



FACILITATOR'S MANUAL

# CHAMPIONS OF CHANGE INTRODUCTION

because I am a Girl





Champions of Change for Girls' Rights and Gender Equality is Plan International's community wide strategy for promoting gender equality and social norm change through youth engagement and peer-to-peer mobilisation. The Girls Champions of Change curriculum is Plan's comprehensive global curriculum for girls' empowerment. The curriculum includes engaging, adaptable activities that encourage girls to build knowledge, attitudes and skills based on their own lived experience. The programme is the sister curriculum to the Boys Champions of Change curriculum.

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# CONTENTS

<b>PREFACE</b>	<b>4</b>
<b>1. GIRLS CHAMPIONS OF CHANGE FOR GENDER EQUALITY AND GIRLS' RIGHTS</b>	<b>5</b>
Mode of Delivery	8
Overview of the Girls' Curriculum	9
Basic format of each module	15
The 'Champions of Change' Characters	16
The Champions of Change Monitoring & Evaluation Framework	19
<b>2. SETTING UP A CHAMPIONS OF CHANGE CLUB</b>	<b>20</b>
What to look for in facilitators	20
Defining the setting of the Girls' Club	21
Defining the profile of the Champions of Change	23
Connecting with Girls' Interests	28
Defining a Specific Programme Plan	31
Keeping inclusion at the heart of Champions of Change:	32
<b>3. GENERAL NOTES ON FACILITATION</b>	<b>34</b>
<b>4. GIRLS' JOURNEY TO EMPOWERMENT</b>	<b>38</b>

# PREFACE

Champions of Change for Girls' Rights and Gender Equality is one of Plan International's strategies for promoting gender equality and social norm change through youth engagement and peer-to-peer mobilisation. Its overarching goal is to catalyse a youth-led social movement that challenges social norms and gains society-wide support for gender equality and girls' rights.

Sustainable change in gender norms cannot be achieved if root causes of gender inequality are not addressed as these hinder the realisation of children's rights, particularly for girls. Engagement of all relevant actors, including both girls and boys, in this process is therefore pivotal. Champions of Change has developed a comprehensive curricula for working with girls and boys. The Champions of Change curricula is Plan International's innovative and comprehensive methodology for girls' empowerment and boys' engagement. The curricula includes engaging, adaptable, and adolescent-friendly activities that encourage girls and boys to build their knowledge, attitudes and skills based on their own lived experience and contextual realities.

Champions of Change was developed together with staff, partners and young peoples across the world. It uses a synchronised approach that engages both boys and girls on a journey of change and reflection.

Plan International believes that young people are active change makers and they should be the fore runners of a more equitable world. The Champions of Change model provides methods and ideas for supporting a movement bottom up to transform unequal power relations so that young people and particularly girls learn, lead, decide, and thrive.

## **Alex Munive**

Global Girls' Rights Programming Adviser  
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# 1. CHAMPIONS OF CHANGE FOR GENDER EQUALITY AND GIRLS' RIGHTS.

Girls' rights are at the centre of Plan International's purpose: to strive for a just world that advances children's rights and equality for girls. A key strategy to fulfil this purpose is to support the empowerment of children, young people and communities to make vital changes that tackle the root causes of discrimination against girls, exclusion and vulnerability.

In this context, Champions of Change is Plan International's community-wide strategy for promoting gender equality and social norm change through youth engagement and peer-

to-peer mobilisation. Champions of Change shares the vision of Plan's Because I am a Girl Campaign of supporting the emergence of a bottom-up global youth movement for girls' rights and gender equality.

Champions of Change is a flagship programme of Plan International's Girls 2030 initiative. This initiative develops, pilots and supports the roll out of gender-transformative programme responses. Among these are Safer Cities for Girls, 18+: ending Child Marriage; and Promoting Equality and Safety in Schools.



## THE CHAMPIONS OF CHANGE GENDER-TRANSFORMATIVE MODEL FOCUSES ON:

- Catalysing a youth global movement for gender equality and girls' rights
- Advancing individual commitment to gender equality
- Promoting gender-equal relationships
- Building girls' and boys' personal and social assets and life skills
- Building girls' and boys' commitment to gender equality
- Fostering inter-generational community dialogues on gender equality and social norms
- Building gender transformative social norms and structures
- Advocating for policy and legislative change



Champions of Change intentionally developed separate but interrelated curricula for girls and for boys. Used in tandem, the curricula provide a comprehensive and inclusive community-wide child centred approach to gender equality.

Each curriculum is based on a journey of change for girls and boys. The journey for girls focuses on empowerment, self-esteem, rights awareness and collective power, while the boys' journey focuses on unpacking dominant masculinities to understand how boys are affected by social norms, and how they can support girls' rights and gender justice for all. Boys and girls come together several times during their journeys to discuss their changing views on gender and social transformation, and to work together on outreach activities.

The programme's Theory of Change is based on the analysis of the obstacles faced by girls and boys as a result of their social groups' adherence to stereotypical roles and to gender inequality. At the same time, the programme acknowledges a number of opportunities to link with other initiatives that have achieved changes in people's attitudes, as well as organisations that could support the Champions of Change in their work.

The programme proposes six strategies for working with the Champions of Change: **(1)** supporting the empowerment of girls and female youth through training, group formation and peer-to-peer dialogues; **(2)** supporting the commitment of boys and male youth to gender equality through training, group formation and peer-to-peer dialogues; **(3)** supporting peer-to-peer actions organised by the girls, boys and youth; **(4)** promoting inter-generational dialogues and community level advocacy on gender equality; **(5)** linking with civil society organisations that advocate for legal and policy change for gender justice; and **(6)** supporting capacity development in state institutions to improve their ability to promote, protect and fulfil girls' rights.

# THE THEORY OF CHANGE FOR CHAMPIONS OF CHANGE

**IMPACT:** A YOUTH LEAD SOCIAL MOVEMENT THAT CHALLENGES SOCIAL NORMS AND GAINS SOCIETY-WIDE SUPPORT FOR GENDER EQUALITY AND GIRLS' RIGHTS



## RESULTS:



GIRLS, BOYS AND YOUTH ADOPT ATTITUDES, BEHAVIOURS AND PRACTICES CONSISTENT WITH GENDER EQUALITY AND THAT SUPPORT THE EMPOWERMENT OF GIRLS AND WOMEN



GIRLS, BOYS AND YOUTH LEAD INITIATIVES THAT TRANSFORM UNEQUAL POWER RELATIONS AND PROMOTE GENDER JUSTICE



STRONGER ENABLING ENVIRONMENT AMONG FAMILIES, COMMUNITIES AND STATE INSTITUTIONS FOR GENDER JUSTICE AND GIRLS' RIGHTS

## STRATEGIES:



Supporting the empowerment of girls and female youth through training, group formation and peer-to-peer dialogues.



Supporting the commitment of boys and male youth to gender equality through training, group formation and peer-to-peer dialogues.



Supporting peer-to-peer actions organised by the girls, boys and youth.



Promoting inter-generational dialogues and community level advocacy on gender equality.



Linking with civil society organisations that advocate for legal and policy change for gender justice.



Supporting capacity development in state institutions to improve their ability to promote, protect and fulfill girls' rights.

## BARRIERS:

- ✗ Sexism, violence and insecurity in personal, family and community relationships.
- ✗ Individual and group identities based on male domination and female subordination.
- ✗ Social and family pressure to conform to discriminatory gender norms.

## OPPORTUNITIES:



Growing visibility and recognition of women holding power and of men as caretakers.



Gender justice increasingly recognized by national and international legal frameworks.



Support from women's and men's organizations that are committed to gender equality.

CHAMPIONS  
OF CHANGE



BECAUSE  
I am a Girl





# MODE OF DELIVERY

## How long should it take to deliver the full curriculum?

This curriculum is designed to support girls in their journey to empowerment with the desired outcome of becoming confident, informed, and gender-aware Champions of Change. In order to allow girls time to reflect on the activities and on their newly gained knowledge, to build a safe and trusting community within the club, and to share with others outside of the club, the programme is designed to be delivered over a period of six to twelve months. All activities in each module should be delivered in the order they are presented, noting that activities were not designed as stand-alone sessions. The program should ideally not be delivered in an intensive setting, such as a week-long camp, as this will not allow for sufficient time to reflect and to bring new skills to practice. If this is the case then it will need to allow for sufficient time for

There are **eight core modules** in the Girls Champions of Change curricula: seven modules that are designed exclusively for girls, and an additional module that has been designed to lead inter-gender dialogues with a peer boy's club. Each module will take about 6-8 weeks to complete if clubs meet on a weekly basis, or about a month if the girls meet twice a week.

## How should the curriculum be delivered?

Ideally, one or two activities will be delivered each week as part of a community or afterschool club or program. Each activity should be followed by at least one hour of non-structured and relaxing activity, either that same day or as a second meeting that week.

The non-structured activity that peaks girls' interests should be something that all participants enjoy and that brings participants together, helping them to build trust and cooperation in a fun, creative, non-formal setting. This may be in the form of sports, theatre, music, art, or other creative activity that young people enjoy (see the "Connecting with Girls' Interests" section on how to choose this for your club).

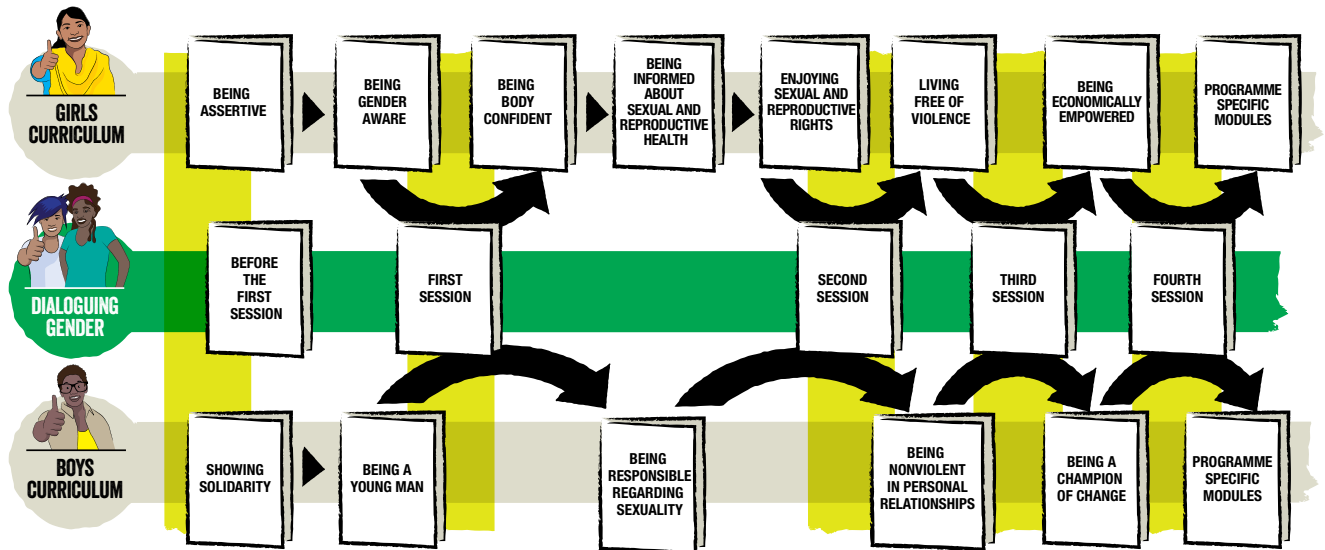
The program should be delivered so that girls have a few days to one week in between activities, to allow time to reflect and process the things that came up during the meeting. After many activities, girls will be asked to complete short take-away assignments, which may ask them to speak with others outside the group, to write in their journals, or to continue to reflect on a topic.

