UNIVERSAL
ENLIGHTENMENT
& FLOURISHING

The Flourishing Child Program: Sierra Leone LLP Girl's Club

These slides accompany the Club Facilitator Training Guide for UEF's LLP Girls' Club

Content

Introduction Session
Session 1: Importance of Girls' Clubs
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Closing Session

Introduction to the Training

This session serves to introduce the training as a whole and the various elements involved in it.

45 minutes

Introductions

Please introduce yourself by providing your name, your past experience with disadvantaged adolescent girls and your favorite thing to do to relax.

Training Objectives

The sessions provided in this training guide aim to…

- … inform participants of the importance of girl's clubs, the love, learn, play principles and the expectations of the facilitators' role in the club.
- … model human rights based approaches to prepare facilitators to communicate effectively, handle sensitive situations and facilitate the club sessions successfully.
- … establish best practices for creating a safe and conducive learning environment to support girls' love, learn and play during the club.
- … provide content knowledge surrounding topics covered in the LLP Girls' Club Handbook.

Facilitation

Facilitation and **participation** are intentional language used in this training to illustrate active engagement and collective discussion by both the trainer and the trainee. You all, the club facilitators, are the participants of this training. You all will become facilitators through participating in this training and gaining facilitation skills.

Facilitation is the presentation of material in an intentional manner to support discussion, collaboration and participation by participants, or learners. Facilitation is modeled during the sessions presented in the training as this will be used in the club, itself, by the club facilitators (participants of this training workshop). In order to provide the most support to girls through love, learn and play, the girls' club embodies human rights based approaches to facilitation as well as creating a safe learning environment. These ideas will be expanded on during the sessions.

Club Facilitator Expectations

The club facilitators are one of the most vital components of The Flourishing Child Program: Sierra Leone LLP Girl's Club. These partners are responsible for the continuation of the club week-to-week through the set-up and facilitation of the club. These facilitators should be members of the community being served and should have a passion and dedication to empowering and supporting adolescent girls. The following expectations outline the responsibilities of the club facilitators and must be upheld throughout the duration of the club.

Facilitators must be…

- passionate about girls' education, empowerment, leadership and equality.
- responsible adults committed to serving the club multiple hours a week including preparation, facilitation and evaluation.
- honest and trustworthy individuals with a proven history of support for adolescent girls.
- strong communicators with some public speaking and facilitation skills.

During this training workshop club facilitators must…

- actively participate in all training sessions by taking notes, contributing to discussions and asking questions.
- provide data for the monitoring and evaluation of the training workshop by answering all questions as part of the pre-assessment and post-assessment.
- score above a 70% on all check-for-understanding formative assessments administered through the content training sessions.
- model inclusive behavior and a passion for girl's empowerment and leadership along the Love, Learn and Play principles of UEF.

While facilitating the club all facilitators must…

- take attendance at the beginning of each club session, facilitate the entirety of the session and close with a reflection.
- create a safe, welcoming and conducive learning environment for all club members.
- create routines and procedures to establish consistency and safety within the club.
- utilize human rights based approaches to facilitation and delivery of content.
- conduct monitoring and evaluation of the club through the collection of data through baseline and endline questionnaires, interviews, attendance data and provide feedback.
- collaborate with each other (team of facilitators) to adapt the curriculum to address the specific needs of the context and the girls participating in the club.
- provide space for participants to talk one-on-one or in small groups with the club leadership about any safety concerns, feedback or general comments they have.
- report, provide support and follow up on any participants who disclose an unsafe circumstance or prior event in which they or someone close to them was (or are) at risk.

