



MODULE 8

CHAMPIONS OF CHANGE

DIALOGUING GENDER

**CHAMPIONS
OF CHANGE**



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 program is the sister curriculum to the Boys Champions of Change curriculum.

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SNAPSHOT: DIALOGUING GENDER

This module runs throughout the boys' and girls' journeys, providing a safe space for learning from and listening to each other and for supporting each other to work towards gender equality. All activities in this module are for all ages. Some parts are meant to be done separately in the boys' and girls' groups, and others are to be done together.



SETTING THE STAGE

Topics include: barriers and benefits to working across gender-differences, dominant masculinity, benefits of gender equality for all, assessing girls' empowerment, boys' engagement, supporting each other, and taking joint action.

GENERAL NOTES ON FACILITATION

KNOWLEDGE, ATTITUDES, PRACTICES AND SKILLS

OUTLINE OF ACTIVITIES

> BEFORE THE FIRST SESSION

Activity DIA1: Preparing to Dialogue with Each Other

Girls and boys meet separately to discuss the importance of working with each other, and to identify opportunities and potential barriers of doing this successfully.

> FIRST SESSION

Activity DIA2: Getting to Know Each Other

Boys and girls come together to voice their hopes and fears for these sessions, and play a game to get to know each other better.

Activity DIA3: Dominant Masculinity vs. Gender Equality

Together, girls and boys determine the costs and privileges of the expectations that society has for girls and boys and compare this with the benefits of gender equality.

> SECOND SESSION

Activity DIA4: Girls' Empowerment Star

Girls and boys discuss the level of girls' empowerment in their community and work together to come up with ways to contribute to it.

Activity DIA5: Boys' Engagement Star

Boys and girls discuss the level of boys' engagement with gender equality in their community and work together to come up with ways to support it.

> THIRD SESSION

Activity DIA6: Building Gender Equal Relationships

Girls and boys prepare and perform skits to start a conversation about gender-equal relationships and how to bring these qualities into their own relationships.

> FOURTH SESSION

Activity DIA7: Our Journey to Gender Equality

Boys and girls analyse the unique journeys of individual and collective transformation they've travelled so far and discuss how they can support each other to continue forward in each of their journeys.

Activity DIA8: Where Do We Go Next?

Girls and boys decide how they want to continue to work together and play a game to wrap up with Dialoguing Gender sessions.

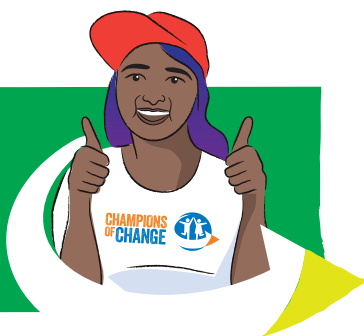
DIALOGUING GENDER

SETTING THE STAGE

WHY IS IT IMPORTANT FOR GIRLS AND BOYS TO WORK TOGETHER TO CHALLENGE GENDER INEQUALITY?

Gender is about many things, but above all, it is about relationships. Gender inequality is the result of relationships where boys and men are given power over girls and women, based on nothing but their gender. In order to transform relationships like these, which are dependant on inequality, both parts need to change. For this reason, the Champions of Change model works with both boys and girls. However, neither boys nor girls can change the unequal relationships in their families and their communities by themselves. They need to come together to discuss what they are learning and experiencing, and to compare notes on their journey towards equality. Therefore, the *Dialoguing Gender* module is a fundamental module in the Champions of Change curriculum.

Activity DIA1: Preparing to Dialogue with Each Other invites girls and boys to work separately to prepare for the dialoguing session.



WHAT ARE SOME POTENTIAL BARRIERS TO WORKING TOGETHER?

By the time girls and boys reach puberty, they have already gone through years of social pressure to conform to gender roles and gender norms. They are taught that they are polar opposites, and that the opposite sex is not to be trusted. Girls are taught that boys are dangerous and that they will surely lead them astray, while boys are taught that girls are weak and that they will try to manipulate them. Although these are clearly based on unfair stereotypes, too often they are believed to be real.

It is very likely that the girls and boys that come together in these dialogues will have at least some of these ideas ingrained in their minds. Unless these are acknowledged and rejected, it will be difficult for them to take the step in their journey in which they actually believe in and commit to a world of gender equality. In order to work together, girls and boys need to challenge the stereotypes they learned regarding their roles and learn to trust each other as allies in their journeys. They can begin this by taking the time to listen to each other's hopes and fears about working together.

Activity DIA2: Getting to Know Each Other invites girls and boys to share their hopes and fears about the 'Dialoguing Gender' sessions with each other.



That being said, it might take more time for some girls or boys to learn to trust each other. Gender inequality has very real and harmful consequences for many individuals. For example, some girls may have experienced gender-based violence. If this is the case, she may find it very hard to believe that it is possible for boys to share her commitment to gender equality. She should never be rushed or pressured to accept this!

In most cultures, boys and girls don't believe that girls and boys can be friends; that they can work together towards a common goal; or that they can have an interest in each other that isn't sexual. These ideas should not be ignored in the dialogues, as they may affect how the girls and boys interact with each other.

Activity DIA6: Building Gender Equal Relationships challenges girls and boys to examine their preconceptions about what relationships between males and females should be, and to define how they would want them to be.



WHAT IS THE FIRST STEP IN 'DIALOGUING ABOUT GENDER'?

A dialogue is a conversation between two or more people who come together on equal terms to hear each other's concerns and ideas, and to discuss solutions to a common problem. In this case, boys and girls come together to dialogue about gender inequality as a problem that affects all of them. This dialogue process is both a place where girls and boys can learn from each other's perspectives, and a strategy to transform unequal power relations.

Before they come to this dialogue, the boys and the girls will have spent a lot of time talking about what gender roles are, and how these create gender inequality. This session will give them the opportunity to talk to each other about what they have learned, and to take their commitment to gender equality one step further.



Activity DIA3: Dominant Masculinity vs. Gender Equality invites girls and boys to come to a shared understanding of how dominant masculinity can generate privileges for boys while hurting both girls and boys; and how gender equality benefits everyone.

On the one hand, the boys will discuss the privileges they can receive if they conform to dominant masculinity while also looking at the way girls are disadvantaged so that boys can get these privileges. Having these conversations will make the boys more accountable in their commitment towards gender equality, as these girls will now be able to hold onto these boys' intention to reject dominant masculinity.

On the other hand, the girls will get to hear about the pressures of dominant masculinities from the boys' perspectives, understanding more about their experiences. They will also have the opportunity to openly and safely describe to boys how oppressive gender inequality is for them.

Together, they will discuss how they can all benefit from gender equality, and how these benefits can extend to their families and their communities. This will be the first step in envisioning their future work as champions of change for gender equality.

HOW DOES DOMINANT MASCULINITY AFFECT BOYS AND GIRLS?

Gender inequality is the unequal distribution of power and value between men and women, and between boys and girls that results in girls and women's subordination to boys and men. It is a system of social injustice in the form of exclusion and disempowerment in which both girls' AND boys' rights are constantly being violated.

In gender inequality, boys have access to privileges just because they are boys and girls are burdened with disadvantages just because they are girls. As with other systems of social injustice, unequal gender relations are a zero-sum game: one side has to lose so that the other can win. For example, boys have the privilege of leisure time—but this time is only possible because girls are burdened with all of the domestic work.

LINK TO OTHER MODULES

For more details on the relationship between power, value, and rights violations, please see the 'Setting the Stage' section of the *Being Gender Aware* module.



HOW CAN GIRLS AND BOYS WORK TOGETHER TO UNDERSTAND THE EFFECTS OF GENDER INEQUALITY ON GIRLS IN THEIR COMMUNITIES?

In other modules, girls and boys will work separately to analyse the context they live in, and how it sustains or challenges gender inequality. However, it is also a very important step for them to explore this together. By combining their views on how gender relations affects them, boys and girls will build a shared understanding of the challenges they face and how they can support each other to overcome them.

Plan's Empowerment Star is a unique tool for dialoguing about the challenges that girls face in realising their rights. In the context of this module, the tool will allow the boys and girls to talk about specific problems in their communities, such as girls' access to education, availability of sexual health resources, opportunities for participation, harmful practices such as child marriage, and more.

Activity DIA4: Girls' Empowerment Star provides girls and boys with the opportunity to recognise the barriers and opportunities to realising their rights that are present in their families and in their communities.



HOW CAN GIRLS AND BOYS WORK TOGETHER TO UNDERSTAND THE CHALLENGES THAT BOYS FACE IN ENGAGING WITH GENDER EQUALITY?

Engaging boys with gender equality is a key step in transforming gender relations. Engaging them in defining healthy and non-violent ways of being a boy is critical in promoting gender equality. Boys' engagement with gender equality involves changes in many different aspects of their lives. These include recognising and challenging sexism, supporting other men to embrace gender equality, valuing girls and women, and making changes in their own attitudes and behaviours.

The boys that come to these dialogues will have already taken the first steps towards engaging with gender equality. Sharing with the girls how far they have come and how far they can go will provide significant opportunities for mutual support. It will also allow the girls to gain a better understanding of the challenges that the boys face in the families and communities.

Activity DIA5: Boys' Engagement Star provides girls and boys with the opportunity to understand the challenges that boys face in engaging with gender equality, and how they can support each other to strengthen boys' commitments to gender equality.



HOW CAN WE SUPPORT GIRLS AND BOYS TO APPRECIATE THEIR JOURNEY OF CHANGE?

There is a point in everyone's journey of self-reflection when she or he can feel self-doubt, or feel that their peers are judging them. When a girl reaches this point, she will need support from her peers and from her groups' facilitator. She will need to know that she is not alone, and that every person who decides to reject gender inequality experiences highs and lows.

It is important for girls to understand that the Champions of Change 'Journey of Change' is not meant as a prescription, but a guideline. Different girls will have different journeys because they will face different challenges and different opportunities in their path towards empowerment.

IT IS ALSO FUNDAMENTAL TO EXPLAIN THAT JOURNEYS ARE NOT LINEAR: THEY CAN GO FORWARD AND BACK AS MANY TIMES AS THEY WANT OR NEED TO—AND THAT IS ALSO FINE!

Moreover, it will be helpful for the girls to know that the boys are also on a journey. They can learn about the challenges boys face as they commit to gender equality. It is important to understand that the challenges are different, though, and this is why the journeys are different, too. Having the opportunity to compare journeys of change will also support girls in gaining confidence in their own process.

In Activity DIA7: Our Journey to Gender Equality girls and boys discuss the journey to change that they have traveled so far, and they compare this the Champions of Change journey of change.



WHY IS IT IMPORTANT TO PLAN JOINT ACTIONS?

Once the boys and girls start embracing new ideas about each other and start building relationships that are based on trust and respect, the best way to strengthen these ideas is to embark on a joint action. Working together towards a common goal will provide them with the opportunity to continue to support each other in their journey of change.

By the time the girls begin to plan activities with the boys, they will have learned that they are capable of transforming gender relations without involving their male peers. In this module, planning actions together will give girls the opportunity to expand their circle of support by identifying allies who can contribute to the success of their plans.

Activity DIA8: Where Do We Go Next? asks the group of girls and boys to plan actions that they could do together as a group.



LINK TO OTHER CHAMPIONS OF CHANGE MATERIALS:

The “**Changing the World: Youth Promoting Gender Equality**” peer to peer manual has been developed to support boys and girls clubs in organising joint awareness raising activities in their school or in their communities. Be sure to review this manual.



GENERAL NOTES ON FACILITATION

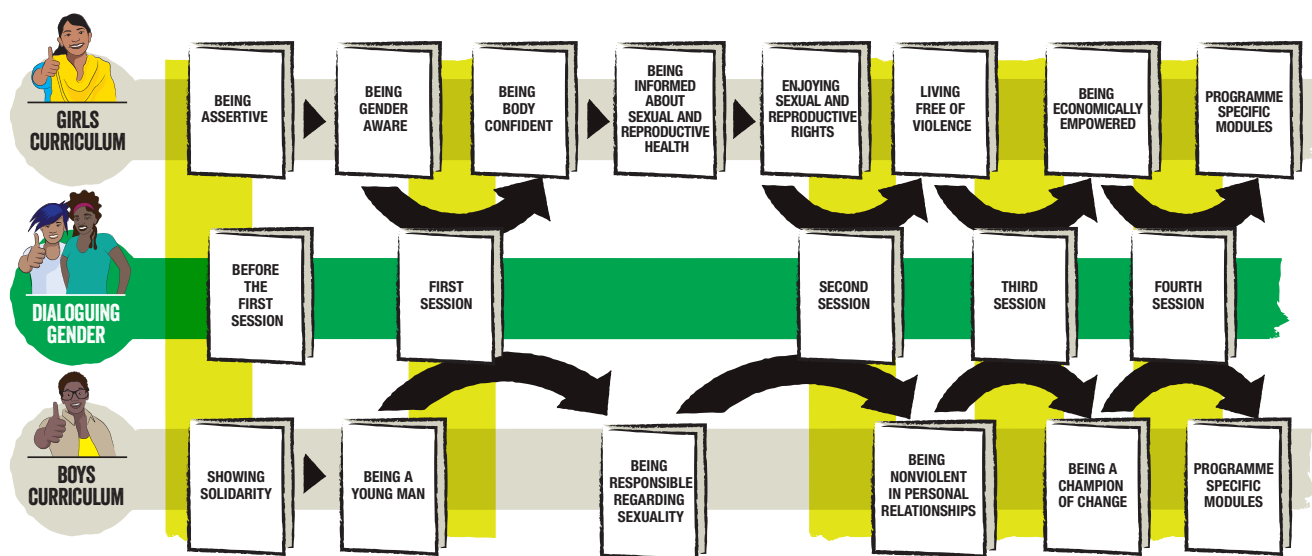
This module is designed to be co-facilitated by the facilitators of the boys' and the girls' groups. It is fundamental for all of you to work together to ensure the success of these sessions. This includes:

- Finding a good place to meet that is safe and neutral for both groups. We don't recommend meeting in either of the groups' usual meeting place, as this will feel more comfortable for one group than the other. It should also be large enough and have enough chairs so that everyone is comfortable and equal.
- Deciding on an appropriate time and date to come together, considering everyone's schedules. Sessions are designed to last between 4 – 5 hours. If clubs are used to meeting for longer or shorter times, ensure that boys and girls are aware of the change in timing for these sessions.

