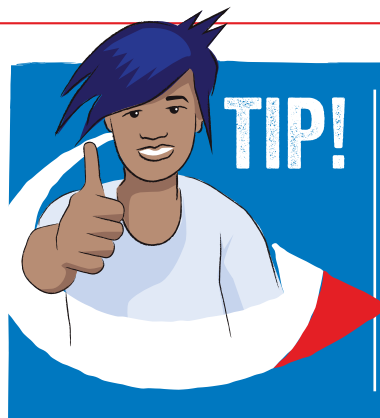
The Mayan king of Copán, a city in the west of Honduras, and his Minister (whose role you will play) want to invite the group of young men to visit their beautiful kingdom. The only condition is that they demonstrate their capacity to arrive as a group.

1. Ask each young man to take a chair and place it somewhere in the room (suggest they don't space them too far apart so they can walk from chair to chair without too much difficulty).
2. Ask each participant to sit on their own chair and tell them that they can't move it from its place.
3. With masking tape mark the symbolic frontier of Copán, opposite the chair that is at the furthest end of the whole group of chairs (approximately 1 metre long). Explain that everyone has to cross the frontier moving from chair to chair without crossing the floor. Tell them that the Minister has the order to remove any chair that is unoccupied. (Chairs may be occupied with one foot, a hand or in any other way, but don't explain this to them and try to let the group work this out themselves).

2. For more information on this game go to: https://en.wikipedia.org/wiki/Musical_chairs

STEPS TO FOLLOW:

4. Before starting each attempt, give the participants three minutes to discuss and define together the strategy they will follow so that all of them can get to Copán. When they are ready they should let you, as Minister, know.
5. If the group doesn't manage to get ALL their participants to cross the frontier, all of them need to return to their chairs and discuss a new strategy for action and begin again. The chair that marks the frontier is the only one that can't be moved.
6. When the team manages to complete the task, the King and his Minister give them a warm welcome and congratulate them on their efforts, inviting them to gather together for a final reflection on the following questions:
 - **Which attitudes and behaviours are necessary for teamwork?**
 - **What was difficult about this process and why?**
7. To finish the activity and depending on the time you have available, consider facilitating another activity that is very good for working on the issue of strength gained through a team: the exercise 'The crown of strength':
 - a. Ask the participants to form a circle placing their arms over the shoulders of the companions they have on each side.
 - b. Ask them to sway from side to side without falling. The first few times one part of the circle will begin before the rest, some will go right and some will go left. The facilitator should stop the exercise encouraging the group to continue trying.
 - c. When the group manages to coordinate themselves to sway in unison, the feeling of strength and companionship is very strong.
 - d. To close, ask the participants if they felt the strength of their team and how each of them helped to form it.



The participants don't usually manage to get everyone across the frontier on their first attempt. This is because in their eagerness to get to the border themselves, they will leave chairs unoccupied without thinking about their companions behind them. In this case they all have to begin all over again.



ACTIVITY A10: MY SPACE THAT I SHARE WITH OTHERS

In this activity the Champions of Girls Education will develop elements of their identity that will help them strengthen their sense of belonging as members to the space of reflection in which they are participating.

LINKS TO KAP

Knows how to promote a sense of belonging among participants in a space for reflection.



TIME
1.5
HOURS



MATERIALS AND EQUIPMENT

- 5 flipcharts with paper (1 for each group)
- Thick marker pens
- Coloured cards (5 with the same colour for every participant)
- **Facilitation sheet A10: My space that I share with others**



KEY MESSAGES

- All people need to feel that we belong to some group or collective. In fact the feeling of belonging is at the centre of the evolution of any society in which people share interests, ideas, attitudes or actions.
- Most of the young men with whom we work will be trying to find their own spaces, at the same time as they stop belonging to those they traditionally belonged to, such as family or school.
- The more homogeneous a group is the stronger and more united. However heterogeneity offers diversity in focus and vision. There will be no lack of cohesion in the group if the objectives are clear and if they are moving towards them together.
- Being able to count on a network of support is essential, not only to make their efforts more sustainable, but also for validation through a group of reference.