Session	Title	Summary
Preparation	Pre-assessment	This assessment measures the prior knowledge of the club facilitators and provides baseline data for the M&E of the training program.
Preparation	Introduction to the Training	This session serves to introduce the training as a whole and the various elements involved in it to the club facilitators.
Session 1	Importance of Girls' Clubs	This session provides an overview of the purpose of girls' clubs. Participants are provided with a fact sheet about girls clubs and then design a fictional club that includes all the elements outlined in the handout.
Session 2	Introduction to Love, Learn and Play	The meaning and application of love, learning and play is explored and participants will be prepared to spread these ideas to the girls in the club in order to allow them to flourish. Club facilitators create public awareness campaign advertisements to spread the LLP message for each idea.
Session 3	Establishing a Conducive Learning Environment	This session explores facilitator methods and choices that create a conducive, or appropriate, environment for a girls' club. Club facilitators model and apply various pedagogies that will be used in the duration of the club.
Session 4	Human Rights Based Approaches to Facilitation	This session provides a connection between the values informing human rights to the rationale of facilitation by emphasizing dignity, fairness, equality, respect and independence for participants. Club facilitators practice developing their own facilitation practices to meet the contextual and population needs of the LLP Girls' Club.
Session 5	Handling Sensitive Situations	This session outlines two instances for club facilitators to support participants' safety; through sensitive topics addressed in the content of the club sessions and when a participants' safety is at risk. Club facilitators practice addressing various situations through scenarios.
Session 6	Monitoring and Evaluation of the Girls Club	This session provides an overview of monitoring and evaluation for the UEF LLP Girls' Club along with the responsibilities of club facilitators to determine indicators and create checks for understanding within a club session modified for the needs of the class and the participants.
Session 7	Content Training: Empowerment	This session provides comprehensive content training for the entire scope of the "Empowerment" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 8	Content Training: Leadership	This session provides comprehensive content training for the entire scope of the "Leadership" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 9	Content Training: Activism	This session provides comprehensive content training for the entire scope of the "Activism" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 10	Content Training: General Health	This session provides comprehensive content training for the entire scope of the "General Health" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 11	Content Training: Sexual and Reproductive Health	This session provides comprehensive content training for the entire scope of the "Sexual and Reproductive Health" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 12	Content Training: Financial Literacy	This session provides comprehensive content training for the entire scope of the "Financial Literacy" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Session 13	Content Training: Entrepreneurship	This session provides comprehensive content training for the entire scope of the "Entrepreneurship" sessions found in the LLP Girls' Club curriculum. A formative assessment to measure club facilitator's comprehension of the materials is administered at the end of the session. (Club facilitators must score above 75%).
Closing	Post Assessment, Certificates	This assessment measures the knowledge gained during the training and provides end line data for the M&E of the training program.

Scope and Sequence of the Club Facilitator Training

Session Structure

Each session guide reflects the same template used in the Facilitator Handbook- Club Curriculum which will be used by club facilitators for the content for each club meeting. Included in each session guide is…

- Session title and duration
  - Note: the duration of each session varies
- Session objectives
  - these will be tied to love, learn and play for the club curriculum
- Material and preparation
  - preparation describes what needs to be created ahead of the session

Each session guide is further divided into Section, Content and Facilitator Notes. These divisions organize the information and break down the session into Motivation, Introduction, Content, Activity and Reflection. The Motivation establishes interest and measures the prior knowledge of the group. The Introduction provides an overview of the session and ties the objectives of the session to the wider curriculum. The Content presents the new information and knowledge for the session. The Activity applies the content. The Reflection provides long-term questions to further think about the session and apply the learning to real life (for this training: facilitation of the club).

Training Session Ground Rules

In order to have a successful training we must establish ground rules we all agree to. This is something you will do with the girls in the club as well.

What should be some of the ground rules we put in practice for each session?

Session 1:
Importance of Girls' Clubs

This session provides an overview of the purpose of girls' clubs. Participants are provided with a fact sheet about girls clubs and then design a fictional club that includes all the elements outlined in the handout.

1 hour 15 minutes

Session Objectives

By the end of this session, club facilitators will be able to…

- …describe the needs of adolescent girls in the local community.
- … understand the benefits of a girls' club for the local community.
- … identify the components of a successful girls' club.

Session 1: Importance of Girls' Clubs

1. Do girls have opportunities for play or fun during a normal day in this community? Why/ Why not?
2. What are some of the barriers to girls' education here?
3. Do girls have the same opportunities for success as boys?
4. Are girls reaching their full potential?

The situation for adolescent girls here is found in many other places across the world. Girls and women are often restricted from the same opportunities as boys and men for various reasons. Some girls have more responsibilities at home caring for younger siblings or older relatives. Other girls are asked to “grow-up” or mature quickly and marry to start their own family. In some places girls are not allowed to go to school.

You have already outlined what is affecting adolescent girls in this community. **It is our job, now, to address these challenges.**

Girls’ clubs are a way to conquer many of the barriers you all have outlined. Across the world girls’ clubs have been established to provide space for adolescent girls and young women to thrive through community. These clubs can provide supplemental education, skill development, resources and much more. We are all here today under this shared calling to provide a girls club for this community.

Read each of the following facts about girls' clubs, discuss how this applied to the local context and the girls the club will be serving, annotate the important pieces of each fact

Fact One

Girls' clubs – whether in school or other community settings – aim to empower girls by giving them a chance to learn about issues that affect their lives, enabling them to expand their social networks and, in some cases, learning vocational and life skills.

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Fact Two

Girls’ clubs and empowerment programmes can help to shift gender norms, attitudes and practices by increasing girls’ self-confidence, encouraging them to express their views, and giving them access to role models who often also act as mentors.

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Fact Three

Programs need to do more to target the most vulnerable girls. Clubs must be held at convenient times for girls, and activities must be appropriate to participants' age and context. Girls should also have a say in the activities they are participating in.

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Fact Four

Clubs should engage with girls' families to influence girls' lives so that they can pursue their rights within a supportive environment. It can be particularly fruitful to engage with men (fathers, grandfathers, uncles and older brothers) who sometimes have the greatest decision-making power over girls' lives.