- Some of the sessions are long, so make sure to have plenty of snacks and water on hand, and to take breaks as often as needed. Giving participants some free time in between activities can help them to re-boot and stay focused for the entire session.
- Following Plan's Child Protection Policy, doing a comprehensive protection risk assessment, and putting any necessary mitigation strategies in place.

With regards to scheduling, note that the module is made up of four sessions designed for different moments during the boys and the girls' curriculum. These sessions are not meant to be facilitated all at once or directly in a row, such as in a day long camp. The following diagram shows when the sessions should be scheduled, considering the different modules that make up the girls' and the boys' curricula. For a list of the activities included in each session, please see the module's 'Outline of Activities' in the next session.

ROADMAP FOR THE DELIVERY OF THE GIRLS' AND BOYS' MODULES



- You should continue to meet with your co-facilitator(s) throughout this process. At the very least, make sure to schedule meetings before every session to discuss how you will work together, and to prepare all the materials you need. You should also discuss any adaptation you wish to make to the activity so that it is specific to the context of the girls and boys you are working with. You may also want to make adaptations depending on the size of your groups. For example, if the whole group is too large, you may need larger groups or buzz groups, and you may need to bring in additional facilitators to support the sessions.
- Take some time at your first facilitator meeting to share a general profile of your group, and to learn about the other group they will be working with. You will each need to share this information with your group ahead of the first joint session, so think about what the two groups would like to know about the other, and make sure you get enough information to answer the questions they might have.
- Every time you meet, make sure you take the time to identify any potential challenges the girls and boys may face in working together, and discuss how these may be resolved.
- You should also meet with your co-facilitator(s) after each session to compare notes on how things went, and on what follow-up discussion you should have with the girls and the boys once they return to their own clubs or groups.
- The success of the *Dialoguing Gender* sessions depends on all facilitators being very sensitive to the mood of the room. Make sure you check in with participants to ensure they feel comfortable. If either group (girls or boys) need time alone to discuss topics among themselves before doing so with the other group, feel free to modify the steps to accommodate this.
- Make sure to spend some time in the girls or boys club session that follows each dialogue to discuss how they felt and to listen to their suggestions on what they would like to change moving forward.



KNOWLEDGE, ATTITUDES, PRACTICES AND SKILLS

	KNOWLEDGE	ATTITUDES	PRACTICES
Individual	<ul style="list-style-type: none"> • Understands the stereotypes that influence relationships between girls and boys. (DIA3) • Understands what boys can do to contribute to gender equality. (DIA5) • Understands the Girls and Boys Champions of Change journeys of change. (DIA7) 	<ul style="list-style-type: none"> • Values the opportunity for girls and boys to dialogue about gender. (DIA1) • Values the ability of male and female peers to change their attitudes and behaviours. (DIA3) • Values the empowerment of girls and women. (DIA4) • Values the engagement of boys with gender equality. (DIA5) 	<ul style="list-style-type: none"> • Recognises each other's hopes and fears about dialoguing gender. (DIA2) • Participates in peer reflection spaces about gender equality (DIA2) • Analyses her or his own journey as compared to the Girls or Boys Champions of Change journey of change. (DIA7) • Can plan actions with peers in groups of boys and girls. (DIA8)
Community/ Family	<ul style="list-style-type: none"> • Understands the importance of girls and boys working together to promote gender equality in their families and their communities. (DIA1) • Understands the barriers to girls' empowerment in her or his own context. (DIA4) • Understands the barriers to boys' engagement with gender equality in their own context. (DIA5) 	<ul style="list-style-type: none"> • Values relationships that are based on gender equality. (DIA6) 	<ul style="list-style-type: none"> • Engages in dialogues between boys and girls about what he or she expects in a gender equal relationship. (DIA6) • Identifies opportunities and barriers in their own context for girls and boys to work with each other. (DIA1)
Institutional	<ul style="list-style-type: none"> • Understands each other's views on the costs and privileges of dominant masculinity and the benefits of gender equality for all. (DIA3) 		

OUTLINE OF ACTIVITIES

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Before the First Session				
Activity DIA1: Preparing to Dialogue with Each Other	45 minutes	<ul style="list-style-type: none"> Values the opportunity for girls and boys to dialogue about gender. Understands the importance of girls and boys working together to promote gender equality in their families and their communities. Identifies opportunities and barriers in their own context for girls and boys to work with each other. 	Girls and boys have much to contribute to gender equality in their own relationships, in their families and in their communities. Neither girls nor boys can do this alone because challenging gender inequality is about transforming relationships between girls and boys, and between women and men.	Girls and boys work separately to discuss the importance of working with each other, and to identify opportunities and potential barriers of doing this successfully. Next, they work on a list of the top 10 reasons why they want to work with each other to build gender equality in their families and communities. Finally, the facilitator makes a brief presentation of the group of girls or boys they will be dialoguing with.
First Session				
Activity DIA2: Getting to Know Each Other	1 hour	<ul style="list-style-type: none"> Recognises each other's hopes and fears about dialoguing gender. Participates in peer reflection spaces about gender equality. 	In order to work together, girls and boys need to learn to trust each other. This can begin by taking the time to listen to each other's hopes and fears about working together.	Girls and boys take 5 minutes to work in small same-sex groups to identify their hopes and fears for their dialogue sessions, writing the top one of each on pieces of paper and place them in balloons. Next, the entire group dances with the balloons, and when the music stops, volunteers pop the balloons, introduces themselves, and present the hopes or fears of a peer. Finally, girl and boy representatives present their list of 10 reasons to work with each other that they prepared in the first activity of this module.

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity DIA3: Dominant Masculinity vs. Gender Equality	1 hour and 30 minutes	<ul style="list-style-type: none"> Understands the stereotypes that influence relationships between girls and boys. Understands each other's views on the costs and privileges of dominant masculinity and the benefits of gender equality for all. Values the ability of male and female peers to change their attitudes and behaviours. 	<p>Dominant masculinity creates both costs and privileges for boys, as well as grave costs for girls. Discussing these costs as well as the privileges is a very important step in building dialogues between girls and boys about gender.</p> <p>Gender equality benefits everyone—and hurts no one! Understanding the benefits of gender equality for everyone is key in getting others to support this work.</p>	Working in plenary, girls and boys discuss the expectations that society has about what girls and boys do and about how they are. They connect these expectations to the concepts of 'Dominant Masculinity' and 'Gender Equality'. Next, they work in mixed groups to identify costs and privileges of dominant masculinity and of gender equality. Finally, the plenary considers the importance of girls and boys working together to identify and discuss these costs and privileges.
Second Session				
Activity DIA4: Girls' Empowerment Star	Part I: 2 hours (in single – sex groups) Part II: 1 hour and 45 minutes (girls and boys together)	<ul style="list-style-type: none"> Understands the barriers to girls' empowerment in her or his own context. Values the empowerment of girls and women. 	<p>In order to work together, girls and boys need to learn to trust each other. This can begin by taking the time to listen to each other's hopes and fears about working together.</p>	Girls and boys work separately to chart the Girl's Empowerment Star. On a different day, they come together to discuss their perception of how empowered the girls in their families and their communities are. Finally, they work in mixed groups to come up with different in which they can contribute, as individuals and as groups, to girls' empowerment.
Activity DIA5: Boys' Engagement Star	Part I: 1 hour and 30 minutes (in single – sex groups) Part II: 1 hour and 30 minutes (girls and boys together)	<ul style="list-style-type: none"> Understands what boys can do to contribute to gender equality. Understands the barriers to boys' engagement with gender equality in their own context. Values the engagement of boys with gender equality. 	<p>Engaging boys with gender equality is a key step in transforming gender relations. Engaging them in defining healthy and non-violent ways of being a boy is critical in promoting gender equality.</p> <p>Boys' engagement with gender equality involves change in different aspects of their lives. These include recognising and challenging sexism, supporting other men to embrace gender equality, valuing girls and women, rejecting all forms of discrimination and social exclusion, and recognising change in their own attitudes and behaviours.</p>	Girls and boys work separately to chart the Boys Engagement Star. On a separate day, they come together to discuss their perception of how engaged the boys in their families and their communities are with gender equality, as well as how engaged the boys they are dialoguing with are. Finally, they work in mixed groups to come up with 5 ways in which they can support boys' engagement with gender equality.

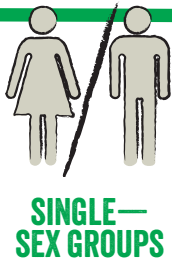
NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Third Session				
Activity DIA6: Building Gender Equal Relationships	1 hour and 30 minutes	<ul style="list-style-type: none"> Values relationships that are based on gender equality Engages in dialogues between boys and girls about what he or she expects in a gender equal relationship. 	<p>Dialoguing about what makes a relationship gender equal leads to better relationships between girls and boys.</p> <p>These dialogues allow girls and boys to ask each other questions, and to build a share understanding of gender equality in their relationships.</p>	Girls and boys work in mixed groups to discuss what gender-equal relationships are like, with a focus on sexual and reproductive rights, and on living free of gender-based violence. Groups prepare skits and present them to the plenary, where key statements on what makes relationships gender-equal are discussed. Finally, girls and boys pledge to bring these qualities into their own relationships.
Fourth Session				
Activity DIA7: Our Journey to Gender Equality	2 hours	<ul style="list-style-type: none"> Understands the Girls and Boys Champions of Change journeys of change. Analyses her or his own journey as compared to the Girls or Boys Champions of Change journey of change. 	<p>Sharing the steps of our journeys of personal and group transformation helps us appreciate how far we have come.</p> <p>Our journeys may be different, but as long as we keep our shared goal of transforming social relations, we can continue to travel together!</p>	After a brief introduction, girls and boys work in single sex groups with a facilitator who introduces their journey as described by the Champions of Change programme. Participants analyse the steps they have travelled so far and chart where they are with regards to the different steps. Next, representatives from each group present their journey to the plenary, taking time to explain the journey to their peers. The group discusses different questions, including how they can support each other in their journeys.
Activity DIA8: Where do we go next?	1 hour and 30 minutes	<ul style="list-style-type: none"> Can plan actions with peers in groups of boys and girls. 	<p>The best way to learn about each other is to work together towards a shared goal. We can plan activities to share our commitment with our families and communities.</p>	Facilitators moderate a session where boys and girls discuss how they want to continue working together. The activity ends with a fun game that encourages girls and boys to appreciate each other's strengths.

> BEFORE THE FIRST SESSION

This is a pre-session activity that will take place in preparation for the Dialoguing Sessions.

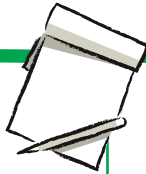
ACTIVITY DIA1: PREPARING TO DIALOGUE WITH EACH OTHER

Girls and boys work separately to discuss the importance of working with each other, and to identify opportunities and potential barriers of doing this successfully. Next, they work on a list of the top 10 reasons why they want to work with each other to build gender equality in their families and communities. Finally, the facilitator makes a brief presentation of the group of girls or boys they will be dialoguing with.



WHAT YOU NEED

- Flipchart
- Thick markers – at least 20
- Large cards
- Masking tape
- Video recording/ projecting equipment (if needed)



LINKS TO KAPS

- Values the opportunity for girls and boys to dialogue about gender.
- Understands the importance of girls and boys working together to promote gender equality in their families and their communities.
- Identifies opportunities and barriers in their own context for girls and boys to work with each other.



KEY MESSAGE

- **Girls and boys have much to contribute to gender equality in their own relationships, in their families and in their communities.** Neither girls nor boys can do this alone, because challenging gender inequality is about transforming relationships between girls and boys, and between women and men.



BEFORE YOU BEGIN

- In this activity you will tell your group about the group of boys or girls they will be working with. For this, you will need to get a brief description of the other group from their facilitator. Make sure to also prepare a description of your group to share with them. Include information such as age range, how long they have been working together, schools they go to, hobbies, interests, and more.
- If possible, agree to exchange short video messages where the groups introduce themselves! If the technology is not available for this, or if your group does not feel comfortable making a video, discuss a different creative way to communicate with the other group, perhaps a song, a letter, a poem, or a mural. Make sure you prepare this with your group and share it with the other facilitator ahead of time!
- Copy the questions included in **Step #5** onto a flipchart. Keep the sheet covered until you are ready to use it.
- Copy the activity's Key Message onto a flipchart so that you can refer to it in **Step #13**. Keep the sheet covered until you are ready to use it.
- Prepare a flipchart with the date, time and place of the first session that they will have together with the boys' or the girls' group.

STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

1. Introduce this activity by telling your group about the exciting opportunity they have to work with a group of (girls or boys) who are also interested in gender equality.
2. Ask: **Do you think it's important to work with them? Why?**
Take notes of key ideas on a flipchart.
3. After two or three group members have shared their thoughts, explain that this is a very important question, so you would like them to take some time to discuss it in small groups. Ask them to come up with as many reasons as they can of why it's important.

In Small Groups: Discussion (20 minutes)

4. Use a fun way to form groups of 4 to 5 group members.



Link to the Introduction: For links to resources that detail fun icebreaker and group formation games, see the 'Helpful Resources' section of the [Introduction](#).

