



MODULE 5

# CHAMPIONS

## OF GIRLS EDUCATION

BEING A CHAMPION OF GIRLS EDUCATION  
COMMITTED TO GENDER EQUALITY



**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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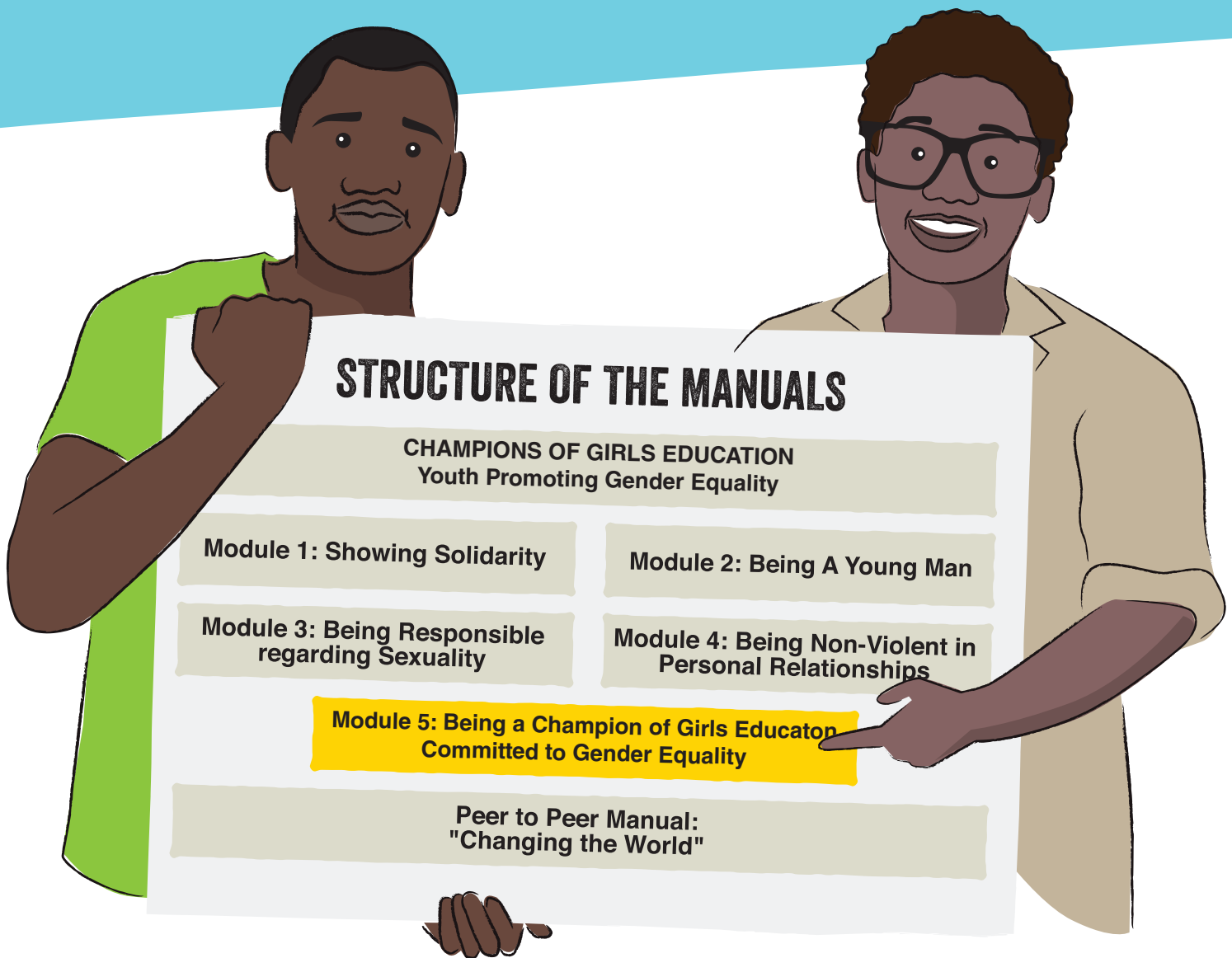
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# BEING A CHAMPION OF CHANGE COMMITTED TO GENDER EQUALITY

## 5.1. BRIEF CONCEPTUAL REVIEW

### 5.1.1. TOWARDS GENDER TRANSFORMATION

In the previous modules we have worked on different aspects of the young men's commitment to gender equality. These include being a young man who is aware of the traps of hegemonic masculinity, being responsible in sexual relations and being peaceful in all his relationships. This module will accompany them in their visualisation of the social transformation process that they can be part of as Champions of Girls Education.

Some young men will arrive at these activities with an awareness of all the obstacles and opportunities for adopting and promoting the attitudes, values and behaviours that are consistent with gender equality. Others will have not yet identified these elements. For all the participants, being able to discuss the opportunities and the challenges as a group, and to learn from each other, will enhance their ties and strengthen the mutual support network that they are building.

The main message of this section is two-fold: to be aware of the obstacles and to correctly recognise the opportunities for change. On the one hand, it is about admitting that change in individual behaviour and the transformation of the social norms is a difficult and complex process that can cause a great deal of frustration, but a great deal of satisfaction as well. On the other hand, it is about understanding that when the young men feel frustrated, or feel that they are not progressing as much as they hoped in their vision for change, having a support network will be fundamental in preventing them from giving up.

This is a good time to speak to the young men about their vision for change in the Champions of Girls Education Programme, and to hear their impressions and comments with an open mind.

This is about sharing the diagram that summarises the project's Theory of Change, as well as the chart that summarises the stages through which the young men have been accompanied during their journey towards transformation (both elements can be found in the methodological guide of this manual).

It is also a good time to work with them on the Theory of Change of Plan's *Girls Get Equal* campaign. This sister theory concentrates on empowering girls and young women through the fulfilment of their rights. The campaign's Theory of Change focuses on identifying the barriers that affect the exercise of their rights and develops the assets that promote their fulfilment.<sup>1</sup>


When working on both theories of change with the young men, you must ensure that they understand that gender transformation is only possible through working on the relationships between men and women, between men and men, and also between women and women as well as relationships e.g. with transgender.

**FOR THIS PURPOSE, EVERYONE  
MUST CHANGE AND SHOULD  
BECOME A CHAMPION OF  
CHANGE FOR GENDER EQUALITY.**

By rejecting attitudes, practices and behaviours that reproduce inequality, and replacing them with others that promote equality in relationships, and encourage other people to make the same changes in their lives. It is in this context that the young men should see the empowerment of girls, young women and adult women as a basic ingredient for achieving gender equality.

1. For more information, please consult: Plan International's **Girls Get Equal Campaign**, available at: <http://plan-international.org/girls/>

As the Champions of Girls Education come to visualise the challenges faced by young women in their environment and see themselves reflected in that process, they too will be able to visualise their own role in promoting the empowerment of girls.



**Activity E1: 'How do we change?'** works on the theories of change in the Champions of Girls Education programme and the Girls Get Equal campaign and creates awareness of the importance of their commitment to the empowerment of women and girls.


It is also a good moment to explore the young men's role in the work for gender equality in greater depth. Here, the facilitators' role is to support them in identifying how they can contribute through their own interests, skills and talents. Thus, while some young men may feel motivated to produce and distribute videos or songs that portray gender inequality injustice in their neighbourhoods or schools, others may prefer to concentrate on working with other young men through sports or other recreational activities.

The young men do not necessarily need to concentrate on the same topic. For example, some may prefer to concentrate on the issue of violence between men and its relationship with hegemonic masculinity. Others might prefer to work on the issue of responsible sexuality. The important thing here is to help them decide which gender-related issues they are more interested in and why. It is also important to support them in identifying how they can contribute so that these issues are experienced with greater gender equality, and what they can do to bring about the necessary individual and social changes.

Also, now that the young men are familiar with all the theories of change that sustain their work, it would be good to support them in visualising their contributions in the framework of this theory. For example, they could be supported in identifying e.g.: Which barriers to the rights of girls and young women do they want to tackle? Which aspects of boys and young men's socialisation do they want to reflect on? Which local organisations would they like to help?

This shift from theory to practice will encourage the young men to adopt a new identity as Champions of Girls Education and social transformation with a commitment to gender equality and consistent with it in all the stages and spheres of their lives. It is important for the young men to take on board the fact that this commitment goes beyond this project, as it is a commitment towards themselves and for their whole lives in every sphere in which they are active.

Seeing the results of their hard work and appreciating their perseverance in the face of the difficulties will help boost their self-esteem as non-sexist young men and will give them the strength to encourage their peers to join their plan for an equitable life.



**Activity E2: 'My life committed to gender equality'** invites the Champions of Girls Education to visualise their identity as Champions of Girls Education who are committed to gender equality and consistent in their everyday thoughts, actions and behaviours.

## 5.1.2. WHO WILL ACCOMPANY THE CHAMPIONS OF CHANGE?

It is important to recognise that many young men will come to these processes without positive male behaviour role models in their homes. Many have absent fathers, or fathers, brothers and friends who are very much at ease with the hegemonic model of masculinity.

This is why it is important for the young men undergoing transformation processes to get support and learn from mentors or positive behavioural models. In the previous module, the young men were advised to identify people in their environment who question traditional gender roles and hegemonic masculinity. But some may not have been able to identify or even approach potential mentors.

Therefore, it is essential for you as a facilitator to identify young and adult men who are already committed to gender equality, who have adopted behaviours that are consistent with gender equality and who also share the commitment to keeping children and young people safe and protected at all times. It would be good if they are willing to support the young men who are setting out on this path. Ensure that each person who is going to support the Champions of Girls Education is familiar with and fulfils your organisation's **Child Protection Policy**.<sup>2</sup>

Although ideally the young men's mentors should be men, women who are committed to gender equality should also be identified to support men's inclusion in this work. There will be times when the young men need the points of view of young and adult women who have already gone through the steps that they are making. They will also be able to support the development of dialogue between genders that is so important in the young men's process.<sup>3</sup>

- Some criteria that can help you when it comes to identifying potential male or female mentors might include:
- Are trusted by the young men's parents/guardians and shows respectful and egalitarian conduct at all times.
- Are sensitive and open to the gender issue from a rights-based approach.