FACILITATION ADVICE

- Prepare a stack of cards of the same colour so that every participant gets five. Ensure they are the size of a deck of cards and prepare five sets, writing the following names on them. There should be 5 cards for each of the following eight topics. (1) Football (you can change this to whatever the most popular sport in your country is); (2) Literature; (3) Cooking; (4) Fashion; (5) Technology; (6) Film; (7) Celebrity World; (8) Social Action
- The objective of the activity is to start a discussion around belonging to a permanent group of reflection. However given that at the time of carrying out this activity the young men have only recently begun getting to know their companions, this activity should be continued throughout the workshop so that it can be completed as proposed. For this the facilitator should determine when is the best moment to work with each of the points suggested in **Facilitation sheet A10: My space that I share with others**. On facilitating the second part of this activity, clarify that the work will be started today but will be completed as the workshop progresses.



FACILITATION ADVICE CONTINUED...

- As facilitator you will already know something about the common interests of the participants whom you invited to participate in this space. However allow them to be the ones who discuss and visualise their common interests. Use this moment to confirm what you thought about the Champions of Girls Education and to turn it into an opportunity to get closer to them.
- In the first part of this activity the most important thing is that the participants experience in a fun way how important it is to belong to a group in which the members share a common interest. Don't dedicate much time exploring the meaning and validity of the results that come up.
- As this is an activity that will continue to develop throughout the workshop, create a special place to show progress. Prepare a sign "My space that I share with others" and stick it on one of the walls of the room, inviting the participants to add to it every session.

STEPS TO FOLLOW:

PART ONE

1. Ask the young men to sit in a circle on the floor and explain that they will play a card game. Don't give them any details about the aim.
2. Sit in the centre with the stack of cards, shuffling them in front of the group and give five cards (one by one) to each participant going around the group in turn. Ask them that they look at the cards without letting their companions see them. Explain the rules of the game:
 - They take it in turns to discard two cards, putting them face down in the centre, and to take one from the companion to their right. Gather together all the cards that have been discarded. Repeat the same step twice more, so that everyone has two cards left.
 - Then, taking turns in the same order, the participants have the opportunity to exchange one of their cards for one from the pile of discarded cards (without looking to see which card they will get).
 - Finally, ask each of them to choose one of their two cards and discard the other one. Tell them that the card they have chosen will correspond to the group that they will be a member of.
3. Ask the young men to get up and look for the other members of their group, according to the card that they chose. Note that because of the way they have been formed, the groups could have from one to five participants. Allow the groups of just one participant to join another group, as long as they are all in agreement about how they can connect their topics (e.g. fashion in sport).
4. Hand each group a flipchart and marker pens and give them 15 minutes to give shape to their group debating and creating a 5 minute presentation that they will share in a plenary session with (a) the name of the group; (b) what will they do? (c) why and with what objective will they do it? (d) how will they do it? Facilitate the group presentations in plenary session.

STEPS TO FOLLOW:

5. To end this first part of the activity, facilitate a group reflection around how common interests (it doesn't matter what they are) unite people, and how groups facilitate these people gathering together, reflecting, discussing, sharing or taking action around the objectives of the group. For this reflection you could use some of these questions, trying to link them to the key messages of the module:
 - **How did you feel during the exercise?**
 - **What did you feel at the start, when you had more options to choose a topic of interest and how did you feel as the options were reduced with each round?**
 - **How did you feel about the topic of the group you found yourself in at the end?**
 - **When you were setting up your group, was it easy or difficult to agree on a proposal?**
 - **Did everyone contribute to the proposal? Was anyone left out of the group, and if so, how did you resolve it?**
6. To conclude, facilitate a brainstorm around what they understand as a sense of belonging - and note their main ideas on a flip chart.

PART TWO

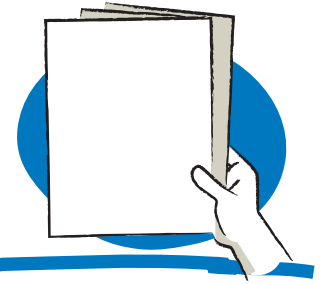
7. Explain that they will now work in the same team to create a proposal to give form to the space that has brought them together today, in a group of reflection, discussion and action, based on the issue that brought them to this training: their interest in gender equality, and empowerment of women and girls. Clarify that this work will be started today but will be continued throughout the workshop as they get to know each other better.
8. With the help of **Facilitation sheet A10** facilitate a group reflection on the relevance of giving form to this space as a permanent group of discussion and action. You can use the following questions to help. Remember to note down the main ideas that come up:

Do you think that the issue of commitment to gender equality and to the empowering of women and girls, which has brought us together today, is a topic that will continue to interest you after this workshop? Do you think it would be worthwhile to create a formal group of discussion and action with the other participants? Why?
9. Ask the young men to think of possible names for the group that they might create in the future. In order to achieve this, ask them to brainstorm possible names for such a group. Write them in a list.
10. Evaluate the proposed names by asking the participants to get up and tick their two favourites. Then add them up and pass the five names with the most votes onto a clean flipchart sheet.
11. Vote among these five proposed names asking the participants to only raise their hand once. Celebrate the result, clarifying that this was a preliminary exercise and that in the future this name could change if the group decides to change it.
12. As homework for the next day, ask the young men to bring proposals for a slogan or a logo that they could use for this group. The proposals could be made individually or in groups and will be presented in a gallery at the start of the next session.