5. Show the flipchart that contains the following questions and ask group members to discuss them:
 - **Why is it important to work with boys (or girls) to end gender inequality?**
 - **What are some barriers in your community to working with them?**
 - **What are some opportunities in your community for working with them?**
6. After 10 minutes, distribute large cards and markers. Ask each group to take 5 minutes to come up with their top two answers for each question, and write them on large cards – one answer per card.

In Plenary: Building consensus (10 minutes)

7. Explain that the group has been asked to come to the first mixed session with a list of the top ten reasons why they want to work with (boys or girls) to build gender equality in their families and communities.
8. Invite a group to present their top two answers to the first question, and to paste their cards on a wall. Repeat with all groups, putting the cards that are repetitive together.
9. Ask for three volunteers to take the cards home and to work on the 'Top Ten' list, based on the cards that all groups have presented. Explain that they will need to write them up in a flipchart sheet to present at the first dialoguing session.
10. Ask for groups to present their answers to the other two questions, and spend some time discussing their thoughts on opportunities and barriers for girls and boys to work with each other.

TIP! Make sure to ask the girls to bring all the cards back to you and hold on to them, so that you can refer to them in future sessions.



In Plenary: Wrap it up! (5 minutes)

11. Share the information you have about the group of (boys or girls) they will be working with. If you have a video, letter or other type of message from them, share it with your group now.
12. Use the flipchart you prepared ahead of time to remind everyone of the date, time and place of the first session.
13. End the activity by asking for a volunteer to read the activity's **Key Message** from the flipchart you prepared ahead of time.

> FIRST SESSION

This session has two activities that take a total of two hours and 15 minutes. Make sure to take breaks between each activity. With breaks and time for socialising, the session should be at least three hours long.

ACTIVITY DIA2: GETTING TO KNOW EACH OTHER

In this activity, girls and boys take 5 minutes to work in small same-sex groups to identify their hopes and fears for their dialogue sessions, writing the top one of each on pieces of paper and place them in balloons. Next, the entire group dances with the balloons, and when the music stops, volunteers pop the balloons, introduces themselves, and present the hopes or fears of a peer. Finally, girl and boy representatives present their list of 10 reasons to work with each other that they prepared in the first activity of this module.



**MIXED
GROUPS**



**45
MINUTES**

WHAT YOU NEED

- White paper, cut into strips
- Balloons, at least one for every two participants
- Large name tags
- Music and a music player



LINKS TO KAPS

- Recognises each other's hopes and fears about dialoguing gender.
- Participates in peer reflection spaces about gender equality.



KEY MESSAGE

- **In order to work together, girls and boys need to learn to trust each other.** This can begin by taking the time to listen to each other's hopes and fears about working together.



TIPS FOR FACILITATORS

- Even if the girls and boys know each other from other places, do not rush this activity. It is very important for them to take the time to discuss their hopes and fears about this space for dialoguing about gender.
- Make sure this is a fun game! Choose dance music that the girls and boys will like, but make sure the lyrics do not reproduce gender stereotypes or promote gender-based violence.



BEFORE YOU BEGIN

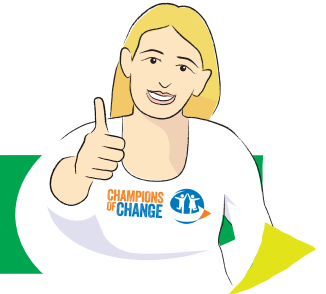
- Make sure your group has chosen a representative to present their 'Top 10 List' (prepared in the previous activity). Speak to the facilitator of the other group and make sure they have a representative as well.
- Cut several pieces of white paper into strips. You need at least one strip of paper for each participant.
- Copy the questions included in **Step #1** onto a flipchart:
- Copy the activity's Key Message onto a flipchart.
- As participants are arriving, distribute nametags. Ask them to write their first name or nickname with a thick marker and to wear the nametag throughout the session.

STEPS TO FOLLOW:

In Small Groups: Discussing our hopes and fears (10 minutes)

1. Ask all participants to work in same-sex groups of 4 to buzz about the following questions:
 - **What is our biggest hope about dialoguing about gender with boys (if you are girls) or girls (if you are boys)?**
 - **What is your strongest fear about this dialogue?**
2. After 5 minutes, distribute two strips of paper and two balloons to each group. Ask them to write their biggest hope and their strongest fear on the strips of paper (one idea per strip). Then ask them to fold them up, put them inside the balloon, and to blow up and tie the balloon.

TIP! Make sure they write whether it is a 'hope' or a 'fear' on their strip of paper.



In Plenary: My name is Pop! (30 minutes)

3. Invite all boys and girls to stand in a circle. Start the music and ask everyone to throw the balloons in the air and to not let any touch the ground. The balloons will all mix up—they shouldn't hold onto their own balloons!
4. Stop the music and ask for a volunteer to introduce him or herself, and to introduce someone who was in his or her groups. Encourage them to share their name and something fun about themselves that others don't know. Then, ask them to pop one of the balloons and to read the hope or fear inside it. Repeat this with one other volunteer and his or her group mate. (Four participants will introduce themselves and two balloons will be popped every time the music stops.)

As participants are introducing themselves, summarise the hope and fears they read to the group on separate flipcharts. You will summarise both lists at the end of the activity.



STEPS TO FOLLOW:

- Continue to play music and ask for volunteers to introduce themselves and pop balloons until everyone has had a turn and all balloons have been popped.

TIP!

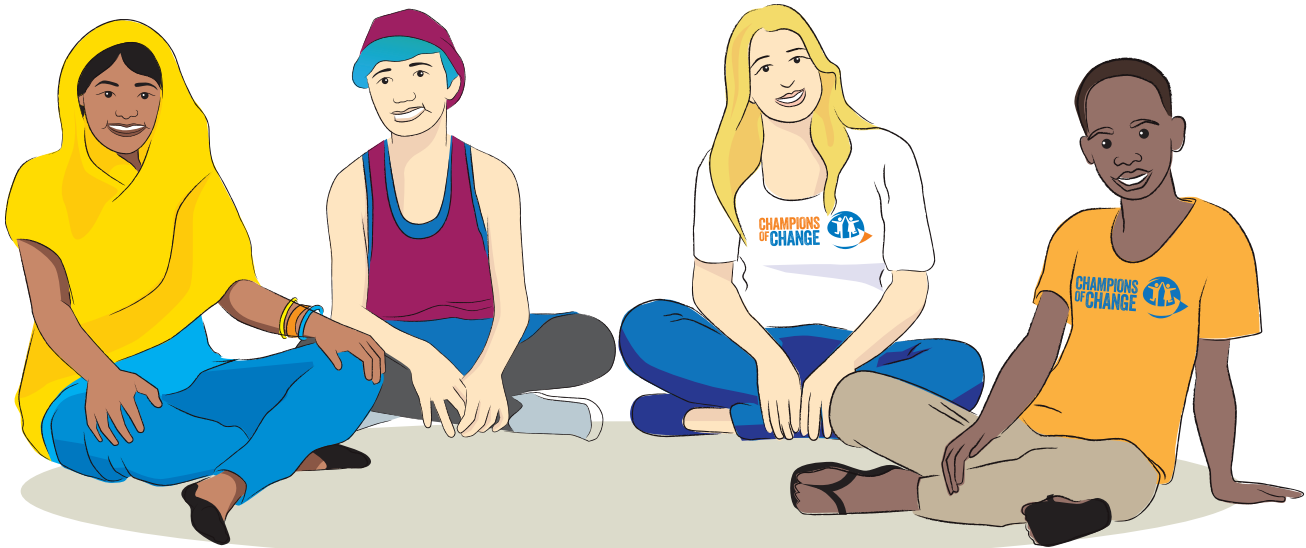
If the group is too large it may take too long for everyone to introduce him or herself. If this is your case, consider having groups introduce themselves all at one (four participants at a time), and popping more than two balloons every time the music stops.



In Plenary: Our Top 10 Lists (20 minutes)



- Give a short summary of the hopes and fears presented by everyone. Invite everyone to keep these in mind as they begin to work together.
- Invite the boy representative to present his group's list of 'Top 10 Reasons Why It's Important to Work with Girls to End Gender Inequality'. Ask for comments from the group.
- Invite the girl representative to present her group's Top 10 list. Ask for comments from the group.
- Read the activity's **Key Message** aloud and ask for comments from the group.
- Wrap up the activity by congratulating the groups for coming together in this important space for dialoguing.

Take a short, unstructured break before starting the next activity! Let participants have some free time to hang out with each other, use the toilet, run around outside, play games, or eat a healthy snack.



ACTIVITY DIA3: DOMINANT MASCULINITY VS. GENDER EQUALITY

Working in plenary, girls and boys discuss the expectations that society has about what girls and boys do and about how they are. They connect these expectations to the concepts of 'Dominant Masculinity' and 'Gender Equality'. Next, they work in mixed groups to identify the effects of dominant masculinity and of gender equality. Finally, the plenary considers the importance of girls and boys working together to identify and discuss these costs and privileges.

 <p>MIXED GROUPS</p>	 <p>1 HOUR AND 30 MINUTES</p>	<p>WHAT YOU NEED</p> <ul style="list-style-type: none"> • 5 flipcharts • Markers • Facilitation Sheet DIA3: Dominant Masculinity Vs. Gender Equality 	<p>LINKS TO KAPS</p> <ul style="list-style-type: none"> • Understands the stereotypes that influence relationships between girls and boys. • Understands each other's views on the costs and privileges of dominant masculinity and the benefits of gender equality for all. • Values the ability of male and female peers to change their attitudes and behaviours.
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KEY MESSAGES

- **Dominant masculinity has both costs and privileges for boys, as well as grave costs for girls.** Discussing these costs as well as the privileges is a very important step in building dialogues between girls and boys about gender.
- **Gender equality benefits everyone—and hurts no one!** Understanding the benefits of gender equality for everyone is key in getting others to support this work.



TIPS FOR FACILITATORS

- Girls and boys will likely have done similar activities in their separate groups. The importance of doing this again in this setting is for them to have the opportunity to listen to each other's views. Encourage them to actively listen to each other.
- Be sure NOT to compare costs and privileges between boys and girls. Keep the analysis focused on each gender independently. Otherwise, you may unintentionally make boys feel defensive or portray women and girls only as victims.



BEFORE YOU BEGIN

- Prepare your own list of costs and privileges of dominant masculinity and of benefits of gender equality to use them as examples throughout the activity. You can refer to **Facilitation Sheet DIA3** at the end of this activity for some examples.
- Copy the definitions for 'Dominant Masculinity' and 'Gender Justice' included in **steps #7** and **# 9** below on flipcharts.
- Copy the diagrams in **steps #10** and **# 11** of this activity onto flipcharts.

This activity has been adapted from: Plan International's Planting Equality: Activity 7B



BEFORE YOU BEGIN

- Prepare five flipcharts with the following headings (one heading per flipchart), and set up the flipcharts around the room. Don't reveal the headings until it's time to work with them in the activity (**Step #13**):
 - 'Costs of Dominant Masculinity to Women and Girls'
 - 'Costs of Dominant Masculinity to Men and Boys'
 - 'Privileges of Dominant Masculinity for Men and Boys'
 - 'Benefits of Gender Equality for Women and Girls'
 - 'Benefits of Gender Equality for Men and Boys'
- Copy the activity's Key Messages onto a flipchart so that you can refer to them in **Step #18**. Keep the sheet covered until you are ready to use it.

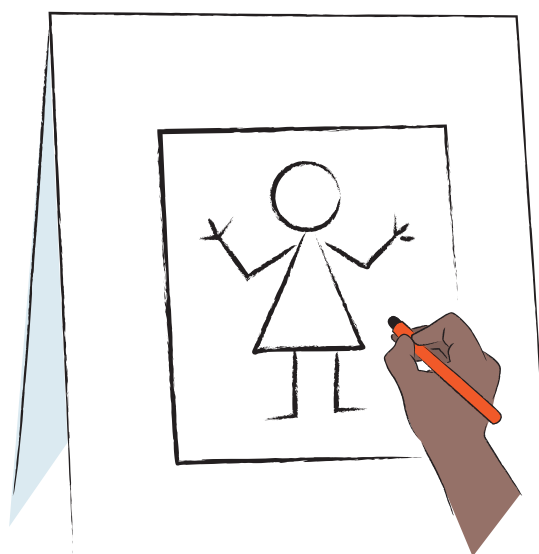
STEPS TO FOLLOW:

In Plenary: Introduction to concepts (20 minutes)

1. Introduce the activity by explaining that in this activity boys and girls will work together to explore the effects of gender inequality over their lives, as well as the potential of gender equality. Acknowledge that although they probably did similar activities in their own groups, doing it here will provide them with the opportunity to hear to each other's views.
2. Draw one large box on a flipchart and ask: **How does society expect girls to act? What does society expect them to do?** Take answers from about three girls and three boys. List the responses inside the box.
3. Explain that the box represents how girls are 'boxed-in', and often forced into behaviours that contribute to their own subordination.
4. Ask: **Do boys also get 'boxed in' to certain behaviours? Once the group agrees that they do, ask: How does society expect boys to act? What does society expect them to do?**
5. Draw a second box on another flipchart, and list the responses inside this box.
6. Point at the boxes and ask: **Does anyone know what we call the set of rules about what society expects men to be and to do?** Take a few responses, listening for anyone that comes up with 'masculinities' or 'dominant masculinities'; they may also come up with 'sexist' or 'machista'.
7. Use the flipchart you prepared to explain the meaning of '**Dominant Masculinity**'

Dominant Masculinity:

- 'Masculinity' refers to what it means to be a man in a given society and to how men are supposed to live their lives and relate to others.
 - There is no single version of masculinity, but many different kinds of 'masculinities'.
 - In most societies there are rules about what it means to 'be a man'. These rules make up what is known as 'dominant masculinity'.
8. Ask: **Does dominant masculinity support or deny gender equality?** Take a few responses, listening for anyone who claims that it supports it. If this comes up, ask them 'why?' or 'how so?' Try to get to a consensus from the group that dominant masculinity denies gender equality.



