GIRLS’ EMPOWERMENT THROUGH EDUCATION AND HEALTH ACTIVITY (ASPIRE)

MALE CHAMPIONS TRAINING MANUAL
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ACKNOWLEDGEMENTS

This training manual is for male champions in the targeted ASPIRE school communities in Machinga, Balaka and Zomba districts. The manual aims at equipping the male champions with communication and advocacy skills. The male champions will promote issues of girls’ education at community level by tackling issues that distract girls’ education in the community.

This manual is an adaptation of the Keeping Girls in School (KGIS) trainers’ manual developed by Save the Children with Funding from DFID. The adaptation process was participatory with inputs from a wide range of experts from Save the Children International (SCI) and Forum for African Women Educationalists in Malawi (FAWEMA).

It is not easy for us to thank them individually. However, we would like to thank the following individuals for their contributions towards the development of the manual.

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## ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>ASRH</td>
<td>Adolescent Sexual and Reproductive Health</td>
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<tr>
<td>CRECCOM</td>
<td>Creative Centre for Community Mobilization</td>
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<tr>
<td>FAWEMA</td>
<td>Forum for African Educationists in Malawi</td>
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<td>MIE</td>
<td>Malawi Institute of Education</td>
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<td>MGs</td>
<td>Mother Group</td>
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<td>NGO</td>
<td>Non Governmental Organization</td>
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<td>SCI</td>
<td>Save the Children International</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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FOREWORD

The Government of Malawi with funding from the United States Agency for International Development (USAID) is implementing the Girls’ Empowerment through Education and Health Activity (ASPIRE) with the aim of supporting and retaining girls back to school. The ASPIRE Activity is being implemented by Save the Children in partnership with the Malawi Institute of Education (MIE), Forum for Women Educationalists in Africa (FAWEMA) and Creative Centre for Community Mobilisation (CRECCOM).

Although two thirds of the Malawian society is matrilineal, patriarchal family structures dominate. Gender inequalities coupled with other traditional practices make women and girls vulnerable to exploitation (Fayoyin. A, 2014). Men’s involvement in supporting girls’ education is minimal. Therefore, the ASPIRE activity would like to empower strategic girls’ education advocates to positively influence girls themselves, as well as root out community attitudes and cultural practices that affect girls. Working with men and boys is a key strategy to address deep-rooted gender and power imbalances as the origin of many barriers and harmful practices to girls’ education. This manual therefore, aims at transforming attitudes, knowledge and practice towards women and girls rights including their rights to education.

It is my sincere hope that the male champions find this manual useful in equipping them with communication and advocacy skills.

Matthew Pickard
Country Director
Save the Children International
SECTION 1: INTRODUCTION FOR TRAINERS

CONTENTS OF SECTION 1
1. ABOUT THE TRAINING
2. ABOUT GIRLS EDUCATION IN MALAWI
3. ABOUT THE ROLE OF MALE CHAMPIONS
4. ABOUT THIS TRAINING GUIDE
5. YOUR RESPONSIBILITIES AS A TRAINER
6. GUIDANCE FOR DELIVERING THIS TRAINING EFFECTIVELY

The national numeracy conference aimed to generate ideas and steer momentum that would guide the development of a national numeracy strategy that would, in turn, see numeracy practices in Malawian schools and overall performance of numeracy and mathematics at all levels of education improve. This report presents a summary of presentations, deliberations and recommendations reached during the conference, key emerging issues and policy and practice recommendations for future improvement of numeracy practices in Malawi. The executive summary only presents highlights of the synthesised issues and resolutions of the conference. Top among the so many issues discussed and recommendations made are the following five which pointed to the need for Government and its partners to:

1. ABOUT THIS TRAINING

This is a two-day training programme delivered to Male Champions in Malawi. Male Champions are men chosen by the community for their contribution to supporting girls’ education. They are chosen to act as positive role models for men and young boys in school and in the community. The training aims to provide Male Champions with the knowledge and skills necessary to hold transformational conversations about girls’ education including rights, communication and advocacy.

The training covers two days. Day 1 provides an overview of the ASPIRE activity and its various stakeholders, introduces the concepts of gender norms and discusses the ways in which men and boys can help or hinder a girl’s chance of completing their education. Day 2 provides more detail on the role men and boys play in influencing gender norms and girls’ education; it equips Male Champions with the skills and tools they need to engage the community, either through one to one conversations, home visits or community based forums.

2. ABOUT GIRLS EDUCATION IN MALAWI

The right to education is directly guaranteed in Malawi’s constitution. This means that all girls and boys in Malawi should receive an education. Although progress has been made towards ensuring that both boys and girls enroll in school, at upper primary and lower secondary levels, far fewer girls than boys stay in school with many of them dropping out without having attained basic literacy, numeracy, and essential life skills.

Some of these reasons girls drop out include:
1. household poverty
2. family responsibilities
Education is very important and is a fundamental right for every child, whether they are a girl or a boy. If girls are educated they will have a greater chance of escaping poverty, lead healthier and more productive lives and raise the standard of living for their children, families and communities. Educated girls are, for example, less likely to die during pregnancy and childbirth, and less likely to be victims of domestic and sexual violence. An educated girl is also more likely to go on to participate in political discussions, meetings and decision-making, which in turn promotes a more representative, effective government.

3. ABOUT THE ROLE OF MALE CHAMPIONS

Engaging men and boys to champion girls and women’s rights is not a new idea. Men hold influence and power and often are the decision makers where their daughters and women in their families are concerned. The way men behave towards women is also important because of how boys learn from the role models around them.

The Male Champions trained by ASPIRE have been chosen by the community because of their commitment and passion to promoting girls’ education. They will work closely with the other ASPIRE stakeholders, such as Mothers Groups, female role models, auntie/agogo clubs, school leadership and Child Protection Committees, to challenge gender norms which hold girls back from fulfilling their education potential, and allow gender based violence to be perpetuated with immunity.

4. ABOUT THIS TRAINING MANUAL

This guide is divided into 3 sections: an introduction (this section) and training materials (which includes the four modules along with detailed trainers’ notes) and annexes.

The training materials section is organized into 4 modules:
Module 1: Introduction to Male Champions
Module 2: Understanding gender norms and how they impact girls’ education
Module 3: Working with community members as Male Champions
Module 4: Responsibilities to report

Each module contains:
» Morning recap of the previous day (for the first session each day) and introduction to the module
» An introductory note to the trainers about the aims of the module
» A timetable for the module
» The sessions for the module

Each session within a module contains:
» Core objectives
» Guidance on timings and materials required
It is important that you take the time to read this guide fully before you deliver the training. You should also remind yourself of the trainer notes before you begin each activity. If you have any questions about a particular activity, you should ask these during your training.

5. YOUR RESPONSIBILITIES AS A TRAINER

You have 5 key responsibilities as a trainer:

1. To familiarise yourself with the purpose and the content of the training
2. To familiarise yourself with the training manual
3. To work with the ASPIRE team to organise training in their sectors and cells
4. To deliver the 2 day training programme to male champions
5. To gather data on training attendance, feedback from participants and administer a pre- and a post-training assessment

Please note that more detailed information about role 5 (above) will be provided by the ASPIRE team. They will provide you with the appropriate forms you will need for registration, attendance recording, reporting and for pre and post training assessments. Please familiarize yourself with this.