THE NEXT DAY...

13. Allow the participants to present their proposals to the rest of their companions, facilitating the time allocated to each presentation and allowing time between each presentation so that other groups can offer new ideas to each proposal as it is presented.
14. To finalise this activity ask the young men to help to put all the proposals in one area of the room that you identified as "Our space in common". Tell them that they can add new proposals to this space until the next time they discuss the forming of the group.

FACILITATION SHEET A10: MY SPACE THAT I SHARE WITH OTHERS



Presented below are some questions for reflection that you could use for on-going work with the Champions of Girls Education as a method of progressing with the proposal. You should decide when to use these reflections, depending on the progress you make in building cohesion within your group:

1. Why would it be important to create this space as a permanent group of discussion and action? (This generates input for defining the objectives of the group.)
2. What things could be done from this space? (This generates input for defining the action plan of the group.)
3. In what ways could the participants identify themselves as members of this space and how would the rest of the members recognise them as such? (This generates input for defining elements of communication and group image (name, logo, motto, methods of communication, social networks, etc.)
4. What kinds of barriers or obstacles could come up during the creation or evolution of the group? (This will generate input for identifying the possible obstacles that the group will have to face and help them prepare to overcome them)
5. What things or resources will be needed to formalise this space? (This will generate input for defining the resources (materials, financial, space, time) needed for the functioning of the group.
6. What type of person could join the group or will it be open only to current participants? (This aims to defining the personal characteristics of the group members and the requirements for joining.)

To cover each of these stages, you could facilitate group discussions or any methodology you consider appropriate. In the end you should have results in the following areas of the proposal:

- a. Objectives and Action Plan
- b. Communication and Image
- c. Management of Resources
- d. Personal characteristics of participants

ACTIVITY A11: CONFLICT RESOLUTION

In this activity the Champions of Girls Education reflect on conflict resolution and propose a creative model for the resolution of conflicts in their own team.

LINKS TO KAP

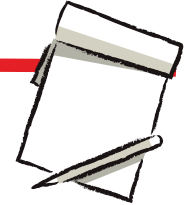
Applies group facilitation techniques and uses group and individual exercises and activities.

Is familiar with conflict resolution strategies in a space for reflection with peers.

Has confidence in himself and is willing to accept constructive criticism about his behaviour and attitudes.

Knows how to communicate assertively, and knows how to engage in dialogue.

Knows how to facilitate spaces of dialogue among his male peers as well as among mixed groups of youth, giving space to diverse opinions without suggesting answers.



TIME
1.5
HOURS

MATERIALS AND EQUIPMENT

- 3 flipcharts with paper
- Flipchart markers
- Facilitation sheet A11: Conflict resolution model



KEY MESSAGES

- Conflicts are a normal part of relationships between people, and for this reason they cannot be avoided. What can be controlled is our attitude to them, not avoiding them but rather developing tools to face them and resolve them.
- Generally, people who are in conflict are not in a position to see the solution because their own emotions and feelings limit this capacity. A person who is not involved in the conflict (an outside observer) can offer a different view to that of the parties involved.
- This exercise can be used at different points in the process.



FACILITATION ADVICE

- You should be alert! In a workshop in which many young men interact it is inevitable that from time to time conflicts will arise. Prepare yourself for this exercise by rereading the conceptual summary prepared on the topic of communication and conflict resolution in section 1.1.5.
- Write on a flipchart a summary of the recommendations to prevent conflicts that are described on page 14 of the conceptual review.
- Based on the key messages and **Facilitation sheet A11: Conflict resolution model** prepare a second flipchart to present to the participants.
- Prepare a third flipchart with a summary of the rules for the resolution of conflicts that are congruent with gender equality and which are included in pages 13 and 14 of the conceptual summary.