## How old should the girls be?

The curriculum has been designed with two age groups in mind: very young adolescent girls, and older adolescent girls. These groups are commonly defined as 10-14, and 15 – 18. However, defining strict age groups may not accurately reflect the reality of communities where Champions of Change is implemented. For this reason, throughout the modules you will find that the language of 'younger girls' or 'older girls' is used. Some activities either have adaptations, or are fully directed at one of these age groups. Facilitators will discuss with the Champions of Change coordinator to clearly determine whether they will be working with younger or older girls.



**FIGURE 1: ROADMAP FOR THE DELIVERY OF THE GIRLS' AND BOYS' CURRICULA**



### How are the Girls' and Boys' Champions of Change curricula linked?

The Champions of Change is a gender-synchronized programme: Girls and boys work through most of the modules in their curricula separately, but covering similar topics. They also come together at different times to discuss these topics using the *Dialoguing Gender* module. This module is made up of four sessions. Figure 1 shows when the sessions should be scheduled, considering the different modules that make up the girls' and the boys' curricula.

### Are girls and boys supported in carrying out outreach activities?

Yes! As girls and boys begin to come together, they will begin to plan different outreach activities that will allow them to invite other youth to join them in promoting gender equality and girls' rights. Champions of Change includes a specific manual: *Changing the World: Youth Promoting Gender Equality* to guide the girls and boys in organising outreach activities.

### Does Champions of Change provide guidance on working with the girls' caregivers?

Yes! Securing the support of the girls' caregivers for their participation in this programme is key. Without this support, girls are likely to be questioned or even forbidden by their families for participating. At the same time, the Champions programme can play a role in promoting gender-equal relations in the girls' families. These objectives guided the development of the *Intergeneration Dialogues* module, which is also part of Champions of Change. This module includes activities to be facilitated in all female and all male groups, as well as activities that bring these groups together.



# OVERVIEW OF THE GIRLS' CURRICULUM

The curriculum includes eight core modules, each addressing a key element of realising girls' rights. Each module is designed to be adapted to specific contexts and to acknowledge the rich diversity of girls' experiences. Taken together, these modules provide a holistic approach to girls' empowerment.

The development of the Girls' Champions of Change curriculum included these steps: A thorough review of existing curricula was conducted to identify and incorporate best practices from Plan and other development organizations. A diverse team of authors worked with a learning specialist to develop the modules, drawing from their own thematic expertise,

along with relevant literature and Plan's field experience. Activities were piloted in all regions, and feedback from girls and facilitators was integrated to enhance the curriculum's efficacy and validity. Finally, a Reference Group with members from across Plan reviewed each module to ensure quality, inclusive, and adaptable contents and methodologies.

A key initial step in the development of the module was the definition of the fundamental knowledge, attitudes, practices and skills statements (KAPS), which describe the desired changes for girls as they go through the curriculum. KAPS were defined for three levels of change:

**TABLE 1: DEFINITION OF KNOWLEDGE, ATTITUDES, PRACTICES AND SKILLS STATEMENTS**

<b>INDIVIDUAL</b>	Statements at the <b>individual level</b> include desired results in the knowledge, behaviour, attitudes, practices and skills of the girls participating in the process, as well as in their relationships with other girls who are involved in the process.
<b>FAMILY/COMMUNITY</b>	Statements at the <b>family/community level</b> include desired results in their relationship with family members, peers who are not involved in the process and other community members.
<b>INSTITUTIONAL</b>	Statements at the <b>institutional level</b> include desired results in how the girls interact with the institutions that affect their lives.

These KAPS provided a blueprint for the development of each module, ensuring the modules included all the key results within a topic, while at the same time keeping the length of the modules manageable.

# CORE MODULES:

As stated above, the curriculum includes eight core modules, each addressing a key element of realising girls' rights. Taken together, these modules provide a holistic approach to girls' empowerment. Each module includes activities that encourage girls to challenge themselves,

develop healthy and positive attitudes, and think critically about their own lives. The curriculum also includes outreach exercises to build confidence and advocacy skills, and create connections with their peers and with duty bearers.



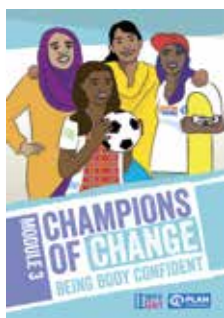
## MODULE 1: BEING ASSERTIVE

This module sets the stage for the curriculum, inviting girls to get to know themselves and each other in the context of the Champions of Change programme. The girls work on topics including self-esteem, trust in themselves and in each other, assertive communication, decision-making, and life planning. They learn about the different forms of power—over, with, and within—about how power is linked to gender, and how to strengthen agency and navigate power in their own lives. This module sets a foundation of key attitudes and skills on which the other modules will build.



## MODULE 2: BEING GENDER AWARE

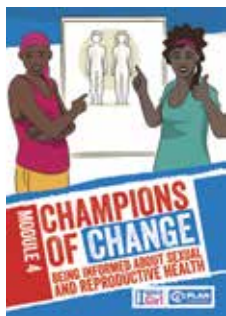
The activities in this module guide girls through a reflection of gender as a social construction that shapes individuals' lives, relationships, and societies. Girls explore topics such as gender roles and stereotypes, privilege and discrimination, and girls' and women's rights. They begin to think critically about their own identities as girls, as well as about their position as rights holders. Special attention is paid to the ways that others in their family and community can positively and negatively impact their work towards gender justice and transformative change. The module ends with a brief history of women and girls' rights movements from the global to the local and the identification of female role models.



## MODULE 3: BEING BODY CONFIDENT

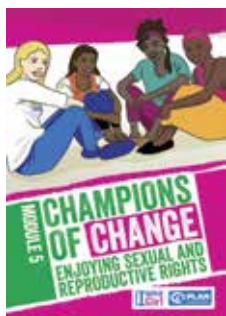
This module is all about body positivity and encouraging girls to draw confidence and pride from all of the wonderful things that their bodies can do, rather than why their bodies look like. Girls consider the uniqueness of their own bodies as well as the beauty in diversity, understanding that all bodies are different but equal. They discuss ways that bodies can be abused and mistreated by the media and others and what they can do to promote a more body positive perspective in their own environments. The module also covers topics such as health, bodily integrity, self-care, and girls' menstrual cycles.





## MODULE 4: BEING INFORMED ABOUT SEXUAL AND REPRODUCTIVE HEALTH

The activities in this module support the right that every girl has to have access to accurate information and education about reproduction, sex and sexuality, so they can make informed decisions for themselves. Girls learn about puberty and discuss the changes they have already experienced and the ones they will experience next. They work to understand the female and male reproductive system, and to voice any questions they may have about their own bodies. This sets the stage for an in depth discussion of pregnancy, contraception, and preventing STI's.



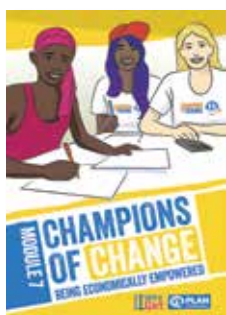
## MODULE 5: ENJOYING SEXUAL RIGHTS AND REPRODUCTIVE RIGHTS

The activities in this module seek to raise awareness among girls about their sexual rights and reproductive rights. The module supports girls in talking freely about their bodies, about sexuality and about their relationships, in a safe space where they can be supportive towards each other. It focuses on developing understanding and critical thinking about sexual rights and reproductive rights. Girls discuss love and relationships, and reflect on what is important to them and on what choices they would make. They then work to strengthen verbal and nonverbal skills necessary to communicate about sexual decisions and health issues. The module also encourages girls to think about sexual diversity and reject discrimination.



## MODULE 6: LIVING FREE FROM GENDER BASED VIOLENCE

The activities in this module cover gender-based violence: what it is, how and where it happens, and what girls can do to protect their safety and to challenge violence against women and girls. After discussing everyone's right to be free from violence, girls analyse the many forms that gender-based violence can take in their own environments. They consider both dangers and support factors in their own lives and develop safety plans for themselves and their peers. Recognizing that this is an extremely sensitive topic and that many girls will likely be victims of violence themselves, the introduction of this module provides facilitators with information and support for how to approach the topic and how to ensure girls' safety.

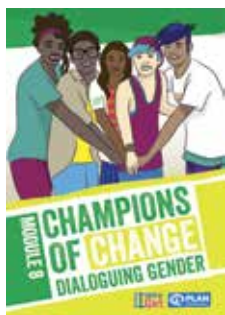


## MODULE 7: BEING ECONOMICALLY EMPOWERED

This module focuses on building girls' economic awareness. The module starts by developing a basic understanding of the cycle of poverty and its distinct effects on women and girls. It takes on a comprehensive approach to economic empowerment, covering not just financial planning but a deeper awareness of the capacity that money and assets can hold in a persons life. Through brainstorming and roadmaps, girls develop their own goals to enhance their potential and to begin planning for their economic future. It encourages girls to envision themselves as valuable actors with the power to take ownership over their economic well-being and financial lives.



# COMMON MODULE WITH THE BOYS CHAMPIONS OF CHANGE CURRICULA:

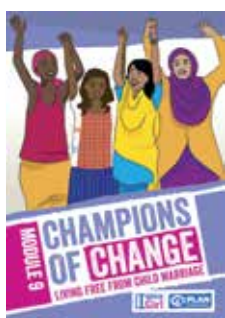


## MODULE 8: DIALOGUING GENDER

This module provides a framework for leading a dialogue between the girls and the boys throughout the Champions of Change programme. Together, they discuss what they have learned so far and what the next steps in their shared journey will be. The dialogue requires careful facilitation to support girls and boys in discussing issues of power and agency, and in setting ground rules to ensure that they can begin to build trusting and gender-equitable relations with each other.

# PROGRAMME SPECIFIC MODULES:

The eight core modules of the Girls Champions of Change Curriculum have been designed to provide a solid foundation for girls' empowerment programming. Programmes that adopt this curriculum are encouraged and supported in developing additional modules that address the programme's focus area, and that support girls in developing area-specific knowledge, attitudes, behaviours and skills. To date, Plan International's Girls 2030 programmes 18+: Ending Child Marriage and Safer Cities for Girls have developed the following programme-specific modules to complement the core foundation of the Champions of Change curriculum:



## MODULE 9: LIVING FREE FROM CHILD MARRIAGE

This module works with girls to define child marriage and to recognise it as a violation of girls' rights. Girls learn to identify the harmful effects of child marriage on girls with regards to their rights, education, safety, health, and economic well-being. They reflect on the norms, values and traditions in their family and community that either limit or promote their right to decide if, when and whom to marry. Girls also develop a collective picture of how child marriage relates to their community's reality, and links to the lives of girls and women in her community. Finally, girls discuss the potential risks as well as benefits of advocating for herself and her peers – and the need to apply safety planning to any outreach or advocacy action.