- Their actions at family and community level demonstrate positive, respectful and equitable models with which the young men can identify.
- With a sense of responsibility and being able to accompany the Champions of Girls Education.
- The capacity and ability to accompany and support the planning and development of the young men's multiplication processes.

Conversely, the Champions of Girls Education must be supported in learning to identify other young men and women who could join them in their work for gender equality. It is worth mentioning that this task is developed in greater detail in the youth manual *Changing the World*. Therefore, this section is limited to presenting important learning points from several processes that have succeeded in involving men and boys in gender equality work.

For example, we present below a series of lessons developed by Michael Kaufman, an educator who pioneered the promotion of young and adult men's contribution to gender equality:<sup>4</sup>

1. Start at the same level as the men and boys, but do not stay there. Take risks, challenge them and show them your respect by questioning the sexist stereotypes and assumptions about men and boys.
2. Question the abuse of power and the ideas that justify men's social hegemony or their domination in individual relationships. At the same time, use carefully chosen messages to manage the fear that exists at the centre of men and boys' experiences: the fear of not meeting the demands and expectations associated with masculinity. A way of doing both things is to use male models of conduct and voices. They can propose key topics, based on clear examples, and lead other men to feel secure or at ease with expressing themselves and getting involved.
3. Women's and women's rights organisations' programmes can play a very important role in the success of working with men. They contribute to guaranteeing accountability and are also experts in issues related to violence

2. It is very important to create spaces and places where girls, boys and young people can be respected, protected and empowered at all times. Inform the person in charge and/or protection focal point about the programme, and about the people who may be accompanying the young men, to ensure that they receive full guidance about the protection policy and code of conduct as well as their roles and responsibilities in the protection of the young men in all the activities that they carry out.

3. Some members of the women's movement do not agree with this strategy of involving men in gender equality work. You must therefore ensure that the women who you identify to support the Champions of Girls Education understand and share the programme's vision.

4. Adapted from Kaufman, Michael (2009). **Ten Ways to Engage Men and Boys in Promoting Gender Equality, Redefining Manhood and Ending Gender-Based Violence**. [http://www.octevaw-cocvif.ca/sites/all/files/pdf/mantalk/Ten\\_Keys.pdf](http://www.octevaw-cocvif.ca/sites/all/files/pdf/mantalk/Ten_Keys.pdf)

against women.

4. There is no one single model! We need diverse entry points, efforts and approaches in order to reach a population that is also diverse, and that is composed of different age groups.
5. When you discuss some men's use of violence, describe it as something that these men choose to do. Avoid using language that reduces a man to this part of his actions. Assign these men responsibility for their actions, but add that we know that they can improve as men.
6. Compassion and understanding will be the best way of reaching men, including most of those who have used violence in their relationships. But they should never be allowed to justify their abusive or violent behaviour on the grounds of what they have had to experience.
7. Use positive messages and the language of responsibility, not of condemnation or blame.



**In the Activity E3: 'Who will accompany me?'** the Champions of Girls Education reflect on the importance of mentors in their own processes, and prepare a set of 'rules' for their multiplication work with their male and female peers.

Avoid generalising like 'all men!'

8. Build alliances with a wide range of actors in the social, political and religious sphere, so that they may speak with one single voice. Work to ensure that these topics are relevant to the majority.
9. Understand that the most important role we can play is of catalysts so that other men, other organisations and institutions become involved; and for men and boys to review what they have taken for granted about what it means to 'be a man'.
10. To continue making progress: let's assess our efforts, evaluate our programmes, measure the changes in men's and boys' attitudes and conduct.

### 5.1.3. DIALOGUE BETWEEN THE GENDERS


Gender identity and inequality are related – meaning that they occur on the basis of relationships between people of both sexes and all ages. This is why part of the young men's commitment to gender equality is to learn to discuss gender inequality with their female peers. In order to achieve this, the Champions of Girls Education should also develop skills for participating in **dialogues between the genders**. In these dialogues, women and men hear the point of view of the other sex and learn how to model egalitarian behaviours jointly. These spaces can also act as a bridge for improving communications between men and women.

One of the main tools in the *Girls Get Equal* campaign is the "Empowerment Star".

Using this tool, girls take part in reflection spaces where they analyse different ways of exercising their rights and their degree of empowerment. This tool was designed for work with girls, but it can also be adapted for the young men to reflect on rights and empowerment of girls and young women in their environment, and to discuss their perceptions with them.

An important part of dialogue between the genders is for the young men to learn how to 'converse' with the history of political mobilisation led by girls and women in pursuit of their rights. In almost all countries around the world there are important milestones in the rights of women and girls that the young men should become familiar with as part of their own process of commitment to gender equality.

Given the wealth of this history, the programme should promote exchanges with women's rights organisations and organised groups of young women who will be able to teach the young men a great deal about their own processes, obstacles and achievements. At the same time, these spaces will be able to learn about the transformation process developed by the young men and about their reflection spaces.



**TIP!** In the Activity E5: 'Discussing the history of girls' and women's rights', the Champions of Girls Education will recognise the main milestones in the defence of women and girls' rights in their country, and will develop strategies for approaching and learning from women's rights organisations and organized groups of young women.



**TIP!** In the Activity E4: 'Dialogue about the Empowerment Star', the Champions of Girls Education analyse the obstacles to girls' and young women's rights in their environment, and discuss these issues with them.

## 5.1.4. THE RIGHT TO NON-DISCRIMINATION

As has been seen in the previous modules, different institutions such as the family, the community or the State, fulfil two types of roles: On the one hand, they are the main actors in the socialisation process. Institutions tend to impose hegemonic models of behaviour through this role. On the other hand, institutions can play a much more positive role – of being responsible as duty bearers for the realisation of people's rights.

Thus, if so far we have been talking about the need for young men not to discriminate against girls, young and adult women, nor against men of all ages who refuse to follow the rules of dominant masculinity, in this section we will tackle the obligation of the social institutions to support them.

**IN THE FIRST PLACE, IT IS IMPORTANT TO RECOGNISE THAT NON-DISCRIMINATION IS A FUNDAMENTAL PRINCIPLE OF EVERY HUMAN RIGHTS SYSTEM.**

Thus when our States adhere to international treaties, they make a commitment to protecting all their citizens' right to equality and non-discrimination.

However, not everybody has the same access to the full exercise of their rights. In many cases, the exercise is compromised by the degree to which people are valued socially, by the groups with whom they associate, and by their relative power compared to other people and groups. As we have seen in the previous modules, women and girls, young people and people who do not conform to gender norms are ascribed lower value by society, are more exposed to discrimination and have less power when it comes to decision-making.

The violations of the rights of people who belong to groups that suffer discrimination or have limited decision-making power are so serious that the international system has had to create special treaties to guarantee their right to equality and non-discrimination.

For example, the Convention on the Rights of the Child (CRC) was developed because most girls, boys and young people (under the age of 18) in the world face huge obstacles in terms of access to universal human rights. Similarly, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) was developed because most women and girls in the world continue to face barriers to the fulfilment of their rights.

The main duty bearers are the States, as they have signed the international human rights conventions and treaties (like CRC and CEDAW). Responsibility for fulfilling all the commitments in the areas of rights falls on the States and their institutions, and includes all the state actors, from local schools and clinics to national State institutions like the education or health ministry. Other people and institutions that have duties when it comes to children's rights but who do not sign these conventions are known as secondary or moral duty bearers. They include: parents, carers, families, communities, and local, national and international civil society organisations.

As the Champions of Girls Education programme includes organising school and/ or community activities by the Champions of Girls Education, it is essential to work with them so they understand the obligations of different types of duty bearers when it comes to fulfilling the right to equality and non-discrimination.



**Activity E6: 'The right to non-discrimination'** explores the role of institutions, families and communities in gender transformation.

### 5.1.5. ADVOCACY FOR GENDER EQUALITY

Duty bearers protect people's rights and promote gender equality through public policies and laws. We as citizens influence the content of public policies, and of our laws through a process known as **advocacy**.

Political advocacy is "a deliberate and systematic **process** involving a set of **actions** by organised citizens, aimed at influencing decision-makers by **presenting proposals** that offer solutions to citizens' problems with the goal of **achieving changes** that benefit a wide range of sectors of the population, or the sectors involved in the process."<sup>5</sup>

Consequently, political advocacy is one of the main strategies employed by social organisations for promoting their social transformation needs and interests. In the case of promoting gender equality, women's organisations have implemented successful political advocacy strategies that have resulted in laws being enacted against gender-based violence, equal workplace treatment, equality in civil rights, equal access to land ownership, etc. It has also achieved the adoption of public policies aimed at bridging the gap between the theory and practice of our laws.

All these processes are based on the analysis of a specific problem (e.g. violence against women, workplace sexual discrimination, exclusion of women from agrarian reform), undertaking power analysis of the different social actors and the design of an advocacy strategy, identifying alliances and meeting the specific objective that was established.

As the Champions of Girls Education strengthen their own reflection spaces, or join existing organisations, they will be able to contribute to political advocacy work being carried out in these spaces. For this reason, it is important for them to start developing awareness of what advocacy is, and what its main features are.<sup>6</sup>



**In the Activity E7: 'Key advocacy points'** the Champions of Girls Education analyse the main characteristics of advocacy and reflect on the main problems around which they would like to conduct advocacy work in the future.

In Module 2 of this manual the theme of different types of power was covered, by inviting the Champions of Girls Education to appreciate the potential of 'power within' and 'power with'. Ultimately, the main purpose of advocacy is to cultivate the 'power with' and strengthen people's 'power within'.