STEPS TO FOLLOW:

1. Tell the young men that in this activity they will work on the resolution of conflicts. Invite them to start with the exercise '**The human knot**', which aims to work on group problem solving.
2. Ask the participants to form a large circle in the centre of the room holding hands. Then make some changes by getting each of them to let go with one hand and instead join hands with someone else who is further away, or opposite, forming a large human knot. While they are making the knot with their arms, explain that when we don't deal with the conflicts in which we find ourselves involved in the moment, they grow and get more and more tangled until it becomes very difficult to resolve them.
3. Explain now that without letting go of anyone's hand they must do everything they can to get back to being a big circle. It is probable that the group will need to make various attempts to achieve this. In a second attempt ask for a volunteer to serve as an outside observer and ask them to try again. Take advantage of this to share the observation that often someone who isn't involved in a conflict can offer a different vision to that of the involved parties.
4. When they manage to untangle the knot, congratulate the group on their hard work, and facilitate a group reflection around the following questions: **How did you feel during the exercise? What were your main fears? Did you think you would get the knot untangled or not and why?** Use this time to introduce the key messages around the topic of the relationship between communication and the resolution of conflicts.

In the discussion of the exercise, try to make sure that these issues are covered:

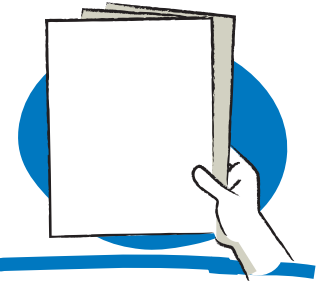
- The importance of not feeling overwhelmed by problems that appear impossible to resolve (e.g. gender inequality).
- The importance of agreeing about how to move forward to resolve a problem.
- The importance of being able to distinguish between an outside observer who is trying to actively sabotage us (trying to make us give up) or passively (not getting involved in the exercise) and one who is trying to help (proposing alternatives and trying to direct us from their outside position).
- Reflect on the satisfaction that comes when you resolve, or at least make progress with a problem that seemed impossible.

STEPS TO FOLLOW:

5. After a brief break, ask the participants to brainstorm on the question: **What is a conflict?** Note down their ideas on a flipchart that you should leave on display.
6. Facilitate a group discussion about the minimum recommendations for preventing situations of conflict using the flipchart you prepared earlier, and add any other ideas that the participants come up with. Stick this list on the wall, near the code of conduct prepared by the group during activity A6.
7. Ask the Champions of Girls Education to work in pairs and to think of a situation of conflict that they are currently experiencing and that they can share with their partner. If they don't have any conflicts at the moment, they can share one from the past.
8. Explain that each pair should choose one of the conflicts and that each participant should take on one of the parts and try to resolve it. Each pair has five minutes to represent how they would resolve the conflict. Then ask the pairs to choose one of the conflicts and to go deeper into how they could resolve it.
9. After five minutes, explain the conflict resolution model with the help of **Facilitation sheet A11: Conflict resolution model** and the flipchart that you prepared with the four sentences:
I SEE... (e.g. I see that you don't say hello to me when you come in)
I IMAGINE... (e.g. I imagine that you enjoy seeing me like that...)
I FEEL... (e.g. I feel sad and angry because your friendship is important to me)
I WANT... (e.g. I want you to tell me if there is something that upsets you)
10. Clear up any doubts or worries about the steps of the model and then ask the pairs to represent the resolution of their conflict again, this time using this model.
11. Facilitate a group reflection with the questions: **How did you feel during the exercise? Did you notice any differences when you were following the model? What did you discover about yourselves, about the way that you face the conflicts that come up in your lives?**
12. Go back to the flipchart with the summary of the brainstorm about what a conflict is, and point out any negative evaluation that was expressed. Ask: **Is it possible that if we think that all conflicts are bad, we always face them in a negative way, either aggressively, or getting defensive?** The intention is to reflect on conflicts as a normal element in relationships between people, and that they can present opportunities for growth and personal development if they are treated in a positive way.
13. To close the activity and with the help of the flipchart that you prepared earlier, briefly present the rules that the young men should always take into account for the resolution of conflicts in their work as Champions of Girls Education, which should be congruent with gender equality.



FACILITATION SHEET A11: CONFLICT RESOLUTION MODEL



Conflicts are a normal part of the relationships between human beings and therefore it will never be possible to avoid them arising. What can be controlled is our attitude to them, not avoiding them but rather developing tools to face them and resolve them.

Neither can it be said that there is a single recipe for resolving conflicts because each one might need a different kind of action. However here we propose a creative model for facing them, trying to analyse all the elements that make up a conflict depending on how each party involved in the conflict sees it, perceives it, feels it and wants it to be resolved.