STEPS TO FOLLOW:

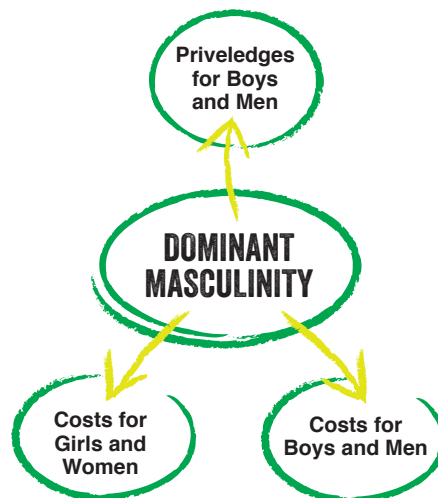
9. Present and explain the flipchart you prepared to explain the meaning of 'Gender Equality'.

Gender Equality means that women and men, girls and boys:

- Enjoy the same status in society
- Enjoy all human rights equally
- Are valued equally and enjoy the same level of respect in the community
- Can take advantage of the same opportunities to make choices about their lives
- Have the same amount of power to shape the outcomes of these choices

10. Next, show the 'Dominant Masculinity' diagram and, as you are presenting it, ask for examples of:

- One cost for boys and men of dominant masculinity.
- One privilege that dominant masculinity grants boys and men who conform to its rules.
- One cost for girls and women of dominant masculinity.



Highlight that women and girls do not experience any privileges from dominant masculinity.

TIP! Asking for examples is a way of ensuring that the boys and girls understand what each type of cost and privilege means. Don't spend too much time gathering these examples, as they will be asked to come up with many more examples in the group work that follows.

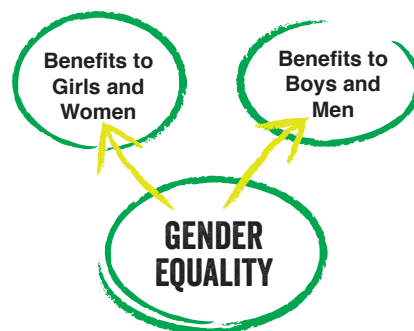


TIP! Some girls or boys may argue that women and girls do benefit from dominant masculinity, and mention issues such as not having to work or not having to spend money on a date. Ask question that highlight any misconception that underlies their statements. For example: 'Is what women do at home not work?', 'Are men really the sole providers?' or 'Are you sure women don't work?'

11. Show the 'Gender Equality' diagram and, as you are presenting it, ask for examples of:
- One benefit for boys and men from gender equality.
 - One benefit for girls and women from gender equality.

In Small Groups: Listing costs and benefits (20 minutes)

12. Use a fun way to divide participants into five mixed-gender groups, and assign each group to one of the flipcharts that you placed around the room.
13. Ask groups to take 15 minutes to record as many privileges, costs and benefits as possible. Encourage participants to consider different levels and contexts (individual, relationships, community, family, school, leadership, employment, politics, etc.). Once they have listed as many as they can, ask them to identify the top three items on their list.



TIP! Remember that this is the first time that the boys and girls will be working together to discuss gender. Don't rush this step. Visit each group and encourage everyone to participate.



In Plenary: Presentations and Discussion (30 minutes)

14. Ask group representatives to take turns presenting their top three privileges, costs and benefits included in their flipchart. Begin with the flipcharts on costs and privileges of dominant masculinity to boys and men; follow with costs of dominant masculinity to girls and women; and end with benefits of gender equality for all.

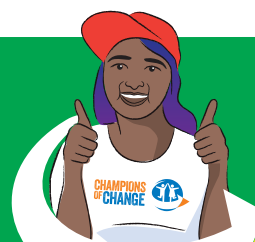
After each presentation, ask the plenary to consider:

- **Do you agree with this list? What would you add? What would you take away?**

After each presentation, review Facilitation Sheet DIA3 as well as the examples you identified ahead of time, and highlight any privilege, cost or benefit that was not mentioned.

TIP!

It is important to follow the suggested sequence of presentations because this will support the groups in envisioning how negative dominant masculinity is and to appreciate the benefits of gender equality. However, there are many presentations. Be sure to manage time well so that this part of the activity does not lose the attention of the girls and boys.



15. Ask all groups to post their flipcharts, and invite all boys and girls to spend a few minutes looking at them.

In Plenary: Wrap it up! (20 minutes)

16. Ask: **Why is it important to be aware of these privileges, costs and benefits?**

17. Focus the conversation on the importance of being able to change one's attitudes and behaviours, especially once we become aware that we may be causing harm to others or to ourselves.

TIP!

This discussion is a key step in this activity because it challenges the ideas that 'girls and boys always act in a certain way' or that 'people don't change'. It is very likely that girls and boys will come to these dialogues with these ideas already in mind. If they don't leave them behind, it is unlikely that they will ever get to trust each other.



18. To wrap up the activity, present the activity's **Key Messages** and discuss with the group.
19. Congratulate everyone for being present at this first dialogue session, and explain that the next session will focus on analysing barriers to girls' empowerment, as well as boys' engagement with gender equality. Take some time to assign the following **reflection exercise**:

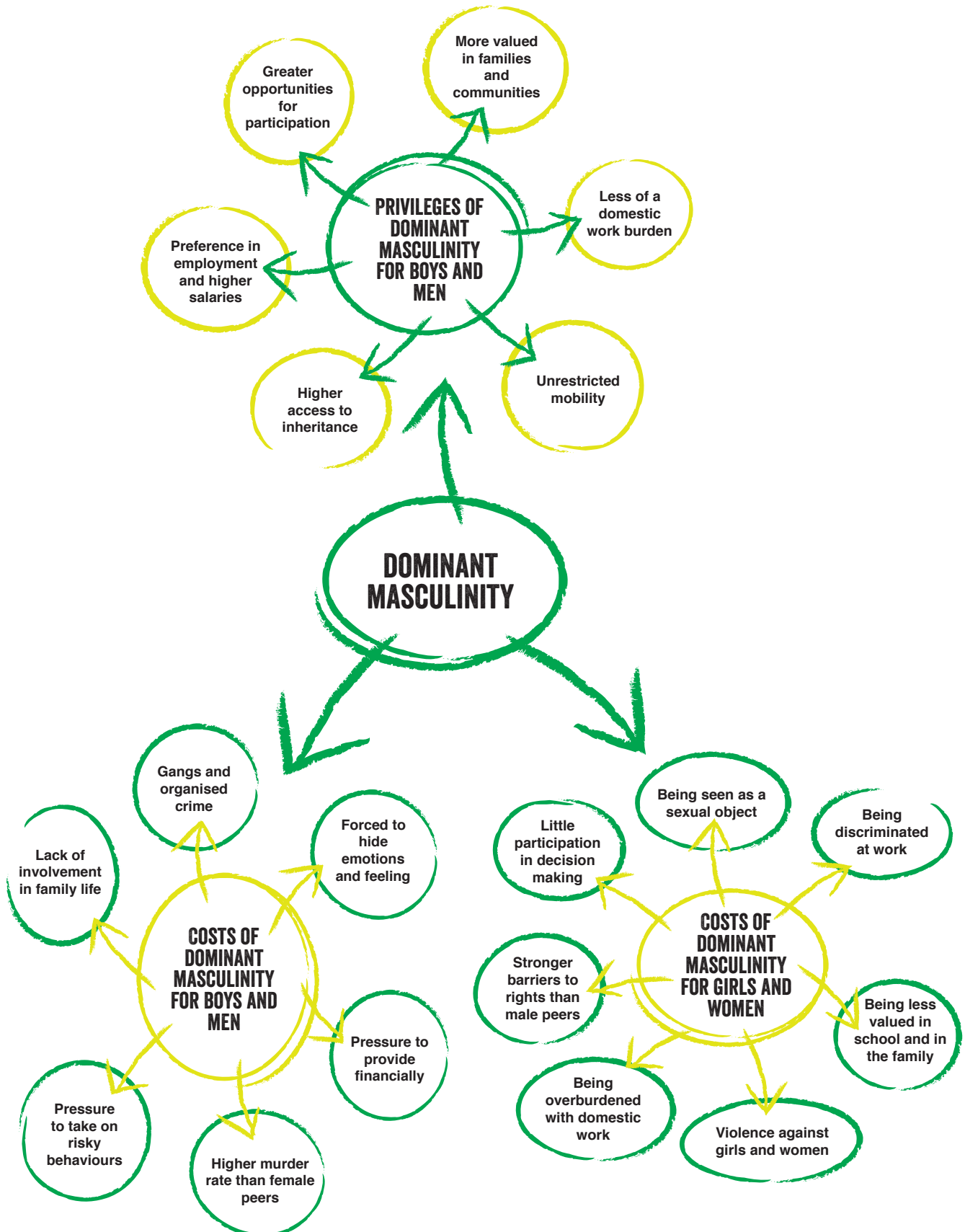


Reflecting on our dialogue! Invite the girls and the boys to spend some time in their clubs discussing how they felt during this session. Ask them to consider their hopes and fears at the beginning and at the end of the session, and to think about what they can do to make the next session even better! Tell them that you will ask them about this assignment at the start of the next session.

FACILITATION SHEET DIA3: DOMINANT MASCULINITY VS. GENDER EQUALITY



DOMINANT MASCULINITY

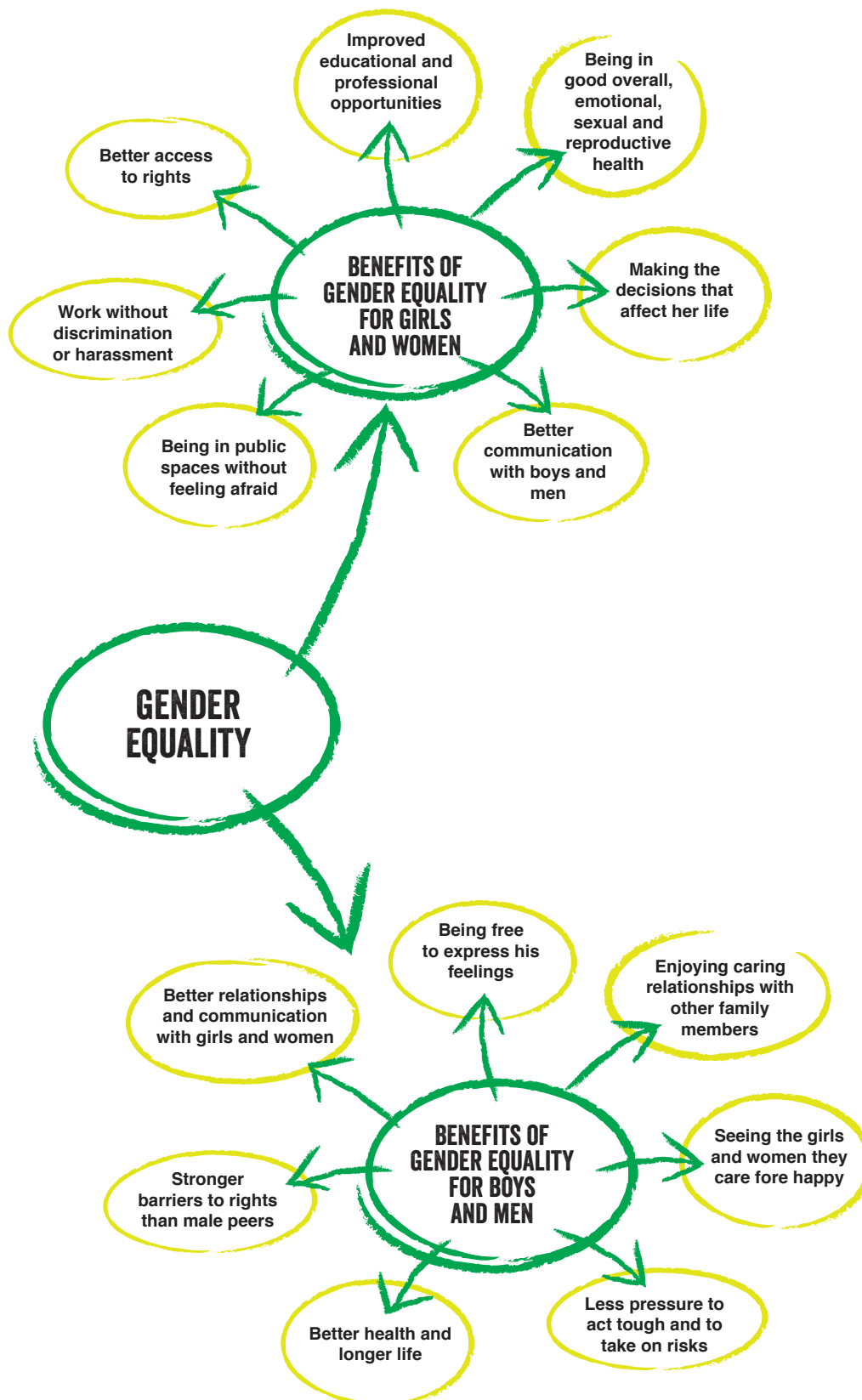


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FACILITATION SHEET DIA3: DOMINANT MASCULINITY VS. GENDER EQUALITY



GENDER EQUALITY



> SECOND SESSION

Parts I of Activities DIA4 & DIA5 should be facilitated in separately for girls and boys BEFORE coming together for this Second Session. Girls and boys will come together for part II of activities DIA4 & DIA5. These activities take a total of three hours and 15 minutes. Make sure to take breaks between each activity. With breaks and time for socialising, the session should be at least four hours long.

ACTIVITY DIA4: GIRLS' EMPOWERMENT STAR

First, girls and boys work separately to chart the Girl's Empowerment Star. On a different day, they come back together to discuss their perception of how empowered the girls in their families and their communities are. Finally, they work in mixed groups to come up with different in which they can contribute, as individuals and as groups, to girls' empowerment.