## MODULE 10: BEING SAFE IN THE CITY

The activities in this module support girls in understanding and promoting their rights to safe, inclusive, and accountable cities. Girls discuss the importance of gender equitable and inclusive public spaces and services, as well as their rights to safety, freedom of mobility, and participation in the city. Girls use tools to assess safety and inclusion in their own communities, and to identify the different actors and duty bearers involved in promoting safety and inclusion. The module supports girls to recognise the legitimacy of their voice and learn how to formulate solutions and speak out about issues of safety and inclusion in cities.

# BASIC FORMAT OF EACH MODULE

Each Champions of Change module begins with a **Snapshot** page, which includes a table of contents and brief description of what is included in the module. Next, the **Setting the Stage** section is an informational overview of topics that will be covered in the module. The purpose of this section is to provide facilitators with the necessary foundational knowledge to lead the activities. Facilitators should read this section thoroughly and return to it before each activity to ensure they will be able to provide accurate and thorough information to the girls.

Next is a brief section on **Connecting to the Journey**, which ties the activities within the module to the different steps on the Girls Champions of Change Journey to Empowerment. This is followed by a **Glossary**, which covers new and important concepts and phrases in each module. These words are also bolded as they are introduced in the Setting the Stage section.

Each module has its own **General Notes on Facilitation** to help guide facilitators in approaching the specific sensitive topics of the module. These compliment the general notes included in this guideline. Together, facilitators need to follow all guidance to ensure the module is presented in a safe, inclusive, and accessible manner. If you have any questions about these guidelines for facilitation, make sure to discuss them with the Champions of Change programme coordinator.

Each module also includes an **Outline of Activities**, which presents the title, length, knowledge, attitudes, practices and skills statements (KAPS), key messages, and brief description of each activity.

Each activity starts with a short description, followed by the age group it is intended for, the time it should take to facilitate it, the materials you will need, and a description of how the activity is linked to the different KAPS statements of the module. Key Messages are outlined, as well as specific tips for facilitators and any steps that must be completed before the activity begins. Then, the activity presents a detailed description of each step that facilitators will need to follow. Finally, if handouts or facilitation sheets apply, they are included at the end of the activity.



Many of the training activities describe a 'take-away assignment' designed to enable girls to integrate what they are learning in the club into the context of their day-to-day lives and relationships. Some assignments ask the girls to continue to reflect privately on the topics of the activities, while others ask them to speak to their peers or to trusted adults about what they are learning. Facilitators should always make sure to ask girls only to share their thoughts with peers or adults whom they trust.

# THE 'CHAMPIONS OF CHANGE' CHARACTERS

Inspired by the Because I am a Girl vision for a global youth-led social movement that challenges social norms and gains society-wide support for gender equality and girls' rights, a diverse cast of characters has been created to accompany the girls and the boys on their journey through the curriculum.

Each one of these characters is a Champion of Change in his or her own right, standing up for gender justice in the context of their own community. Dealing with issues ranging from child marriage and gender stereotyping to violence and bullying, the characters each have unique backgrounds, personalities, and strengths with which they take action. With the support of their friends, family, and teachers, they are overcoming hardships in their own lives and are committed to improving the world around them. Throughout the curriculum, the characters work together as a group to support and encourage each other, acting as role models for the participants of the programme.

**EACH ONE OF THESE CHARACTERS IS A CHAMPION OF CHANGE IN HIS OR HER OWN RIGHT, STANDING UP FOR GENDER JUSTICE IN THE CONTEXT OF THEIR OWN COMMUNITY.**

As boys and girls from around the world coming together in a global team of Champions, these characters are not superheroes – they are young people just like our participants! Whereas superheroes can do impossible feats all by themselves, our Champions know that real, sustainable change can only come from working together and building a youth-led movement.

Additionally, two facilitator characters have been developed to help guide and support the youth and the actual facilitators of the programme: Octavia can be found throughout the girls' curriculum and Roger can be found in the boys' curriculum. Both of these characters represent model facilitators: they are kind, patient, encouraging to the Champions and are great at striking a balance between leading and listening. The roles of Octavia and Roger are to motivate and advise the programme facilitators who will be using the curriculum to build their own facilitation skills and knowledge.

The characters and their stories have been field-tested with youth and reviewed by Plan Country Officers to ensure that they are relatable, likeable, and realistic representations.

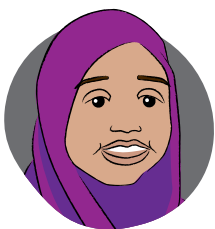
The girls in the Champions of Change family of characters illustrate most of the modules in the Girls Curriculum. However, some of the boys also show up from time to time. All the characters come together to illustrate the *Dialoguing Gender* module.

We invite you to take some time getting to know the characters:





# THE 'CHAMPIONS OF CHANGE' CHARACTERS



**Sara: Egypt** - 17 years - Sara recently started a blog where she shares stories of young women in Cairo who are challenging harmful gender norms. From interviewing her friends, Sara has noticed that there are many issues for girls living in her city. She hopes to one day become a journalist so that she can inspire real change for more girl-friendly cities.

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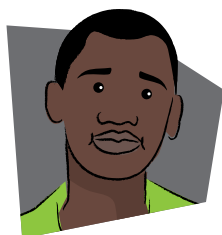
**Andrés: Colombia** - 14 years - Andrés loves to write songs for his band with his friends. Many of his favourite bands use sexist lyrics that reinforce gender stereotypes, but he believes that music should make everyone feel good! After finishing school, Andrés wants to continue to make music that everyone can enjoy.

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**Ximena: Peru** - 15 years - While many girls in Ximena's community have left school to work, Ximena's father values her education. However, he would rather she stopped skateboarding and listening to music, and focused on her studies instead. Ximena knows that she can excel at school and also do the things she loves, and she wants to make sure more girls can do both of these things as well.

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**William: Sierra Leone** - 16 years - William loves break dancing and is part of a local group of dancers. William doesn't like how competitive it is and sees that many boys are excluded and put down when they don't win. He doesn't want to 'battle' his friends, he'd prefer they all just have fun together! The other boys in the group look up to him as a role model, and are beginning to listen to his ideas of change.

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**Zaratou: Burkina Faso** - 16 years - When Zaratou was fourteen, she became pregnant and was forced to drop out of school. She now helps her mother in the market to support herself and her child and volunteers at a sexual health clinic in town. Zaratou wants to return to school and study to become a nurse so that she can help more young people be informed about their health.

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**Sang: Vietnam** - 16 years - Sang's parents both work on their farm all day, so when he is not at school he tries to help out around the house, cleaning and taking care of his grandmother. One of his older sisters has a violent husband, and he listens and supports her when she talks to him about it. Sang knows that his sister isn't the only woman in this situation but that domestic violence is very common in his community and beyond, and he wants to work to change that.

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**Sky: Sweden** - 14 years - Sky was raised gender-neutral by their parents because they didn't want Sky to be constrained by strict notions of masculinity. Sky notices that others sometimes struggle to fit in to the gender roles they were assigned at birth, and it makes Sky sad. Sky believes that people are just individuals with their own interests and ideas; there is no reason for a person's gender to dictate what they can or can't be or do.



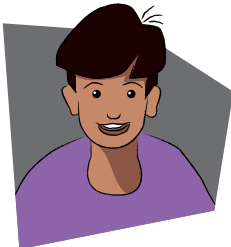
**Michael:** **Malawi** - 14 years - Michael is from a family of fishermen. When he was younger, Michael had polio and now uses a walking aid. Michael's disability has not defined him; when he goes fishing with the others, he works just as hard as anyone else and catches many fish. His father is proud of him and tells all the other men how lucky he is to have such a good son. Michael wants to work with others who have disabilities to ensure they are able to do all of the things they want to do.

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**Arcadia:** **Dominican Republic** - 18 years - Arcadia and her friends write skits about safe sex and other issues for young people and perform them in her village's community centre. Her boyfriend records the performances on his smart phone and uploads them to the Internet. They have been very popular and their Facebook page has become a place where youth from all around the country are sharing their stories and engaging in discussions about safe sex, healthy relationships, and gender equality.

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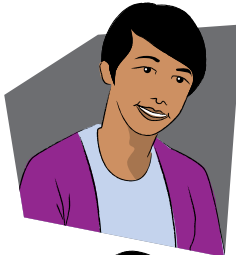
**Samir:** **India** - 11 years - Samir is from a very poor family in Delhi and doesn't go to school, but works with his older sister on the streets selling fruit. Samir's older sister is very smart and a good role model. She had some schooling when she was younger, and she is now teaching Samir to read! Samir looks up to her and thinks she is capable of doing anything a man can do.

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**Itzel:** **Guatemala** - 12 years - Itzel is one of the best players on her all-girls football team. After school, many of the boys in her town play football in the street outside her house. At first they wouldn't let her play, because she's a girl. But she persisted, and now they are trying to create a mixed-gender league in her community, because it's more fun when they play together.

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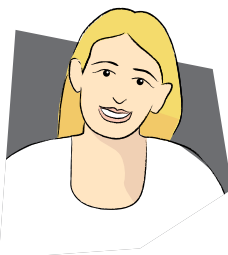
**Tan:** **Thailand** - 17 years - Tan is intelligent and enjoys learning, but he is bullied a lot by the other male students for being gay and was starting to dislike going to school. Tan and his friends decided to do something, so they designed posters and put them up around the school to campaign against bullying. He hopes that they will remind the other students and teachers that everyone is equal and deserves to be treated fairly.

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**Nipa:** **Bangladesh** - 15 years - Nipa's mother was a child bride and was never able to finish school, and she wants her children to have better opportunities than she did. Nipa loves school and is involved in a children's organization that campaigns against child marriage. They spread their message on girls' rights through education, theatre, and door-to-door visits with parents.

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**Katie:** **Canada** - 18 years - When Katie was sixteen, she was in an abusive relationship, but with support from her parents and friends she was able to leave her partner and get help. Now she volunteers in her free time for a young feminist organisation and is very active in her community, speaking out about violence against women and girls in her own community and around the world.



# THE CHAMPIONS OF CHANGE MONITORING & EVALUATION FRAMEWORK

The Champions of Change programme, in consultation with the members of a reference group and with the IH, COs and the NOs Monitoring & Evaluation (M&E) teams, has developed a monitoring and evaluation framework to support programme teams in measuring and understanding how and whether the programme is contributing to shifts in gender norms and power relations.