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Fact Five

Girls' clubs are one of several 'ingredients' of empowerment and gender norm change. They are most effective when accompanied by complementary interventions such as universal education, broader behaviour change and rights awareness communications that promote gender-egalitarian values, economic opportunities for educated women, and legal changes to prohibit discriminatory practices.

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Fact Six

Most girls' clubs are single-sex environments, enabling girls to meet, learn and discuss issues that affect their lives without the presence of boys, who might dominate discussions or make it harder for girls to reflect on gender inequalities.

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Fact Seven

Girls’ clubs operate in different ways. The LLP Girls’ Club will be held once a week for two hours in the local school building or community center.

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Fact Eight

Some clubs use formal teaching methods including lectures and video presentations (often for older girls); others organize fun activities such as dramas, quizzes and games (usually for younger girls). The LLP Girls' Club will incorporate both formal learning with activities, games and discussions to provide alternative forms of information sharing and communication.

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Fact Nine

Many clubs aim to boost girls' educational performance; others provide non-formal education to girls as supplementary learning from their daily lessons in school. Clubs can also focus on economic empowerment, offering training in vocational skills and financial literacy, and small loans or start-up grants to help older adolescents to develop businesses. The LLP Girls' Club provides an introduction to all of these pathways to flourishing for example general education, health and safety awareness and skill development.

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Fact Ten

Clubs are run by a variety of people (‘facilitators’): usually teachers, community leaders, local women (and occasionally men) who act as role models, or older girls. Many clubs emphasize building trust – between members, and between members and club leaders – to encourage discussion, moving away from the more formal teacher-student relationships typical of schools.

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Fact Eleven

Girls' clubs can help change gender norms by giving girls time and space to develop their thoughts and views, and the opportunity to challenge norms about what girls can and can't (or should and shouldn't) do. These clubs can also change gender norms by giving girls a forum in which they can relax and socialise with other girls as well as giving girls access to new knowledge and information. Additionally the club can increase girls' self-confidence so that they can advocate on their own behalf and collectively, for other girls in their community. At a more basic level, but arguably most important, the club functions as a protective/child safeguarding mechanism for current abuse and mistreatment of girls.

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In this activity you will design your own girls' club by including all the important pieces you highlighted, underlined, and/ or circled on your fact sheet.

Brainstorm with your partner or small group what you must include in your club, how you will include it and how you will present it to the large group. For example you may write a proposal, draw a blueprint or image with labels, create a verbal presentation, or another method.

Session 2: Introduction of Love, Learn and Play

The meaning and application of love, learning and play is explored and participants will be prepared to spread these ideas to the girls in the club in order to allow them to flourish. Club facilitators create public awareness campaign advertisements to spread the LLP message for each idea.

1 hour

Session Objectives

By the end of this session, club facilitators will be able to…

- …identify the meaning of Love, Learn and Play as described by UEF.
- …express the importance of loving, learning and playing which leads to flourishing for adolescent girls in this community.
- …visualize love, learn and play through multiple means within a girls' club setting.

Brainstorm the meaning of the following words, individually: “Love”, “Learn” and “Play.” Think of synonyms, meaning and applications of each term.

What might happen if we prioritized each of these ideas?

The Universal Enlightenment & Flourishing sponsors the Love, Learn and Play Girls' Club. This group is comprised of philosophers, academics, educators and successful professionals. They have identified three areas of life (love, learning and play) that should be prioritized in order to flourish, or reach one's potential. UEF wants to spread this message and implement their findings through a girls' club, therefore they have established the LLP girls' club.

In this session the meaning and application of each idea will be explored and club facilitators will be prepared to spread these ideas to the girls in the club.

Read the definition for each idea and brainstorm responses for each of the questions for each love, learn, play and flourishing.

Love means… caring, empathizing, and showing compassion for oneself, one's family, one's friends, one's community and one's life. Love is more than a relationship, it is a deep-seated compassion without the expectation of reciprocity.

What is your initial impression of the meaning of this idea, do you agree or disagree? Is there anything to add?

How many people are affected by this idea?

Does this idea only affect the individual or the collective as well, how?

Why is this important?

What might make this idea difficult to prioritize and apply in daily life?

Learn means… being conscious, making sense of what is experienced and intentionally acquiring information regarding skills, ideas, thoughts, and philosophies to expand an individual's or group's understanding and knowledge. Learning may include new information, different perspectives, updated information about oneself, one's environment, one's community, etc.

What is your initial impression of the meaning of this idea, do you agree or disagree? Is there anything to add?

How many people are affected by this idea?

Does this idea only affect the individual or the collective as well, how?

Why is this important?

What might make this idea difficult to prioritize and apply in daily life?