### 5.1.6. THE NEXT STEPS

A fundamental stage in the journey of the Champions of Girls Education towards their commitment to gender equality is taking a concrete step in favour of gender commitment. With this in mind, one of the programme activities is to support the Champions of Girls Education in carrying out a gender equality campaign in their school or in their neighbourhood.

The implementation of this activity needs to be preceded by multiplication work, alliance building and the organisation of dialogues between the genders by the Champions of Girls Education. To support them in this work, the programme has developed the youth manual *Changing the World*.

The Champions of Girls Education may also want to replicate some of the activities described in this manual during their multiplication work. If so, ensure that they remember all the key messages and the steps that need to be taken.

And especially – remember to congratulate the young men for having completed this training process as Champions of Girls Education for Gender Equality! This is an ideal time to organise a ceremony celebrating their metamorphosis and progress to a new state of gender awareness. You must avoid giving the impression that it is a graduation or a closing ceremony – on the contrary, it is the start of a new life of commitment to gender awareness.

5. Plan Honduras (2009). *Módulo 5: Organización Social, Liderazgo e Incidencia política*. [Module 5: Social organisation, leadership and advocacy]

6. Facilitators who want to explore the skills needed for developing political advocacy strategies in greater detail with the young men can consult manuals such as: Plan International (2013). *Manual for Political Advocacy for the Rights of Boys, Girls, Adolescents and Young People in Latin America and the Caribbean*.

Available at <http://bibliotecaplan.org/wp-content/uploads/2013/04/Manual-Incidencia-Pol%C3%ADtica-para-Personal-de-Plan-Marzo-2013.ingl%C3%A9s.pdf>

Unicef (2010). *Advocacy Toolkit*. A guide to influencing decisions that improve children's lives.

Available from: [http://www.unicef.org/evaluation/files/Advocacy\\_Toolkit.pdf](http://www.unicef.org/evaluation/files/Advocacy_Toolkit.pdf)



## LINK TO YOUTH MANUAL

In Chapter four of Changing the World you will find proposals for the Champions of Girls Education to transmit the ideas about change to their male and female companions and friends in their schools and/or communities using creative methods that awaken interest in getting actively involved in concrete actions in support of Gender Equality.



### TIP!

**In the Activity E8: 'Let's celebrate!'** the Champions of Girls Education celebrate the steps taken so far on their journey towards transformation.



## 5.2. KNOWLEDGE, ATTITUDES AND PRACTICES

	KNOWLEDGE	ATTITUDES	PRACTICES
<b>Individual</b>	<ol style="list-style-type: none"> <li>Understands the roles that young men can play in building gender equality. (*E2, E3)</li> <li>Knows the significance and importance of a dialogue between the genders. (*E5, E6)</li> </ol>	<ol style="list-style-type: none"> <li>Recognises himself as an Champion of Change for gender equality. (*E2, E3)</li> <li>Has a life plan that is committed to gender equality. (*E2 )</li> <li>Values the empowerment of girls and women. (*E6)</li> </ol>	<ol style="list-style-type: none"> <li>Strengthens his self-esteem based on his contributions to gender equality. (*E2, E3)</li> <li>Participates in spaces for reflection among peers on gender equality. (*E3, E4, E6)</li> <li>Celebrates his commitment to gender equality. (*E8)</li> </ol>
<b>Community/ Family</b>	<ol style="list-style-type: none"> <li>Recognises male role models with a commitment to gender equality. (*E3, E4)</li> <li>Is familiar with the characteristics of an organisational proposal that is attractive to young men. (*E3, E4)</li> </ol>		<ol style="list-style-type: none"> <li>Inspires other men and women, including family members to commit themselves to gender equality. (*E3)</li> <li>Can identify male and female peers who want to commit themselves to gender equality. (*E4)</li> </ol>
<b>Institutional</b>	<ol style="list-style-type: none"> <li>Understands that non-discrimination is a human right. (*E1)</li> <li>Understands the Theories of Change of the “Girls Get Equal” campaign and the Champions of Girls Education programme. (*E1 )</li> <li>Knows the main milestones in his country’s women’s and girls’ rights movements. (*E5)</li> <li>Is familiar with the role of families and communities in guaranteeing human rights. (*E6)</li> <li>Can explain the role of advocacy in promoting gender equality in his surrounding area. (*E7)</li> <li>Is familiar with the main features of advocacy as a political process. (*E7)</li> </ol>	<ol style="list-style-type: none"> <li>Is committed to campaigns on women’s and girls’ rights. (*E1, E2)</li> </ol>	<ol style="list-style-type: none"> <li>Approaches adult and young women’s rights organisations, to learn from them through dialogue. (*E5)</li> <li>Develops advocacy strategies promoting gender equality. (*E7)</li> <li>Can carry out concrete actions with local projects or partnerships for gender equality. (*This practice is developed in the youth manual “Changing the World”)</li> </ol>

## 5.3. RECOMMENDATIONS FOR FACILITATION

This section presents some general recommendations for conducting the activities for this module. These exercises are aimed at tackling the social transformation process based on the knowledge and experiences learned in the previous modules. To make the most of these activities please take the following recommendations into account:

- Use the opportunity to revisit, highlight or review whichever key messages from the previous modules as necessary.
- Take into account that in activities E3 and E5 the young men will speak to people committed to gender equality so you will need to invite special guests. You should take care to coordinate their participation in advance, not just by inviting them but also by explaining clearly what is expected that they achieve with the Champions of Girls Education as a result of their visit.
- Activity E3 requires the identification of a mentor, while E5 requires two female guests to ensure that a dialogue between them and the young men can be established. Remember to inform both guests that there will be a space where the Champions of Girls Education will make a presentation about their commitment to gender equality as a group, in order to share experiences.
- Take into account that Activity E5 is designed for facilitation in two parts, during two different sessions separated by at least one week to give the guests and the Champions of Girls Education time to prepare their presentations. During the first part (one hour) the participants will be issued instructions so that they can agree on how to prepare their group presentation for the Day on Gender Equality. During part two, the activity will be facilitated to include the presentation by the two invited women and the young men as their counterparts in an inter-generational dialogue about gender equality.



## 5.4. SUGGESTED ACTIVITIES<sup>7</sup>

### ACTIVITY E1: HOW DO WE CHANGE?

In this activity the Champions of Girls Education will learn about the theories of change of the Champions of Girls Education programme and the *Girls Get Equal* campaign, and will understand how they can contribute to women and girls' empowerment.

#### LINKS TO KAP

Understands the Theory of Change of the "Girls Get Equal" campaign and the Champions of Girls Education Programme.

Is committed to campaigns on women's and girls' rights.

Understands that non-discrimination is a human right.

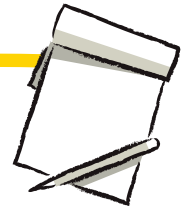


TIME  
**1.5**  
HOURS



#### MATERIALS AND EQUIPMENT

- Flipcharts with flipchart paper (1 per group)
- Thick marker pens
- Letter-sized or equivalent sheets of paper
- Pencils or ink pens
- Laptop with internet access
- Projector
- "Girls' football project in Ghana" Video (3:26 minutes): <https://www.youtube.com/watch?v=xRimO0tZIJ8>



#### KEY MESSAGES

- Individual behavioural change and the transformation of social norms is a difficult and complex process that can involve a great deal of frustration, as well as great satisfaction.
- When the Champions of Girls Education are feeling frustrated, or that they are not progressing as much as they had hoped with their vision of change, having a support network will be essential to prevent them from giving up.
- Plan's *Girls Get Equal* campaign focuses on the fulfilment of the rights of girls and their empowerment. The campaign's Theory of Change is centred on identifying the barriers that affect the exercise of their rights and developing the assets that promote their fulfilment.
- Gender transformation is a relational process. This means that it is about transforming relationships between men and women of all ages. In order for this to take place, men as well as women have to change – by rejecting attitudes and behaviours that reproduce inequality, and replacing them with others that promote equality in their relationships.
- As the Champions of Girls Education visualise the challenges faced by the young women in their environment and see themselves reflected in the process, they will also be able to visualise their own role in promoting the empowerment of girls.

7. 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.



## FACILITATION ADVICE

- Prepare for this exercise by rereading the conceptual review on the topic of gender transformation in section 5.1.1. You should also review the Theory of Change for the Champions of Girls Education programme, which is set out in the introduction to this manual.
- Have at hand the results of the word cloud from Activity A2, in which the participants answered the question: **What do you think is needed for achieving the empowerment of women and girls?**
- In this activity the young men will answer this same question once again. When you have the second answer, use the opportunity when they are working in groups to generate a second word cloud that the participants will use in the comparative exercise. Remember that you can do this by using any programme for generating clouds, such as: [www.wordle.net](http://www.wordle.net)
- Prepare a flipchart with the definition of empowerment that is included in the Girls Get Equal campaign's Theory of Change.
- Prepare another flipchart with the eight barriers to education that are included in the Girls Get Equal Theory of Change
  1. Lack of foundations for early learning (birth registration)
  2. Poor nutrition
  3. Domestic work and child care burden (gender-based division of labour)
  4. Economic insecurity (preference for sons)
  5. Early marriage (dangerous practices)
  6. Sexual and reproductive health (pregnancy and HIV/AIDS)
  7. Gender related violence in and around the school
  8. Treatment by the teachers / curriculum/ school environment (Quality of Education)
- Review the Campaign's Theory of Change and prepare a brief presentation to explain it to the participants.
- Find out which projects have been executed or are in the process of implementation in your country, in the framework of *Girls Get Equal*. Watch the **"Girls' football project in Ghana" video (3:26 minutes)** in advance so that you can assess the contents before showing it to the Champions of Girls Education. You can download it from the Internet: <https://www.youtube.com/watch?v=xRimO0tZIJ8>

## STEPS TO FOLLOW:

1. Facilitate a brainstorm about what the participants understand by 'empowerment', and write down the main ideas on a flipchart.
2. Make a summary of the ideas, using the opportunity to briefly explain the links between the work for strengthening their commitment to gender equality, and the empowerment of women and girls.
3. Using the flipchart you prepared, make a brief presentation about the *Girls Get Equal* campaign's Theory of Change, highlighting the set of barriers that prevent the fulfilment of their right to education.
4. Explain that they will now watch a video that describes a project being developed in the framework of the *Girls Get Equal* campaign. Show the **"Girls' football project in Ghana" video (3:26 minutes)** and ask the participants to identify the types of barriers against which this project is working.