6. GUIDANCE FOR DELIVERING THIS TRAINING EFFECTIVELY

Preparation
It’s essential that you prepare thoroughly in advance of delivering the training. You should ensure that:

- you fully understand the overall purpose of the training
- you understand the purpose of each session and the activities within it
- you have the correct materials ready for each session
- you have enough time to prepare the room before the training is due to start

Effective facilitation to maximize learning
People learn best:

- By understanding the purpose of the training.
- By building on their existing knowledge and skills, relating what they are learning to what they already know.
- By doing - in general, participants should do more talking than you
- By finding their own solutions rather than always being given the answer. It is important that you ask participants questions to help guide them to the answer
- By reflection, so you should ensure that participants are given adequate time to reflect and discuss answers to questions
- By participating, so you should encourage everyone in the room to speak and share their ideas
- By training and trainers who are dynamic and physically active. You should move around the room especially during group work
Managing groups and activities effectively

Participants in your training sessions may have different levels of literacy skills, for example, some participants may not be able to read or write at all. It is important that you are aware of this and are able to support all members of the group to participate fully and learn. You can do this by organizing the groups in the following ways:

1. Ensure that each group has someone who can read and write who can be the note taker for the group.
2. Ensure that those who cannot read and write have a separate job, such as presentation to the plenary.
3. Make sure that you explain the activity carefully, and verbally. Don’t write the questions on the board without saying them out loud and asking if everyone understands.
4. Make sure you walk around the room and check on the groups to make sure they are following the activity correctly and that everyone is participating.
SECTION 2: TRAINING MATERIALS

CONTENTS OF SECTION 2
MODULE 1: INTRODUCTION TO MALE CHAMPIONS
MODULE 2: UNDERSTANDING GENDER NORMS AND HOW THEY IMPACT GIRLS EDUCATION
MODULE 3: WORKING WITH THE COMMUNITY MEMBERS AS MALE CHAMPIONS
MODULE 4: WORKING WITH THE COMMUNITY MEMBERS AS MALE CHAMPIONS

MODULE 1: INTRODUCTION TO MALE CHAMPIONS

Overview for trainers:
Module 1 provides an introduction to the training, to the role of Male Champions and the ASPIRE Activity

Module aims:
To complete a pre-training assessment
To learn something about their fellow Male Champions
To understand the ASPIRE Activity and the different stakeholders

Module contents:
Session 1: Introduction to the training and pre-training assessment
Session 2: Overview of the ASPIRE activity
Session 3: Introduction to being a Male Champion

SESSION 1: INTRODUCTION TO THE TRAINING

Session aims:
Complete pre-training assessment
Know something about each other and start to build trust with fellow Male Champions

Time allocated: 1 hour 20 minutes

Resources:
Flipchart paper and pens
Copy of agenda written up

Notes to trainer:
• Prior to the training, you should ensure that the training room/space has been organized with enough chairs and space for all participants to work comfortably. As there is a lot of small group work in this training it is recommended that you set the room up to allow the participants to sit with their Male Champions – they should be facing each other rather than facing the trainer.
• Try and start the day on time at 8.30am every day. On day one, participants may be late as they are finding the venue for the first time. If you start late, you can catch up with the schedule by moving more quickly through this introduction session. Emphasize to all participants that they must be on time tomorrow!
Activity 1.1: Introduction (10 minutes)

Note to trainer: Participants should know you and the aim of training

Steps:
1. Welcome everyone to the training and ensure that all participants are seated comfortably and have space to work.
2. Introduce yourself and your co-facilitator.
3. Briefly explain that the ASPIRE Activity Male Champion training aims to provide Male Champions with the skills and knowledge to support girls to stay in school.

Activity 1.2: Icebreaker and expectations (20 minutes)

Notes to trainer:

- Be conscious of time on this activity! Only allow 10 minutes for everyone to discuss in pairs and when the participants feedback, keep each introduction brief so there is time to hear from everyone. You only have 20 minutes for the entire activity.
- Read out the three questions participants should use to interview each other, do not write them on the flip chart in case several people cannot read.

Steps:
1. Ask participants to stand up and move around until they find someone they do not know well.
2. In pairs, the participants should interview each other for 5 minutes each, using the three questions:
   - What is your name and what school and community do you live or work in?
   - Share a story of how you have supported a girl to stay in school.
   - What is the most important thing you hope to learn in this training?
3. After 5 minutes remind everyone to swap roles and the second person should introduce themselves.
4. Now choose three or four pairs to stand up and introduce the person they have spoken to by sharing their name, their positive experience and their expectation for the training.

Activity 1.4: Training agenda (10 minutes)

Note to trainer: Participants should be given timetable and take through the agenda.

Steps:
1. Display the agenda you have previously written up on the chalkboard or flipchart.
2. Talk participants through the two days and briefly highlight the sessions that will take place.
3. Explain that there are morning breaks and lunch breaks scheduled in.
4. Tell participants they should always ask if they do not understand any of the topics being discussed, and that you want the training to be very participatory.
5. Ask participants if they have any questions about the agenda.

Activity 1.5: Ground rules (10 minutes)

Notes to trainer: Some useful ground rules include:

- Active participation by everyone.
- One person speaks at a time and everyone else listens (no side conversations).
- Respect one another’s views.
- Turn off mobile phones and laptops.
• Arrive on time and come back on time from breaks and lunch
• Keep personal information shared within the group confidential

Steps:
1. Explain you would like to have the group agree to some ground rules to ensure the training runs smoothly and everyone has the opportunity to learn
2. Ask participants to suggest ground rules and write these up as a list on the chalkboard or flipchart. If possible, keep it displayed throughout the training.

SESSION 2: OVERVIEW OF ASPIRE ACTIVITY

Session Aims
• Identify the different components of the ASPIRE activity
• Describe the roles of different stakeholders/structures in ASPIRE

Time allocated: 40 minutes

Resources
• Flipcharts and pens if available or chalkboard and chalk

Activity 2.1: Overview of ASPIRE Activity (10 minutes)

Notes to trainer: Read through the detailed notes below to be able to summarize the ASPIRE Activity. Ensure that participants are able to name main stakeholders/structures ASPIRE is working with to empower and support girls in the communities:
* Mothers Groups
* Female Role models
* Auntie/Agogo clubs
* Child Protection Committees
* Male Champions

Ensure that you use language that is simple enough for the participants to understand. Ensure that participants are comfortable and at ease to participate fully in the discussions.

Steps:
1. Ask participants if they have heard about the ASPIRE Activity and to share what they know about the Activity.
2. Confirm accurate information about ASPIRE.
3. If anyone has knowledge of ASPIRE, ask them to share a story of their involvement with the ASPIRE activity.
4. Ask if the Male Champions are aware of Mother Groups or Child Protection Committees in their communities and what they do.
Girls Empowerment through Education and Health Activity (ASPIRE) is a four year (2014-2018) USAID funded Activity being implemented in Machinga and Balaka districts. It targets girls within the age range of 10 and 19. The project aims at getting girls back to school, retaining them in school and ensuring that they do well in school. It is implemented by Save the Children in partnership with the following NGOs, Forum for African Women Educationalists in Malawi (FAWEMA), Creative Centre for Community Mobilisation (CRECCON), Malawi Institute of Education (MIE). The project has three main outputs namely;

• Output 1: Reading skills for girls in upper primary school improved;
• Output 2: Adoption of positive sexual and health-care seeking behaviors among youth ages 10-19 increased;
• Output 3: Key structural and cultural barriers for girls ages 10-19 decreased.

Under output 1, ASPIRE is scaling up Early Grade Reading Activity (EGRA) in upper primary (STD 4-8). It aims at bridging the gap in reading skills between lower and upper primary classes. In trying to achieve this, ASPIRE has trained teachers in advanced reading instructional skills so that learners acquire advanced reading skills; provided schools with supplementary readers for learners to practice advanced reading; trained Primary Education Advisors (PEAs) in coaching skills so that they can further provide teachers with ongoing reading instructional support in the classroom.

Under output 2, ASPIRE is empowering strategic girls’ education advocates, who will positively influence girls themselves, as well as root community attitudes and cultural practices that affect girls by strengthening Mother Groups (MGs), creating aunt/agogo clubs, fostering female role models and male champions. The project is sensitizing the community through influential traditional leaders, initiation counsellors and religious leaders on the importance of educating the girl child. The project is also addressing the specific needs of very Young Adolescents (10-12 years) and Older Adolescents (13-18 years) related to adolescent Sexual and Reproductive Health (ASRH), peer discussion, counselling and guidance.

Under output 3, ASPIRE is engaging both boys and girls, community men and women to critically discuss gender norms, influential sexual and cultural behaviours impacting girls retention and success in school through participatory and inclusive school and community –based activities.
Activity 2.2: Overview of the ASPIRE stakeholders (30 minutes)

Notes to trainer:
• This is a short activity that is intended to ask Male Champions to reflect on what can be done to support girls staying in school, and how the different stakeholders can work together to create a more conducive environment for girls at school.
• All the stakeholders are receiving similar training, about spotting signs of abuse and understanding their roles and responsibilities where reporting and referral are concerned.
• Use the list on page 17 and 18 to consolidate their answers, but do not expect them to say everything on the list.