Play means… to exercise creativity and innovation by enjoying oneself at any age, doing any activity that brings joy, which is self-motivated. Play is diverse, relaxing, driven, essential to learning and can be independent or collective, but should continue throughout life.

What is your initial impression of the meaning of this idea, do you agree or disagree? Is there anything to add?

How many people are affected by this idea?

Does this idea only affect the individual or the collective as well, how?

Why is this important?

What might make this idea difficult to prioritize and apply in daily life?

Flourishing is.. unique to the individual and their environment as well as collective. Flourishing should be measured by the individual and represent their full potential, or success, of loving, learning and playing.

What is your initial impression of the meaning of this idea, do you agree or disagree? Is there anything to add?

How many people are affected by this idea?

Does this idea only affect the individual or the collective as well, how?

Why is this important?

What might make this idea difficult to prioritize and apply in daily life?

Create a public awareness campaign advertisement for one of the ideas (love, learn or play) to encourage people to prioritize it in their life because it will lead to flourishing.

We want to share the message of LLP with everyone who might benefit, and as club facilitators you will be sharing these ideas with the girls in the club. Take what you have learned about each idea; love, learn and play, and create a public awareness advertisement about this idea. Use the materials provided to create a poster.

Your advertisement should include the following:

- images or drawings representing the idea and drawing attention to the poster
- persuasive language describing and explaining the idea
- clear steps for applying the idea to daily life
- details about how this idea can lead to flourishing (and what flourishing is, or can be, in this context)

Reflection

In today's session you explored the UEF LLP philosophy. You contextualized it for yourselves and the local context. You translated the ideas of love, learn and play into consumable advertisements raising awareness for their benefits to flourishing.

In closing this session, consider the following questions and record your responses in your journal.

1. How do you envision the LLP philosophy impacting disadvantaged, adolescent girls?
2. How can a girls club provide an opportunity for girls to love, learn and play?
3. What is the club facilitator's role in the love, learn and play philosophy?
4. Should club facilitators practice love, learning and playing? Why or why not?

Session 3: Establishing a Conducive Learning Environment

This session explores facilitator methods and choices that create a conducive, or appropriate, environment for a girls' club. Club facilitators model and apply various pedagogies that will be used in the duration of the club.

45 minutes

Session Objectives

By the end of this session, club facilitators will be able to…

- …identify aspects of a non-conducive learning environment.
- …develop strategies to create a safe learning environment that supports girls participation in the club.
- …understand the need for conducive learning environments when working with disadvantaged adolescent girls.

Girls' clubs are similar to schools in some ways and very different in others. Reflect on your time in school, try to visualize yourself sitting in the classroom.

Answer the following questions to yourself, feel free to close your eyes to think about this time.

- What does being in a classroom feel like, physically and emotionally?
- What are the good feelings like? What are the bad feelings like?
- What does your teacher do (did do) that makes you feel welcome and wanted?
- When do you participate the most during class? Why?

Our teachers made choices during their lessons that affected the way we felt in school. You all, as club facilitators, have many opportunities to make choices that will affect the girls in the club. Your decisions should be intentional and considerate of the girls.

The environments learners flourish in must be intentionally designed to allow for learning. **The environment can include the physical space as well as the emotional and mental space.**

This session explores facilitator methods and choices that create a conducive, or appropriate, environment for a girls' club. If an environment is not conducive for learning, engagement, participation and safety, concerns for these things will create distractions. It is important for club facilitators to use their own learning experiences as a guide for creating this conducive environment, yet it is also important to remember not all learners are the same.

A conducive learning environment is unique to the resources available, local cultural context, content of the learning, the learner and the facilitator.

Conducive- providing the right conditions for something good to happen or exist

Environment- the surroundings and conditions in which someone lives or operates, physically, mentally and emotionally

Creating a conducive learning environment means making sure the environment in which learners are learning is helping them to learn, rather than inhibiting their learning through distractions.

Calling participants by their names- this helps to create connections between club facilitators and participants, everyone would rather be called by their name than just “you”

Positive praise- recognize the individual achievements of participants as they occur, positive attention by the facilitator can encourage more participation rather than negative attention for misbehavior

Seating design- arrange the chairs or desks in a new way, different than a typical classroom, maybe a circle or in groups, now the facilitator and participant are more equal sharing the space

Allow space for questions/ participation- providing ample time for questions or comments throughout the session reassures participants their contributions are valued and they can expect to have a chance to ask

Utilize participant experience- once facilitators know more about their participants they should call on participants with experience or prior knowledge on the topic at hand to emphasize the community, discussion based approach to the club

Set an example- participants will mirror the actions, reactions, emotions and attitude of the facilitator, be positive, encouraging, excited and enthusiastic during the sessions

Be attentive- recognize the signs of a participant in distress, depressed, or acting different, take time to check-in with the participant one-on-one

Establish routines and be consistent- follow the same order each day and begin and end the session the same way, consistency provides comfort and safety

Normalize error- allow wrong or incorrect answers or ideas, use this as a learning moment, not a discipline moment, explore the learner's reasoning and come to the correct response together

Use positive discipline- if there is misbehavior address it with positive discipline and not punishment and never violence or violent language

There are many different ways to provide a conducive learning environment and new methods can always be added to a facilitators' toolkit. The main idea is to be supportive. Support each and every participant, learn how they want to be supported and provide that support in various ways.