## STEPS TO FOLLOW:

5. After the video, facilitate a group reflection session around the following questions:
  - **What type of barriers could you spot that they were fighting against through the programme with the girls who featured in the story?**
  - **What type of actors could you identify who were supporting the girls to empower themselves in their process?**
  - **How do you think that these actions could have an impact on the fulfilment of the rights of girls and their empowerment?**
6. Based on the group's contributions, highlight how the Theory of Change concentrates on identifying the barriers affecting the exercising of rights and developing the assets that promote their fulfilment and empowerment. Use the opportunity to explain the progress made by the Campaign in their country, and the projects that are underway as part of the campaign.
  - Tell the young men that they will now follow up on an activity that began in Module 2 (and that not all of them may remember), for which they will be asked to answer the following question again: **What is needed in order to empower the girls and women in the world?** Ask them to think about it individually, and to list up five ideas or proposals on a sheet of paper (maximum of one sentence for each idea). Ask them to try and ground their ideas with actions and responsible entities/individuals in each case. Trying to start each idea with: Subject (e.g. the government, society, families, school, I, etc.)... should do such and such a thing...
7. Split the participants into eight groups and assign each group one of the barriers that were included in the Theory of Change. Ask each group to:
  - a. Analyse as a group how this barrier appears in the lives of women, adolescent girls and girls
  - b. Make a brief *barrier-breaking* presentation of actions that they as young people can launch to eliminate them in their area (neighbourhood, family, community), or their city or country.
9. Hand out a flipchart to each group and tell them they will have 30 minutes for their group discussion and to prepare their presentation. They will have maximum of five minutes to share these in plenary.
10. While the participants are working in a group, prepare the second word cloud with their inputs in step 8. Compare it with the word cloud that was generated on the basis of the contributions collected in Activity B3, so that you know how to lead the group reflection session based on the comparison between the two clouds. The idea is that based on the comparison that the young men will make, they become aware that the new element that cannot be left out are they themselves, as Champions of Girls Education.
11. When the groups are ready (approx. 30 minutes), moderate each of the presentations in plenary, allowing for the rest of the groups to contribute new ideas to each group's proposed barrier-breaker between presentations.
12. Facilitate a group reflection session around the way that small actions that they carry out as Champions of Girls Education can contribute to the fulfilment of women and girls' rights.
13. To close this activity, present the first word cloud (base cloud) and inform the participants that this is the result of the question: **What is needed in order for the women and girls to be empowered?** That they answered when they didn't yet know what they know NOW. Ask them: **What do you think is missing in those initial results?** Lead the reflection in such a way that the young men reach the conclusion by themselves; that they are what is missing.
14. Now, present the second word cloud and facilitate a group discussion based on their comparison with the base cloud, trying to ensure that the young men become aware of the long road travelled in their commitment to gender equality.
15. End by presenting the Theory of Change of the Champions of Girls Education programme, and by moderating a conversation about its relationship with the *Girls Get Equal* campaign. Make sure that you support the participants so that they may see the training process that has been developed to date as part of the Programme.

# ACTIVITY E2: MY LIFE COMMITTED TO GENDER EQUALITY

In this activity the young men will visualise themselves in their identity as Champions of Girls Education with a commitment to gender equality, and consistent in their daily thoughts, actions and behaviours.

## LINKS TO KAP

Understands the roles that young men can play in building gender equality.  
Recognises himself as an Agent of Change for gender equality.  
Has a life plan that is committed to gender equality.  
Strengthens his self-esteem based on his contributions to gender equality.  
Is committed to campaigns on women's and girls' rights.

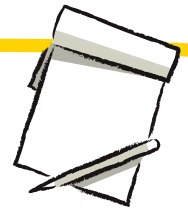


TIME  
**2**  
HOURS



## MATERIALS AND EQUIPMENT

- Flipcharts with paper (1 per group)
- Thick markers
- **Handout E2: My life plan with gender equality** (1 per participant)



## KEY MESSAGE

- When the participants see the results of their efforts and appreciate their perseverance in the face of difficulties, their self-esteem as Champions of Change for gender equality will increase and give them the strength to invite other youth to join their plan for an equitable life.



## FACILITATION ADVICE

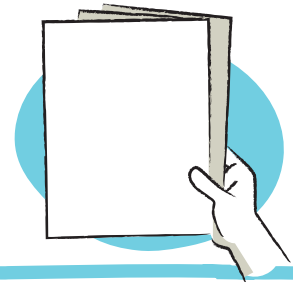
- During this activity, expand on the conversation that you have developed with the young men about what they think their contribution to gender equality could be.
- Remember that your role should be to support them in identifying how they can contribute based on their own interests, skills and talents.
- Review the groups' work and the group commitments from the exercises they have done. This will allow you to recap on them and ask them to remember the things they learned through these activities. For example, the participants might remember:
- 'Who am I?' (B1), 'Who influences my life?' (B3), 'The river of life' (B6), 'What are gender relations like in my environment?' (B11), 'My role in gender equality' (B14), 'My needs and yours: equality in relationships' (C9), 'Violence in my environment' (D3), 'Hanging out our laundry' (D5), 'Swimming against the tide' (D8).
- Retrieve the flipcharts with some of the group commitments, especially the list drawn up in Activity B14, 'My role in gender equality'.
- Make sure you have additional copies of **Handout E2: My life plan with gender equality** in case the participants might need it. Review the way in which the table is filled in so that you can explain it to them.

## STEPS TO FOLLOW:

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1. Tell the young men that the objective of this activity is to support them in contributing to gender equality.
2. Ask the young men to individually think about their main skills and talents. Ask them to spend five minutes noting down on a piece of paper as many things as they think they are outstanding at. You can give them some examples to guide them: *"I am very good at conflict mediation"; "I am good with computers and technology"; "I am good at drawing and creativity"*
3. When the five minutes are up, ask them to keep the page with their talents and skills, as they will use them later on in the exercise.
4. Ask the participants to try and remember each of the activities covered so far, that have contributed to their knowledge and to the commitments they want to take on regarding gender equality. Ask them to write down the activities they remember and the main learning points that they obtained about themselves.
5. Ask them to list the activities they remembered and write them down on a flipchart. If any of the ones you chose are missing, bring them up by asking them... *And don't you remember activity XXX in which you worked on XXX...?* Use the opportunity to highlight that there is not one single way of contributing to the commitment to gender equality, as every participant's commitment is based on each one's interests, skills and talents.
6. Now ask them to bring all their learning to the fore, and the notes on their page with talents and skills, and reflect about: **How could they contribute, with their skills and talents, to gender equality in the different spheres of their lives?** Give them an example: while some young people might prefer to produce and distribute videos or songs that portray the gender injustices in their neighbourhoods or schools, others might prefer to concentrate on working with other young people through sports or other forms of recreation.
7. Inform the young men that as well as taking their skills and talents into consideration, they should also think about the topics tackled throughout this programme, with the people they feel most affinity and are at ease with to contribute to their transformation. For example, some of them will prefer to work on the issue of violence between men and its relationship with the hegemonic masculinity model, others will prefer the issue of responsible sexuality or prevention of violence against women.
8. Once the above has been clarified, ask them to guide their individual reflection process with **Handout E2: My life plan with gender equality**, for which they will have 30 minutes.
9. Ask them to get into groups of three to share the results of their individual work, and then compare the differences and similarities and write them down on a flipchart for sharing in plenary.
10. Ask each group to present a summary of their work in plenary. Ask each new group that presents to highlight the aspects they have in common with the previous groups and to only present any new contributions that did not come up in the previous group presentations. Moderate the inputs and use the occasion to introduce and/or highlight the key messages for the activity.
11. Revisit the flipchart prepared by the group during **Activity B14: My role in gender equality**, and ask them: **Now that we know more about the impact of gender norms and the hegemonic masculinity model that they sustain, how could this aspect change this group's commitment? What would you take out, modify or add?**
12. Based on the contributions, prepare a new flipchart with the group's commitments to gender equality (expanded and updated) and congratulate the group on their work.
13. To finish, facilitate a group reflection session on the change in social transformation processes, highlighting that as commitments are strengthened and interests change, the contributions that the participants want to make as Champions of Girls Education can also change.

# HANDOUT E2: MY LIFE PLAN WITH GENDER EQUALITY



Remember that a real commitment to gender equality is not just a commitment to the Champions of Girls Education programme, but also and more importantly, to a life plan, consistent with non-devaluation, non-violence and non-discrimination against the girls and women of all ages with whom we interact.

Take your talents into account, and reflect individually on how you could contribute to women's and girls' empowerment in the different spheres of your life.

Fill in the table with some ideas, trying to visualise it as a lifeline starting from this moment. You don't have to fill in all the boxes. You have 30 minutes to complete it before sharing your results with a group of three companions.

## FOR EXAMPLE:

TIME IN MY LIFE	SPHERE/LEVEL	WHICH WOMEN AND GIRLS WILL I SUPPORT?	WHAT WILL I DO?	HOW WILL I ACHIEVE THIS? REMEMBER YOUR TALENTS AND SKILLS
Now and in the next three years	Family	My mother, my sisters	I will change my violent way of communicating with them.	By improving my dialogue with them and I will ask them to let me know when I fail in my task.
	Peers	My girlfriend  The young women in my neighbourhood	I will start to discuss sexuality issues with her.  I will warn them about the dangers of unprotected sexual relations.	By initiating dialogue on the theme.  I will prepare a theatre production and perform it on the square in my neighbourhood.