Steps:
1. Explain that as you mentioned in the earlier session, the ASPIRE activity works with a range of different stakeholders to improve the experience girls have at school.
2. The stakeholders include: Mothers Groups, female role models, child protection committees, auntie/agogo clubs, girls themselves and male champions. All these groups are receiving similar training in your community and many others. So, the different groups should be able to all work together to support girls’ education.
3. Remind the participants of the barriers discussed earlier that prevent girls from completing their education:
   • household poverty
   • family responsibilities
   • early pregnancy
   • early marriage
   • lack of positive role models
   • sexual and gender-based violence – both in school, at home and in the community
   • school environments which are not girl-friendly – such as negative attitudes of teachers towards girls and lack of sanitation facilities
4. Now, split the participants into five groups and assign each group a different stakeholder (do not assign the ‘male champions’ group to any group as they will look at these roles in more detail later).
5. Ask each group to think of three things that each of the stakeholders can do to support girls to complete their education, and then how that group can work with other stakeholders.
6. Give each group flip chart paper to write down their ideas. After 15 minutes bring the groups back together and ask each group to present their ideas.
Roles of different people in supporting girls to stay in school

**Mother Groups:**
- Provide direct support to girls and their families through mentoring and counselling, home visits with girls and their families, information on issues affecting girls.
- Refer girls and their families to specialist support services if basic mentoring and counselling will not solve the problem (e.g. to health workers, local child protection workers, local gender officers, local police, etc.)
- Report any concerns to the necessary party, for example head teacher, village headman, child protection committee
- Act as an ambassador for girls education in the community

**Female Role models will:**
- Act as role models
- Help girls cope with the changes at school, at home, or with their personal or physical development
- Assist girls in dealing with problems (academic, with friends, with family, etc)
  - Promote girl’s confidence and self esteem
  - Provide resources for girls
- Provide advice in making decisions
- Organize activities for girls
  - Expose girls to new ideas, places or people
  - Advocate for girl’s education and girl’s rights, encourage the girls, their parents and community members to promote girl’s education

**Male teachers will:**
- Act as champions for girls’ education by supporting female teachers
- Demonstrate exemplary behaviour as set out in the Teachers’ Code of Conduct
- Facilitate sessions (together with female teachers) to challenge girls and boys negative gender norms
- Act as role models for boys in the way they behave towards girls and women

**Parents and community members will:**
- Parents can choose not to overburden a girl with housework, can share domestic chores between siblings. They can make sure daughters have time for homework, support them with the fees and materials to go to school and ask them about homework. They can engage with school teachers and the school.
- Work together to select and support male champions for girls education
- Community members can ensure that girls are safe to and from school; can engage with the school such as in open days, join PTAs, mother groups

**Child Protection Committees, Child Protection workers, Health workers, Local police, local gender desk officers, village development committees, and judges will:**
- Support teachers, Mother Group members, male champions, parents and other community members to create a protective and enabling environment for girls to go to school by reducing violence
- Provide services needed by both girls and boys who are referred to them by teachers or Mother Group members because of violence or other issues.
SESSION 3: INTRODUCTION TO BEING A MALE CHAMPION

Session Aims:
By the end of this session, participants should be able to:
• Understand the concept of Male Champions
• Reflect on how they can or have been champions for girls’ education.
• Identify what the role of the Male Champion is within ASPIRE and beyond

Time allocated: 1 hour

Resources:
• flipchart paper and markers

Activity 3.1: Who is a Male Champion? (15 minutes)

Activity objective
By the end of this activity, participants should be able to:
• Describe and define what it means to be a Male Champion

Key message: A male champion is a man who has passion for, supports, promotes and advocates for a cause – in this case, girls’ education.

Notes to the trainer:
• As discussed in brief in the previous two sessions, Male Champions are a group of men who speak out on behalf of girls’ on education in their communities, and take action where possible to see girls are protected from violence and abuse.
• The men are carefully selected by the community from within the school and community. They are volunteers who have shown themselves to be passionate champions and advocates for girls’ education.
• The key contact and reporting point for Male champions is the primary school Head Teacher.
• Male champions will also work with Mother Groups in conducting community mobilization activities such as open days and community discussion forums.
• They will have regular contact with child protection committees, workers, Mother Groups and teachers’ Group work: Participants work in groups and then share in plenary.

Steps:
• Organize participants into groups of about 6 people.
• Ask the groups to discuss what they understand to be a Male Champion and come up with their definition or description of a male champion.
• After 5 minutes, let the groups share their definitions to the larger group
• As they share write the key words on a flip chart and let them use the key words to come up with class’ working understanding/definition of male champion.
• Summarize with a definition from the facilitator notes and their own definition.
Activity 3.2: Why become a Male Champion? (15 minutes)

Activity Objective:
By the end of this activity, participants should be able to:

- Identify the qualities of male champions
- Share their personal motivations for being a male champion with the group

Key message: This is a reflection activity where participants reflect on why their communities selected them to be Male Champions and why they accepted to take on the Male Champion’s role.

Notes to the trainer:
- Each Male Champion should know why they were selected by their communities.
- The criteria given to the communities was that the Male Champions should be able to demonstrate their dedication and commitment to equal rights for girls through either:
  - Passion and Ability to Inspire girl child in attaining her educational goals
  - Have Clear Set of Values
  - Commitment to Community

Male Champions should be keen to take on this role because:
- They have a passion for girls’ rights and want to support and promote it in their communities.
- They believe in the need for change and want to be part of the team that brings about that change in their communities.
- They want to continue to learn new ways of influencing and supporting their communities.

Group work: Participants work in groups and then feedback.

Steps:
- Ask participants to get into groups to discuss the two main questions below:
  - How were you as Male Champions selected?
  - What do you think was the reason as to why you were selected?
  - What have you done to support girls education in your community?
- After 10 minute discussion, bring the groups back together to allow them to share with the main group.
- Consolidate in conclusion of the session with the points from facilitator notes

Activity 3.3: Roles and responsibilities of a Male Champion (15 minutes)

Activity objective:
By the end of this activity, participants should be able to:

- Identify some of the roles and responsibilities of Male Champions
- Explain how Male Champions will work with ASPIRE and other stakeholders in their communities

Key message: This activity is important as it sets out the roles and responsibilities of Male Champions within ASPIRE activity. It also shows them how they can work with the other interventions to ensure that the activities are all linked up.
Notes to the trainer:
Male Champions are not an official structure, and are volunteers, so we cannot ask them to do too much additional work. The training seeks to enhance the work they already do, and provide them with some additional knowledge and skills to be more effective in their promotion and advocacy for girls’ rights.

Male Champions can:
• Act as role models for men/fathers in the community and boys at school
• Follow up cases of abuse against girls and boys in collaboration with other structures such as Mother Groups. For example, they could conduct a home visit to a family which is sending a girl to get married early or follow up cases that have been referred to them by Mother Groups or Child Protection Committees.
• Conduct dialogue with men in the community to encourage them to send their daughters to school
• Follow up through home visits, in discussion with the Mother Groups and Auntie/agogo clubs, where a girl might be staying at home because the primary caregiver is ill.
• Use community forums to discuss barriers to girls education and how communities can address them e.g. Community open days
• Join Mother Group meetings when invited
• Report to Child protection committees (CPCs) any issues around abuse or violence that has been made known to them
• Advocate for equality in right to education at regular forums; church meetings, village meetings, sporting events in the community.

Group work: Participants work in groups and then feedback.