In pairs or small groups choose at least two of the methods described in the content section and create a short (30 second - 1 minute) skit, or play, enacting a scene using the method. Think about the situation in which the method would be most beneficial for the participant in a normal club setting.

Each group should prepare a short outline of the skit, practice the skit and then present the skit to the whole group.

Your skit must include:

- The role of the facilitator
- The role of the participant
- At least 2 of the methods from the content
- Clear depiction of the methods
- Debrief of participant view: the participant role should explain how the method made them feel in the learning environment
- Debrief of facilitator view: the facilitator role should explain why they used the method

Reflection

In today's session you were introduced to the elements of a conducive learning environment and multiple methods to use to establish this within the girls' club. By acting out some of the methods you gained experience implementing these facilitation skills and understood their purpose and appropriate usage.

In closing this session, consider the following questions and record your responses in your journal.

1. Why should learners feel supported by the facilitator?
2. How does the environment affect the love, learn and play philosophy?
3. What makes a conducive learning environment necessary for the LLP Girls' Club and the population of disadvantaged adolescent girls?
4. What other environments should strive to be more conducive?

Session 4:

Human Rights Based Approaches to Facilitation

This session provides a connection between the values informing human rights to the rationale of facilitation by emphasizing dignity, fairness, equality, respect and independence for participants. Club facilitators practice developing their own facilitation practices to meet the contextual and population needs of the LLP Girls' Club.

50 minutes

Session Objectives

By the end of this session, club facilitators will be able to…

- …identify the importance of a human rights based approach to club facilitation for disadvantaged adolescent girls.
- …develop strategies to implement human rights based facilitation practices for the LLP Girls' Club.

Facilitation and its importance was described and defined in the Introduction Session of this training. Think about that session, your own experience facilitating and your understanding of providing support to disadvantaged adolescent girls to brainstorm responses to the following questions. Feel free to discuss as a group.

- How is facilitation different from lecturing or teaching? Which method is used by teachers in [country name]?
- What might a human rights based approach to facilitation mean?
- How should the girls feel in the girls' club?

Club facilitators are responsible for supporting the participants of the girls' club and encouraging their participation and attendance throughout the club. In addition to creating a conducive learning environment, the method of facilitation should be carefully selected by the facilitator for the topics covered and the needs of the participants.

Human rights based approaches highlight the rights participants have as human beings as well as the needs that must be addressed for their success, or flourishing. By using a human rights framework facilitators can understand the rationale behind their facilitation practices.

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away. These basic rights are based on shared values like dignity, fairness, equality, respect and independence. These values are defined and protected by law.

Human rights inform facilitation through the values used to describe rights; dignity, fairness, equality, respect and independence. Club facilitation must provide dignity, fairness, equality, respect and independence to each and all of the participants.

A Few Definitions

dignity- the state or quality of being worthy of honor or respect

fairness- impartial and just treatment or behavior without favoritism or discrimination

equality- the state of being equal, especially in status, rights, and opportunities

respect- due regard for the feelings, wishes, rights, or traditions of others

independence- self-sufficient, free from outside control; not depending on another

Ask questions- Facilitators must ask questions to the participants to gauge prior knowledge, measure comprehension, and allow space for general contributions. The type of question is important, ask questions that are directed at an individual and their past experience, ask open ended questions to allow for different opinions and allow for discussion, ask questions without a right answer.

Establish equality through equity- Facilitators must identify the different needs of each of the participants and create methods to increase engagement for each participant, individually. The way participants engage can be different, one may contribute to the discussion verbally while another writes their response. Some participants want to be called on specifically while others prefer to raise their hand when ready to speak. Having personal conversations with each participant aiming to get to know them will allow for facilitators to learn this about each participant.

Encourage all progress- Facilitator's must support the participants with encouraging actions, language and rewards. Tying in equity and independence progress will be different for each participant and any type of progress should be showcased to the group. This opportunity should be present for each participant and their type of progress.

Use even tones and kind language- Facilitators must manage their own emotions in front of participants. Violent language, yelling, scolding, or physical violence are not part of facilitation. Keep an even temper and address issues during the session with calm and kindness to learn the root cause.

These are just some of the ways a facilitator can apply dignity, fairness, equality, respect and independence within the girls' club setting. The main idea is to reflect the values of human rights by using dignity, fairness, equality, respect and independence as a guide for the decisions and actions made during a session and in front of participants.