1. I SEE...

This is about identifying those behaviours or actions that we see in the other person and that we believe are a cause or a result of the conflict in progress.

For example: "I see that you don't greet me when you arrive." "I see that when you come near you always change what you are talking about."

2. I IMAGINE...

This stage is about trying to identify all that we imagine when we observe the conflict and actions that we saw (identified above). It is important to note that, with respect to what we imagine, there is a possibility that we are wrong in our interpretation and by expressing it we give the other person the opportunity to clarify the situation.

For example: "I imagine that you are angry," "I imagine that you enjoy seeing me like that," or "I imagine that you change what you are talking about because you are criticising me."

3. I FEEL...

In this stage we identify what we feel about what we see and imagine.

For example: "I feel sad and angry because your friendship is important to me," "I feel frustrated because I can't speak openly with you about what is going on?"

4. I WANT...

In this part we offer a suggestion to improve things.

For example: "I want to understand the roots of this conflict and I want you to tell me if there is something that has upset you."

ACTIVITY A12: FINDING ANSWERS AND THE SUPPORT NEEDED

In this activity the Champions of Girls Education become aware that they won't always have the answers for all cases and to all questions that may come up in the workshops which they facilitate and it is essential for them to know where to refer the cases or find the answers.

LINKS TO KAP

Applies group facilitation techniques and uses group and individual exercises and activities.

Is familiar with professional services offering guidance and advice to which he can refer other youth when necessary.

Identifies participants' individual needs for attention or advice.



TIME
1.5
HOURS



MATERIALS AND EQUIPMENT

- 5 flipcharts with paper
- Coloured marker pens
- 3 laptops
- Access to Wi-Fi Internet
- Scarves or blindfolds for covering the eyes (1 for each participant)

Handout A12: Where to find information and support

- (1 per participant)

Facilitation sheet A12: Websites that offer support in the area of masculinity and gender



KEY MESSAGES

- Every Champion of Girls Education showing solidarity and committed to gender equality will face challenges for which he will not be prepared. These challenges can range from a technical question to which he doesn't know the answer, to cases of psychological or physical harm.
- The young men should know how to find valid sources of information that they can consult for research.
- It is very important that the participants know how to identify cases of violence or psychological harm, and that they know about professional services of guidance and advice to which they can refer other youth who need help.



FACILITATION ADVICE

- Prepare yourself for this exercise by rereading the conceptual summary in section 1.1.6. "Finding the support needed".
- Remember that you should build the Champions of Girls Education' awareness about the limitations of research into topics such as health or gender-based violence on the Internet where a lot of incorrect or manipulative information can be found. You should also guide them towards good sources of information on material related to gender equality. In **Facilitation sheet A12** you can find a list of Internet sites that you can share with the participants.



FACILITATION ADVICE CONTINUED...

- It is very probable that during the workshop you will identify cases of abuse, physical or psychological violence affecting the young men participating. You should be alert and be ready to refer them to professionals who are specialists in the area. For this reason you must thoroughly map the resources that are available and accessible for the young men and their peers in issues such as:

- Advice on STDs, HIV and AIDS
- Advice on sexual and reproductive health
- Professional attention regarding violence and sexual abuse
- Support and discussion groups on masculinity
- Support and advice groups on drug abuse
- Support and advice groups on alcohol abuse



Remember to immediately notify your local Plan Protection Focal Point of any case of suspected abuse. She or he will have the tools needed to offer support in these cases

- Read through **Handout A12: Where to find information and support**, and test it by filling it out so that you are familiar with it and can respond to requests for help about how to fill it in.
- The exercise 'Blind trains' that closes the activity and the module revisits parts of all the topics worked on in this module: trust, team work, conflict resolution and the importance of verbal and non-verbal communication. To do the exercise you need to identify a quiet area with a lot of space, which might be outside.

STEPS TO FOLLOW:

1. To start this activity, ask the young men to form four teams.
2. Explain that as Champions of Girls Education in the area of masculinities many young men may approach them to find information or advice about personal situations that are affecting them.
3. Explain that in this exercise we are trying to help a young man who is worried about the possibility that his girlfriend might be pregnant, is asking for our advice about what to do and doesn't have the resources to pay a doctor. As Champion of Girls Education showing solidarity they have the obligation to help him. Tell them that each group will be able to use the laptops in the room or their own communication devices (mobile phones, smart phones) to do a quick Internet search. Ask them to write down the results they find on a piece of paper as well as the sources of the information and discuss in a group the answer they will give to help the young man.
4. Ask a representative of each group to present the help they propose. When each group has finished and depending on the answers, tell them that this young man's girlfriend is indeed pregnant and therefore the groups that suggested abstinence for moral reasons offended or excluded the young man. Facilitate the groups' reactions to the hypothetical situation in which they, in their role as Champions of Girls Education, might put at risk the physical, mental or emotional wellbeing of one of the young men they are working with.