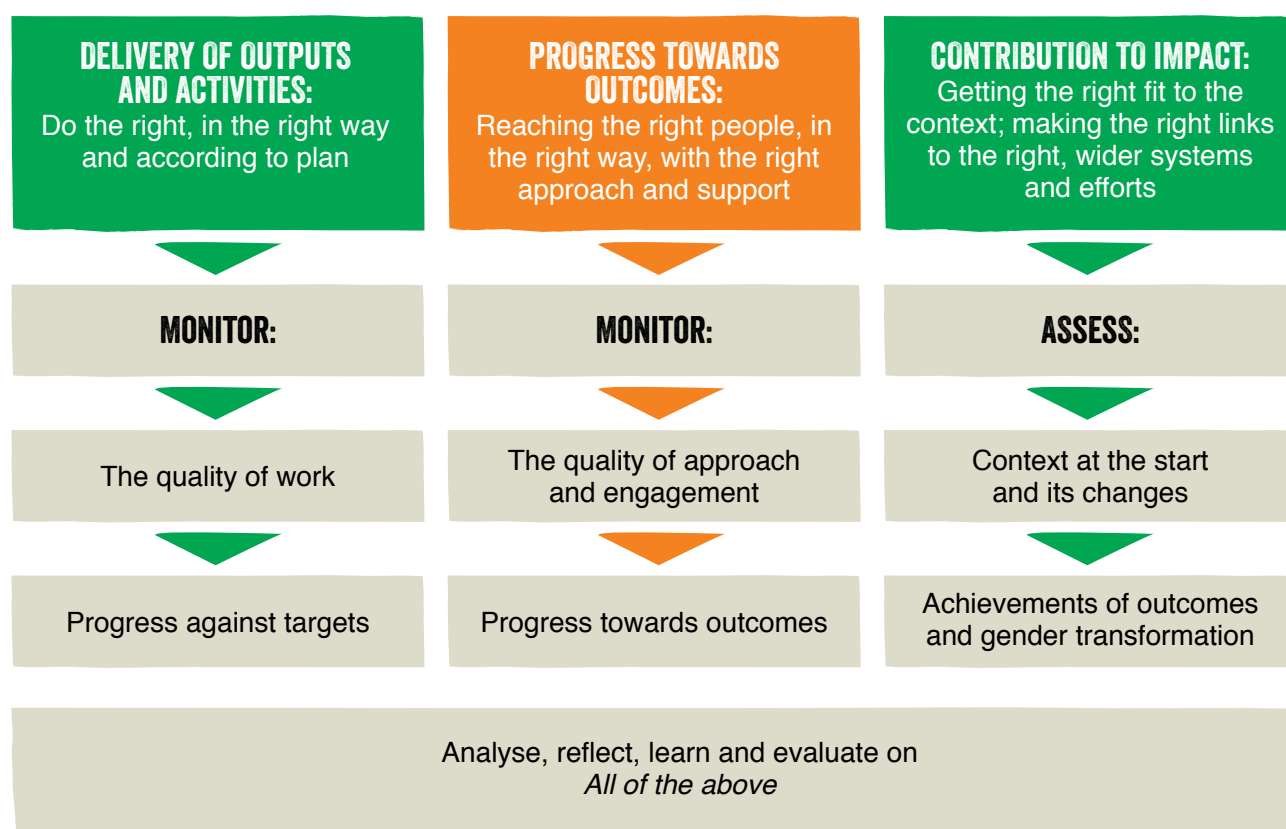
The framework, as well as the instruments that have been designed to facilitate its application, will help to generate key insights for programme managers and facilitators. These insights will allow them to continuously learn from, adapt, and

improve implementation. The framework will also allow them to generate evidence of and evaluate the results of the Champions of Change model.

The framework is meant to be used for monitoring of inputs, outputs and interim outcomes during the implementation of Champions of Change as well as evaluating its outcomes at the end of implementation. The M&E framework includes: key questions, key criteria, indicators, measurement tools and guidance on when to carry out the different steps.

Figure 2 summarises the components of the M&E framework:

**FIGURE 2: THE CHAMPIONS OF CHANGE M&E FRAMEWORK**



For more information on the M&E framework, and about your role in it, please discuss with the Champions of Change programme coordinator and visit our [Planet page](#).

# 2. SETTING UP A CHAMPIONS OF CHANGE CLUB

## WHAT TO LOOK FOR IN FACILITATORS:

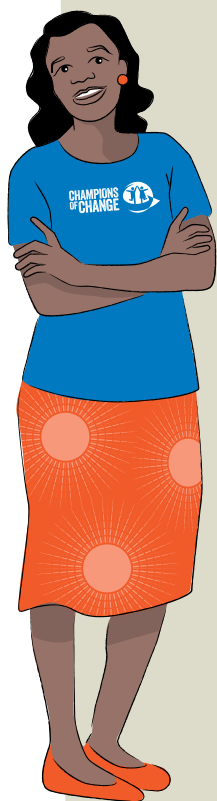
A Girls Champions of Change facilitator will ideally be a young woman with strong group facilitation skills and in-depth knowledge of the topics covered by the curriculum.

It is imperative that Champions of Change facilitators are not just seen as trainers, but as Champions of Change themselves.

Therefore, facilitators need to be supported to gain the necessary skills, knowledge, attitudes and behaviours before they can support the girls in their journey to empowerment. This will require sufficient time and resources in order to ensure that each facilitator fulfils the qualities described in the box below.

### THE TOP 10 QUALITIES OF A CHAMPIONS OF CHANGE FACILITATOR:

1. **Champion of Change** – has an established reputation for challenging gender norms and is willing to continue to grow in her own commitment to gender equality
2. **Gender Aware** – has a strong understanding of the roots and consequences of gender inequality and a core belief in gender equality
3. **Literate** – is able to read and understand the facilitator's guide
4. **Leader** – can communicate assertively with the girls and with their peers and caregivers, and has a relaxed and confident demeanour
5. **Relatable** – can connect with the girls, and the girls feel that they can connect with her, is in touch with what girls like and what they are experiencing
6. **Youth-friendly** – is old enough to be respected, but not so old that the girls feel she cannot understand what they are going through
7. **Positive role model** – lives the attitudes and behaviours that she wants the girls to adopt
8. **Trustworthy** – has been vetted by the Champions team and has undergone training for Plan's Child Protection Policy, and demonstrates honest and open communication with the girls
9. **Fun!** – is full of energy, engaging, curious, and passionate about the club and its mission



#### NOTE

**Only female facilitators should be allowed to work with girls' clubs using the Champions of Change curriculum.** This is a lesson learned from Plan's own field experience, and follows good international practice. It is indeed a non-negotiable requirement of the programme.

As older girls complete the curriculum, the programme can explore how to continue to engage them with other girls' clubs, perhaps as peer mentors and/or as facilitators themselves.

# DEFINING THE SETTING OF THE GIRLS' CLUB

One of the key steps in implementing Champions of Change is determining the setting where the club will be organised. The right setting will support a safe space where girls can connect with each other and to their collective identity. The right setting tends to be a source of pride in belonging to a group. For example, schools can bring young people together based on their identity as students, while neighbourhoods can connect them on the basis of being from or belonging to a specific place.

Different settings bring up different considerations, and present different opportunities and challenges. Every opportunity can be seized, and most challenges are not insurmountable, but being aware of them is key in coming up with the right strategies to make the best of the chosen setting for the girls' clubs. The following table presents a couple of examples.



**TABLE 1: CHOOSING A SETTING FOR CHAMPIONS OF CHANGE**

SETTINGS	SOME CONSIDERATIONS	POTENTIAL ADVANTAGES	POTENTIAL DISADVANTAGES
<b>School</b>	<ul style="list-style-type: none"> <li>• How do the girls feel about school?</li> <li>• What is the attitude of the administration and the teachers towards extracurricular activities?</li> <li>• What is their attitude towards gender equality?</li> <li>• Are there physical spaces that are appropriate for meetings, performances, conferences/talks, etc.?</li> <li>• Could the school provide resources such as materials, photocopies, audio-visual equipment, etc.?</li> <li>• Could teachers or administrators support the girls' activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Girls might see school as a safe space where they can avoid everyday problems in their families or in their neighbourhoods.</li> <li>• The school could have spaces and/or resources available for the girls.</li> <li>• The school may be interested or experienced in gender equality work and willing to support outreach activities organised by the girls.</li> </ul>	<ul style="list-style-type: none"> <li>• Out of school girls may not feel comfortable in school, or there may be formal barriers that prevent them from participating.</li> <li>• The school calendar/ timetable, or graduation and dropout could affect continuity of the work.</li> <li>• The girls may not identify with their school, or feel proud of it.</li> <li>• Some girls may have experienced bullying or violence at school.</li> <li>• Schools may not be interested or they may lack the resources to support extracurricular activities.</li> <li>• Schools may have resistance to gender equality work.</li> </ul>
<b>Neighbourhood or community</b>	<ul style="list-style-type: none"> <li>• How do the girls feel about their neighbourhood?</li> <li>• Are there physical spaces that are appropriate for meetings, performances, conferences/talks?</li> <li>• Are any costs involved? Such as social or sports clubs, community centres, squares, etc.</li> <li>• Are there community organisations or businesses that could support with resources (work materials, photocopies, audio-visual equipment, etc.)?</li> <li>• Are there neighbourhood leaders who could support/ hinder gender equality work? How?</li> </ul>	<ul style="list-style-type: none"> <li>• The girls could feel proud of contributing towards improving their neighbourhood.</li> <li>• The girls could benefit from achieving recognition/ leadership in their neighbourhood.</li> <li>• The girls may be happy to have something different to do in their neighbourhood.</li> <li>• The girls may feel that they are being supported in challenging gender stereotypes by their family and their immediate surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>• Resistance to gender equality work could translate into harassment or even violence.</li> <li>• Lack of spaces or resources for carrying out their activities.</li> <li>• Lack of support or resistance at family level could lead members to drop out from the group.</li> </ul>

# GETTING TO KNOW THE GIRLS - DEFINING THEIR PROFILE

Along with defining where you want to work, you will also need to get to know the girls that you will be working with. There are basic things you should know about everyone in the group, such as their age, the type of family they come from (two-parent, one-parent, separated parents, single mother, orphans, number of siblings, etc. and who they currently live with), what they do on a typical day (studies, paid work, domestic work, leisure, etc.), about their access to health and education services (including sexual health and education), the organisations that they may belong to, etc.

A group of Girl Champions of Change should ideally include between 15 and 30 members. The curriculum is designed for two different age groups; the 'younger' group may range between 10-14, while the 'older' group may be between 15-19. However, these ages are arbitrary and should be considered and defined within the context you are working. The programme will work best if girls within a club are close in age, so that they feel more comfortable around each other when covering sensitive topics. Ideally, groups should be made up of a diverse group of girls who might otherwise not interact with each other. This will give girls a chance to expand their worldviews and build their ability to communicate effectively across differences.

## SOME KEY QUESTIONS TO CONSIDER:

- How many girls will be in your club?
- What will be the age range of your club?
- Will your club include in-school girls, out-of-school girls, or a mix of both?
- Which girls in your community would most benefit from the programme?
- How will you ensure diversity within the group of girls?