In small groups or pairs think of facilitation practice that includes each of the values informing human rights (dignity, fairness, equality, respect and independence). Think of the local community the girls' club is held in and the population of disadvantaged adolescent girls to determine a facilitation practice that meet their needs and emphasizes each of the values.

Each pair or small group will present their practice to the entire group to inform them of this additional practice that they can use in the upcoming club.

The presentation of the facilitation practice you have developed must include:

- A name for the practice (be creative)
- What situation is most appropriate for this practice to be used (delivering content, initiating a discussion, group activity, addressing misbehavior, etc.)
- Steps for a facilitator to implement this practice
- Explanation for how this practice addresses the needs of disadvantaged adolescent girls in the local community
- Explicit connection to each value, describe how the practice supports dignity, is fair, establishes equality, shows respect for the participants and allows for their independence

In this session you learned the rationale behind human rights based approaches to facilitation practices. You were introduced to the values behind human rights and their connection to facilitation methods. Once given a few examples, you developed your own facilitation tools and practices that emphasized the local context, the needs of the population you will be serving in the girls' club and all of the values consistent with human rights.

Reflection

In closing this session, consider the following questions and record your responses in your journal.

1. How are human rights connected to facilitation practices?
2. How can you share new practices, tools or ideas for facilitation with the other club facilitators? Why might this be important?
3. How does creating a conducive learning environment connect with human rights based approaches to facilitation?

Session 5:

Handling Sensitive Situations

This session outlines two instances for club facilitators to support participants' safety; through sensitive topics addressed in the content of the club sessions and when a participants' safety is at risk. Club facilitators practice addressing various situations through scenarios.

1 hour

Session Objectives

By the end of this session, club facilitators will be able to…

- …identify warning signs of club participants in danger and/or at risk of violence.
- …fully understand their responsibility as mandatory reporters for at-risk club participants.
- …responsibility and accurately report violent and harmful situations reported to club facilitators by participants.
- … develop strategies to address sensitive situations that arise during the club.

While working with disadvantaged populations there are sensitives that must be addressed by facilitators through difficult conversations and providing a space for honesty and security.

Use your previous experience working with these populations to provide examples to answer the following questions. Ensure confidentiality (which will be addressed in the session) by not using names or specific places when providing examples.

1. What local cultural norms are in place around sharing personal information regarding experiencing crime, violence or danger?
2. Who are the local leaders or enforcers that address crime, violence or danger to girls specifically?
3. What is the typical process for addressing mis treatment of adolescent girls

Club facilitators must establish safety, this is done in multiple ways. In addition to creating the conducive learning environment which prioritizes safety, club facilitators must also provide resources and support during difficult conversations and when approached by a participant who expresses they have been, or are, the victim of a crime, violence or a dangerous situation.

This session outlines two instances for club facilitators to support participants' safety; through sensitive topics addressed in the content of the club sessions and when a participants' safety is at risk. Club facilitators are mandatory reporters therefore they must report any mistreatment of the club participants, they identify or are informed of.

Sensitive situations arise throughout a girls' club. Sensitive situations include the topics that are being covered in which particular sensitivities can be expected as well as through personal conversations with participants that are less expected. In either case club facilitators must be prepared to address the situation intentionally, honestly and with respect.

sensitivity- the personal ability to perceive, understand, and respect the feelings, experience and viewpoints of others

safety- the condition of being protected from or unlikely to cause danger, risk, or injury

mandated reporter- person who has regular contact with vulnerable people and is therefore legally required to ensure a report is made when abuse is observed or suspected

confidentiality- private, secret information not to be shared with the public

Be proactive: Give trigger warnings before sensitive topics are discussed, allow participants to opt out of conversations that may be upsetting, establish an environment in which participants are willing to share their discomfort with facilitators

Be prepared: Have resources and next steps ready for when a participant reports abuse or a dangerous situation

Be discreet: Confidentiality is key to ensuring continuous safety for participants who have shared abuse or an unsafe situation to facilitators, no personal information or stories should be shared with anyone other those in the appropriate avenues to address the situation and reestablish safety for the participant

Be empathetic: Believe the participant sharing the information and practice empathic listening, show you are interested and supportive and you will address the situation in the way the participant feels most comfortable; understand that various topics can be triggering for past or present experience with abuse or a lack of safety, consistently present a safe space for sensitivity

Be helpful: Present multiple avenues for participants and advocates to explore to address the mistreatment reported. Allow the participant to make decisions based on the resources and tools the facilitator provides

Be compliant: Club facilitators must report abuse and unsafe situations shared with them by participants to the appropriate higher-ups, advocates and authorities in the community, facilitators must act as an advocate for the participant and as a supporter of the process for justice

Be diligent: The process for responding to sensitive situations does not end; constant, consistent follow ups are necessary for mandatory reporters, this includes being conscious of the actions of participants as signs for recurring mistreatment

Trigger warnings are used to inform participants regarding an upcoming session that will discuss topics that may be sensitive to some participants. These warnings are incorporated into the session guides but should also be made at the discretion of the facilitator.