TIME IN MY LIFE	SPHERE/LEVEL	WHICH WOMEN AND GIRLS WILL I SUPPORT?	WHAT WILL I DO?	HOW WILL I ACHIEVE THIS? REMEMBER YOUR TALENTS AND SKILLS
Now and in the next three years	Family			
	Peers			
	Community/ social			
When I have a job	Family			
	Peers			
	Community/ social			
When I have my own family	Family			
	Peers			
	Community/ social			
When my children are teenagers	Family			
	Peers			
	Community/ social			
When I am old	Family			
	Peers			
	Community/ social			

# ACTIVITY E3: WHO WILL ACCOMPANY ME?

In this activity the Champions of Girls Education will reflect on the importance of mentors in their own processes, and will prepare a set of 'rules' for their multiplication work with others.



## LINKS TO KAP

Recognises male role models with a commitment to gender equality.

Recognises himself as an Champion of Change for gender equality.

Is familiar with the characteristics of an organisational proposal that is attractive to young men.

Participates in spaces for reflection among peers on gender equality.

Inspires other men and women, including family members to commit themselves to gender equality.

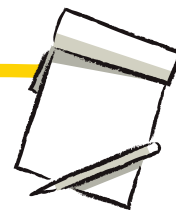
Understands the roles that young men can play in building gender equality.

Strengthens his self-esteem based on his contributions to gender equality.



TIME  
**2.5**  
HOURS

## MATERIALS AND EQUIPMENT



- Flipcharts with paper (1 for each group)
- Thick marker pens
- **Handout E3: Key lessons for my work with gender equality** (1 for each participant)



## KEY MESSAGES

- Many participants will come to these processes without male role models in their homes who are committed to gender equality. Many have absent fathers, or fathers, brothers and friends who are very much at ease with the hegemonic model of masculinity.
- It is important for the participants' undergoing transformation processes to get support and learn from mentors or positive role models as they can identify others to join their work promoting gender equality.
- Young as well as adult men who have adopted behaviours that are consistent with gender equality can contribute a great deal to the young men who are starting out on this journey.
- Women who are committed to gender equality and who support boys' and men's involvement in this work can also support them, especially in the development of dialogues between the genders.



## FACILITATION ADVICE

- Prepare for this exercise by rereading the summary in section 5.1.2.
- As a facilitator, you must identify in advance persons who are already committed to gender equality, who have adopted behaviours that are coherent with gender equality, and who are willing to support the Champions of Girls Education in their journey.



## FACILITATION ADVICE CONTINUED

- When you have identified these mentors, you should discuss with them, so that they are up to date with the characteristics and the progress made in the young men's training and transformation process. You should also discuss **your organisation's Child Protection Policy** with them. You need to ensure that the risks of child protection are always taken into consideration when working with the mentors and that arrangements are adopted for developing appropriate protection methods while working and accompanying the participants.
- In order to enrich the process of supporting the young men, don't forget to identify some women who are committed to gender equality and who support men's involvement in this work.
- Make a list with the mentors you were able to identify and contact (men and women) with their contact details, and the specific areas where they can support the young men (issues of violence, abuse, sexuality, etc.) Select and contact a person and invite him or her to speak about his or her experience in this activity (special guest).

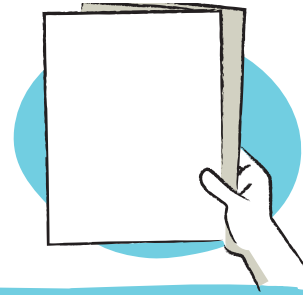
## STEPS TO FOLLOW:

1. Start the activity by facilitating a reflection session about how important it is for them as Champions of Girls Education in a personal transformation process to receive support and learn from mentors or positive role models.
2. Ask them to remember the activity from the previous module, in which they were asked to identify people from their environment who challenge traditional gender roles and the hegemonic masculinity model.
3. Facilitate a small group reflection session on the following: **How many of them have participated in reflection groups or received support from others in their journey?** Stress that in order to continue increasing their commitment to gender equality, they will need to seek support from people who have also undergone this experience.
4. In order to verify whether the participants have understood what it means to have a mentor, ask the group: **Who would like to have a mentor and why?** And motivate them to answer and explain their replies.
5. Facilitate a brainstorming session with the group by asking them: **What qualities do you think a mentor should have?** Write down the main characteristics on a flipchart. Recap at the end, highlighting the difference between a support person and a mentor. Make it clear that a mentor should be someone with whom one has a close and regular relationship, meaning that you meet and speak regularly with them, while someone you call when in need is a support person.
6. Ask the group: **What should we do to find our ideal mentor?** Ask the participants to individually write on a piece of paper the profile of their ideal mentor and a basic action plan for finding him. Then ask them to share their work with a partner. Give them 20 minutes to complete this process.
7. After a short break, present the special guest and explain that he or she will be speaking about *the benefits of the path he or she has chosen, with a commitment to gender equality for his or her life and for the other people with whom he or she interacts*. Ask the participants to make the most of the opportunities to clarify their doubts and fears.

8. At the end of the discussion with the guest, thank him or her for the time and commitment he or she shared with the participants. Stress to the young men that just as (name of guest) can support them with his experience, enthusiasm and knowledge, their own mentors and support persons will be able to do the same in their role as multipliers and with their commitment to gender equality.
9. Hand out **Handout E3: Key lessons for my work with gender equality** to each and explain where these lessons learned have come from. Facilitate a group reading session, by trying to translate each of these lessons to their own language and personal experience, and by highlighting that they can be very useful in their future work as multipliers.
10. Now ask the young men to choose a partner freely, and assign each pair one of the learning points in **Handout E3**.
11. Give them 15 minutes to analyse their learning topic and try to visualise: **How could this learning point help their future work as multipliers?**
12. Facilitate a plenary sharing session, allowing all the pairs to contribute to the points presented.
13. Ask the participants to remember their life plan regarding gender equality prepared in the previous activity. Highlight the importance of the commitment and daily coherence with equality for every young Champion of Change, and how little by little, by adding more and more commitments, a generational change will be achieved that will support the empowerment of women and girls in their country.
14. Now ask them to think about their peers and whether any of them – boys or girls - would want to join in their work for gender equality, and what they can do to convince them of the benefits that this will have for their lives and for the lives of the women and girls in their environment.
15. Allow 15 minutes for them to make a draft plan of action to encourage more young people to support them in the promotion of gender equality. Ask them to identify: **Who are they? Where are they? How can I get them on board or encourage them to join this commitment?** Make it clear to them that this plan will serve as a basis for starting their work as Champions of Girls Education.
16. To close, thank all the young men for their hard work and commitment.



# HANDOUT E3: KEY LESSONS FOR MY WORK WITH GENDER EQUALITY



The following list of key lessons learned was developed by Michael Kaufman<sup>8</sup> based on programmes that have succeeded in involving boys and men in gender equality. You will find these learning points very useful in your work as a multiplier.

1. Start where men and boys are coming from, but don't get stuck there. Take risks, challenge them, and show your respect by questioning stereotypes or sexist assumptions about men and boys.
2. Challenge the abuse of power and the ideas that justify the social domination by men or the domination by men in individual relationships. At the same time, use well-chosen messages to navigate through the fear that lies at the heart of the experience of men and boys: that is, the fear about not living up to the demands and expectations associated with masculinity. One way to do both of these is to use male role models and male voices. They can raise key issues, set a clear example, and make it safe for other males to speak out and get involved.
3. Women's programs and women's rights organisation can play a key role in successful work with men. They help ensure accountability and they are also the experts on issues concerning violence against women.
4. One size does not fit all! We need diverse entry points, diverse efforts, and diverse approaches to reach a diverse population and different age groups.
5. When speaking about the use of violence by some men, describe the violence as a choice that these men make. Also, avoid language that reduces an individual man to this part of his actions. Hold these men accountable but also say we know they can be better men than that.
6. Compassion and understanding will be the best way to reach men, including most men who have used violence in their relationships. At the same time, their own past experiences can never be used as an excuse for their abusive or violent behaviour.
7. Use positive messages and use language of responsibility, not collective blame or collective guilt. Avoid generalizing about "all men"!
8. Create broad partnerships with those across the social, political, and religious spectrums to speak with a united voice. Work to make all this a mainstream issue.

8. Adapted from Kaufman, Michael (2009). *Ten Keys to Engage Men and Boys in Promoting Gender Equality, Redefining Manhood and Ending Gender-Based Violence*. [http://www.octevaw-cocvff.ca/sites/all/files/pdf/mantalk/Ten\\_Keys.pdf](http://www.octevaw-cocvff.ca/sites/all/files/pdf/mantalk/Ten_Keys.pdf)

# ACTIVITY E4: DIALOGUE ABOUT THE EMPOWERMENT STAR

In this activity the Champions of Girls Education will discuss their perception of the empowerment of the young women in their environment. In parallel, a group of young women will do the same exercise. Finally, both groups will meet to engage in a dialogue about the similarities and differences between their perceptions.

## LINKS TO KAP

Participates in spaces for reflection among peers on gender equality.

Is familiar with the characteristics of an organisational proposal that is attractive to young men

Recognises male role models with a commitment to gender equality.

Can identify male and female peers who want to commit themselves to gender equality.



## TIME

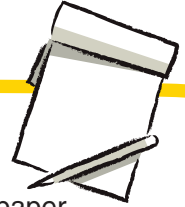
# 4

## HOURS IN 2 HOUR SESSIONS



## MATERIALS AND EQUIPMENT

- Flipcharts with paper (1 per group)
- Thick marker pens
- Copies of **Handout E4: Empowerment Star**



## KEY MESSAGES

- In gender equality work, men as well as women must have spaces that are not mixed in order to speak about their experiences.
- As gender identity and inequality are relational, part of the commitment towards gender equality assumes that the Champions of Girls Education will learn to discuss gender inequality with their female peers. They must develop skills for taking part in a dialogue between the genders so that all of them may hear the point of view of the other sexes and jointly model better behaviours.