How you will reach out to girls is also an important question. There are many ways to reach girls, and they all have the potential to yield different results. You will likely need to use a combination of techniques to ensure you achieve the desired level of diversity among the girls. Table 2 below outlines different ways of reaching out to girls, specifying 'pros and cons' as well as who might be reached and excluded by each method.<sup>1</sup>



1. Adopted from Population Council (2010). Girl Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs.



**TABLE 2: CHOOSING HOW TO REACH OUT TO GIRLS**

	HOW DO WE DO IT?	PROS	CONS	WHO IS REACHED	WHO IS NOT REACHED
<b>Word of mouth</b>	The “word of mouth” strategy relies on girls that are already in your programme bringing in additional girls that they know, are friends with, are neighbours or relatives of, etc. Current members, or staff, tell the people who they know, who tell the people that they know, and so on, that the programme is recruiting new members and those who are interested should show up.	<ul style="list-style-type: none"> <li>• Get a linked group of girls</li> <li>• Does not cost money</li> <li>• Does not take a lot of time</li> <li>• Use of local resources and connections</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to expand membership beyond existing network</li> <li>• Relies on others to do the recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• Girls who are already connected to programme members or staff</li> </ul>	<ul style="list-style-type: none"> <li>• Girls who do NOT have a friend or relative in the programme</li> <li>• Girls who are more socially isolated</li> </ul>
<b>Through parents</b>	The core element of this strategy is to reach girls through their parents or caregivers. Calling a meeting in the community of parents and caregivers of adolescent girls in the age range you are targeting is one way to do this. At the meeting, you can explain the programme and encourage them to enroll their daughters. Another way is to use the other methods listed (fliers, door to-door) but targeted at parents.	<ul style="list-style-type: none"> <li>• Parental buy-in from the start of the programme</li> <li>• A way to get parents’ input at the very start</li> <li>• High support and ownership of program by parents</li> </ul>	<ul style="list-style-type: none"> <li>• Only get girls whose parents approve from the start</li> </ul>	<ul style="list-style-type: none"> <li>• Girls whose parents approve of the programme</li> <li>• Girls whose parents are networked enough in the community to be made aware of the recruitment</li> </ul>	<ul style="list-style-type: none"> <li>• Girls whose parents do not approve of the programme</li> <li>• Girls whose parents are not networked enough in the community to be made aware of the recruitment</li> <li>• Girls whose parents do not want her to participate in the programme</li> </ul>

	HOW DO WE DO IT?	PROS	CONS	WHO IS REACHED	WHO IS NOT REACHED
<b>Through community leaders</b>	<p>Recruiting through community leaders involves approaching the recognized leaders in the community—whether they be the chiefs or elders, local level government administrators, religious leaders, head masters of schools, directors of community organizations, etc.—and either meeting with them one-on-one or calling a meeting.</p> <p>Sometimes you will need to do both; sometimes the leaders will request an invitation or information in writing. You will need to explain the programme to the community leaders, describe the kinds of girls that you would like in the programme, and ask them to identify appropriate girls in the community.</p>	<ul style="list-style-type: none"> <li>• Gain buy-in and support from community leaders at the very start of the programme</li> <li>• Can be cost effective</li> </ul>	<ul style="list-style-type: none"> <li>• Community leaders might not agree with you on who the “right” girls for the programme are</li> <li>• Sometimes community leaders have their own interest in supporting a program and will ask for something in exchange for allowing the programme to run</li> </ul>	<ul style="list-style-type: none"> <li>• Girls seen as appropriate in the community</li> <li>• Girls chosen are typically the “shining stars” – i.e. those already succeeding and seen as ‘worthy’ of participating in a special programme</li> </ul>	<ul style="list-style-type: none"> <li>• Girls who are not known by community leaders</li> <li>• Girls that community leaders dismiss as “unfit” for the programme (even if you are specific about the profile of girl you want)</li> </ul>
<b>Through schools</b>	<p>Recruiting through schools involves contacting the schools in the community, often starting with a meeting with the head teacher (sometimes after sending a formal letter of introduction).</p>	<ul style="list-style-type: none"> <li>• Cost effective</li> <li>• Reach large numbers of girls concentrated in one area</li> </ul>	<ul style="list-style-type: none"> <li>• Depends on permission of head master/teachers • only get girls in school</li> <li>• Schools often tend to be a very formal environment</li> </ul>	<ul style="list-style-type: none"> <li>• Girls in school</li> </ul>	<ul style="list-style-type: none"> <li>• Out of school girls</li> <li>• Girls in school who don’t think the programme is for them</li> </ul>

<b>Through schools continued</b>	<p>You might want to ask the teachers to announce the new programme in their classroom and inform interested girls of how to join the programme. You can ask permission to go and speak in the classrooms yourself. You can distribute fliers in schools.</p>	<ul style="list-style-type: none"> <li>• Easy target as girls are already organized and easily available</li> </ul>	<ul style="list-style-type: none"> <li>• Competing interests at schools – many clubs existing, exams</li> </ul>		<ul style="list-style-type: none"> <li>• Girls in school who the school leadership does not think are fit to participate</li> </ul>
<b>Fliers</b>	<p>Recruitment by using fliers involves developing a one page or half page flier with basic information about your programme, the characteristics of the girls you are trying to recruit, and what girls who are interested should do (i.e. should they come to your office? On a certain day?). You can paste fliers throughout the community, and also in strategic places where you might find girls – schools, markets, churches/ mosques, etc. You can also distribute the fliers to people who you would like to spread the word for you.</p>	<ul style="list-style-type: none"> <li>• Low cost to make copies of flier</li> <li>• Not that time consuming</li> </ul>	<ul style="list-style-type: none"> <li>• Fliers get torn down</li> <li>• You do not have a lot of control over what happens to the fliers and who reads them once they are distributed</li> </ul>	<ul style="list-style-type: none"> <li>• Girls who can read</li> <li>• Girls with an existing desire to join a programme</li> </ul>	<ul style="list-style-type: none"> <li>• Girls who do not know how to read</li> <li>• Girls who do not have the self-esteem to see the flier and feel that they are good enough to be a part of the programme</li> </ul>

	HOW DO WE DO IT?	PROS	CONS	WHO IS REACHED	WHO IS NOT REACHED
<b>Radio</b>	Recruitment through the radio involves approaching the local community radio station and requesting them to air an advertisement or announce your recruitment. You would have to work with them to make sure the information and tone are correct. Perhaps you could even be interviewed on the radio, describing the programme and announcing that you are recruiting more girls.	<ul style="list-style-type: none"> <li>• Radio can reach a large number of people</li> </ul>	<ul style="list-style-type: none"> <li>• Not very targeted</li> <li>• Dependent on people listening at the right time</li> <li>• can be costly to produce and air the announcements</li> <li>• dependent on a radio station with a targeted audience</li> </ul>	<ul style="list-style-type: none"> <li>• Girls with access to a radio</li> </ul>	<ul style="list-style-type: none"> <li>• Girls without access to the radio</li> <li>• Girls that don't hear the announcement</li> <li>• Girls without the self-esteem (or that have other obstacles) to hear the announcement and then take the necessary steps to join the programme</li> </ul>
<b>Door-to-door</b>	Door-to Door recruitment involves programme staff and/or volunteers going to every house in the target area of your programme and asking if there are adolescent girls eligible for the programme in that household. If there are, it will be important to talk to the adults in the house, as well as the girl, to explain the programme, its benefits, and why the girl should attend. Then you can leave information for when and where the girls should come if they want to join.	<ul style="list-style-type: none"> <li>• Reach vulnerable, isolated girls who would not automatically think a programme is for them, or be reached by the other recruitment strategies</li> <li>• Have a chance to talk to adults in the household</li> </ul>	<ul style="list-style-type: none"> <li>• Time consuming</li> </ul>	<ul style="list-style-type: none"> <li>• Very vulnerable girls</li> <li>• Very isolated girls</li> <li>• Girls in the catchment area you are targeting</li> <li>• Girls with the characteristics you are looking for</li> </ul>	<ul style="list-style-type: none"> <li>• Girls who aren't home</li> <li>• Girls in very hard to reach areas where recruiters won't go</li> </ul>

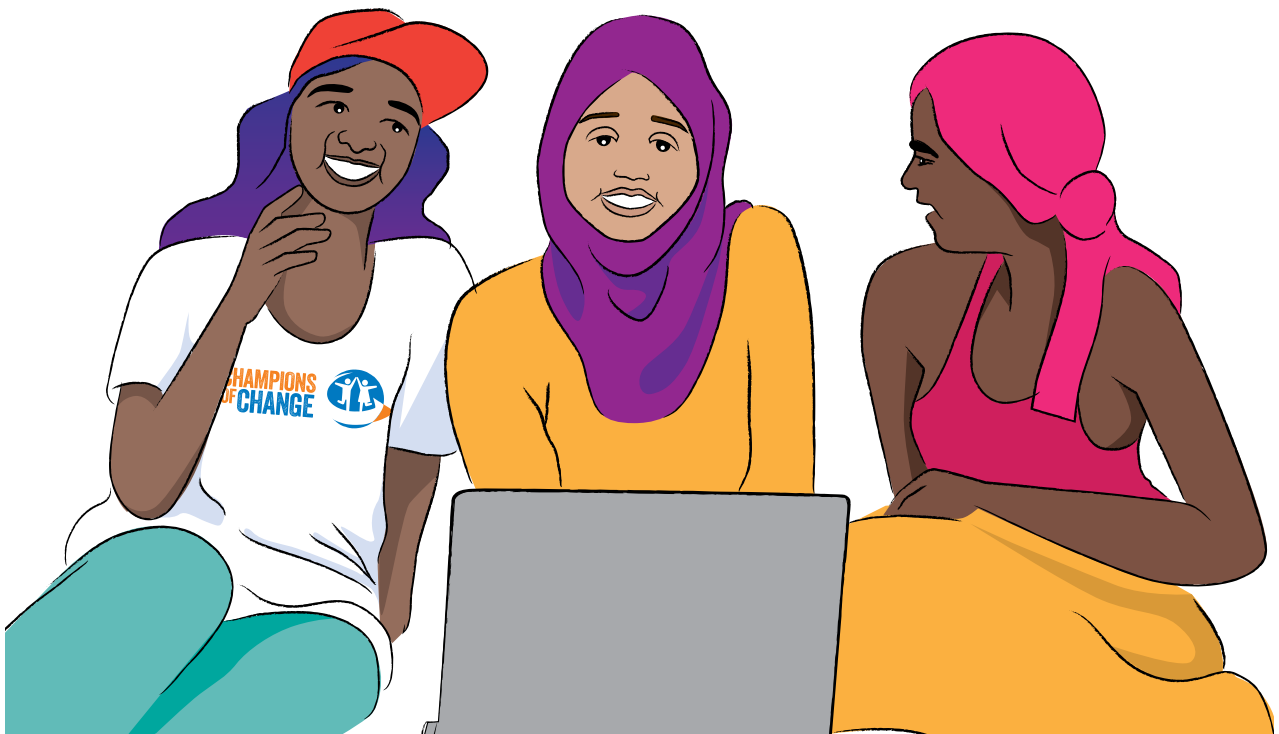


## NOTE

For the Champions of Change programme, it is especially important to reach extremely vulnerable and isolated girls. Such girls are often forgotten, ignored, or overlooked for opportunities like this even though they have just as much potential to be amazing Champions! This will require extra, targeted effort from you as the facilitator to find, recruit, and support these girls. You will likely need to convince the girl herself that she is worthy of and welcome to participate in your program. This will take time and planning, and could involve the support of other girl Champions. When planning the start up of the programme, remember that this is a critical step.<sup>2</sup>

Finding girls to participate in a potentially challenging, intensive, and long-term programme is no easy task. First and foremost, participation in the Champions of Change programme must be voluntary – no girl should be compelled to join the club either by her teacher or school administrators or by other adults. Facilitators also need to be aware of the busy lives girls lead – between education, chores, work, family commitments and play, they may have little time in their current schedules, or this time might be available at specific times, like the weekend. It will be up to facilitators to ensure that girls want to be a part of Champions, and face no undue scheduling conflicts. For tips on how to peak girls' interest, see the "Connecting with Girls' Interests" section below.