Steps:
1. Tell participants that they will now look at the roles and responsibilities of Male Champions. Tell participants that they can refer back to Session 2 where they identified roles and responsibilities of other groups such as the Mother Groups, female role models and Child Protection Committees.
2. If they are not already, ask participants to get into their Male Champion groups (all from the same community) to discuss and brainstorm what they think their roles will be as Male Champions.
3. Ask them to come up with five things that they as Male Champions can do in their communities to encourage families to send their daughters to school, or protect girls from violence or abuse. Remind them of the barriers they discussed earlier.
4. Ask them to think about whether they will have different roles from each other. Ask them to think about how their different backgrounds, ages and life experiences make them better placed to do different activities.
5. How will they engage with each other? And how will they engage with the different stakeholders, such as Mother Groups, female role models and Child Protection Committees. Ask them to think about it from their own community’s point of view.
6. Bring the groups back together and ask one or two groups to share.
MODULE 2: UNDERSTANDING GENDER NORMS AND HOW THEY IMPACT GIRLS’ EDUCATION

Overview for trainers:
Module 2 introduces gender norms and explores the ways in which they can affect both girls and boys.

Module aims:
To identify gender norms in their communities
To understand what impact this can have on girls and boys life chances
To understand how men can challenge gender norms

Module contents:
Session 4: Understanding gender norms
Session 5: Understanding the barriers to girls’ education

SESSION 4: UNDERSTANDING GENDER NORMS

Session Aims:
• To understand what we mean by ‘gender norms’
• To understand how gender norms impact girls and boys,
• To understand how men can influence gender norms to benefit boys and girls

Time allocated: 2 hours 30 minutes

Resources:
• Flipchart paper

Activity 4.1: Differences between girls and boys age 11-19 (1 hour)

Activity objectives
By the end of this activity, participants should be able to:
• Identify differences in the life experiences of girls and boys
• Explain the difference between ‘sex characteristics’ and ‘gender’
• Describe ways in which gender influences girls and boys

Key message: The table shows us that the majority of people’s understanding of ‘what it means to be a girl or boy’ is dictated by the gender norms enforced by their community and wider society. These gender norms can stop girls and boys from being equal and having the same opportunities in life. Many norms have a negative impact on both girls and boys. For example, girls might not grow up with aspirations to complete education and get a job. Boys might grow up pressured to show that they are tough or have to take up harmful work outside the home to provide for their family.

Very few of the differences between girls and boys are due to biological sex characteristics, instead they are learned behaviours. Therefore community members have the power to influence gender norms and create positive changes for both girls and boys.
Notes to the trainer:

• Ensure that participants only write down the differences between girls and boys, not things that are the same for both.
• Get participants to think about whether something is a universal rule, or if it is community expectation. For example, if you write ‘emotional’ for girls or ‘strong’ for boys, be clear that this is the community expectation that girls will be more emotional, or boys will be stronger.
• Sex characteristics refer to the biological traits of being either male or female. For example, girls grow breasts, menstruate, can get pregnant. Boys can produce sperm, get deep voices, can grow a beard. Some physical characteristics may be mentioned such as hair length, piercings or circumcision. It is important to note that these are social conventions and not biological characteristics.
• Unlike biological sex characteristics, gender norms are learned behaviours. They change in different communities and different countries, and over time.

Group work: Participants should work in groups and then give feedback a few answers to the wider group.

Steps:
1. Draw the following diagram for the groups to copy:

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 11-15</td>
<td></td>
</tr>
</tbody>
</table>

| Age 16-18|

2. For each age group, the groups should write down the differences between girls and boys at this age. Be clear that there are no ‘right answers’. The groups should write down anything they can think of, but only the things that are different for boys and girls.

3. If participants are struggling, use the following questions to help them think of ideas. Do not read the list out, but move around the groups and encourage them to think of the following:
• What responsibilities do they have at home?
• What jobs do they want to do when they grow up?
• How are girls and boys treated differently?
• What language do we use to describe them? E.g. ‘pretty’ or ‘strong’
• How girls and boys are expected to behave? E.g. ‘a good girl is one who…’
• What different opportunities do girls and boys have?
• What happens to girls and boys during puberty?
• Are there any coming-of-age ceremonies or community rituals that take place?
• What age do they leave school?
• What do they do when they leave school?
• What age do they get married?
4. Whilst the groups are working, ensure you keep to time by encouraging them to move to the next age group.
5. After 30 minutes, ask each group to give feedback 2-3 differences for ages 11-19. Then in turn for the other age groups. Write the responses on flipchart paper. Check if there are any other additions from the groups.
6. Ask the groups to call out anything that is a biological characteristic. Correct any incorrect suggestions and highlight that the majority of differences are learned behaviours or ‘gender norms’.

**Activity 4.2: ‘Behave like a boy’ or ‘behave like a girl’ (1 hour)**

**Activity objective:**
By the end of this activity, participants should be able to:

- Describe ways that gender norms influence the roles boys and girls take on within the home and family
- Identify ways in which these gender norms can negatively impact both boys and girls

**Key message:** The roles of men and women in society are constantly changing. We can say that the expectations by society of a man and of a woman could be considered like being trapped in a box. It has slowly become easier to step outside of the box, meaning not just following the ‘unwritten rules’ and expectations that society sets for men and women. The consequences of living ‘inside the box’ mean that both men and women are stuck within certain roles and unable to express themselves fully.

**Group work:** Participants should work in groups and then feedback a few answers to the wider group.

**Steps:**

1. Ask participants if they have ever been told to “behave like a man?” Ask some participants to share some experiences in which someone has said this or something similar to them. Why did the individual say this? What did the participant think when they heard this?
2. Explain to the group that you are going to look at what we mean by “behave like a man” or “behave like a woman”. By doing this, we can begin to see how society can make it very difficult to be either male or female.
3. Put up a piece of flipchart paper entitled “Behave like a Man”. Draw a large box in the centre:

```
“Behave like a man”
```

4. Split participants into groups and ask them to draw the same on their flipchart paper.

5. Ask participants to think about what it means when someone says “behave like a man”. They should write their ideas inside the box. These are society’s expectations of who men should be, how men should act, what men should feel and what they should say.

Use the following questions to prompt ideas:

- How does your community expect men to act?
- What emotions are men allowed and not allowed to express?
- How are fathers expected to behave towards their children?

Responses might include the following:

- Be tough
- Show no emotions
- Earn money for the family
- Discipline the family

6. Using a second piece of flipchart paper entitled “Behave like a Woman”, participants should repeat the exercise thinking.

Use the following questions to prompt ideas:

- How does your community expect women to act? Dress?
- How does your community expect women to talk?
- How are daughters expected to act?

Responses might include the following:

- Be passive
- Be the caretaker
- Be intelligent, but not too intelligent
- Be quiet
- Make dinner
- Be the homemaker

7. After 20 minutes ask a few groups to feedback their answers to the large group.

8. Plenary discussion:

A. Start with what it means to “behave like a man”. After each group has explained about what they wrote in the box, use the following questions to aid the discussion:

- What are the consequences for men of always living in this box? What are the consequences for women?
- What emotions are men not allowed to express?
- What are other ways of ‘being a man’ that are outside of this box?
- What are the benefits of acting in ways that are outside the box?
- Is it possible for men to challenge and change the rules of what it means to be a man? What would make it easier to do so?

B. Next, move on to what it means to “behave like a woman”. Use the following questions to aid the discussion:

- Can a woman be expected to behave in this way all the time? Why or why not?
• What are the consequences for women if they are always living in this box? What are the consequences for men?
• What emotions are women not allowed to express?
• Is it possible for women to challenge and change the rules? How could men support them in this?

**Activity 4.3: What can men do to challenge gender norms? (30 minutes)**

**Activity objective:**
By the end of this activity, participants should be able to:
• Identify ways in which men and women influence gender norms
• Describe the negative consequences of these gender norms on both boys and girls
• Identify ways in which men can break the cycle of gender norms

**Key message:** Children learn gender norms from an early age, based on how they are treated by men and women at home, school and in the community. These gender norms can have huge consequences on the roles that girls and boys take on, their experiences and opportunities. The reading demonstrates how men and women often take on opposite roles, and that these roles can disadvantage and restrict both men and women. It shows that the gender norms for both girls and boys are dependent and influential on one another. Therefore, to challenge the norms dictating what it means to be a woman, men must change what it means to be a man.

Traditionally holding more positions of power and influence, men are in a strong position to challenge the gender norms in their communities that are having a negative impact on girls, boys, men and women. Boys look to their fathers and other men in their communities to learn what it means to be a man, and how men should treat women. Men can be excellent champions of ‘positive masculinity’ and the rights of women, boys and girls - they are generally more able to influence other men in their communities than female champions would be able to do.