PART I: 2 HOURS



**IN SINGLE-SEX GROUPS,
FACILITATED BEFORE THE
GROUPS COME TOGETHER**



WHAT YOU NEED

- 5 Flipcharts
- Large cards
- Markers
- **Handout DIA-A: Girls' Empowerment Star (summary version – 2 copies for every small group)**
- **Handout DIA-B: Summary of the Hear Our Voices Study (1 copy for each participant)**
- **Facilitation Sheet DIA4: Discussion Guide for the Girls' Empowerment Star**



LINKS TO KAPS



- Understands the barriers to girls' empowerment in her or his own context.
- Values the empowerment of girls and women.

PART II: 1 HOUR AND 45 MINUTES



MIXED GROUP



KEY MESSAGES

- **Empowering girls is essential for advancing gender equality in our families and our communities.** Empowered girls are able to define their own goals and to act upon them.
- **Girls face multiple barriers to empowerment.** Therefore, to support girls' empowerment we must first understand the barriers they face.

TIPS!

TIPS FOR FACILITATORS

- This activity consists of two parts: Part I is for single-sex groups and should be facilitated with the girls and the boys in their own groups before coming together for the second Dialoguing Gender session. Part II is for mixed groups and will be facilitated during the second Dialoguing Gender session.
- Note that the 'Empowerment Star' used in this activity is a summary version of the one developed as an M&E tool for BIAAG programming. For more information on the original tools, please visit the BIAAG page in our Planet site.



BEFORE YOU BEGIN

- For each part of this activity, prepare a flipchart with the scoring grid that you will use to draw the girls' empowerment star.
- For the second part, copy the activity's key messages onto a flipchart.

STEPS TO FOLLOW:



Part I: In preparation to the mixed session, boys and girls groups will go through the following steps separately

In Plenary and Small Groups: Discussing the Star (30 minutes)

1. Introduce the activity by explaining that the 'Girls' Empowerment Star was developed for programmes in the Because I am A Girl Campaign. If the group is not familiar with this campaign, share a brief summary of it.

TIP!

For a brief overview of the Because I Am a Girl campaign, please visit the website: <https://plan-international.org/what-we-do/because-i-am-girl>



2. Use a fun way to form four groups.
3. Distribute Handout DIA-A to each group, and ask them to answer the key questions, and mark the star according to their answers. Ask them to think about examples to back up their answers and to prepare to share these examples with the plenary.

In Plenary: Scoring the Star (1 hour and 30 minutes)

4. Facilitate a plenary conversation about each question using the instructions included in the guide. Allow at least 10 minutes for each topic. At the end of the discussion, reach a consensus about the score, and mark it in the flipchart with the group's star.
5. When the star is complete, explain that soon (announce the date, time and place) they will meet with the other group (of boys or girls) to compare results and engage in dialogue about the empowerment of girls and women in their environment.
6. Ask the group to select a representative that will present their star to the other group. Tell her to prepare a 5-minute presentation.



Part II: In the mixed session

In Plenary: Dialoguing the Star (1 hour and 15 minutes)

1. Open the activity by welcoming the groups to their second dialogue session. Take some time to ask:
 - **Did you have a chance to reflect as a group about our first session? What would you like to say about how we can make our dialogues even better?**
2. Explain that today we will start by taking a look at some of the challenges to empowerment that girls face. Ask everyone to turn to the person next to them, and to take 5 minutes to buzz about:
 - **Why is it important to support the empowerment of girls?**
3. Ask a few couples to share their thoughts with the plenary, and take note of key words on a flipchart.
4. Invite the representative of the girls' and the boys' group to make a general presentation of their group's star. Each presentation should last no more than 5 minutes.
5. Invite everyone to dialogue about their thoughts on girls' empowerment. Take turns with your co-facilitator leading a conversation on each topic. Focus on the similarities and differences in the girls' and boys' perceptions about the empowerment of girls and young women in their environment. If possible, agree on a score for each point of the star, and mark it on the flipchart you prepared ahead of time.

TIP!

Girls and boys may have different perceptions on how empowered girls in their families and their communities are. Do not try to force a consensus! If the group is very divided, it is OK to mark more than one score on a topic of the star. If this happens, make sure to reflect on the importance of observing the lived realities of girls in our lives, and encourage them to come back to this exercise often to see how their perceptions have changed.



STEPS TO FOLLOW:

In Plenary: Supporting girls' empowerment (30 minutes)

6. Use a fun way to form 5 mixed-sex groups.
7. Ask the groups to take 10 minutes to discuss the following question:
 - **What can I do individually to support girls' empowerment in my family and in my community?**
 - **What can we do as a group to support girls' empowerment in our families and our communities?**
8. While groups are working, prepare a sign that reads 'Individual Actions' and another sign that reads 'Group Actions', and post them on a wall or on two flipcharts.
9. When time is up, ask the groups to take 5 more minutes to write their top 2 answers for each question on large cards.
10. Ask the groups to take turns presenting their 4 cards and, to paste them under the corresponding sign.
11. Ask if anyone has something they would like to add to the list of actions.

TIP! Determining what they can do is a key step in this activity. Encourage girls and boys to add to the actions presented by the groups.

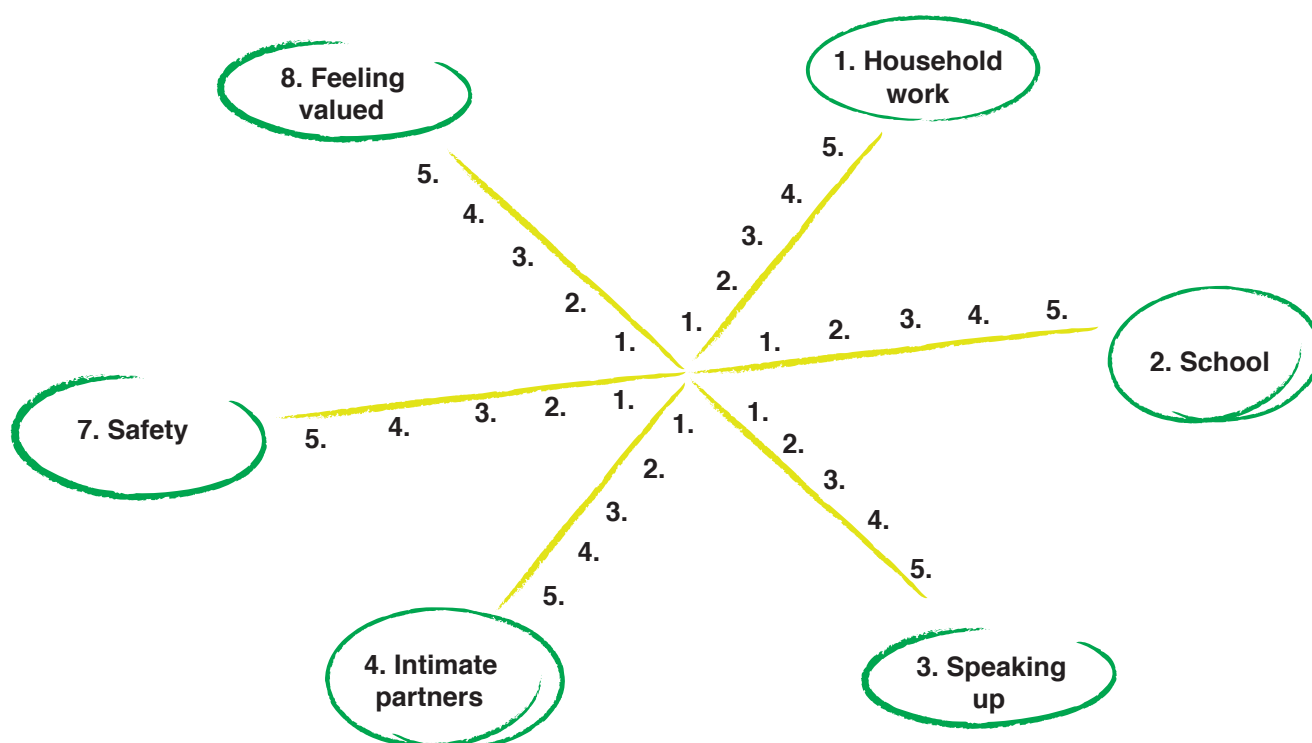
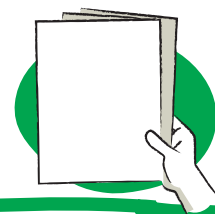


12. Encourage the girls and boys groups to keep these suggestions in mind as they return to their own clubs.
13. Present the activities' **Key Messages** using the flipchart you prepared ahead of time.
14. Wrap up the activity by distributing **Handout DIA-B: Summary of the Hear Our Voices Study**, and encouraging all to read it before their next dialogue session.

Take a short, unstructured break before starting the next activity! Let participants have some free time to hang out with each other, use the toilet, run around outside, play games, or eat a healthy snack.



HANDOUT DIA-A: GIRLS' EMPOWERMENT STAR (SUMMARY VERSION)



ISSUE	KEY QUESTION	RESPONSE (CIRCLE)				
		NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
1. Household work	Do girls and boys share household work equally, including childcare?	1	2	3	4	5
2. School	Do girls complete at least nine years of school?	1	2	3	4	5
3. Speaking up	Do girls say what matters to them in front of an adult male?	1	2	3	4	5
4. Intimate partners	Whether to have a partner, choose who it is, and decide the nature of the relationship?	1	2	3	4	5
5. Safety	Do girls feel safe in this community?	1	2	3	4	5
6. Feeling valued	Do girls' concerns matter in this community?	1	2	3	4	5

FACILITATION SHEET DIA4: DISCUSSION GUIDE FOR THE GIRLS' EMPOWERMENT STAR



EMPOWERMENT STAR: DISCUSSION PROMPTS

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

DISCUSSION PROMPTS:

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

SCALE EXAMPLES:

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

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

DISCUSSION PROMPTS:

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

SCALE EXAMPLES:

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

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

DISCUSSION PROMPTS:

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

SCALE EXAMPLES:

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

4. Intimate partners: Do girls decide whether to have a partner, choose who it is, and decide the nature of the relationship?

DISCUSSION PROMPTS:

- Girls' role in deciding whether or not to have an intimate partner
- Girls' ability to say whether or not they want to marry
- Girls' ability to say whether or not they want to be sexually active
- Girls' role in deciding whether and when to get pregnant

SCALE EXAMPLES:

1. Never. It is never a girl's decision whether to have a partner, choose who it is, and decide the nature of the relationship.
5. Girls always choose whether to have a partner, choose who it is, and decide the nature of the relationship.

Continued on the next page...

FACILITATION SHEET DIA4: DISCUSSION GUIDE FOR THE GIRLS' EMPOWERMENT STAR



5. Safety: Do girls feel safe in this community?

DISCUSSION PROMPTS:

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

SCALE EXAMPLES:

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

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

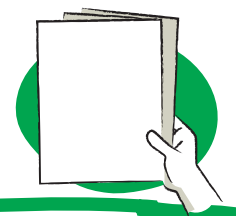
DISCUSSION PROMPTS:

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

SCALE EXAMPLES:

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

HANDOUT DIA-B: SUMMARY OF THE HEAR OUR VOICES STUDY



HEAR OUR VOICES: DO ADOLESCENT GIRLS' ISSUES REALLY MATTER?

A brief overview of the 2014 Plan International report

WHAT IS IT?

Hear Our Voices: Do Adolescent Girls' Issues Really Matter? is a global study for which Plan International listened to over 7,000 adolescent girls and boys across Asia, Africa, Central and South America. Its purpose was to better understand the key issues that adolescent girls face today – in their own words.

HOW WAS IT DONE?

Recognizing girls and boys as valuable members of society whose opinions, dreams and desires matter, the research process went straight to the heart of the issue by speaking directly to girls and boys themselves.

In small group discussions, girls and boys found a safe space to share their personal stories, experiences, and views on girls' empowerment and gender equality. Their voices offered details and context to the information collected by tools like the Girls' Empowerment Star and School Equality Scorecard, which girls and boys filled out individually. The research covered a range of topics, including:

- Marriage
- Pregnancy
- Speaking up
- Feeling valued
- Leadership
- School
- Safety
- School latrines
- Class participation
- Encouragement
- Household work
- Chore burden at school

WHAT WERE THE FINDINGS?

What both girls and boys revealed in their responses was that adolescent girls are constantly limited, constrained, and subjected to injustices that stunt their opportunities in life:

- 39% of girls Plan spoke to claimed that girls **never or seldom are able to decide about their own marriage**. Globally, one in three girls in the developing world will be married by her eighteenth birthday.

"I'M SCARED TO GO OUTSIDE HOME AFTER SUNSET BECAUSE THERE IS NO SECURITY NOW TO PROTECT THE GIRLS." – ADOLESCENT GIRL, EGYPT

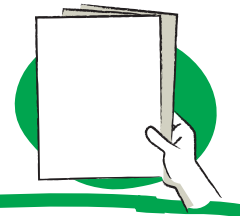
- Violence against girls is frighteningly common – girls expect to be victims of violence at home, in communities, and at school, and the levels of violence that they experience are seen as normal. In fact, 77% of girls Plan spoke to in one Bangladesh community claimed that adolescent girls **never or seldom feel safe in their community**.
- Adolescent girls have difficulties claiming their rights to express themselves and discuss their concerns in front of men and boys. Over half of girls involved in the study said that girls **never or seldom say what they think** when a boy or man is around.

**"WE ARE EMBARRASSED TO SPEAK IN THE PRESENCE OF MEN."
– ADOLESCENT GIRL, EGYPT**

Continued on the next page...