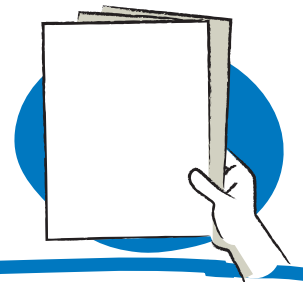
STEPS TO FOLLOW:

Based on the above and with the help of the conceptual summary, carry out a brief presentation of the possibilities and limitations that a Champion of Girls Education has when dealing with issues related to health and to support in situations of violence and sexual abuse.

5. Facilitate an exercise that will separate the young men into six groups. Ask each group to use the laptops in the room, or their own communication devices to do a quick internet search on the support services that exist in their city in the following areas (assign one to each group): Give them 30 minutes for this task.
 - Advice on STDs, HIV and AIDS
 - Advice on sexual and reproductive health
 - Professional attention regarding violence and sexual abuse
 - Support and discussion groups on masculinity
 - Support and advice groups on drug abuse
 - Support and advice groups on alcohol abuse
6. Ask each group to present their results in plenary session detailing what they have found, their sources and how easy or difficult it was to find them. As each topic area is covered, take advantage of the opportunity to verify the information, and to complete it with the information that you have already gathered in your own mapping.
7. When all the groups have made their presentations, facilitate a final reflection on the importance of always referring to reliable sources, and explain that on the Internet there is a lot of information that is false, manipulative and not very reliable.
8. To close this activity, and as a way of summarising the messages of the entire module, invite the Champions of Girls Education to participate in the exercise 'Blind Trains'.
9. To start, ask all the participants to gather in the centre of the room and imagine that they are in a train station, filled with people and with hundreds of trains arriving and leaving, and they must all get onto a train. Ask them to move around the room quickly, with their bodies pressed as closely together as possible so that they can simulate the feeling of being in a station jam packed with people. Simulating a loudspeaker call "All aboard... up to five people on each train." The trains are formed by five carriages (or people).
10. Ask each group to stand in single file to simulate a train. Each young man is a carriage of the train and the last one in line is the driver. Hand out blindfolds to all the participants in the group, except for the last one in each line. Ask each young man to cover the eyes of the companion in front of him and then to place his hands on his shoulders. Only the train driver, who will be the last person in each train, doesn't have his eyes blindfolded, and he will direct the train to its destination.
11. Tell them that the objective of the exercise is to reach a destination given by the facilitator without speaking or making any sound. The only way they can communicate is to apply lighter or heavier pressure on the left or right shoulder of the companion that is in front of them. Each carriage can send the same message forwards.
12. When everyone's eyes are covered, choose at random a destination for each train driver, which will be their final station (choose different destinations so that trains have to cross each other). Remind them that the game takes place in silence and if any young man speaks or lets go of the rest of the train, all his team must go back to the starting point and begin all over again. The first train to arrive wins, but only when all the trains have reached their destination.
13. At the end of the exercise facilitate a final reflection on how they felt as they were doing the exercise, being train drivers or being carriages, and on the importance of:
 - **Trusting the other members of the team**
 - **Team work**
 - **The importance of non-verbal language in communication**
 - **The resolution of conflicts**

FACILITATION SHEET A12:

WEBSITES THAT OFFER SUPPORT IN THE AREA OF MASCULINITY AND GENDER



Masculinities and Gender Equality

MenEngage Network

<http://menengage.org>

Sonke Gender Justice

<http://www.genderjustice.org.za>

Paternity / Sexuality

Instituto Promundo

<http://promundoglobal.org>

Gender-based violence

White Ribbon Campaign

<http://www.whiteribbon.ca>

Partners for Prevention: UNDP, UNFPA, UN Women & UNV Asia-Pacific regional joint programme for gender-based violence prevention

<http://www.partners4prevention.org>

International Center for Research on Women

<http://www.icrw.org/what-we-do/engaging-men-boys>

THE JOURNEY!



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