In accordance with Plan's Child Protection policy, and in order for the programme to be effective and sustainable, it is essential to gain approval and support from the critical adults in girls' lives, including parents, teachers, and community leaders.<sup>3</sup> Transparency with the community and the girls themselves is key for this programme to be able to affect real change, so work with your local Plan Officer to ensure clear and open communication about the club within the girls' communities.



2. Population Council (2010) Girl-Centered Program Design: A Toolkit to Develop, Strengthen and Expand Adolescent Girls Programs. Population Council.

3. Ibid.

# CONNECTING WITH GIRLS' INTERESTS

One of the main elements to get to know about the girls is a collective interest that could connect them to the programme. Some interests identified in other programmes working with girls are the music, theatre, video production, and sports. Another strategy that has been successful with young women is to develop financial activities that connect them, for example through the creation of savings groups.

As with the setting and profile of the club, the common interest – the thing that can bring and keep the girls together - should not be chosen lightly. Choosing well is indeed fundamental for the sustainability of the transformation process. Table 3 summarises some factors to take into account when considering what to focus on.

**TABLE 3: CHOOSING WHICH GIRLS' INTEREST TO FOCUS ON**

INTEREST	SOME CONSIDERATIONS	POTENTIAL OPPORTUNITIES	POTENTIAL CHALLENGES
<b>Creativity – all media</b>	<ul style="list-style-type: none"> <li>• Who can analyse the contents to guarantee coherence to gender equality?</li> <li>• Who can teach the girls? Is this person gender aware?</li> </ul>	<ul style="list-style-type: none"> <li>• Each medium offers effective channels for sharing messages on gender equality.</li> </ul>	<ul style="list-style-type: none"> <li>• By trying to entertain the public they could end up trivialising gender injustice situations like violence against girls.</li> <li>• The teaching aim of an activity could be diluted in the effort to meet the aesthetic or creative objective.</li> </ul>
<b>Creativity – music</b>	<ul style="list-style-type: none"> <li>• What type of music do the girls like?</li> <li>• What options do they have to perform or listen to this music?</li> <li>• Do the lyrics of the songs the girls listen to tend to reinforce gender stereotypes?</li> </ul>	<ul style="list-style-type: none"> <li>• Music can give girls a creative outlet that allows them to explore sensitive topics they currently have no outlets for.</li> <li>• The project could link up with famous singers as spokespersons for gender equality – and introduce them to the girls.</li> </ul>	<ul style="list-style-type: none"> <li>• Putting together a band or attending concerts can be expensive, as are the instruments and equipment needed.</li> <li>• If girls do not get the support they need, they could become frustrated and drop out along the way.</li> </ul>
<b>Creativity – theatre</b>	<ul style="list-style-type: none"> <li>• Will other girls from the school or neighbourhood want to watch theatre?</li> <li>• What is the ideal length of a performance for keeping the attention of the target audience?</li> <li>• Are there any group members with theatre skills (acting, producing, writing, set construction, etc.)?</li> </ul>	<ul style="list-style-type: none"> <li>• Street theatre does not require formal spaces.</li> <li>• Representing gender equality messages provides an opportunity for experiencing positive relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• During performances, girls could be exposed to violence or harassment from community members who don't agree with their work.</li> </ul>

<b>Sports</b>	<ul style="list-style-type: none"> <li>• What sports do the girls enjoy?</li> <li>• Is there access to the equipment and spaces needed?</li> <li>• Are there enough girls to make up several teams?</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging to a sports team can bring girls together.</li> <li>• Girls can create their own rules for familiar games.</li> <li>• These rules can nurture solidarity and cooperation – important values for gender equality.</li> <li>• The project could have famous athletes as gender equality spokespersons – and introduce them to the girls.</li> </ul>	<ul style="list-style-type: none"> <li>• Competition and rivalry could reinforce behaviours that go against gender equality.</li> <li>• Parents and other caregivers may oppose girls becoming athletes if this is seen as not feminine</li> </ul>
<b>Savings groups</b>	<ul style="list-style-type: none"> <li>• Do girls have any sources of income? What are they?</li> <li>• How do girls spend money they have access to?</li> <li>• Are any of the girls in the group working or do they own small businesses?</li> </ul>	<ul style="list-style-type: none"> <li>• Combining reflection work with income generating or saving activities could enhance the sustainability of the club.</li> <li>• Developing financial assets could develop girls' sense of independence and raise their self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>• Girls' access to financial resources may be very limited.</li> <li>• Conflicts that could arise as a result of managing funds could damage the group.</li> </ul>



# DEFINING A SPECIFIC PROGRAMME PLAN

This curriculum introduces a series of activities aimed at developing knowledge, attitudes and practices linked to gender equality and girls' rights. However, every implementation of Champions of Change will be unique. It is therefore essential for you to adapt the programme for the specific group of girls you will be working with. Any adaptation must take into account the profile of the girls, the selected setting, and the girl's interests that you want to support. A programme plan must include, at least, the following elements:

## General objective and specific learning objectives

What do you hope to achieve with the participants during and after the conclusion of the programme? It is recommended to design participant and graduate profiles to list what you hope to contribute to the girls who successfully complete the programme. These profiles should reflect KAPS elements.

## IT IS OF UTMOST IMPORTANCE FOR THE MODE OF DELIVERY TO BE DESIGNED ACCORDING TO THE GIRLS' NEEDS AND AVAILABILITY.

## Entrance and attendance requirements

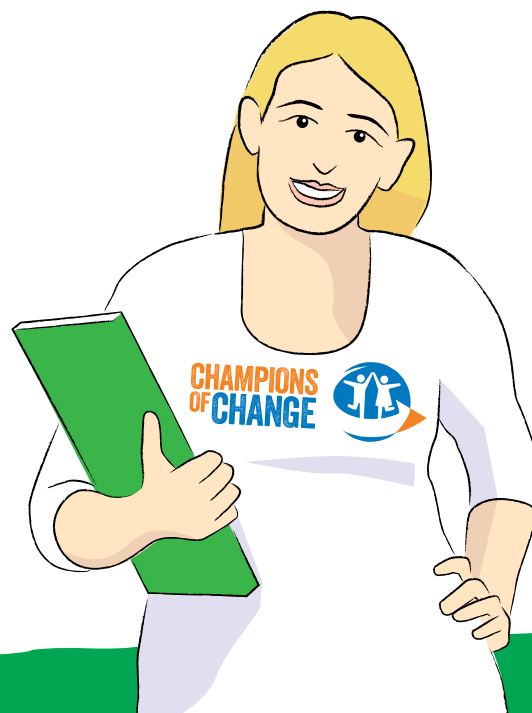
What will be the requisites for a girl to take part in the programme (age, place of residence, availability, etc.)? What rules must she observe in order to remain in the programme (attendance, code of behaviour, engagement with the take away assignments, etc.)? Punitive rules should be avoided, and procedures that encourage self-discipline should be prioritised. It is also important to take care not to establish requisites that could end up discriminating against some girls.

## Resources and equipment needed

What resources and equipment are needed for each session? Who will provide these resources? Will the participants be asked to contribute in any way? One option is to assign responsibility to one or several participants to oversee the refreshments for a session or for cleaning the area after the workshop, with an emphasis on the importance of taking responsibility for looking after the group and each other.

## Mode of Delivery

It is of utmost importance for the mode of delivery to be designed according to the girls' needs and availability. How long will the sessions be? How often will they be held? Who will facilitate the different sessions? What type of assignments will be given to enhance the learning? Which teaching resources will be used to accompany the process (e.g. journals, group blog, buddy system)? How will communications between participants be maintained between sessions? If they are students, it may be constructive to meet in a classroom at the school one or two afternoons a week. If they are neighbourhood residents or a youth group where most members are already working, it may be better to meet on a Saturday afternoon once a week or fortnightly. What is convenient for facilitators should not determine how the programme is delivered.



# KEEPING INCLUSION AT THE HEART OF CHAMPIONS OF CHANGE:

The Champions of Change programme must ensure that girls are not all seen as 'the same' and must avoid any homogenizing of girls in the programme. At Plan, we know that there are many divisions within all societies related to race, class, ethnicity, sexuality, and ability, which can be barriers to building strong, equal communities. Girls live in diverse communities full of people who look differently, think differently, and have different values from themselves. It is important to recognize this and especially to help girls recognize their own attitudes of discrimination that keep them and their peers from realizing their full potential.

The fourth step in the girls' Journey to Empowerment is "we are one". While this step is crucial for collective power and change, it is important that we understand the vision for girls

coming together while allowing for each girl to celebrate her and her peers' uniqueness, rejecting discriminating attitudes, and making strong relationships across differences.

Finally, we recognize that not all girls are discriminated against equally. Instead, girls inhabit multiple, intersecting identities that situate them at different spaces within structures of power. We want the Champions of Change curriculum to reflect the importance of inclusion and non-discrimination, which is essential for achieving gender equality. Within each module, we want to be sensitive to the difference within and between girls in their own communities, and to build girls' knowledge, attitudes, practices and skills (KAPS) to embrace and celebrate these differences.





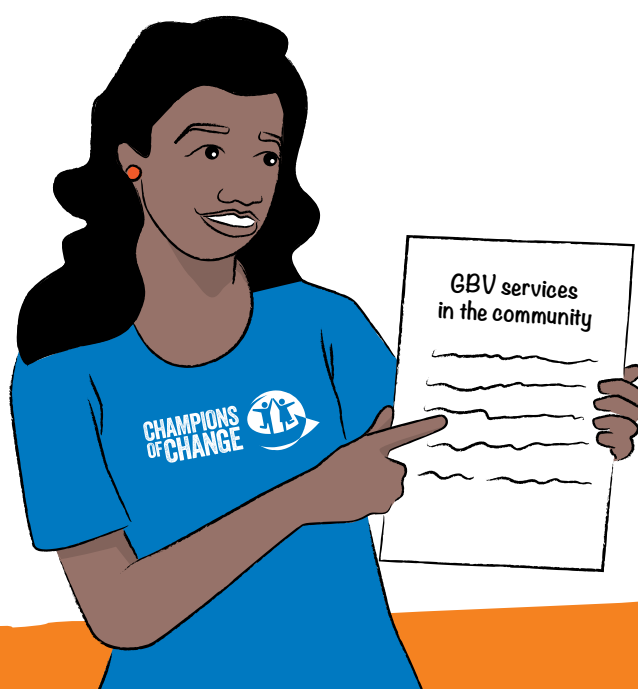
# 3. GENERAL NOTES ON FACILITATION

Each module of the curricula has topic-specific facilitation notes and tips that must be carefully followed by facilitators in all discussions and activities with the girls' clubs. In addition, here we present a set of recommendations that will guide the facilitation of the entire Champions of Change programme. These guidelines need to be discussed in depth with all new facilitators to ensure they are adopted.