HANDOUT DIA-B: SUMMARY OF THE HEAR OUR VOICES STUDY



“GIRLS DO NOT HAVE DECISION-MAKING POWER OVER PREGNANCY. THE MALE SAYS TO THEM ‘YOU ARE MACHINES TO BIRTH CHILDREN’.” – ADOLESCENT GIRL, PAKISTAN

- Over half of girls Plan spoke to claimed that girls **never or seldom decide if they become pregnant**. Complications in pregnancy and childbirth are the leading cause of mortality for girls aged 15 to 19 in developing countries.
- The study found differences in how much girls felt valued and heard. While some girls said that they **rarely feel valued** in their community, others felt that girls were only appreciated when they conformed to traditional gender roles and responsibilities. The findings also vary considerably between regions. For instance, 41-46% of girls in Zimbabwe claimed they **never or seldom feel valued**, while only 3-12% of girls in Egypt said they felt that way.

The report also shows that things are getting better for girls – though far too slowly in many areas. For instance, many girls are now able to dream of completing school and having a brighter future.

**“THE GOVERNMENT IS NOW GIVING FREE BOOKS AND SCHOLARSHIPS, SO GIRLS WANT TO BE EDUCATED. NO GIRLS WANT TO BE UNEMPLOYED AND STAY AT HOME.”
– ADOLESCENT GIRL, BANGLADESH**

“DUE TO PLAN POLICIES LIKE EQUALITY ... GIRLS ARE ENCOURAGED TO SUCCEED ACADEMICALLY FOR FUTURE EQUALITY.”— ADOLESCENT BOY, UGANDA

While many of these findings are not new, the level of injustice described in this study by those who directly experience it is impossible to ignore. **Actively listening to girls and boys about these issues empowered them to use their awareness to take more charge of their own development. When they had the opportunity to be listened to, girls and boys around the world made it clear that they seek a more supportive environment for girls’ empowerment and gender equality.** Ultimately, the results of the study are a **call to action**, with adolescent girls and boys at the centre as Champions of Change.

WHAT WILL HAPPEN NEXT?

- Advocates will be empowered with fresh insights into the current situation of girls. The findings in this study, directly from the voices of those most affected, present evidence that policy makers cannot ignore.
- Programming will be more in line with what girls themselves need and want. Plan and other organizations can use the findings and tools from this study to improve programs and policies to create long-term change for girls and boys.
- People everywhere will stand up for and with girls. Widespread release of the report will inspire others to join adolescent girls in creating the future they want and have a right to.

ACTIVITY DIA5: BOYS' ENGAGEMENT STAR

First, girls and boys work separately to chart the Boys Engagement Star. On a different day, they come together to discuss their perception of how engaged the boys in their families and their communities are with gender equality, as well as how engaged the boys they are dialoguing with are. Finally, they work in mixed groups to come up with five ways in which they can support boys' engagement with gender equality.

PART I: 1 HOUR AND 30 MINUTES



IN SINGLE-
SEX GROUPS

PART II: 1 HOUR AND 45 MINUTES



MIXED GROUP

WHAT YOU NEED

- 5 Flipcharts
- Large cards
- Markers
- **Handout DIA-C: Boys' Engagement Star (2 copies for every small group)**
- **Handout DIA-D: So, what about boys? Summary sheet (1 copy for each participant)**
- **Facilitation Sheet DIA5: Discussion Guide for the Boys' Engagement Star**

LINKS TO KAPS

- Understands what boys can do to contribute to gender equality.
- Understands the barriers to boys' engagement with gender equality in their own context.
- Values the engagement of boys with gender equality.



KEY MESSAGES

- **Engaging boys with gender equality is a key step in transforming gender relations.** Engaging them in defining healthy and non-violent ways of being a boy is critical in promoting gender equality.
- **Boys' engagement with gender equality involves change in different aspects of their lives.** These include recognising and challenging sexism, supporting other men to embrace gender equality, valuing girls and women, rejecting all forms of discrimination and social exclusion, and recognising change in their own attitudes and behaviours.

TIPS!

TIPS FOR FACILITATORS

- This activity consists of two parts: Part I is for single-sex groups and should be facilitated with the girls and the boys in their own groups before coming to the second Dialoguing Gender session. Part II is for mixed groups and will be facilitated during the second dialoguing session.



BEFORE YOU BEGIN

- For each part of this activity, prepare the scoring grid that you will use to draw the Boys' Engagement Star. Note that boys' group will be asked to prepare and present two stars: one about the boys in their families and communities, and one about themselves. Therefore if you are facilitating this activity with boys, you need two scoring grids every time.
- For Part II, copy the activity's **Key Messages** onto a flipchart.

STEPS TO FOLLOW:



Part I: In preparation to the mixed session, boys and girls groups will go through the following steps separately

In Plenary and Small Groups: Discussing the Star (30 minutes)

1. Begin with a fun game that allows you to form four groups.
2. Distribute **Handout DIA-C** to each group, and ask the groups to discuss the key questions, marking the star according to their answers. Ask them to think about examples to back up their answers and to prepare to share these examples with the plenary.
3. If you are facilitating this activity with boys, ask them to prepare two stars: one about themselves, and another one about the boys in their families and communities.

In Plenary: Scoring the Star (1 hour)

4. Facilitate a plenary conversation about each question using the instructions included in the guide. Allow at least 10 minutes for each topic. At the end of the discussion, reach a consensus about the score, and mark it in the flipchart with the group's star. Remember that if you are working with boys, you will prepare two stars: one about themselves and one about their male peers.
5. When the star(s) is complete, remind the group that they will meet with the (boys' or girls') group to compare results and engage in dialogue about the engagement of boys with gender.
6. Ask the group to select a representative that will present their star to the other group during the dialogue session. Explain that girls will have 5 minutes to present, and boys will have 10 minutes to present because they will bring two stars.



Part II: In the mixed session

In Plenary: Dialoguing the Star (1 hour and 15 minutes)

1. Ask everyone to turn to the person next to them, and to take five minutes to buzz about:
 - **Why is it important to engage boys in our families and communities with gender equality?**
2. Ask a few couples to share their thoughts with the plenary, and take note of key words on a flipchart.
3. Invite the representative of the girls' and the boys' group to make a general presentation of their group's star. The girls' presentation should last no more than 5 minutes, and the boys' no more than 10.
4. Ask the girls if they would like to comment on the star that the boys drew to describe themselves.
5. Next, explain that you will work together to chart a star that describes the way most boys are in their communities.
6. Invite everyone to give his or her thoughts on boys' engagement. Take turns with your co-facilitator leading a dialogue on each topic. Focus on the similarities and differences in the girls' and boys' perceptions about the engagement of boys in their families and communities.

TIP!

Participants will likely have different perceptions on how engaged boys in their families and their communities are. Do not try to force a consensus! If the group is very divided, it is okay to mark more than one score on a topic of the star.



STEPS TO FOLLOW:

In Plenary: Engaging boys (30 minutes)

7. Use a fun way to form five mixed groups.
8. Ask the groups to take 10 minutes to discuss the following question:
 - **What can I do as an individual to support boys in my family and in my community to engage with gender equality?**
 - **What can we do as a group to support boys in my family and in my community to engage with gender equality?**
9. When the time is up, ask the groups to take 5 more minutes to write their top two answers for each question on large cards.
10. Ask the groups to take turns presenting their four cards and to paste them under the corresponding sign.
11. Ask if anyone has something they would like to add to the list of actions.
12. Encourage the girls and boys groups to keep these suggestions in mind as they return to their own clubs.
13. Present the activities' **Key Messages** using the flipchart you prepared ahead of time.
14. Distribute **Handout DIA-D**, and encourage everyone to read it before their next Dialoguing Gender session.
15. Take some time to assign the following **Spread the Word!** exercise:

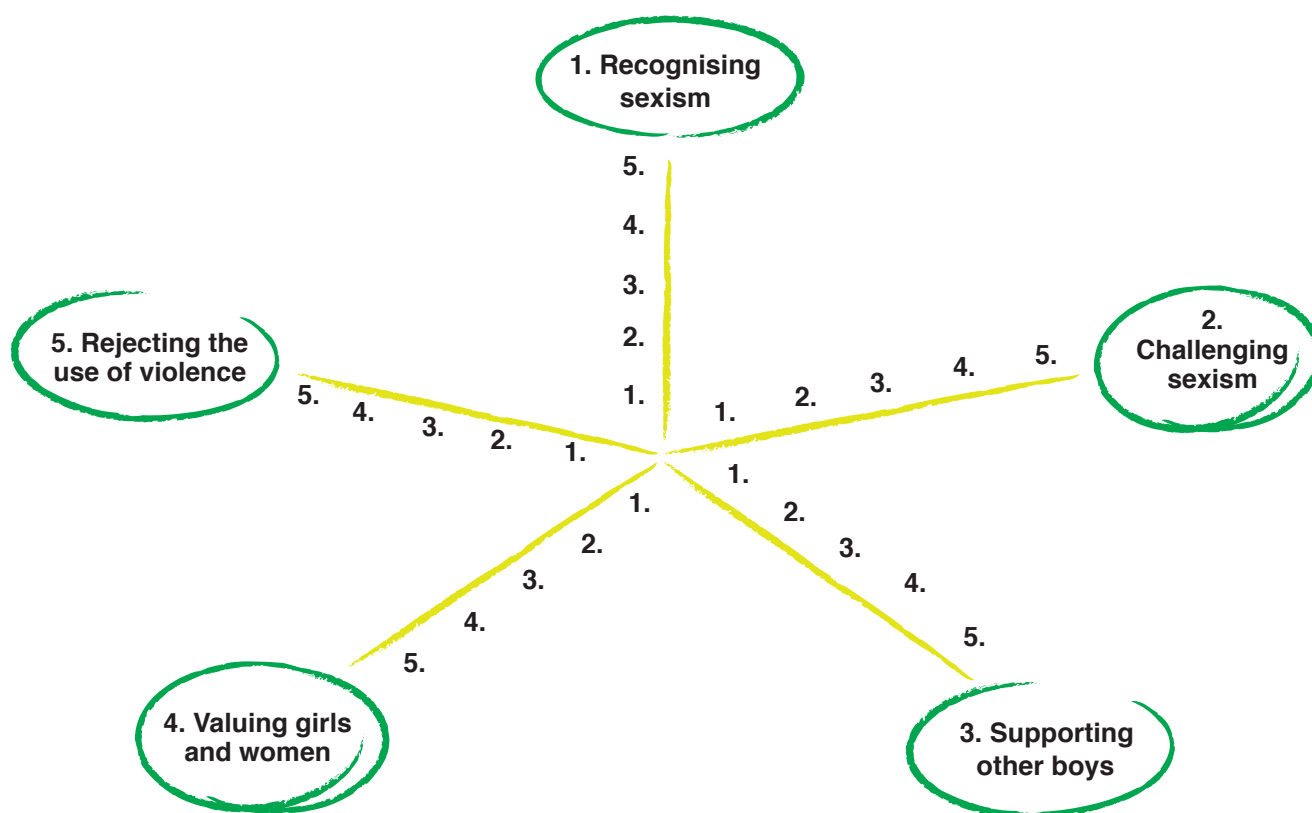
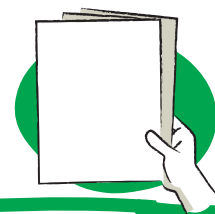


Spread the word! Today we learned a lot about the barriers to empowerment that the girls in our families and communities face. We have also learned about how engaged boys in our communities are with gender equality. In the few weeks before our next session, take some time to do one of the individual actions you said you would take to support girls empowerment and boys' engagement with gender equality. We will ask you about it next time we meet, so bring some notes on what you did, how it went, and how you felt about it.

16. Wrap up the second session by explaining that the next session will focus on building gender-equal relationships.



HANDOUT DIA-C: BOYS' ENGAGEMENT STAR



ISSUE	KEY QUESTION	RESPONSE (CIRCLE)				
		NEVER	SELDOM	SOMETIMES	OFTEN	ALWAYS
1. Recognising sexism	Do boys recognise sexism in themselves and around them?	1	2	3	4	5
2. Challenging sexism	Do boys challenge sexism in themselves and around them?	1	2	3	4	5
3. Supporting other boys	Do boys support other boys who challenge sexist attitudes and behaviours?	1	2	3	4	5
4. Valuing girls and women	Do boys value girls and women as much as they value boys and men?	1	2	3	4	5
5. Rejecting the use of violence	Do boys reject using violence in their relationships with others?	1	2	3	4	5

FACILITATION SHEET DIA5: DISCUSSION GUIDE FOR THE BOYS' ENGAGEMENT STAR



1. Do boys recognise sexism in themselves and around them?

DISCUSSION PROMPTS:

- Boys' ability to identify sexist attitudes and behaviours in their families, in their friendships, in education, in institutions, in the media, etc.
- Which sexist attitudes and behaviours have boys identified in themselves?
- Which sexist attitudes and behaviours have boys identified in their peers?
- Which sexist attitudes and behaviours have boys identified in adult family members?

SCALE EXAMPLES:

1. Never. Boys never recognise sexist attitudes and behaviours for what they are.
5. Always. Boys always recognise sexist attitudes and behaviours for what they are.

2. Do boys challenge sexism in themselves and around them?

DISCUSSION PROMPTS:

- Is it safe for boys to challenge sexism around them?
- Boys' willingness to reject sexist attitudes and behaviours in themselves
- Boys' ability and willingness to challenge peers when they discriminate against girls, or try to control them.
- Boys' ability and willingness to stand up to family members when they discriminate against girls or women in their family

SCALE EXAMPLES:

1. Never. Boys never challenge sexist attitudes and behaviours in themselves or in others.
5. Always. Boys always challenge sexist attitudes and behaviours in themselves or in others.

3. Do boys support other boys who challenge sexist attitudes and behaviours?

DISCUSSION PROMPTS:

- Is it safe for boys to stand up for other boys who challenge sexism?
- Are boys willing to stand up for other boys who challenge sexism?
- Instances where boys have supported other boys to challenge sexism.