**Group work:** Participants should discuss either as a whole or in groups.

**Notes to the trainer:**
• The trainer should draw on the feedback from activities 3.1 and 3.2 to demonstrate how gender norms are learned and re-learned by new generations of children, by the roles that men and women take on and how they behave.
• Girls are often disadvantaged by negative gender norms, which can burden them with household chores and child care, early pregnancy, child marriage, vulnerability to sexual violence, lack of economic opportunities, limited self-confidence and decision-making power. Many of these can lead to girls dropping out of school.
• Boys may benefit from some gender norms, for example additional food, additional time to play, prioritisation for health care and schooling. However, boys are also harmed by gender roles. For example, many gender norms may not support their emotional expression, may burden them with income earning which can expose them to harmful work outside the home. This in turn can mean that they are more likely to join gangs, engage in risky sexual behavior, drugs, alcohol and more. They may also be more likely to express themselves through physical violence or anger, if they are not allowed to show certain emotions or vulnerabilities in other ways, and are pressurized to appear tough and dominant.
Steps:

As a whole group, discuss the following:

• How do the men and women behave either to reinforce or challenge the gender norms we have seen in the lives of girls and boys from 0-18?
• What are the consequences of these gender norms on boys and girls?
• How might the treatment of a girl affect her success in school, her expectations or ambition?
• How might the treatment of a boy affect his success in school, his behavior towards girls and his understanding of what it means to be a man?

SESSION 5: UNDERSTANDING THE BARRIERS TO GIRLS’ EDUCATION

Session Aims:

• Understand the status of girls’ education in Malawi and in their own school
• Understand why it is important to support girls to stay in school
• Understand factors that affect girls’ education in Malawi and be able to identify barriers that affect girls
• Identify education policies and legislation that support girls’ education in Malawi

Time allocated: 1 hour 20 minutes

Resources:

• Flipchart paper

Activity 5.1: Girls education in Malawi and your community (20 minutes)

Activity objective:

By the end of this activity participants should be able to:

• Discuss the status of girls’ education in their community

Notes to the trainer:

• The right to education is directly guaranteed in Malawi’s constitution. This means that all girls and boys in Malawi should receive an education.
• Free Primary Education was introduced for all children in 1994, and since then primary school enrolment for boys and girls has increased dramatically. Although progress has been made towards ensuring that both boys and girls enroll in school, at upper primary and lower secondary levels far fewer girls than boys stay in school with many of them dropping out without having attained basic literacy, numeracy, and essential life skills.

Group work: Participants should work as one group.

Steps:

1. As a whole group, ask participants to individually think about the status of girls’ education in their communities – are there same numbers of boys and girls enrolled in all grades or does this differs between grades (both primary and secondary school)? Do girls and boys get the same marks?
2. Ask 2 or 3 participants to volunteer to tell the rest of the group what they think the status of girls’ education in their community.
3. Summarize participants’ ideas and reference the trainer’s notes above.
**Activity 5.2: Why is it important to support girls to stay in school? (15 minutes)**

**Activity objective:**
By the end of this session, participants should be able to:
• Explain the benefits of girls completing their education

**Key message:** Education is a fundamental right for every child, whether they are a girl or a boy. Evidence across the world shows that educating girls has a transformational impact on how quickly a country develops. This is because women and girls have enormous potential to contribute to the economic and social development of their country. If girls are educated they will have a greater chance of escaping poverty, lead healthier and more productive lives, and raise the standard of living for their children, families, and communities.

Educated girls are, for example, less likely to die during pregnancy and childbirth, they are likely to marry and have children later (when they are better able to bear and care for their children), and they are less likely to be victims of domestic and sexual violence or to tolerate it in their families. Through education, girls are empowered in many ways. An educated girl is more likely to go on to participate in political discussions, meetings, and decision-making, which in turn promotes a more representative, effective government.

There is a need to tackle the barriers that exist to girls’ gaining an education and to ensure that more girls complete primary school and progress to secondary school in order to improve their life chances and the development potential of the country as a whole.

**Steps:**
1. Ask participants to turn to the person next to them and for five minutes discuss the reasons they think it’s just as important for girls to stay in school as it is boys.
2. Ask 4 or 5 pairs to volunteer to tell the rest of the group why they think it is important for girls to stay in school. Ask them to think about the benefits to the girl, her family, her children, as well as the community.
3. Use the key message to consolidate what they tell you.

**Activity 5.3: Factors that keep girls and boys out of school (40 minutes)**

**Activity objective:**
By the end of this activity participants should be able to:
• Explain the factors that affect girls going to and staying in school

**Key message:** There are many factors that affect whether girls and boys enrol in school, stay in school or learn well while there. These factors can be the same for boys and girls, such as long distances or violence in school, but others affect girls and boys differently.

It is important to understand what these factors are in order to be able to find solutions to address them.
Notes to trainer:

- When reading this case study, ensure participants think about who has the most responsibility for reducing these barriers and ensuring that Mary is able to go to school. As Mary is the child, the responsibility to reduce these barriers and support Mary lies with the parents and the teachers. Empowering Mary will help her to be able to avoid these factors, however the responsibility should remain with the adults.

- Explain to the group that many different factors keep both boys and girls out of school such as poverty, long distances to school and violence in the home; but there are different factors that affect girls more than boys or affect only girls.

- Social and gender norms, for example, dictate that girls do more household chores than boys, meaning they do not have time to attend school or are tired and cannot concentrate when they are there. Other factors, such as the expectation that girls will drop out and get married means there is little encouragement from parents or teachers to continue their schooling.

- Child marriage and early pregnancy directly affect girls chance at completing their schooling as does violence and abuse against girls at school, on the way to school and at home.

- An unsupportive school environment including a lack of female teachers to act as role models or confidantes and inadequate toilet facilities (for example, no provision of separate facilities for girls and boys) can also influence whether a girl continues her schooling or not.

- How do we change this? Explain to the group that only by motivating all levels of the community, including male and female students, male and female teachers, mothers and fathers, and communities, to work together will we overcome these barriers and successfully support girls to stay in school.

**Group work:** Start off in plenary, and then break into small groups

**Steps:**

1. Ask 3-4 participants to share what they think are the barriers to girls and boys education in their communities.
2. Explain that you will let them work in groups to share more on the barriers to education for girls and boys using a case study (see below)
3. On a flipchart or the chalkboard, write up these three questions for discussion in groups. Make sure that every group has someone who can read the questions so that all can participate:
   - What factors made Mary drop out of school?
   - Which of these factors affect girls more than boys, or only affect girls?
   - What influence do men in the community have over some of these barriers?
Case Study: Did life fail Mary?

Mary is a 15 year old girl from Chiradzulu District.

She comes from a poor family and is the only girl in a family of 5 children. She had to walk 10km to get to school. When she arrived at school, she was teased by her friends because she comes from a poor family and wears torn clothes. Mary’s school did not have bathrooms, so during her menstruation time Mary stayed at home and did not attend school.

One day in school, an older boy touched her breast in front of other learners. Mary felt humiliated, however she did not report it anywhere as her school does not have any female teachers, and she was worried that she would be blamed.

In class, Mary was not performing well. This was because she has a lot of domestic chores to do before coming to school. She was often tired and did not have time to study or do her homework.

Her family, especially her grandmother, also kept reminding her that she was now old enough to get married, and said that she was wasting her time with school. Her father found her a husband who paid MK2,000 as a dowry for marriage.

4. Plenary: Are the barriers the same in your communities as they are for Mary? Why is it important to engage men (i.e. teachers, community leaders, fathers, brothers, uncles) in these conversations? How can Male Champions encourage men to support girls’ education?
MODULE 3: WORKING WITH COMMUNITY MEMBERS AS MALE CHAMPIONS

Overview for trainers:
This module provides skills and techniques for Male Champions to bring about change in the community

Module aims:
To understand why and how MCs can work with men and boys in the community
To understand ways in which they can engage men, boys and community to bring about change

Module contents:
Session 6: Recap of Day 1
Session 7: Working with boys
Session 8: Working with men
Session 9: Engaging the community in the process of change

SESSION 6: RECAP OF DAY 1

Session Aims:
• To reflect on the learnings and important messages from Day 1 (modules 1 & 2)

Time allocated: 20 minutes

Resources: none

Activity 6.1: Reflection on Day 1 (20 minutes)
1. Welcome everyone back to the training and ensure that all participants are seated comfortably and have space to work
2. Ask everyone to turn to the person next to them and in pairs take two minutes each to share the most important ideas they learned yesterday
3. Ask a few participants to share one thing that they learned yesterday.