- **On gender-awareness:** As a first step to being a facilitator for Champions of Change, it is crucial that you are a Champion yourself. Check any gender biases you yourself may have before leading discussions with the girls, so that you can be prepared to work through any internalized attitudes that girls may have. Try a few exercises yourself or with your colleagues before leading them with the girls. Notice anything you disagree with, and work through it with your peers or Plan Officer before working with the girls. Be aware of the cultural, religious, or community-specific beliefs and worldviews that you and the girls may be arriving with. Be prepared to be sensitive to them, without compromising on respect, rights, and non-discrimination of all people.
- **On girl-centred facilitation:** You are a facilitator, not a teacher. As such, your role is to walk next to, rather than in front of, the girls on a journey that they themselves devise. Every activity should be approached from the questions you ask, not the answers you expect. In this way, each Champions of Change club and activity will look a little different, each journey will be unique, and each path will lead to a different outcome – but all should be equally transformative.
- **On getting the facts right:** Each module begins with a 'Setting the Stage' section that is meant to provide enough foundational knowledge to prepare facilitators to lead girls through the activities, but during the sessions girls might come up with questions that you cannot answer. Remember that it is okay to tell the girls that you will research the question and get back to them next time you meet. It is

better to wait to answer a question correctly than to give inaccurate information. Use your Plan Officer as a resource if there's anything you don't understand or need more information on. Take the time to do additional research on the specific topics you will be working on, or on creative ways of working with girls. If the group you are working with would like to get a very in depth understanding of the issues, consider inviting an expert speaker for part of the workshop, or engaging the group in a research project to gather more information.

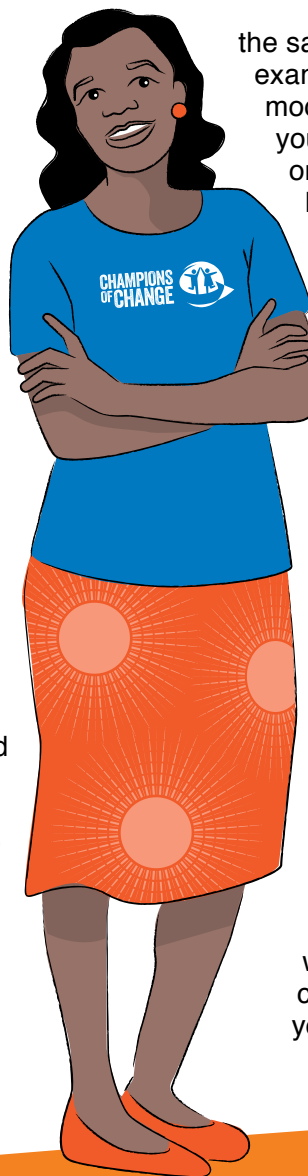
- **On facilitating discussions:** Having constructive group discussions is fundamental for the success of this and all modules. Engaging in discussions with their peers will help girls to reflect on what they learned and get a deeper understanding of it all. Furthermore, the experience of being part of a discussion with mutual respect will enable the girls to practice their newly acquired skills, including assertive communication, active listening, teamwork, goal-setting and decision-making. Your role as facilitator in guiding the discussion is crucial. For some great tips regarding the facilitation of any discussion throughout the entire program, please see page 15 of the *Being Assertive* module.



## KEY PRINCIPLES FOR WORKING WITH GIRLS

- **RESPECT** Trust girl's leadership and their ability to overcome challenges. Give them the space and the support they need to lead.
- **CONSULT** Ask girls for ideas on how to solve the problems they face. Ensure that they are involved in making decisions that affect our lives.
- **PEER LEARNING** Girls are receptive to learning life skills from older girls or from young women. Create spaces for older girls and young women to collaborate and learn from the girls in the club.
- **OPENNESS** Be creative and open-minded. Respect and encourage girls' creative problem solving.
- **EXPERIENCE** Girls learn best by doing. Provide opportunities for experiential learning. Allow them to take risks and learn from mistakes.
- **FUN!** Remember to laugh and enjoy yourself. Girls appreciate the value of a good time, even when hard at work for social change.

- **On creating a safe space:** Good facilitation of this curriculum relies upon the important role that safe, private, and well-protected reflection space must play in working through sensitive topics with girls. Within the meeting space, girls should be supported in feeling comfortable speaking up or keeping quiet about anything they may be facing within the group or in their lives. Speaking up or choosing not to share is each girl's right as she manages her own comfort and risks throughout the modules. Facilitators also will need to emphasise the importance of girls identifying a trusted adult or older peer mentor—whether for discussing sensitive issues, or for asking for their support against any type of risky situation or harmful experience that comes up. Mentors could be adults selected and engaged by the programme. They could also be an older peer, a family member, a teacher, or other trusted person close to a girl.
- **On language:** It's crucial to use accurate language throughout the program – such as what you name parts of the body or how you explain concepts and ideas that may be new for the girls. Girls will be asked to do



the same, and it's important to lead by example. There are glossaries in each module for key words and phrases. If you have any questions about these, or about translation into another language, see your Plan Office.

- **On community backlash and safety planning:** It is possible that by addressing a sensitive topic with social, cultural and religious significance, there could be backlash from community members. Given this, the Champions of Change programme supports girls to identify potential risks and harms, including physical, sexual and emotional harms they might face when speaking-up for their rights – and how to use safety planning to assess risk and avoid harm. Facilitators should be supported in referencing girls who may need support or protection services.
- **On balancing girl-centred and gatekeeper-centred approaches:** The power to determine gender-equitable outcomes often rests with family and traditional leaders in communities, rather than with girls and young women themselves.

## ADDITIONAL RESOURCES FOR WORKING WITH GIRLS:

### Population Council: Girl-Centred Program Design

[http://www.popcouncil.org/uploads/pdfs/2010PGY\\_AdolGirlToolkitComplete.pdf](http://www.popcouncil.org/uploads/pdfs/2010PGY_AdolGirlToolkitComplete.pdf)

### Girls Action: Amplify Toolkit

[http://issuu.com/ajkelly/docs/amplify\\_2010\\_lr](http://issuu.com/ajkelly/docs/amplify_2010_lr)

### Let Girls Lead: Guide to Girl-Centred Advocacy

[https://www.dropbox.com/s/kgapj0lh9tn0anb/Let%20Girls%20Lead\\_Curriculum\\_FINAL.pdf?dl=0](https://www.dropbox.com/s/kgapj0lh9tn0anb/Let%20Girls%20Lead_Curriculum_FINAL.pdf?dl=0)

The Champions of Change programme aims to equip girls and young women with the knowledge, confidence and skills to increase their influence in their lives. Yet, given the power imbalances in communities, it is very important to assess realistically where girls may most safely and effectively create change. Broader community change efforts need a longer-term, multi-level process of community engagement and development of an enabling environment. Especially as girls envision what actions they may want to engage in, it is important to assess their existing environment – and to help girls to craft their plans accordingly in order to minimize potential backlash and maximize their ability to expand their influence. Facilitators must assess how best to balance support for girls' agency to shape decisions in their lives and their communities while also acknowledging the power others may hold to enforce decisions. Facilitators also need to stay informed of existing and ongoing efforts in the community to engage others about these topics, in order to help assess how, when and where girls might safely and most strategically advocate for their rights.

**IT IS OF UTMOST IMPORTANCE  
FOR THE MODE OF DELIVERY TO  
BE DESIGNED ACCORDING TO THE  
GIRLS' NEEDS AND AVAILABILITY.**

- **On providing support to girls:** The Champions of Change programme seeks to provide girls with information and support to expand their agency in their lives and their communities. Yet, as noted above, girls need support to assess when, if and how to engage in any broader community action in ways that maintain their safety and avoid backlash. Facilitators thus need to be prepared to anticipate and share potential risks as well as opportunities for actions of interest to girls. Facilitators also need to be clear about what practical and strategic accompaniment would be needed to support proposed actions by girls, and what can (or cannot) be committed to by facilitators, or other advocacy activities in which Plan is engaged.



# 4. GIRLS' JOURNEY TO EMPOWERMENT

The Champions for Change programme believes that girls' empowerment involves strengthening their ability to make choices about their futures, and developing their sense of self-worth. Based on this vision, a girl's journey to empowerment must consider how her own agency, her relations, and the structures in her life interact to support or inhibit her power.

The 'Journey to Empowerment' is an illustration of a journey of self-reflection and personal transformation work. The journey includes ten steps or 'stations' that, taken together, can lead to sustainable empowerment. It also provides a 'big picture' for the facilitators, who will support girls' clubs and groups so that they can use all opportunities to connect the specific activities to the girls' journey.

It is worth noting that this section is written in the first person, in an attempt to describe the route from the girls' point of view. This way of presenting the different stages is an invitation for every facilitator to walk in the shoes of the girls they will work with.

As you are reading through this journey, please note that the activities in the curriculum are organised according to the issues they tackle,

and not the stations of the journey. However, each section includes a note on how the station is addressed in different modules; and each module includes a section that connects the different activities to the stations in the journey.

It is also important to note that no two journeys will be the same, so this is presented as a guideline, not a formula. A girl may move forward through the stations, slip back to previous stations, go through them in a different order, or skip stations altogether. This is why it will be very important for you as the facilitator to keep the big picture in mind in order to assess where each girl is in her own journey.

Similarly, a programme that adopts Champions of Change may integrate additional steps, or to change the order of the steps, depending on the situation of the girls and the focus of the programme they will be working on. For example, a programme may want to work on the collective identity of girls envisioned in the 'we are one' step much sooner. Another example is a programme working in conflict-ridden areas, where the step of 'I embrace peace' may become a specific step in the journey.





## STATION 1: I AM I

I will begin this journey by taking the time to recognise who I am. I will think about what I like and what I don't like. I will remember times when my needs, interests and feelings have been recognised by others, and other times when I have been told or made to feel that they (or I) don't matter.

I will also think about what inspires me to go on this journey, and what I may need to do it successfully. I will understand that I will be asked to take a stand on many issues where my opinion has not counted before, and that it's OK to make mistakes and to change my mind often as I discover new ways of looking at my relationships, my surroundings and my future.

I will come to understand that asserting myself is the first step in understanding that I have rights, and that one of these rights is to self-determination. This is why the importance of this step cannot be overstated!



### LINK TO OTHER MODULES

The *Being Assertive* module sets the stage for girls to begin to see themselves with appreciative eyes, to start thinking about self-esteem and to begin to discover what they like and what they don't like. All other modules support girls in affirming their own identity by constantly stressing the importance of choice and agency as key ingredients of empowerment.



## STATION 2: I AM VALUABLE

Too often, girls don't feel valued, and this can lead us to believe that we don't deserve to be treated well. It can also lead us to believe that we don't have the same rights as boys. But nothing could be farther from the truth!

Once I begin to recognise who I am, I will start to work on recognising my true worth. I will begin to value everything I am good at doing, and value my feelings for other people. I will think about other girls and women whom I know are very valuable.

I will begin to look back on my upbringing to identify times when I was made to feel that I wasn't as valuable as my brothers and male cousins. I will take note of what my family or my community does to celebrate boys, and try to understand why us girls are not rewarded for the same things.

I will also think about the people in my life – family members, friends, and teachers – who have valued me and celebrated my achievements. I will make a point of celebrating girls around me for everything they do well, including how they relate to me and to others.

Believing in my own value is a deeply transformational step in my journey. It is also a step I will visit often, as it takes time to undo all the negative thinking I might have absorbed throughout my life.



### LINK TO THE YOUTH MANUAL

All modules in this curriculum include activities that are designed to connect girls with their own self worth!