SCALE EXAMPLES:

1. Never. Boys never support other boys who challenge sexist attitudes and behaviours.
5. Always. Boys always support other boys who challenge sexist attitudes and behaviours.

FACILITATION SHEET DIA5: DISCUSSION GUIDE FOR THE BOYS' ENGAGEMENT STAR



4. Do boys value girls and women as much as they value boys and men?

DISCUSSION PROMPTS:

- Boys recognise that girls and women have the same rights as boys and men.
- Boys recognise that girls are as capable as boys to do well in school.
- Boys recognise that girls are as entitled to make decisions about their lives as boys are.
- Boys celebrate the birth of a girl into their family as much as the birth of a boy.
- Boys think that women are as capable as men to hold positions of power

SCALE EXAMPLES:

1. Never. Boys do not value girls and women as much as they value boys and men.
5. Always. Boys always value girls and women as much as they value boys and men.

5. Do boys reject using violence in their relationships with others?

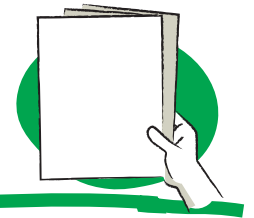
DISCUSSION PROMPTS:

- Boys' understanding of the triad of violence (violence against girls and women, against other boys, and against themselves), and the role that gender plays in it.
- Boys' ability to recognise instances when they have used violence
- Boys' attitudes towards violence in their relationships with girls and with other boys

SCALE EXAMPLES:

1. Never. Boys often use violence in their relationships with others.
5. Always. Boys always reject using violence in their relationships with others.

HANDOUT DIA-D: SO, WHAT ABOUT BOYS? SUMMARY SHEET



SO, WHAT ABOUT BOYS?

A brief overview of the *Because I am a Girl: The State of the World's Girls 2011* report

Since 2007, Plan International has released an annual report assessing the current state of the world's girls. Each year, the theme focuses on a different topic, including conflict, economic empowerment, urban issues, natural disasters, and more. In 2011, the report on girls asked the question: "So, what about boys?" to recognize the importance of including the other half of the population in the fight for gender equality.

WHY BOYS?

While 'The State of the World's Girls' reports are still primarily about girls, this report looked at why it is so important for men and boys to be a part of the solution in achieving gender equality. Because men and boys are still the main decision makers in relationships, families, communities, businesses and governments, any actions for a more gender equal world must work with them alongside women and girls in order to make a real difference.

WHAT WERE THE FINDINGS?

For this report, Plan carried out research with over 4,000 young people to draw out some of the differences in attitudes and behaviours spanning across a variety of countries and cultures. Here is some of what they learned:



'PARENTS SHOULD PLAY A GREATER ROLE IN SHOWING THEIR CHILDREN THAT THEY ARE EQUAL BOTH IN THE HOME AND OUTSIDE' – BOYS IN RWANDA

- Boys and girls all over the world are beginning to question the roles they play in their own homes, and are **working to behave in more gender-equal ways**, such as sharing household chores. These young people believe that they can do better than their parents' generation in building a more equal world.
- Young fathers are often seen in a negative light—or not seen at all—yet many do want to support their partners and children! In order to take part in childcare and domestic chores to ease the care duties carried out by teenage mothers, **young fathers themselves need support**. This is not easy, and they may face teasing and even hostility from their peers for helping at home.

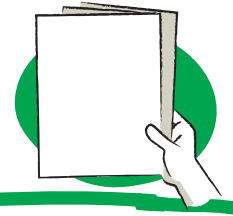
"I CAN ALREADY PICTURE THE LOOKS ON MY FRIENDS' FACES IF THEY SAW ME WITH A DIRTY NAPPY IN MY HAND. THEY'LL MAKE FUN OF ME. STILL, THAT IS HOW I'D WANT TO RELATE TO MY CHILD. I WANT TO BE A CARING DAD." – DIKITSO, 23, BOTSWANA

"SINCE I WAS A BOY, I LIKED TO FOLLOW MY FATHER'S ACTIVITIES AND IDEAS BECAUSE MY FATHER WAS FRIENDLY AND RESPECTED BY MANY OF THE PEOPLE IN THE VILLAGE." – YOUNG FATHER, CAMBODIA

- Boys who have had positive male role models in their lives, and who display respectful and equal attitudes as a consequence, are **less likely to use violence against women** or to take part in risky behaviour.

Continued on the next page...

HANDOUT DIA-D: SO, WHAT ABOUT BOYS? SUMMARY SHEET



‘IF I WERE PRESIDENT I WOULD ENACT A LAW FOR EQUAL RIGHTS, A LAW SAYING THAT WOMEN AND MEN COULD DO THE SAME THINGS. IF SHE CLEANS THE HOUSE, HE CAN DO IT TOO; AND IF SHE CAN COOK, HE CAN DO IT TOO!’ – LANA, AGE 16, BRAZIL

- Although young people may live in households where there is not much equality between the sexes, **they actually feel happier when they see their parents sharing household responsibilities** – when fathers cook and do the laundry, for example, or where both parents make decisions, and mothers spend their time both in and outside of the home.

WHAT’S IN IT FOR BOYS?

Working with boys and men for increased gender equality is in their own best interest. Aside from the satisfaction of helping their mothers, sisters and girlfriends to be treated fairly and have equal access to their human rights, there are also other incentives for boys to embrace gender equality.

“GENDER EQUALITY, SOCIAL INJUSTICE AND REPRODUCTIVE AND SEXUAL HEALTH ARE BOYS’ AND MEN’S ISSUES TOO. THAT’S WHY IT IS VITAL TO LOOK AT HOW BOYS AND YOUNG MEN CAN EMPOWER GIRLS.” – MANEESA, 14, CANADA

Current gender norms and stereotypes create unreasonable expectations and behaviour demands from boys and men, such as being aggressive or violent, or being exclusively responsible for the economic security of the family. These pressures can leave many young men vulnerable to substance abuse, unsafe sex, school drop-out, risky behaviour like dangerous driving, and failing to seek help for health problems.

Creating new perspectives on gender roles could help to free boys from the pressures that they face regarding traditional views of masculinity, such as being tough, not being encouraged to express their emotions or limiting their creativity. Greater gender equality will help boys to succeed in school, to be comfortable with their own identity, to be confident in expressing emotions and to be equipped with the skills to build positive relationships of mutual trust and respect.

“WITH TRAINING ON GENDER...WE CAN LEARN TO SHOW AFFECTION AND TO FEEL CLOSE TO OUR FRIENDS. I CAN SEE THE DIFFERENCE BETWEEN US AND THOSE WHO DON’T KNOW ABOUT GENDER EQUALITY-THEIR RELATIONSHIPS WITH YOUNG WOMEN ARE COMPLETELY DIFFERENT.” – CHRISTIAN, 20, EL SALVADOR

Too often, moves towards gender equality means more freedom for girls and women to express themselves in new ways without including this same opportunity for boys and men. The challenges both genders face are interrelated, and redefining masculinity into a healthier, flexible, more inclusive category will result in immeasurable benefits for everyone.

“HAVING MORE EQUALITY MAKES ME HAPPY. I AM A BETTER FRIEND, WITH CLOSER FRIENDSHIPS WITH BOTH BOYS AND GIRLS, AND BETTER CONVERSATIONS.” – LUIS, 21, EL SALVADOR

> THIRD SESSION

This session has one activity that takes a total of one hour and 30 minutes. Make sure to combine the activity with breaks and time for socialising. Therefore, you should plan for a session that is at least two and a half hours long.

ACTIVITY DIA6: BUILDING GENDER EQUAL RELATIONSHIPS

Girls and boys work in mixed groups to discuss what gender-equal relationships are like, with a focus on sexual and reproductive rights, and on living free of gender-based violence. Groups prepare skits and present them to the plenary, where key statements on what makes relationships gender-equal are discussed. Finally, girls and boys pledge to bring these qualities into their own relationships.



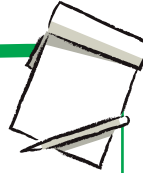
**MIXED
GROUPS**



**1 HOUR
AND 30
MINUTES**

WHAT YOU NEED

- 5 Flipcharts
- Markers
- Video projection equipment
- **Facilitation Sheet DIA6: Gender Equality in Our Relationships**
- TV spot 'Champions of Change' (25 seconds) available here: <https://www.youtube.com/watch?v=FsSNgMUOhzg&feature=youtu.be>



LINKS TO KAPS

- Values relationships that are based on gender equality
- Engages in dialogues between boys and girls about what he or she expects in a gender-equal relationship.



KEY MESSAGE

- **Dialoguing about what makes a relationship gender equal leads to better relationships between girls and boys.** These dialogues allow girls and boys to ask each other questions, and to build a shared understanding of gender equality in their relationships.



BEFORE YOU BEGIN

- Review the 'Champions of Change' TV spot and prepare to present it to the group. If you are not able to project it, work with your co-facilitators to prepare to act out the 'before' and 'after' scenes for the group.
- Copy the instructions for group work listed in **Step #7** onto a flipchart. Keep the sheet covered until you are ready to use it.
- Copy the activity's **Key Message** on a flipchart.



STEPS TO FOLLOW:

In Plenary: Introduction (15 minutes)

1. Welcome everyone to the third Dialoguing Gender session!
2. Ask: **Would anyone like to share about last session's take-away assignment?**
Remind them that you asked them to do one of the actions they suggested to support girls' empowerment or boys' engagement with gender equality. Spend some time listening to the girls' and boys' comments, and congratulate them for their actions.
3. Show the '**Champions of Change**' TV spot.

TIP! If you are not able to present the TV spot, you will need to find a creative way to present the 'before' and 'after' scenes included in it. Perhaps you can act them out with your co-facilitators.



4. Ask: **How does this video relate to the topics you have been working on in your groups?**
Take some comments from the plenary, encouraging them to share key messages about sexual rights and reproductive rights, and about living free from gender-based violence that they learned in their groups.

In Mixed Groups: Before and After (30 minutes)

5. Use a fun way to form six mixed groups, making sure that all groups have equal or very similar numbers of girls and boys.
6. Assign one of the following topics to each one of the groups:
 - Sexual rights and reproductive rights in the family
 - Sexual rights and reproductive rights in a couple
 - Sexual rights and reproductive rights among friends
 - Living free from gender based violence in the family
 - Living free from gender based violence in a couple
 - Living free from gender based violence among friends
7. Ask each group to take 20 minutes to:
 - ✓ Come up with five statements to describe what relationships in their area of focus would look like if they were based on gender equality.
 - ✓ Come up with a short 'before' and 'after' skit (2-4 minutes) that represents their vision for relationships that are based on gender equality.

TIP! Display the flipchart that you prepared with these instructions, so that participants can refer to them as they are working.



8. Visit each group as they are working to answer any question they may have, to ensure that girls and boys are participating equally, and to ask questions that may spark conversations.

TIP! You may need to visit groups more than once! Make sure to pay close attention to group dynamics, and to support in any difficulty or conflict that may arise in discussing these topics. Encourage boys and girls to be active listeners, to learn about each other's perspectives and to ask each other questions.



STEPS TO FOLLOW:

In Plenary: Sharing our skits (40 minutes)

9. Invite the groups to take turns presenting their skit, followed by their statements. After each group presents, ask:
 - **Does everyone agree with these statements?**
 - **Is there any statement that you would like to see included in this list?**
10. As you moderate the discussion of each groups' work, make sure that the groups have contemplated the statements included in **Facilitation Sheet DIA6**, and suggest any topic that has not been included.

TIP!

Make sure to pay close attention to all statements as they are presented. If a group comes up with a statement that does not reflect gender equality, make sure to point it out, and to explain why. Work with the plenary to come up with a statement to replace it.



In Small Groups and Plenary: Wrap it up! (5 minutes)

11. Congratulate everyone on the dedication they have shown in dialoguing about these important topics and invite them to pledge to bring all these statements into their own relationships!
12. Explain that you will take them home and write them into one document that they will all receive in their groups.

TIP!

Make sure that you follow up with this promise! Write these up on one sheet of paper and make copies to hand out to participants next time you see them.



13. Read the activity's **Key Message** and ask if anyone has any closing remarks.
14. Take some time to assign the following 'Write it out!' exercise:



Write it out! Today we had the chance to discuss the qualities of gender equal relationships. In the few weeks before our next session, take some time to write in your journal about the relationships that you would like to change to better match these qualities. If you are ready to take the next step, speak with one of the people you journal about (a sibling, a boyfriend or girlfriend, a parent) and discuss how your relationship could change.

15. Wrap up the third session by explaining that the next session will focus on their journeys to gender equality.

FACILITATION SHEET DIA6: GENDER EQUALITY IN OUR RELATIONSHIPS



This list includes some examples of gender-equal ways of relating. It is by no means exhaustive. Feel free to add examples that are relevant to the communities where the boys and girls live.

Sexual rights and reproductive rights in the family

- Girls feel comfortable asking questions about their sexuality to their parents and to older siblings.
- Girls and boys receive the same guidance and support on their sexuality from caregivers.
- Boys are not encouraged to have multiple sexual partners as a sign of masculinity.

Sexual rights and reproductive rights in a couple

- Both partners feel comfortable asking for and refusing sex, and know that they will not be judged for their wishes.
- Neither partner is ever forced to do something they don't want to do.
- Both partners will care for each other's sexual health and pleasure in sexual relations.
- Both partners will participate in deciding if, when, and how many children to have.

Sexual rights and reproductive rights among friends

- Boys and girls respect each other's choices about sex: they don't pressure their peers to have sex, or to abstain from having sex.
- Peers share accurate information about sexuality, and are careful not to repeat false information.
- Peers encourage each other to abstain from high-risk behaviours regarding sexuality.