Questions may arise during or after a session in which sensitive topics are brought up. Facilitators must be flexible and ready to answer these questions, however facilitators should never try and answer a question they aren’t sure the answer to. It is okay to defer the question until the next session and review resources to answer the question properly.

Some Next Steps for Mandatory Reporting

1. Identify if the participant is safe to remain in her home environment. If not, secure a safe place for her to stay, with family or someone she trusts
2. Consult the participant regarding how she would like to move forward, i.e. legal action, community engagement, family action, etc.
3. Inform an immediate superior and a leader of the community, legal authority or trusted family member
4. Continue engagement throughout the process while maintaining confidentiality throughout
5. Follow up with the participant routinely throughout and after the club

Every response to a sensitive situation should be unique and tailored to the participant and her circumstance. Let's practice addressing sensitive situations with some scenarios.

In pairs or small groups read the scenario and identify the steps a club facilitator should take to address the situation and/ respond to the participant.

Each response to the scenario should include:

- The reaction of the facilitator to the situation
- The facilitator's immediate response
- The steps taken to address the situation
- The advocates involved by the facilitator to address the situation
- The long term response of the facilitator

Scenario 1

After the weekly club session a participant approaches you looking very uncomfortable and sad. She asks you if you have time to talk just one-on-one. She explains that she feels unsafe at home because her sister's boyfriend comes around often and has physically hit her and made rude comments to her. No one in her family knows and she doesn't know how to bring it up to her mother or sister. She is scared to go home after the club because her sister's boyfriend is usually there without her mother or sister. She expresses that she wants to go about this within her family but she needs an ally to approach her mother about this.

Scenario 2

During the third week of the club you notice the most outgoing participant who often answers questions and participants in discussions is very quiet and looks as if she has been crying and not sleeping much. You call on her to share about her day and she ignores the request. She turns her back to the rest of the group and puts her head on the desk. You ask her individually to talk one-on-one after the session or during a break in the session.

Scenario 3

During a sexual reproductive session a participant asks about menstruation, she says her older brother told her she is dirty when she is menstrating and she should not play during this time, or cook dinner. This is a common myth in the community so you choose to address it for the whole group.

Scenario 4

During a financial literacy session a participant expresses that her family spends very little for food each week. Other participants realize this is not enough for her family to eat properly and start to make faces and small whispers about the participant being poor. You realize this is a learning moment for the entire group regarding empathy and honesty.

In this session the two types of sensitive situations have been addressed; participant reporting of abuse or an unsafe environment and sensitive topics discussed during club sessions. The club facilitator's role as a mandated reporter is examined and the responsibilities associated with this are outlined. By using scenarios to prepare for what might arise in the club the facilitators are better prepared to address sensitive situations.

Reflection

In closing this session, consider the following questions and record your responses in your journal.

1. Why might a participant feel compelled to share sensitive, personal situations with the club facilitator? Is this good or bad?
2. How does the club facilitator's response to a participant expressing concern over her safety affect the club environment?
3. Why is confidentiality important? How can it be put in practice?

Session 6:

Monitoring and Evaluation

This session provides an overview of monitoring and evaluation for the UEF LLP Girls' Club along with the responsibilities of club facilitators to determine indicators and create checks for understanding within a club session modified for the needs of the class and the participants.

1 hour 20 minutes

Session Objectives

By the end of this session, club facilitators will be able to…

- …understand the importance of monitoring and evaluation for reporting successes and areas for improvement of the club to UEF.
- …identify opportunities for monitoring and evaluation through checks for understanding throughout the club sessions.
- …administer baseline and endline questionnaires to club participants.
- …conduct one-on-one interviews with club participants to identify best practices and areas for improvement.

Monitoring and evaluation is key for any program to measure impact.

Brainstorm the answers to the following questions and think about any previous experience you have working on a project with monitoring and evaluation.

1. How do you know when a project has been successful? What about a lesson?
2. What does evidence look like in the projects you have worked on in the past?
3. What is the purpose of monitoring and evaluation processes and findings?

Monitoring and evaluation, or M&E, is a tool, process and club facilitator responsibility. Girls' clubs provide many things to the participants, with flourishing being the final intended impact. M&E must be used to measure how this goal is being reached and explore additional avenues to further this impact.

This session provides background information on the UEF LLP Girls' Club M&E framework and theory of change in addition to tools and skills needed to collect evidence, or data, throughout the club duration.