SESSION 7: WORKING WITH BOYS

Session Aims:
• To understand why it is important to engage with boys
• To understand why Male Champions are best placed to work with boys
• To establish the key messages and topics that are important to discuss with boys
• To learn some activities suitable for working with boys in school or otherwise

Time allocated: 1 hour 30 minutes

Resources:
• Flipchart paper
Activity 7.1: Why should we engage boys and what topics should we discuss? (45 minutes)

Activity objective:
By the end of this activity, participants should be able to:
• Explain why it is important for Male Champions to engage boys on topics of gender norms and girls' rights
• Identify key topics and messages that are important to discuss with boys
• Identify practical opportunities for Male Champions to work with boys

Key message: As discussed in Day 1, the gender norms that boys and girls learn as children affect not only their own lives but also how they treat others around them. Gender norms learned by boys will influence how they act towards women when they are adults, what role they take in the family and how they behave as men. It will influence their attitudes towards their own children, to women, boys and girls. By talking with boys about masculinity and gender, the aim is to positively impact how they experience gender, how they treat their peers, and what decisions they make as they become men within their community.

There are a huge amount of stereotypes around masculinity and femininity. Whilst there will always be many exceptions to these stereotypes, we are not used to looking for them and so do not always realize they exist.

Group work: Participants should work in groups (of 6 or less) and then give feedback.

Notes to the trainer:
When working with boys and young men, the Male Champions should promote discussion and reflection, and allow members of the group to challenge one another's beliefs.

Steps:
1. As a whole group, ask participants the following questions and encourage discussion. Use the above facilitator’s notes to guide the discussion.
   • Why is it important for Male Champions to work with boys?
   • How might these boys influence negative gender norms?
   • How might this support girls to stay in school?
   • Why are Male Champions in a good position to engage boys on gender issues?

2. Divide participants into groups (with a maximum of 6 per group). Ask each group to brainstorm the below three areas. Encourage participants to think back to the gender norms and barriers to girls’ education sessions. Please see an example below with some ideas.
   A. What topics could you discuss with boys to engage them on gender issues?
   B. What key messages would you want them to take away?
   C. Practically, how would you go about this? What opportunities might exist to work with boys on these issues?
### What topics could you discuss with boys to engage them on gender issues?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Key Messages</th>
<th>Practical Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society’s expectation for girls and boys from age 10-19</td>
<td>The majority of expectations and unwritten rules that govern the way a child should behave are learned behaviours, and therefore can be un-learned.</td>
<td>Boys clubs</td>
</tr>
<tr>
<td>Boys’ first experiences of being treated differently than a girl, just because of their different gender</td>
<td>Gender norms can restrict opportunities and life chances for both girls and boys, but these can be changed.</td>
<td>After-school clubs</td>
</tr>
<tr>
<td>What does the media tell us about what it means to be a man or woman?</td>
<td>The media can project negative stereotypes of men and women, which influence our expectations of what is ‘right’ or ‘normal’. These norms can negatively affect both boys and girls. However, by being aware of this, we can choose to ignore those norms and accept people for who they are.</td>
<td>Community events or talks</td>
</tr>
<tr>
<td>Who do we know who acts differently, who does not adhere to gender norms or these unwritten rules? What are the consequences of this?</td>
<td>Gender norms can restrict both girls and boys. There are many different ways of being a man and there will be many men in your community who don’t adhere to these unwritten rules and gender norms, with positive consequences. We don’t always notice these people because we are used to looking for those who follow a social norm rather than challenge it.</td>
<td>One to one conversations with boys or men (when would this be?)</td>
</tr>
<tr>
<td>Education and how gender norms can impact this – why is education important? How does gender impact boys and girls experiences of education differently? What can boys and girls do to change this?</td>
<td>Education is everyone’s right. There are huge consequences if a child is not able to complete their education.</td>
<td></td>
</tr>
</tbody>
</table>

3. Ask groups to give feedback.

4. **Plenary discussion**: What do you think would be challenging about working with boys on issues of gender? How would you overcome these? What is exciting about working with boys on issues of gender?

### Activity 7.2: How can we engage boys on gender norms? (45 minutes)

**Activity objective:**

By the end of this activity, participants should be able to:

- Identify and explain different activities for working with boys

**Key message:** This activity provides examples of games and activities the Male Champions could use when trying to engage boys on gender norms. The main aim of the activities is to encourage boys to explore their own ideas about what it means to be a boy, girl, man or women in their community.

**Facilitation style:** Participants should work in 7 groups and then feedback.

**Notes to the trainer:**

- When working with boys and young men, the Male Champions should promote discussion and reflection, and allow members of the group to challenge one another’s beliefs. The Male Champions should ask lots of questions, to encourage boys to share their own feelings and opinions about the topics discussed. The Male Champions should challenge any negative ideas about girls, boys and gender roles in a sensitive way by asking more questions.
• It is important that the activities are conducted in a non-judgmental and confidential ‘safe’ space, where boys feel comfortable to ask any questions, laugh or feel awkward about the conversations.
• Different activities will be appropriate for different age groups
• Ask the Male Champions if there are any other ways of engaging boys on issues of gender, or other activities that they would like to suggest.

Steps:

<table>
<thead>
<tr>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 10-14</td>
<td></td>
</tr>
<tr>
<td>Age 15-19</td>
<td></td>
</tr>
</tbody>
</table>

Activity 2: A day in the life of me

Discussion topic: similar to activity 1, this activity encourages boys to think about their daily routine, from morning to night, and how this might differ from their sister or female peers. This activity highlights how gender influences their lives, responsibilities and opportunities.

Steps:
1. Ask participants to draw a sun on one end of their paper, and a moon on the other.

2. Between the sun and the moon, ask the participants to draw or write down the different steps of their daily routine. What time do they get up? What do they do before school? Do they do any chores at home throughout the day? Do they have time to play?
3. Ask the participants to think about their sister or girls in their school. What would a day in the life of them look like? Would they do different chores? Would they go to school? They could also think about a day in the life of their mother and father. How are these different?
4. Ask the participants what they think about these differences? Are there any bad consequences of these differences in daily life? How would they feel if they had to switch? Why are there differences? Should girls and boys both have the same amount of chores, time to play and time to do homework? If they do not, what happens?
Activity 3: When has gender affected you?

**Discussion topic:** This activity gets boys to reflect on their own experiences of gender, and builds a culture of sharing and trust amongst the group.

**Steps:**
1. Ask the participants to think about one of their earliest memories of when they were treated a certain way because they were a boy.
2. The participants could draw this, and then explain their drawing.
3. How would they have been treated differently if they were a girl?

Activity 4: What do we mean by ‘be a man’? (1)

**Discussion topic:** This activity encourages boys to think about the stereotypical man, the consequences of this stereotype, and whether there are any exceptions to this in their own community. Normally there will be people in the community who are going against traditional gender norms, however we won’t notice them as we are only looking for the behaviours we expect.

**Steps:**
1. Ask participants to get into pairs. One person in the pair must ‘sculpt’ the other person into a ‘typical man’. They should move their partner’s arms and legs in a stance that represents ‘being a man’. They must then walk around the room in this way. How do men stand? How do they walk? How do they look and what do they say?
2. Now ask them to switch and ‘sculpt’ their partner.
3. After both people in the pair have had a go, ask some pairs to explain why they moved the way they did. What does this say about what ‘being a man’ means?
4. Next, ask the boys to think about other ways to ‘be a man’. Are there things about themselves, such as likes, dislikes, hopes or fears, that don’t fit into the stereotype of ‘being a man’? Are there men in their community who are different to the traditional ‘man’? If so, in what way? What are the benefits of this?