Living free from gender based violence in the family

- No family member enacts, experiences or witnesses any form of violence based on their gender, including emotional, physical or sexual violence.
- Girls and boys feel comfortable and safe to bring up fears or experiences of gender based violence to their family members, and receive support from them.
- No family member pressures girls or women to keep quiet about violence.
- Girls and women are free to choose where and with whom to go out without fear of retribution from their family members.

Living free from gender based violence in a couple

- Neither partner enacts or experiences any form of violence based on their gender, including emotional, physical or sexual violence.
- Girls and women are free to choose where and with whom to go out without fear of retribution from their partner.
- Women and girls feel comfortable and safe to bring up fears or experiences of gender-based violence to the other, and receive support from them.

Living free from gender based violence among friends

- Boys stand up to peers who see girls and women as sexual objects, harass them, pressure them, or tell jokes or make up stories about them.
- Girls and boys do not make fun of other girls or boys who challenge gender norms.
- Girls and boys speak up when they see forms of gender-based violence among their peers, or tell an adult about the situation.
- Boys are not encouraged or forced to interact in violent ways with each other in social situations.

> FOURTH SESSION

This session has two activities that take a total of three hours and 30 minutes. Make sure to take breaks between each activity. With breaks and time for socialising, the session should be at least three and a half hours long.

ACTIVITY DIA7: WHAT HAS OUR JOURNEY LOOKED LIKE?

After a brief introduction, girls and boys work in single sex groups with a facilitator who introduces their journey as described by the Champions of Change programme. Participants analyse the steps they have travelled so far and chart where they are with regards to the different steps. Next, representatives from each group present their journey to the plenary, taking time to explain the journey to their peers. The group discusses different questions, including how they can support each other in their journeys.



MIXED
GROUPS



2 HOURS

WHAT YOU NEED

- Flipcharts
- Loose flipchart paper
- Markers
- **Handout DIA-E: Girls' Champions of Change Journey**
- **Handout DIA-F: Boys' Champions of Change Journey**



LINKS TO KAPS

- Understands the Girls and Boys Champions of Change journeys of change.
- Analyses her or his own journey as compared to the Girls or Boys Champions of Change journey of change.



KEY MESSAGE

- **Sharing the steps of our journeys of personal and group transformation helps us appreciate how far we have come.** Our journeys may be different, but as long as we keep our shared goal of transforming social relations, we can continue to travel together!



BEFORE YOU BEGIN

- Prepare to present the Champions of Change Journey of Change for girls and for boys by copying them onto two large poster boards and reviewing the meaning of each step as described in the introductory modules for the girls' and boys' curricula. Discuss both journeys with your co-facilitator(s) to ensure that you are presenting the journeys in similar ways.
- Copy the activity's **Key Message** onto a flipchart so that you can refer to it in **Step #10**. Keep the sheet covered until you are ready to use it.



STEPS TO FOLLOW:

In Plenary: Introduction (15 minutes)

1. Welcome everyone to the fourth and final 'Dialoguing Gender' session!
2. Ask: **Would anyone like to share anything about bringing gender equality into a relationship?** Remind them that you asked them to try to bring what they had discussed about gender equal relationships into at least one relationship. Spend some time listening to the girls' and boys' comments.
3. Explain that in this session boys and girls will begin working separately to learn about the 'Champions of Change Journey', and then we will then come together to discuss where we are in our own journeys.

In Single-Sex Plenaries and Individually: The Champions of Change Journey of Change (45 minutes)

4. Break up into single-sex groups and distribute **Handout DIA-E** or **Handout DIA-F** depending on which group you are working with. Make a 20-minute presentation of the Champions of Change Girls' or Boys' Journey using the visual aids you prepared ahead of time. Take time to describe each step and encourage the group to ask any questions that come up for them as they go along.
5. Distribute one loose flipchart paper and markers to each person. Ask them to take 10 minutes to illustrate what their own journey has been, noticing how they have in common and what is different from the one you presented.
6. Ask for two or three volunteers who would like to show their journey to the group. Encourage the ones that don't present to ask questions and make comments.
7. Ask for two volunteers who will present the Champions of Change Girls' or Boys' Journey to the other group in the next part of the activity.

In Plenary: Sharing our Journeys (1 hour)

8. Come back together in plenary and ask the representatives of the boys' and the girls' groups to make their presentations on the Journey of Change.
9. After each presentation, moderate a conversation using the following questions:
 - **Where do you think the boys (or the girls) in this group are within this journey?**
 - **Can you think of other steps that could be included in this journey?**
 - **What can you do to support each other on this journey?**

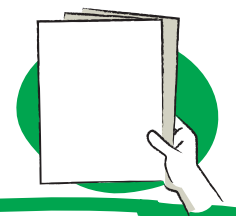
TIP! As you moderate the conversation, focus on the third question, encouraging the girls and boys to commit to support each other on this Journey of Change.



10. Wrap up the activity by reading the activity's Key Message, and by asking if anyone has any closing remarks.

Take a short, unstructured break before starting the next activity! Let participants have some free time to hang out with each other, use the toilet, run around outside, play games, or eat a healthy snack.

HANDOUT DIA-E: GIRLS' CHAMPIONS OF CHANGE JOURNEY




HANDOUT DIA-F: BOYS' CHAMPIONS OF CHANGE JOURNEY



ACTIVITY DIA8: WHERE DO WE GO NEXT?

Facilitators moderate a session where boys and girls discuss how they want to continue working together. The activity ends with a fun game that encourages girls and boys to appreciate each other's strengths.


 <p>MIXED GROUPS</p>	 <p>1 HOUR AND 30 MINUTES</p>	 <p>WHAT YOU NEED</p> <ul style="list-style-type: none"> • Flipcharts • Markers • Loose flipchart paper • A small gift • Handout DIA-G: Key Messages on Dialoguing Gender (one copy per participant) • Champions of Change “Changing the World: Youth Promoting Gender Equality” Peer-to-Peer Manual • Facilitation Sheet DIA8: Sample • statements for the ‘This goes to....’ game 	 <p>LINKS TO KAPS</p> <ul style="list-style-type: none"> • Can plan actions with peers in groups of boys and girls.
 <p>KEY MESSAGE</p> <ul style="list-style-type: none"> • The best way to learn about each other is to work together towards a shared goal. We can plan activities to share our commitment with our families and communities. 			



TIPS!

TIPS FOR FACILITATORS

- The most important thing to keep in mind in this activity is that girls and boys must feel free to come up with their own ideas about next steps. Refrain from imposing your own thoughts on what they can do next. Instead prepare to ask questions that can motivate them to come up with their own ideas about what to do next.
- Discussing what they would like to do and what is possible is a first step in starting their outreach work with other girls and boys. Ideally, groups will move on to work with the **Champions of Change ‘Changing the World: Youth Promoting Gender Equality’ Peer-to Peer Manual**. Make sure to review this manual so that you can refer to it throughout this activity.
- Make sure you discuss with the programme coordinator and with your co-facilitators how you will continue to work with the joint group, and how you will support them in their joint outreach action. Be prepared to explain this to the group, as well as how they can access the peer-to-peer manual—For example, will you hand out copies to everyone? Or to group representatives? Or do you have other ideas?
- This is the final session of the *Dialoguing Gender* module! Consider having a small a celebration for the girls and boys at the end of the session.



BEFORE YOU BEGIN

- Prepare for the ‘This goes to....’ game by adapting the statements included in **Facilitation Sheet DIA8** and adding your own statements. Next, select a small, appropriate present—maybe a Champions of Change t-shirt or a book about gender equality—and wrap it in many layers. Remember to stick a statement on each layer of wrapping paper.
- Use a flipchart to copy the instructions for the group work that are detailed in **step #6**.
- Copy the activity’s **Key Message** onto a flipchart. Keep the sheet covered until you are ready to use it.

STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

1. Explain to everyone that even if this is the last session of the 'Dialoguing Gender' series, there is no reason for the boys and girls to stop meeting.
2. Explain that so far, they have been meeting to get to know each other better and to discuss what they have been learning about gender and social change.
3. Ask the group to brainstorm answers to: What other things would you like to accomplish together? Make sure to take notes of key words on a flipchart.

TIP!

If they have trouble coming up with anything, you can ask other leading questions, such as: Are there any barriers to girls' empowerment or boys' engagement with gender equality that you would like to focus on?



4. Explain that you will now work in groups to discuss how to bring some of these ideas to life.

In Mixed Groups: Dreaming up our plan (30 minutes)

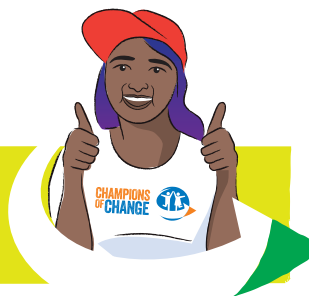
5. Use a fun way to form five groups of similar numbers of boys and girls.
6. Use the flipchart you prepared ahead of time to explain the group work:
 - ✓ Identify something you would like to do together over the next two months.
 - ✓ Describe the steps you need to complete to organise this.
 - ✓ Identify the resources you may need, and how you may get them.
 - ✓ Identify who you may need to support you, and how you may approach them.
 - ✓ Present all this information in a flipchart and prepare to present this to the main group.
7. Visit all groups at least twice: first to make sure they have understood the assignment and answer any questions they may have, and then to go over the resources and supporters they have identified and make any suggestions that are needed to complete their plan.

In Plenary: This is what we want to do! (35 minutes)

8. Ask the groups to take turns presenting their proposals. After each presentation, encourage everyone to ask questions to ensure that everyone understands what is being proposed.
9. Explain that it would be best to choose one or two plans in order to start with a common goal in mind. Conduct a blind vote by asking everyone to put the number of the proposal they like the most onto a piece of paper.
10. Collect the votes, tally and announce the top two proposals!
11. Congratulate the group on their plans, and encourage the boys and girls to set a meeting to start organising their common activities.
12. Explain that the Champions of Change programme has a manual they can use that will support them in planning their actions, and give them ideas about how to invite other boys and girls to join them. Show them the "Changing the World: Youth Promoting Gender Equality" Peer-to-Peer Manual, and explain how they can access it.
13. Take some time to explain how you will continue to support them in their joint outreach activities, according to what you discussed with the programme coordinator and your co-facilitators.

TIP!

Tip! Remember that this is their first conversation about conducting joint activities. Do settle on when you will meet next, but don't try to make a detailed plan of next steps in this session.



14. Share the activity's Key Message and congratulate the boys and girls for starting to make a plan!

STEPS TO FOLLOW:

In Plenary: Wrap it up! (15 minutes)

15. To wrap up this activity, and more importantly the series of Dialoguing Gender sessions, distribute **Handout DIA-G** and invite the girls and boys to keep this handout handy so that they can review the key messages of their dialoguing session whenever they want to.
16. To wrap up this activity, and more importantly the series of Dialoguing Gender sessions, invite the boys and girls to play a game of 'This goes to....', and explain how the game is played: there is a gift somewhere in this package, but to get to it, the group will need to peel the layers and assign the package the boy or girl who best fits the statement in front of them.
17. Ask for a volunteer to read the first statement and assign it to a boy or a girl that fits the statement best. Continue playing until the last statement is read and the gift is assigned.
18. Congratulate the group for having learned so much about each other and for appreciating each other's qualities.
19. Invite girls and boys to share their closing thoughts on the process so far.

Close with a celebration!



HANDOUT DIA-G: KEY MESSAGES ON DIALOGUING GENDER



Girls and boys have much to contribute to gender equality in their own relationships, in their families and in their communities.

Neither girls nor boys can do this alone because challenging gender inequality is about transforming relationships between girls and boys, and between women and men.

In order to work together, girls and boys need to learn to trust each other. This can begin by taking the time to listen to each other's hopes and fears about working together.

Dominant masculinity creates both costs and privileges for boys, as well as grave costs for girls. Discussing these costs as well as the privileges is a very important step in building dialogues between girls and boys about gender.

Gender equality benefits everyone—and hurts no one! Understanding the benefits of gender equality for everyone is key in getting others to support this work.

Engaging boys with gender equality is a key step in transforming gender relations. Engaging them in defining healthy and non-violent ways of being a boy is critical in promoting gender equality.

Boys' engagement with gender equality involves change in different aspects of their lives. These include recognising and challenging sexism, supporting other men to embrace gender equality, valuing girls and women, rejecting all forms of discrimination and social exclusion, and recognising change in their own attitudes and behaviours.

Dialoguing about what makes a relationship gender equal leads to better relationships between girls and boys. These dialogues allow girls and boys to ask each other questions, and to build a shared understanding of gender equality in their relationships.

Sharing the steps of our journeys of personal and group transformation helps us appreciate how far we have come. Our journeys may be different, but as long as we keep our shared goal of transforming social relations, we can continue to travel together!

The best way to learn about each other is to work together towards a shared goal. We can plan activities to share our commitment with our families and communities.



**GENDER EQUALITY
BENEFITS
EVERYONE—AND
HURTS NO ONE!**

FACILITATION SHEET DIA8: SAMPLE STATEMENTS FOR THE 'THIS GOES TO....' GAME



The following is a list of 10 statements that you can use on the 'This goes to' game. Make sure to adapt these statements to your group, and to add your own statements that relate to different things that happened throughout your Dialoguing Gender sessions. If you have a very large group, add even more, so that more girls and boys get to be recognized!

- This goes to the boy who changed the most during our time together
- This goes to the girls who offered the most examples during our discussions
- This goes to the boy who was the fastest to raise his hand in our discussion
- This goes to the girl with the strongest conflict resolution skills
- This goes to the boy with the strongest conflict resolution skills
- This goes to the girl most likely to be President
- This goes to the boy with the best ideas about what a good romantic relationship is
- This goes to the girl who made us laugh the most
- This goes to the most artistic boy
- This goes to the most inspiring girl
- The goes to the boy who had the best idea for how to support his girl peers
- This goes to the girl who gained the most confidence to speak in public



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