## FACILITATION ADVICE

- This activity requires the organisation of a young women's focus group to discuss their degree of empowerment using the 'Empowerment Star' methodology developed by Plan's Girls Get Equal campaign. This session should be facilitated by two women, using the corresponding work guide. Speak to your country's Gender Advisor in order to coordinate this activity.
- Prepare to facilitate the discussion with the participants by reading the work guide carefully and clarifying any doubts about the methodology with the support of your country's Gender Advisor. The instructions for the conversation on the **Facilitation sheet E4: Conversation about the Empowerment Star** are included at the end of the activity.
- Prepare a flipchart with a copy of the star, which will be filled out by the group.
- Invite one of the colleagues who facilitated the focus group discussion with the young women to work with you in the facilitation of the dialogue between the two groups.

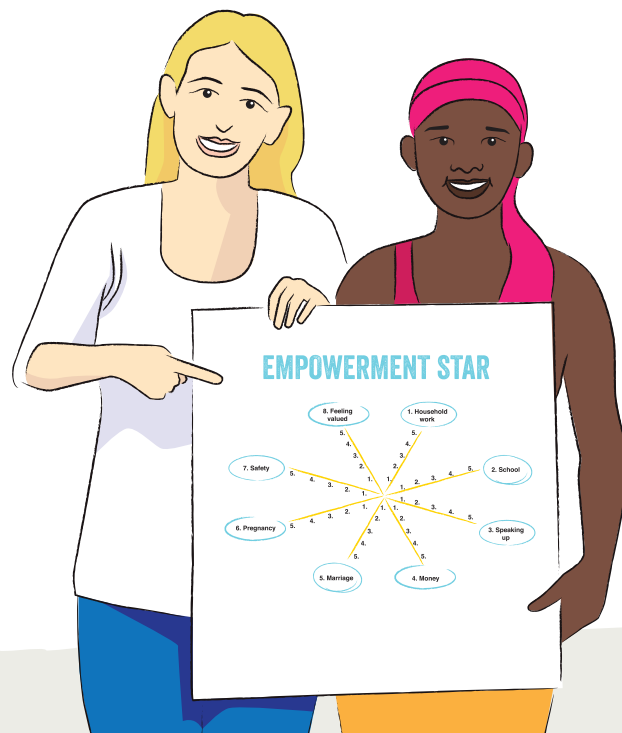
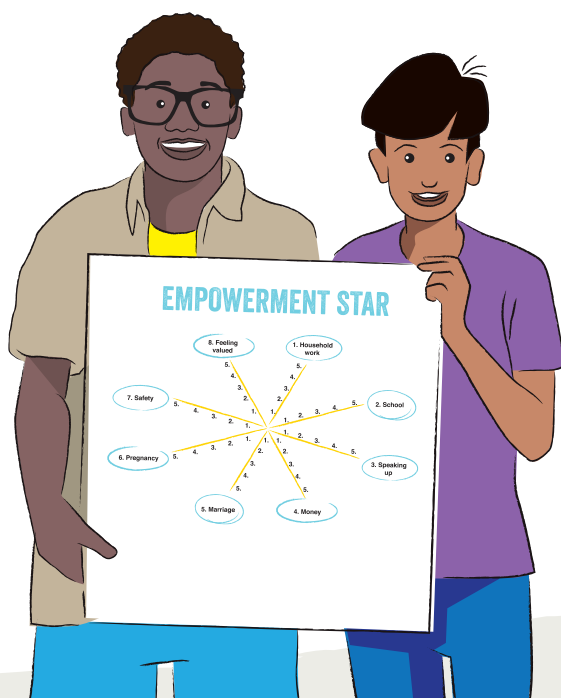
## STEPS TO FOLLOW:

### PART ONE:

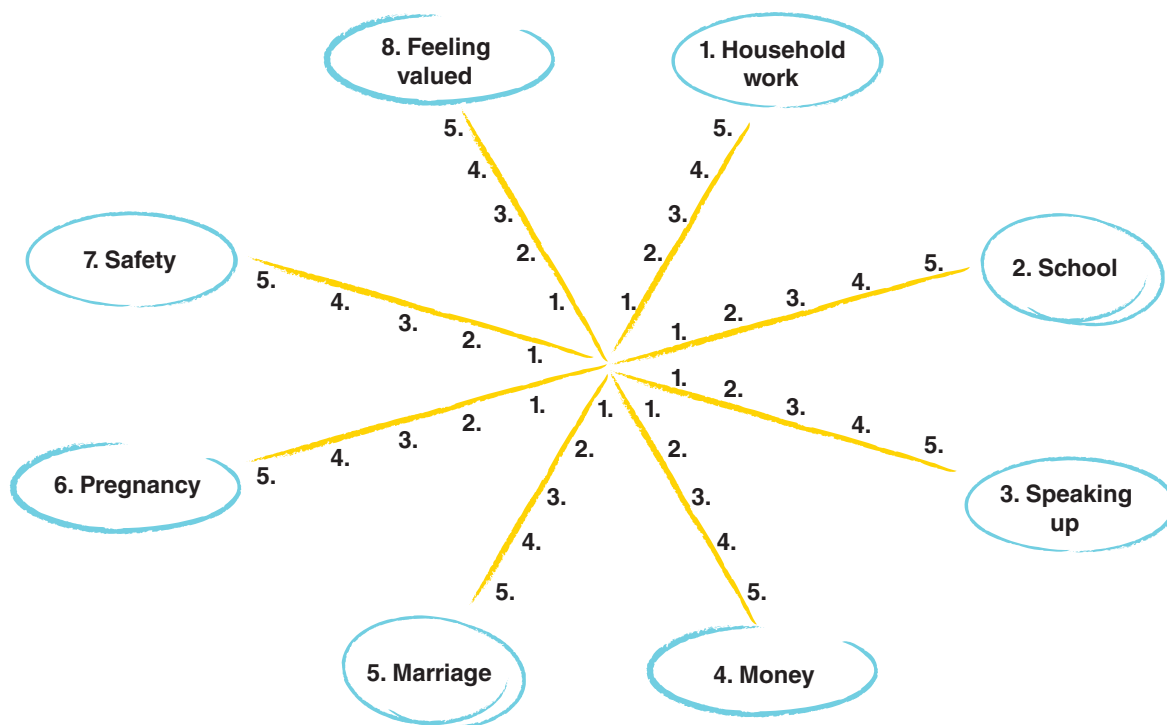
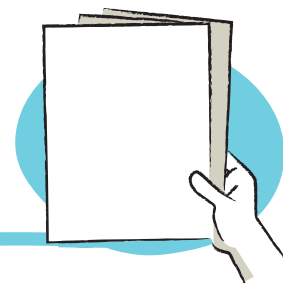
1. Start the activity with a brainstorming session around the question: **What is the relationship between men and women and how would you describe your commitment to gender equality?** Write down the main ideas, and use the occasion to highlight that part of the commitment to gender equality assumes that the young men should learn to discuss gender inequality with their female peers.
2. Hand out **Handout E4: Empowerment Star** and ask them to work individually to answer the key questions, and mark the star according to the questions. Advise them to take the necessary time to think about examples to back up their answers and write down some answers on a separate sheet to later on share in plenary.
3. Facilitate a plenary conversation about each question by using the instructions for the conversation included in the guide. Allow at least 10 minutes for each topic. At the end of the discussion, try and reach a consensus about the score, and mark it in the flipchart with the group star.
4. When the star is complete, explain that soon (announce the date, time and place) they will meet with a group of young women who will have carried out the same activity in order to compare results and engage in a dialogue about the empowerment of girls and women in their environment.

### PART TWO:

5. Welcome the special guests to this session – the group of young women who did the same Empowerment Star exercise.
6. Facilitate a fun introduction dynamic for the young people to introduce themselves. If they don't know each other, or if you think it may be necessary for whatever reason, facilitate any game or dynamic exercise that could help the young women to trust the young men.
7. Invite one of the girls and one of the boys to make a general presentation of their group's star.
8. Take turns with your co-facilitator to develop a conversation on each topic, by focusing on the similarities and differences in the young women's and young men's perceptions about the empowerment of girls and young women in their environment.
9. Invite one of the Champions of Girls Education to make a brief presentation about the work they have been doing up till now, about their main learning points, and about their plans for the future.
10. End the activity by thanking the young women for their contributions and inviting them to support the activities carried out by the Champions of Girls Education.

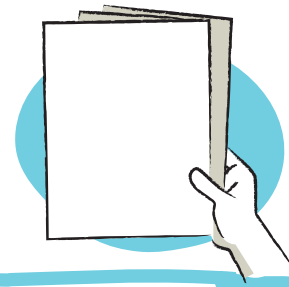


# HANDOUT E4: EMPOWERMENT STAR



ISSUE	KEY QUESTION	RESPONSE (CIRCLE)				
		NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
1. Household work	Do girls and boys share household work equally, including childcare?	1	2	3	4	5
2. School	Do girls complete at least nine years of school?	1	2	3	4	5
3. Speaking up	Do girls say what matters to them in front of an adult male?	1	2	3	4	5
4. Money	Do girls help decide what to spend money on?	1	2	3	4	5
5. Marriage	Do girls decide when to marry?	1	2	3	4	5
6. Pregnancy	Do girls decide if they get pregnant?	1	2	3	4	5
7. Safety	Do girls feel safe in this community?	1	2	3	4	5
8. Feeling valued	Do girls' concerns matter in this community?	1	2	3	4	5

# FACILITATION SHEET E4: CONVERSATION ABOUT THE EMPOWERMENT STAR



## EMPOWERMENT STAR: DISCUSSION PROMPTS

### 1. Household work: Do girls and boys share household work equally, including childcare?

#### DISCUSSION PROMPTS:

- Girls' versus boys' household roles and responsibilities
- Girls' available time for their studies
- Girls' time for recreational activities

#### SCALE EXAMPLES:

1. Never. Girls/women do all the work in and around the home.
5. Always. Girls/women and boys/men share all household chores and childcare equally.