Activity 5: What do we mean by ‘be a man’? (2)

**Discussion topic:** This activity encourages boys to think about the stereotypical man, the consequences of this stereotype, and whether there are any exceptions to this in their own community. Normally there will be people in the community who are going against traditional gender norms, however we won’t notice them as we are only looking for the behaviours we expect.

1. Ask the boys to choose an animal that most represents ‘being a man’ in their community. They can draw this animal or act it out.
2. Ask them to explain why they chose their animal. What does this say about what ‘being a man’ means?
3. Next, ask them to think about other ways to ‘be a man’ that are maybe less traditional. What other animals could represent ‘being a man’ and why?
4. Are there things about themselves, such as likes, dislikes, hopes or fears, that don’t fit into the stereotype of ‘being a man’? Are there men in their community who are different to the traditional ‘man’? If so, in what way? What are the benefits of this?
SESSION 8: WORKING WITH MEN

Session Aims:
• To understand why it is important to engage men when working on girls education
• To learn how Male Champions can engage men, in different forums and places
• To practise how to hold sensitive or challenging conversations with men

Time allocated: 1 hour 40 minutes

Resources:
• Flipchart paper

Activity 8.1: Why should men be involved in girls’ education programmes? (20 minutes)

Activity Objectives:
• To understand the influence men have in keeping girls in or out of school
• To reflect on their own influence in their daughters’ lives

Key Messages:
• Men are often the gatekeepers in a family; they decide if a girl should go to school and for how long, who she will marry and when. Young men are the ones who initiate a marriage proposal, and their preference for a girl of a certain age or educational background can set a social norm in a community.
• In a patriarchal society such as Malawi, men often hold more influence in the community and their voices are more likely to be listened to over women. Fathers who understand the benefits of education and who send their daughters to school can be positive and powerful role models for other men in the community, who might only be able to see the short term cost of sending a girl to school rather than the long term benefits to the girl, her family and the community.
• Men also need to be treated as equal partners in gender discussions, as we saw earlier that boys and men can also be disadvantaged by gender norms and stereotypes. Excluding men from the discussion can also promote resentment among men and boys towards women.
• Men should be allies in the empowerment of girls and women.

Group work: Group work and plenary

Steps:
1. Organise the participants into groups of 5 or 6 and discuss the following questions
   • why should men be involved in programmes that advocate for the rights of girls?
   • What behaviours and attitudes of men can keep girls out of school and what behaviours and attitudes support girls reaching their full potential?
2. After 10 minutes, bring the groups back to the plenary and ask a few of the groups to present what they discussed
3. Ask if any of the other groups have anything else to add
4. Consolidate their responses using the key messages above.
5. Ask one or two people to share how they think their attitudes or behaviours have influenced a girls’ potential.
Activity 8.2: How do we engage men in the community? (20 mins)

Activity objectives:
To understand and identify the different ways and different forums where Male Champions can engage with men in the community.

Key Messages:
- As mentioned in the previous session, there are many ways in which men influence opportunities for girls: as a father they decide when and to whom a girl marries, and when and for how long she attends school. As a male in the community, men can be responsible for harassing a school girl or influencing her decision to drop out, get married, or have sex. Men in the community can also influence social norms by perpetuating myths such as it is not necessary to educate a girl because she will eventually get married and drop out. Men who abuse their wives can also effect a girls’ behaviour as she may be afraid of going home.
- Male Champions can reach out to men in the community in a number of different ways, including by making home visits to talk one on one, or by speaking at a community event.
- Male Champions may also report any confirmed or suspected abuse to the Mothers Group, head teacher or Child Protection Committee (more on reporting and referral in the next session).

Facilitation style: Group work and then bring back to the plenary

Notes for Facilitator:
- This activity builds on the thinking done in previous activities where Male Champions have listed different ways in which they can advocate for girls’ rights. In this activity, however, we want them to think in more detail about the different spaces they can use to speak with men. These can be spaces which already exist, such as church, markets, PTA events, football matches, or they can be spaces which are created by the Male Champion for such a discussion, such as community mobilization event. Additionally, Male Champions can make home visits either to discuss a particular situation, or follow up on a previous visit.
- The Male Champions will inevitably encounter challenges in trying to set up meetings with other men. Below are some of the possible challenges and some suggested solutions.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer pressure from fellow men and boys e.g. get insulted or laughed at if they associate themselves with issues of gender equality</td>
<td>Should acquire skills of assertiveness, self-esteem and self-control.</td>
</tr>
<tr>
<td>Limited resources to reach out to other men</td>
<td>Use events or forums that are already happening, village meetings, church, football matches, bars.</td>
</tr>
<tr>
<td>What does the media tells us about what it means to be a man or woman?</td>
<td>Be resourceful and interact with as many people/professional as possible so that they get the necessary information (Mothers Groups, Female role models, Child Protection Committees)</td>
</tr>
<tr>
<td>Time constraints for men as they are regarded as bread winners in their families</td>
<td>They can use forums where they themselves are involved in other activities and multi-task themselves. E.g the church, PTA meetings and market days.</td>
</tr>
</tbody>
</table>
Steps:
1. Ask participants to get into the same groups they had in the previous session.
2. Give each group a different scenario and ask them to think about how they would engage the man/ men. Where would they have the conversation? Would they do it in a group, or one on one? Would they request one particular person to have the conversation? What are some of the challenges with trying to set up a meeting with men?

• A Mother Group member tells a Male Champion at one of their regular meetings that a girl revealed that her father wants to pull her out of school to marry a 45 year old man.
• Some unemployed men have been hanging around the school gates harassing the girls as they go into school.
• Several girls in the school have fallen pregnant and a female teacher has told you it might be one of the male teachers.
• A number of boys at school are saying they don’t want to marry educated girls

3. After 10 minutes, bring the groups back together and each group to feed back.
4. Plenary: In the plenary, ask the groups what are the benefits to having a discussion one on one, to having a discussion in a group?

Activity 8:3: Discussing challenges on girls education advocacy (30 minutes)

Activity Objectives
By then end of this activity, participants should be able to:
• Know and understand the common objections and challenges to girls completing their education and how to respond to them

Key messages:
• Changing people’s behaviours and attitudes is not always easy. Some people are very attached to their beliefs and ways of living and feel threatened if these are challenged. There are very many reasons why families, or men, say they act the way they do. In some cases they are not even aware of the reasons, it is ‘just the way things are’. In other cases, people don’t have the correct knowledge to be able to make a change. Understanding the common objections to and myths around girls’ education or what it means to be a man is necessary for Male Champions if they are to be able to effectively communicate with other men back in their villages.
• Challenging people’s perceived notions does not mean accusing them of being wrong, or being a bad father. It is important to respect that people make decisions thinking they are doing the best for their daughter and
• However, in some cases, people are taking advantage of the vulnerability of girls, and they need to be reminded of the penalties of doing so.

Facilitator’s notes:
• This activity requires that the Male Champions reflect on some of the common objections to or misconceptions about girls’ education that they are likely to face in their work. They may need to think deeply about some of their own perceived ideas to come up with ideas.
• When asking them to think about how to respond in a positive and effective way, one useful resource is to use examples of real people in the community. Refer them to women who are influential in the community, but try not to use unrealistic examples, such as members of parliament.
<table>
<thead>
<tr>
<th>Objection</th>
<th>Opposing View</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why should I pay for my daughter education, when she will just get</td>
<td>Even if a girl gets married, she can still contribute to her family’s</td>
</tr>
<tr>
<td>married and live with another family</td>
<td>income, through medical bills.</td>
</tr>
<tr>
<td>I can’t afford the school fees</td>
<td>If you just keep one bag of maize back for every term, you can sell it</td>
</tr>
<tr>
<td></td>
<td>for fees, e.t.c.</td>
</tr>
<tr>
<td>Girls aren’t smart and so shouldn’t waste money on their education</td>
<td>Boys and girls are as smart as each other, but girls have not been given an</td>
</tr>
<tr>
<td></td>
<td>equal opportunity because of all the extra work they need to do.</td>
</tr>
<tr>
<td>I need my daughter to stay home and look after the children</td>
<td>A girl will have plenty of time to look after the children when she has her</td>
</tr>
<tr>
<td></td>
<td>own children. Now, this is her time to learn and be in school. The law in</td>
</tr>
<tr>
<td></td>
<td>Malawi says that children should go to school.</td>
</tr>
<tr>
<td>No one wants to marry an educated girl</td>
<td>An educated woman brings a lot to the marriage Not only can she look after</td>
</tr>
<tr>
<td></td>
<td>the children more effectively – she can ensure health and hygiene, read</td>
</tr>
<tr>
<td></td>
<td>medicine, as well as manage the family budget. She can also run a small</td>
</tr>
<tr>
<td></td>
<td>business, and teach the children so they can be better.</td>
</tr>
</tbody>
</table>