Monitoring and evaluation is used to inform UEF of the progress of the girls' club through data evidence that sheds light on the impact of the club as an intervention and the results of the club aligned with the theory of change.

monitor- observe and check the progress or quality of (something) over a period of time; keep under systematic review
evaluate- the making of a judgment about the amount, number, or value of something; assessment
objective- a thing aimed at or sought; a goal
indicator- a gauge or meter of a specified kind
check for understanding- any method used to inform the facilitator about the participant's current level of knowledge and understanding
baseline- a study that is done at the beginning of a project to collect information on the status of a population
endline- the study conducted after the end of that intervention to measure change, if any, from the baseline
questionnaire- a set of printed or written questions with a choice of answers, devised for the purposes of a survey or statistical study
interview- a meeting of people face to face, especially for consultation, guided by question and answer

The UEF LLP Girls' Club utilizes **baseline and endline questionnaires**, **interviews**, **feedback forms** and **attendance data** to monitor and evaluate the impact of the club for disadvantaged adolescent girls in this local community.

The **baseline and end line questionnaires** are composed of the same questions. The baseline questionnaire is administered to all girls attending the club before any sessions are facilitated. The end line questionnaire is administered to all the girls attending the club after all sessions have been facilitated.

Attendance is taken for each club at the same time, this should be done by checking the box associated with the date of that club session next to the name of each girl present for the session. **Interviews** are conducted throughout the club with participants and facilitators. A few participants and facilitators will be selected throughout the duration of the club to be interviewed and their responses recorded and shared with the UEF team. These interviews provide more detailed and specific data on certain aspects of the club in this particular context. The interview questions can be found in the M&E section of the UEF LLP Girls' Club materials.

Facilitator feedback is vital to understanding more about the club in action. Feedback from facilitators is encouraged throughout and after the club. Facilitators may share their feedback however they like, but a feedback form will also be distributed periodically to allow for consistent, more structured feedback from facilitators. This form can be found in the M&E section of the UEF LLP Girls' Club materials.

Informal monitoring and evaluation should be administered by club facilitators through **checks for understanding** regarding the content and ideas presented in the club session. To check for understanding among the group and for individual participants the club facilitator must be aware of the session objectives presented in the session guide and develop indicators to measure if the objective has been met.

The indicator should be a clear simple evaluation that matches the goal set by the objective. For example one of the objectives for this session is:

By the end of this session, club facilitators will be able to understand the importance of monitoring and evaluation for reporting successes and areas for improvement of the club to UEF.

An indicator for this objective might be: club facilitators can list 2 or more reasons why M&E is important for this project by the Activity section of the session.

For this indicator the session facilitator can ask participants directly to list reasons for M&E. If a participant cannot do this then they have not met the objective and they need more support for this session.

Note: participants' understanding changes throughout a session while new information is presented so checks for understanding need to be recurring and varied for different participants.

Indicators should be SMART, this means:

- **Specific**
  - Ask yourself: What exactly do you want to know from the participant?; It must connect directly with the objective.
- **Measurable**
  - Must include a number, Ask yourself how many or how much?
- **Achievable**
  - Ask yourself: Is this really something the participants will know from what has been presented to them?
- **Relevant**
  - It should be associated with a skill, line of reasoning or information that the session is aiming to provide.
- **Time-bound**
  - Think about at what point in the lesson the participants should know this. Ask yourself: When has the information been presented multiple times and clearly?

Many objectives follow the SMART structure as well, so the indicator should just reflect the same elements of the objective. The checks for understanding should reflect the indicator by asking questions that respond to the indicator.

In pairs or small groups use the example session objectives provided to create SMART indicators and develop checks for understanding to be used during the lesson and for the group as well as individual participants.

Each pair or small group must present:

- One indicator for each objective
  - The indicator must be **specific, measurable, attainable, relevant and time-bound**
- One question or short activity to check for understanding of this objective through the indicator they developed
- A plan for addressing participants who fail the check for understanding
- A follow up check for understanding for those who failed the first

Example session objectives:

By the end of the session club participants will be able to …
…identify opportunities to incorporate love, learn and play into their daily lives.

By the end of the session club participants will be able to …
…practice responsible financial literacy by saving for a goal and spending responsibly.

By the end of the session club participants will be able to …
…share safe cooking practices with their family to eliminate food borne illness.

By the end of the session club participants will be able to …
…exercise their human rights through activism by raising awareness of human rights of female students through creating posters to be posted at the local school.

In this session an overview of monitoring and evaluation for the UEF LLP Girls' Club was presented along with the responsibilities of club facilitators to determine indicators and create checks for understanding within a club session modified for the needs of the class and the participants.

Reflection

In closing this session, consider the following questions and record your responses in your journal.

1. How do indicators relate to objectives? How do indicators and objectives relate to checks for understanding?
2. How does monitoring and evaluation provide information to UEF? What is the result of M&E?
3. Who benefits from monitoring and evaluation?