### 2. School: Do girls complete at least nine years of school?

#### DISCUSSION PROMPTS:

- Girls' feelings about school
- Girls' completion of primary school
- Girls' completion of secondary school
- Community leaders and parents opinions about the importance of girls' education

#### SCALE EXAMPLES:

1. Never. Girls never go to secondary school.
5. Always. All girls complete secondary school.

### 3. Speaking up: Do girls say what matters to them in front of an adult male?

#### DISCUSSION PROMPTS:

- Girls' freedom of expression
- Girls' ability to ask for what they need
- Girls' ability to express priorities and concerns

#### SCALE EXAMPLES:

1. Never. Girls do not say what matters to them when an adult male is present or can hear them.
5. Always. Girls openly say what they think when an adult male is present or can hear them.

### 4. Money: Do girls help decide what to spend money on?

#### DISCUSSION PROMPTS:

- Girls access money
- Girls control money
- Girls influence how money is spent in the household

#### SCALE EXAMPLES:

1. Never. Girls never access money or make decisions on how to spend it.
5. Always. Girls access and control money and influence household expenses.

## FACILITATION SHEET E4: CONVERSATION ABOUT THE EMPOWERMENT STAR



### 5. Marriage: Do girls decide when they marry?

#### DISCUSSION PROMPTS:

- Girls' age at marriage
- Girls' ability to choose a spouse
- Girls' ability to say whether or not they want to marry

#### SCALE EXAMPLES:

1. Never. Adults decide if, whom and when a girl marries.
5. Always. Girls decide for themselves if, whom and when they marry.

### 6. Pregnancy: Do girls decide if they get pregnant?

#### DISCUSSION PROMPTS:

- Girls' knowledge of pregnancy and how to prevent it
- Girls' role in deciding whether or not to become pregnant
- Girls' role in deciding when to get pregnant

#### SCALE EXAMPLES:

1. Never. It is never a girl's decision whether or when to become pregnant.
5. Always. Girls always choose whether and when they get pregnant.

### 7. Safety: Do girls feel safe in this community?

#### DISCUSSION PROMPTS:

- When, where and why girls feel safe or unsafe
- What girls do about feeling unsafe
- Who protects girls
- What girls or others can do to improve girls' safety

#### SCALE EXAMPLES:

1. Never. Girls do not feel safe at home, at school or in the community.
5. Always. Girls feel safe everywhere at any time.

### 8. Feeling valued: Do girls' concerns matter in this community?

#### DISCUSSION PROMPTS:

- Girls' concerns are heard and addressed
- Girls are viewed as decision-makers
- Girls have role models and mentors
- Girls have safe places to meet with peers and mentors
- Girls have someone to go to for help

#### SCALE EXAMPLES:

1. Never. Girls' concerns are never treated as important.
5. Always. Girls' concerns are always as important and addressed.

# ACTIVITY E5: DISCUSSING THE HISTORY OF GIRLS' AND WOMEN'S RIGHTS

In this activity the Champions of Girls Education will recognise the main milestones in the defence of women and girls' rights in his country, and develop strategies for approaching and learning from organised groups of young and adult women. The activity is designed for facilitation in two parts and in two different sessions, separated by at least one week in order to give everyone time to prepare their presentations.

## LINKS TO KAP

Knows the significance and importance of a dialogue between the genders.

Knows the main milestones in his country's women's and girls' rights movements.

Approaches adult and young women's rights organisations, to learn from them through dialogue.



## TIME

# 1

HOUR  
PART 1

# 2

HOURS  
PART 2



## MATERIALS AND EQUIPMENT

- 3 flipcharts
- Flipchart paper (1 for each pair)
- Thick marker pens
- Laptop and projection screen



## KEY MESSAGES

- Girls, women and young women have been working for gender equality for a long time, and it is important for the young men to know and respect this history of political mobilisation for defending the rights of girls and women as part of their own process of commitment to gender equality.
- They can learn a lot from the processes, obstacles and achievements of the women's organisations.



## FACILITATION ADVICE PART ONE

- In this activity the participants will present their project for the Day on Gender Equality in their school in a space for reflection with two female experts. Make sure you inform them as well as the guests well in advance (at least one week) so that they may prepare their presentations.
- For the first part of this activity you will need to coordinate an invitation with two women who will come and spend time with the participants.
- With the help of Plan's gender advisor, select and contact a woman who works in a women's organisation, and invite her to come and speak with the young men about her experience as a multiplier committed to gender equality, as well as sharing the experience of the organisation of which she is a member.
- Also invite the gender advisor from the Plan office in your country to speak to the young men about the milestones in the achievements of women in their country. It is important that a woman presents this in order to create a space for exchange between the genders. So if your office has a male gender advisor, ask him to delegate this to a female colleague.
- Inform both guests that they will have 20 minutes to make their presentations, and that there will also be a space where the participants will make their presentation of their project for the Day on Gender Equality.



## ADVICE

## FACILITATION ADVICE CONTINUED

### PART TWO (1 week later)

- Make sure the two women have confirmed their participation, remind them that they will have 20 minutes for their presentation and ask them if they will need any type of equipment or materials.
- It is important to remind the participants that these spaces for both genders have been identified throughout the previous modules, and that now it is time to invite and approach them, based on their own needs and their own reflection spaces.

## STEPS TO FOLLOW:

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### PART ONE

1. Explain to the young men that two female gender experts are invited for a later occasion for which they will prepare a presentation of their activities for the Day on Gender Equality.
2. Facilitate a group conversation around the approach and outline of the contents that will be presented. Also about the methodology and presentation format to be used. Stress that their presentation should also include the progress they made in the project as well as the barriers and obstacles they have encountered during its implementation.
3. Give the group 20 minutes to choose representatives to present each part, and assign responsibilities for other tasks.
4. Announce date and time for facilitating this activity and ask them to complete their presentation for this date. If possible, offer them the workshop space for this after the end of the session.

### PART TWO

5. Introduce the two experts. Explain to the participants that the aim of the session is to hear different experiences working on gender equality and to identify shared spaces and interests. Also, so that they can have a real experience of dialogue with women who are committed to gender equality.
6. Present the first expert and explain to the group that she will be sharing both her personal experience as a woman committed to gender equality as well as the experience of the organisation she represents. After her presentation, allow the young men to interact with her.
7. Present the second expert (Plan's gender advisor) and explain to the group that she will share her personal experience of working for gender quality as well as a brief presentation about the main milestones achieved by women in their country in the area of equality and empowerment. After her presentation, allow the young men to ask questions and give feedback.
8. After a short break, ask the representatives of the Champions of Girls Education' groups to present Champion of Change and their ideas for the Day on Gender Equality, emphasising that they should make the most of the opportunity to discuss their doubts and fears about its progress with the two experts.
9. After their presentation, facilitate a group discussion between them and the two experts.
10. At the end, thank the guest for their participation and close the activity, stressing the importance of just spaces of reflection on gender equality.

# ACTIVITY E6: THE RIGHT TO NON-DISCRIMINATION

In this activity the participants reflect on rights, based on popular songs that promote respect and value for human rights as well as international treaties and agreements that contain them. The activity also identifies the rights guarantor institutions.



## LINKS TO KAP

Is familiar with the role of families and communities in guaranteeing human rights.

Knows the significance and importance of a dialogue between the genders.

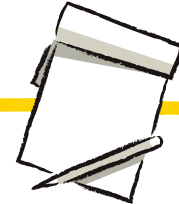
Values the empowerment of girls and women.

Participates in spaces for reflection among peers on gender equality.



TIME

60  
MINUTES



## MATERIALS AND EQUIPMENT

- 1 audio recorder and equipment
- A CD or USB with songs about human rights
- Paper strips one quarter of letter sized bond paper
- Marker pens
- Brown paper
- Summary or popular version of the CRC, CEDAW, Universal Declaration of Human Rights (3 printed copies each)
- Small balloons and a giant balloon



## KEY MESSAGES

- As duty bearers, institutions at all levels are responsible of guaranteeing people's rights. They also play an important role in socialisation processes and the imposition of hegemonic models of behaviour.
- The human rights violations of certain groups of people who suffer discrimination or have limited decision-making power have been so serious that the international system has had to create special treaties to guarantee their rights to equality and non-discrimination.
- Non-discrimination is a fundamental principle in every human rights system. Thus when our countries agree to international treaties, they commit to protect the rights of all their citizens to equality and non-discrimination.
- The main duty bearers are the national governments, as they sign the international human right conventions and treaties. These treaties then bind all state actors from schools and clinics to the national and local state institutions.
- Other people and institutions also responsible in terms of assuring young people's rights, without signing these conventions, are known as secondary or moral duty bearers. They include: parents, carers, families, communities, local, national and international organisations and civil society.



## FACILITATION ADVICE

- The facilitator should take at least five songs on the theme of Human Rights (you can find examples on <http://mic.com/articles/55683/8-songs-for-everyone-who-cares-about-equal-rights>) and photocopy the song lyrics to hand out to each participant.
- Prepare for this exercise by rereading the conceptual summary on the right to non-discrimination in section 5.1.4.
- Make a copy of each of the conventions and treaties: CRC, CEDAW and the Universal Declaration of Human Rights.

## FACILITATION ADVICE CONTINUED

- Find out the dates when your country ratified the international human rights instruments like CRC, CEDAW and the Universal Human Rights Declaration and any other local information related to their fulfillment in your country. Also find out about national legislation on the right to non-discrimination. You can then add this information to the general explanation provided in this manual.
- Do some research on the national frameworks as well as the situation of young people's rights in your country.