## STATION 3: I RECOGNISE GENDER INEQUALITY AND ANALYSE MY ATTITUDES AND BEHAVIOURS

Learning about how girls have been valued less throughout history will help me understand why girls and women are often discriminated against, and why we don't have the same advantages as our male peers. I will learn that gender inequality is maintained by giving less value to the traits and qualities assigned to us girls than those assigned to boys.

I will also learn that we are all influenced by gender! Gender norms (or rules) tell us what is appropriate and inappropriate for girls and for boys, for women and for men to be, to do and to want in our society. Our ideas and experiences about gender affect what we do and how we relate to others in every aspect of our lives. Ultimately, biased ideas about gender lead to inequality between girls and boys and between women and men.

It may be difficult, but I will begin to recognise how this plays out in my own family and in my community. There will be some family members I will be able to speak to about what I am learning, but others may not like that I am questioning what they believe a girl should or should not do. It will be important to know who I can talk to because discussing my own family relations with people I trust will help me move forward in my journey.

Understanding gender inequality will also help me recognise my own attitudes and behaviours that may be contributing to the problem. It's not that I am responsible for or even guilty for inequality. Too often, girls and women are made to feel guilty for things they have little control over. But it is important that I recognise the small part that I may be playing in making other girls feel undervalued, or in not standing up to boys that discriminate against me, or in hiding my own talents so that they will like me.



### LINK TO OTHER MODULES

All activities in the *Being Gender Aware* module focus on unpacking the roots of gender inequality and on empowering girls with an understanding of the consequences of gender inequality. All other modules contribute to this understanding. For example, the *Enjoying My Sexual Rights and Reproductive Rights* invites girls to understand how gender inequality leads to girls having little control over their own bodies, and the *Living Free from Gender Based Violence* module explains how violence against girls and women is firmly rooted in gender inequality.



## STATION 4: WE ARE ONE

When girls are kept indoors, either to help with domestic work and childcare, or because their families are concerned for their safety, they miss out on building crucial social relationships with their peers. This also prevents them from seeing that many girls face the same problems that they face.

As I grow in the appreciation of my own value and that of other girls and women in my life, and I develop a better understanding of gender equality, I will also begin to see that gender relations affect all of us as a group. I may not be able to change the barriers that we face, but there is strength in unity, and we can all join together to bring about change.

In order to grow my trust of other girls, I will need to understand why I have been told so many times that other girls are mean, or gossipy and not to be trusted. I will understand that this is a stereotype that is used to drive us apart and to make us believe that we are each other's competition for the attention of boys. These beliefs shatter our ability to build 'power with' and so must be done away with.



## LINK TO THE YOUTH MANUAL

The *Being Assertive* module introduces the concept of 'power with' and invites girls to value each other's strengths and unity. In the *Being Gender Aware* module girls analyse how and why girls have been kept apart. In all modules, outreach exercises encourage the girls to reach out to other girls and to share what they are learning in their club.



As I begin to trust and build unity with other girls, I will also need to recognize and challenge any preconception I may have about girls who I think are not like me. I will learn that there is also strength in diversity and that I should not let others define what I think about girls from other social groups. What counts is understanding what we all have in common, and to celebrate that which makes us different!

## STATION 5: WE HAVE RIGHTS!

Gender inequality is at the heart of many rights violations that girls face. We all have rights but many of us are not aware of this since so many of them are not fulfilled. Therefore, once we understand the deep roots of gender inequality, we can begin to work with our peers to visualise gender equality, and knowing our rights provides a good framework for thinking about what is already due to us!

As unfair as gender inequality is, learning about it will not make me feel like a victim. In fact, understanding gender inequality will also help me to understand the rights that I have been denied, and will drive me to work with others to claim them.

Thinking about gender equality invites us to think about the types of relationships we want to have. It also helps to know what the institutions in our lives – our family, schools, religion, the media, and the State – are supposed to do to make sure our rights are respected, and to compare this to what they are actually doing.

Once I know my rights and visualise how gender equality will look, I will be able to make an informed commitment to working for gender equality.



## LINK TO OTHER MODULES

The Champions of Change model is firmly rooted in the rights-based approach to development, and so all modules contribute to girls understanding of their rights, and of the barriers that may be preventing them from fully enjoying them.

*The Being Gender Aware* module introduces basic human rights concepts, and other modules, such as the *Enjoying My Sexual Rights and Reproductive Rights* and the *Being Safe in the City* modules introduce specific rights.



## STATION 6: WE MAKE PLANS

### LINK TO THE YOUTH MANUAL

There are different activities throughout the curriculum that coach girls in setting goals and in making plans to reach them. The concept is introduced in the *Being Assertive* module, where girls practice communication and decision-making skills. In the *Being Economically Empowered* and the *Living free from Child Marriage* modules, girls revisit these skills by thinking about life goals and making plans to get there. Girls will also work with the peer to peer manual *Changing the World: Youth Promoting Gender Equality*, which provides clear guidelines for organising outreach activities.



A fundamental building block of agency is the ability to set goals. Therefore, by making plans with other girls in my club, I will learn what it takes to set goals and to discover good paths to reaching them. Making plans with the girls in my club will also allow me to envision our work together, and to make plans for our future as a group of girls who are committed to gender equality. The more actions we take successfully, the more identified I will feel with my club!

If my club is connected to a boys club under the Champions of Change programme, we will also have the opportunity to set common goals with them, and to plan community or school-related advocacy activities together. In doing so, I will have the opportunity to experience first-hand that it is possible to relate with boys with a shared understanding of gender equality, and to work towards shared goals for social change.

## STATION 7: WE IDENTIFY OTHERS WHO CAN SUPPORT US

Achieving our goals may be challenging, but there are always others out there who can support us. In fact, as powerful as my girls' clubs may be, we will always need the support of others. We will work together to identify different sources and types of support within our families, our communities, and institutions.

We will also reach out to other girls and women who have been organising and working for gender equality already. We will start by identifying girls' or women's organisations in our community or in our country, and what we can do to approach them. We will think about role models who can guide us in choosing gender equality and support us in promoting changes in our communities and in our own personal relationships.

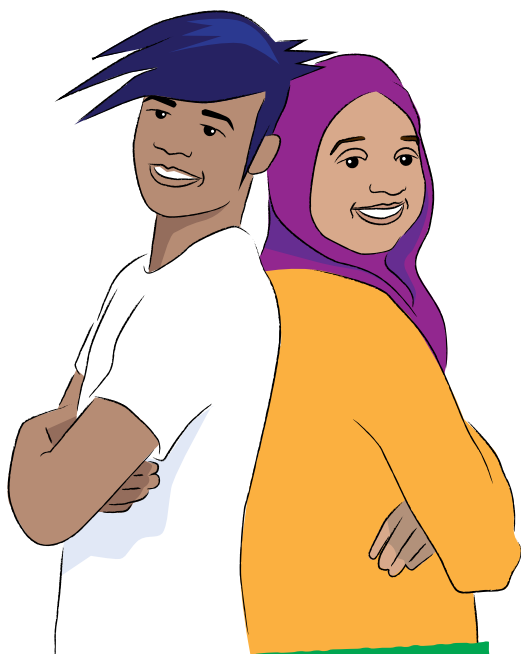


### LINK TO THE YOUTH MANUAL

Stations 6 and 7 share links to modules because making plans and identifying people and institutions that can support these plans go hand in hand in achieving goals.



## STATION 8: WE WORK TO CHANGE THE STRUCTURES THAT AFFECT US



### LINK TO THE YOUTH MANUAL

All modules include small outreach activities that support the girls in becoming more and more comfortable with being Champions of Change for gender equality and girls' rights. In addition, the youth manual *Changing the World* guides Girls and Boys Champions of Change in organising their outreach work.



Gender inequality affects most, if not all of our relationships. But just changing how we relate with others, and demanding that others do the same, will not alone end gender inequality. Indeed, lasting change will only happen if the social norms and institutions that affect our lives also change.

This is why building gender equality is a long-term process, with setbacks and barriers along the way. I don't want to become disillusioned, so I will make sure that we identify a very concrete action that we can take to contribute towards making the world of gender equality that we visualised a reality.

For example, the Champions of Change programme invites us to work together with our partner boys' club to organise a "Day on Gender Equality" in our school or community. This activity is aimed at reaffirming what we have learned in our club and sharing it with our peers.

If we try our best to organise a fun event that gets other girls and boys interested in equality, we are sure to maintain our enthusiasm at times when the journey is not so successful. Also, no matter how well we do with this event, we can apply what we learn to the next activity we plan to organise.

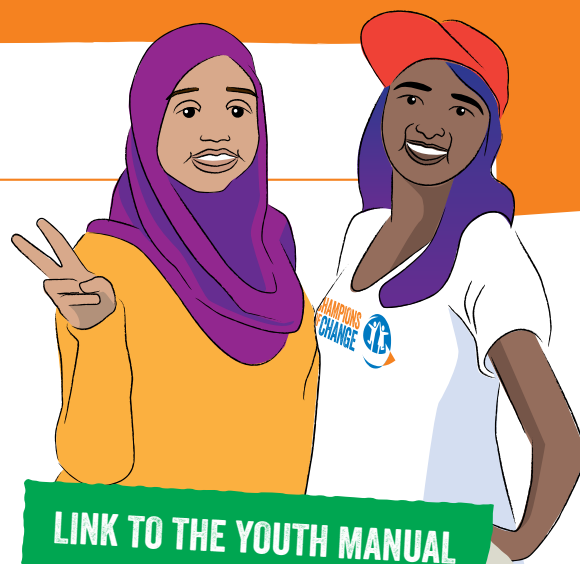
The main thing is to always remember the small achievements, and not allow ourselves to feel defeated by the big obstacles.

## STATION 9: WE INVITE OTHERS TO JOIN US ON THIS JOURNEY

The more the merrier: our club will work together to invite others to join with us. The more we – girls and boys - commit to gender equality, the more likely it will be that we will live in relationships of equality. Let's always remember that building gender equality is not a task for lone rangers or superheroes. Equality is built gradually, and it requires the commitment of all of us (girls and boys, men and women).

This is why an important step on this journey is to speak to other girls who have not heard about gender inequality as a problem that affects all of us or about the benefits and the importance of men and women living on equal terms, and invite them to join this life plan. The more I speak about these issues with other girls, the stronger my own commitment will be.

In the long term, together with my peers whom I have invited, and with others who have helped me to take on my commitment, I can gradually build a network where I can continue to reflect on what it means to be a girl committed to gender equality, and from where I can push for the changes I have envisioned for my society.



### LINK TO THE YOUTH MANUAL

All modules include small outreach activities that support the girls identifying other girls who may be interested in joining the Champions of Change movement. The youth manual *Changing the World* guides Champions of Change in working with other girls to share what they have learned in their journey.



## STATION 10: WE CELEBRATE!

Celebrating is a very important step in a girls' journey to empowerment because it will remind us of our accomplishments and contribute to our sense of self-worth. Celebrating also helps to mark the end of a stage in our work together, and the beginning of the next cycle of our shared journey.



### LINK TO THE YOUTH MANUAL

Every module ends with a celebration of the journey the girls are travelling on together! It is very important not to skip this step, and to support the girls in celebrating every small step they take in their work together.







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