### STEPS TO FOLLOW:

1. Give a brief explanation of the topic based on the conceptual summary and the key messages of the exercise. Highlight the identification of the primary and secondary duty bearers and their responsibility for guaranteeing the right to non-discrimination.
2. Ask the participants to listen closely to the songs and write down all the Human Rights they recognise in the songs on a slip of paper. Then, they should tell the plenary which rights they have identified and why they think they are Human Rights.
3. Ask the participants to review the copies of the international treaties to identify a Human Right with which they identify most closely, or that they consider the most important. Ask them to copy this right on a slip of paper.
4. Hand out different coloured balloons to the participants, and ask them to insert their "favourite" right inside the balloon, inflate it and knot it.
5. Ask the participants to play by throwing their balloons in the air and trying to stop any of them from touching the floor. Explain that each balloon that falls on the floor represents a violated right. If a balloon touches the floor, the game stops to find out which right has been violated, based on the following questions:
  - **Which treaty or convention does this right correspond to?**
  - **Who are the primary and secondary duty bearers of this right?**
  - **To what extent is this right respected or violated in our environment?**
6. Repeat this exercise until they have analysed a reasonable number of rights. The exercise helps them to reflect on the fragility of Human Rights, on our role as protectors, promoters or defenders of Human Rights, on Human Rights violations, on their characteristics and the values that sustain them.
7. End the activity with a final reflection about the role of the state as well as that of other duty bearers (family, community, school, etc.) in working specifically on non-discrimination. Ask them to point out some ideas and proposals. What do they think these institutions could do/stop doing to be more effective in this role? Highlight that the institutions, while playing an important role in socialisation processes and the imposition of the hegemonic model, also have a much more positive role to fulfil: as duty bearers of people's rights.



# ACTIVITY E7: KEY ADVOCACY POINTS

In this activity the Champions of Girls Education will analyse the main characteristics of advocacy and reflect on the principal problems around which they would like to conduct their advocacy work in the future.

## LINKS TO KAP

Can explain the role of advocacy in promoting gender equality in his surrounding area.

Is familiar with the main features of advocacy as a political process.

Develops advocacy strategies promoting gender equality.



TIME  
**2**  
HOURS



## MATERIALS AND EQUIPMENT

- Flipcharts with paper (1 per group)
- Thick marker pens
- **Handout E7: Key advocacy points** (one for each participant)



## KEY MESSAGES

- Political advocacy is “a deliberate and systematic **process** that involves carrying out a set of **actions** by the organised citizenry, aimed at influencing decision makers, through the **presentation of proposals** that offer solutions to problems affecting the citizenry with the aim of **achieving changes** that benefit broad-based sectors of the population, or the sectors involved in the process.”<sup>9</sup>
- Ultimately, the main purpose of advocacy is to build people’s “power with” and strengthen their “power within”.
- Political advocacy is one of the main strategies used by social organisations to promote their social transformation needs and interests. In the case of gender equality promotion, women’s organisations have carried out successful advocacy strategies that have resulted in the enactment of laws that protect e.g. against gender-based violence and workplace discrimination, while ensuring e.g. equality in civil rights as well as equal access to land ownership.



## FACILITATION ADVICE

- Prepare for facilitating this activity by rereading the conceptual summary of the corresponding session, and reviewing the advocacy training manuals for young people recommended in the conceptual summary.
- Prepare a flipchart with the definition of the concept of advocacy from the conceptual summary.
- Find out about advocacy strategies for gender equality that are underway in your country.
- This activity is just an introduction to the subject of advocacy that could lead to different uncertainties among the young men. If necessary, try and organise a session inviting experts from organisations that have successfully advocated for gender equality and who want to share their experiences with the participants.

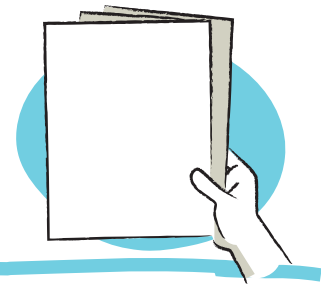
9. Plan Honduras. 2009. *Módulo 5: Organización Social, Liderazgo e Incidencia política*. [Social organisation, leadership and advocacy]

## STEPS TO FOLLOW:

1. Start the activity by moderating a brainstorming session about what the Champions of Girls Education understand by 'advocacy'. Present the 'formal' definition of this concept and discuss it with the group.
2. Remind the participants that the duty bearers are the ones who develop policies - therefore advocacy is about influencing them as principal decision makers. Confirm that they remember who the principal duty bearers are.
3. Ask the Champions of Girls Education if any of them has taken part in advocacy work, or if they know of any strategies employed by organisations known to them.
4. Make a brief presentation of advocacy strategies to promote gender equality in your country, highlighting all the alliances and achievements to date.
5. Use a fun dynamic to form five working groups.
6. Hand out **Handout E7: Key advocacy points and assign two key points to each group**. Each group must discuss the significance of their characteristics, and prepare to present them to the rest of the participants.
7. Moderate a plenary session to review the 10 key points, making sure that the young men understand their importance in the success of an advocacy strategy.
8. Ask them to return to their groups to discuss the main problems around which they would like to do advocacy work in the future. Ask them to take 15 minutes to discuss the main obstacles to gender equality in their community, and the policies or laws that could be developed to address them. Ask them to identify the duty bearers that they would have to influence.
9. To finish, moderate a plenary session in which the Champions of Girls Education present a summary of their group work, and answer questions from the rest of the participants.



# HANDOUT E7: KEY ADVOCACY POINTS<sup>10</sup>



## 1. IT IS A PROCESS, NOT AN ISOLATED ACTION

Advocacy involves a road. It is not an isolated action: a march, a document, a meeting. It is a set of actions that cover a range of aspects and steps aimed at a shared objective. This is why we say that advocacy requires a strategy. In fact, 'strategy' and 'advocacy' are two inseparable words.

## 2. IT IS INTENTIONAL, NOT INCIDENTAL

Sometimes we do things that don't turn out well, but we don't know why. In order to change policies or laws, we can't trust in the goodwill of duty bearers, people's capacity or luck alone. Advocacy involves an intentional, consensual plan.

## 3. IT IS SYSTEMATIC, NOT IRREGULAR

Advocacy work requires a constant commitment, special dedication and follow-up that enables us to carry out what has been planned.

## 4. IT IS A PLAN, NOT A LOOSE IDEA

It entails a precise strategy agreed on by everyone, which guides actions based on clear political objectives, results and activities. It is essential to discuss, create and put the advocacy plan into writing.

## 5. IT IS ACHIEVABLE, NOT IMPOSSIBLE

The advocacy plans must be achievable and possible in order to build on the existing strengths of the organisations and reduce the obstacles that could present themselves as much as possible. It is about dreaming, hoping to achieve the impossible but it is also about honestly assessing our own and other people's strengths and weaknesses.

## 6. IT IS ABOUT ACTIONS, NOT INTENTIONS

We have to take into account the fact that our intentions must be expressed in concrete actions in the hands of responsible people set in a concrete timeframe.

## 7. IT IS AIMED AT INFLUENCING, NOT SPREADING THE MESSAGE

We sometimes confuse a communications plan or a public dissemination campaign with a political advocacy strategy. The latter includes strategic communication in many ways, but it goes beyond that: it is not about communicating a message in the hope that it is heard, but to carry out actions that do not just raise awareness or inform, but that also influence decision makers and transform politics. That is, to open new possibilities.

## 8. IT HAS POLITICAL OBJECTIVES

To prevent being manipulated, co-opted or neutralised, we need to visualise the political dimension of our actions and take ownership of their potentially transformational role. In this context, all advocacy is political advocacy to the extent that it is a process that recognises how decision-making is also about power relations and how strategic advocacy can activate and link with 'the power within' and 'the power with'.

## 9. INFLUENCE SPECIFIC, NOT GENERAL POLICIES

An advocacy strategy is successful when it is able to modify specific policies, laws, programmes or budgets according to the goals one is following. It is about translating these general goals into concrete demands or changes that we want to achieve. It does not mean abandoning our wishes and bids for more structural change, but it is about translating them into a concrete change process.

## 10. INVOLVES COORDINATING/ LINKING WITH OTHER PEOPLE AND ORGANISATIONS

Advocacy is successful when we succeed in bringing about a situation where our interests are shared with the interests of other people and organisations. When we succeed in sharing a set of ideas, proposals and definitions that link to a set of people, groups and organisations that are stronger when united.

10. Adapted from the Unicef (2006). *Actuar para cambiar*. [Act for change] [http://www.unicef.org/argentina/spanish/cartilla\\_5.pdf](http://www.unicef.org/argentina/spanish/cartilla_5.pdf)

# ACTIVITY E8: LET'S CELEBRATE

This is a purely play-based activity in which the Champions of Girls Education will celebrate the road they have travelled and the friendships they have built along the way.

## LINKS TO KAP

Celebrates his commitment to gender equality.



## TIME

# 2

HOURS MIN.



## KEY MESSAGE

- The commitment to gender equality is a reason for celebration for those of us who share it. There is always time to celebrate!



## FACILITATION ADVICE

- Speak to the participants in advance about how they would like to celebrate this stage in their journey towards gender equality. Make sure you organise a celebration that will be enjoyed by them all.

## STEPS TO FOLLOW:

1. Depending on participants' preferred activity (a party, a concert or recital, a sports event, a meal, etc.) make sure you set aside several moments for them to express their feelings or reflections about their journey to gender equality.
2. Make sure that you also celebrate each participant's achievements, whether with a video, with photos, with a poem that mentions them all, or any other expression that does not exclude any of them.
3. Make sure especially to dedicate enough time to enjoy the team's achievements as a group.



**NOTES:**

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A series of horizontal dotted lines for taking notes, spanning the width of the page.

# THE JOURNEY!



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