**Activity 8.5:** Home visits and understanding people’s motivators and barriers to change (45 minutes)

**Activity Objectives**

By the end of this session, participants should be able to:

- Explain how to conduct a positive home visit using certain actions and behaviours
- Demonstrate an understanding of how to engage in challenging and sensitive conversations with different people

**Key Messages:**

As discussed earlier, Male Champions will work either directly with community members, such as by making home visits to talk with fathers, men, or boys, or by utilising existing community structures to talk about girls’ rights, education and the ‘unwritten rules’. Many of these conversations might be sensitive and challenge someone’s beliefs, and if the person Male Champion is talking to feels like they are being told off or criticised, that person may not listen to what the MC has to say. Additionally, if the person feels that the situation is so negative or the barriers are so big that change is impossible, they may not feel able to help. Therefore the way in which the Male Champion conducts the conversation is very important.

**Facilitators Notes:**

The tone of voice and the language the Male Champion uses when engaging with other men can influence the outcome of the conversation. If the Male Champion accuses a man of being a bad father because he is not sending his daughter to school, it’s likely that will make the father very defensive and closed to whatever the Male Champion has to say. However, if the Male Champion starts off by acknowledging that he knows that the father wants the best for his daughter and is doing the only thing he knows, you have established a relationship, and it’s more likely the father will listen to what the Male Champion has to say.

It is important that participants acquire appropriate skills and approaches for advocating for girls education. Of the skills, most important are the communicating and listening skills. When issues are not communicated appropriately, there is breakdown of information and people are not heard. When advocating for girls education, men need to avoid being prejudice, they need to show respect to the listener and not biased. They also need to respect each other’s culture, choosing appropriate words and tune down the language to the listeners’ level. It is also important to use the appropriate channel. The listeners too need to acquire appropriate listening skills; they need to be empathetic, tolerant, negotiation, patience.
Below are some other attributes of a good home visit:

• Speak in a kind tone
• Show respect
• Make appropriate eye contact
• Act as a mentor or helper, not as a supervisor. Don’t tell them off.
• Smile
• Listen to their concerns
• Give praise to encourage them to continue good practices
• When giving feedback, always start with the positive
• Explain why actions are important
• Keep anything you find out about the family through your visits confidential, unless you are required to make a report

When discussing the responses to blame, judging and discouragement. Make sure that participants understand the words/concepts you are using.

Steps:
1. Tell participants that going into some one’s home to have a sensitive conversation is never easy, but in some cases it’s necessary. If you want to have a sensible and constructive conversation, you will need to ensure that your tone and language are correct for the situation. Make sure that the participants understand what you mean by ‘tone’ and ‘language’.

2. Organize participants into their Male Champions. Give each group one of the following scenarios to discuss: Ask each group to come up with five things that they should do when conducting a home visit in relation to the scenario they have been given. They will have 10 minutes to discuss these.
   • Talk to a father who wants his daughter to get married, and leave school.
   • Talk to a father about his 18 year old son who has been seen with a 13 year old girl
   • Talk to a village headman about why his daughter hasn’t been to school for a while (you know it’s because the wife is ill and the village headman needs the daughter to look after him)
   • Speak to a father who says he can’t afford to send his daughter to school, but is sending his son.

3. Ask 1 group for each scenario to feed back.
4. Ask other groups if they had anything different and consolidate using the facilitator’s notes above?
5. Now write the following terms on the flip chart

Blaming
Labelling and judging
Discouraging

6. For each term, ask the participants to think about what reaction a community member will have if they feel like the Male Champion is blaming, judging or discouraging them.

The consequences will be:
Blaming  defensiveness
Labelling and judging  shame and stigma
Discouraging  hopelessness
7. Ask the Male Champions if they agree? Ask them if they can imagine that in the scenarios above, if they had blamed, or judged or discouraged the fathers what sort of response would they have received? Choose one or two people to respond.

8. Then ask the Male Champions to think about the opposites of blame, judgement and discouragement:

- **Blameless** → acknowledgment of the issue and open-minded about the Male Champion’s views
- **Non-judgemental** → doesn’t feel singled out and is keen to support the change
- **Encouraging** → hopeful and optimistic about the possibility of change in the community

9. Ask participants to get back into their groups and role play the earlier scenarios. Ask one member of the group to be a Male Champion and another to be the man the Male Champion is coming to visit. Ask the father/man to use some of the earlier objections to girls’ education you listed earlier in the session. Ask the Male Champion to use the skills and positive viewpoints they thought of earlier.

10. After the two have finished their role play, ask the rest of the small group to provide constructive feedback. Would someone have done something different? How would they have done this?

11. After 20 minutes, ask one or two groups to show their role play to the rest of the group.

**SESSION 9: ENGAGING THE COMMUNITY IN THE PROCESS OF CHANGE**

**Session aims:**
To understand the different influence that different members of society have and how to leverage that influence to benefit girls

**Time allocated:** 2 hours

**Resources:**
- Flipchart paper

**Activity 9.1: Who are the community?** (30 minutes)

**Activity Objective:**
By the end of this activity, participants should be able to:
- Identify different circles of influence within their community and key community members within each circle

**Key message:**
There are many levels of influence that both directly and indirectly will have an impact on a girl’s (or boy’s) experiences of gender and opportunities within education. The people in each ‘circle of influence’ may support girls and girls’ education, or they may support negative gender norms and be unsupportive of girls’ education. However, they may not realise that they are being actively supportive or unsupportive, or have given any thought to the unwritten rules around gender in the community. By identifying key people in these circles of influence we know who we must engage with as male champions, to gain support for girls’ education.
Note to trainer:
It is important to emphasise the connections between the different circles. Each circle influences the others, not just the girl in the centre. Family beliefs and actions combined with all the other families in the community will influence community values. The beliefs of community leaders and those in influential positions, such as teachers or doctors, will influence the family. Both will be influenced by societal laws and media. The people identified at in the community circle do not need to have direct contact with ‘Mary’ to have an influence on her life.

Group work: group work with mixed groups

Steps:
1. Draw the following diagram on the flipchart paper or chalkboard and label each section as below:

   ![Diagram of circles](image)

   2. Explain that these circles are connected but separate. Explain each circle as below:

   A. The smallest circle represents the girl.
   B. The next circle represents the people closest to the girl, like her friends and family.
   C. The next circle represents the wider community, who will also interact with the girl but not as closely. These could be local community leaders or service providers.
   D. The outer circle represents broader societal influences that impact the community and the girl within it, such as the media, laws, and policies and outside agencies.

   3. Ask if there are any questions about the diagram. Ask the following prompting questions: what do you think about this picture of a community? Do you think it is accurate for you and your community? In what ways?

   4. Explain: Let’s call the girl in the centre Mary. She was recently approached by a teacher to do chores at his house after school. Mary is afraid to go because she has heard from other girls that the teacher likes to touch girls and maybe even have sex with them. She hasn’t been to school in the last week because she is avoiding the teacher.

   5. Split participants into groups. Assign each group with one of the following three circles, not including circle A – the girl:
B. Family and friends
C. Community
D. Society

We do not include the inner circle of the girl (A) herself in this exercise because we are looking at who influences this girl in her community.

6. Ask each group to brainstorm different people in their assigned circle and to consider how the people in their part of the 'circle' can either:

   A. Help Mary’s chances of staying in school, or
   B. Hurt Mary’s chances of staying in school.

Use the following questions to prompt ideas:

When does the person have contact with Mary?
Do the person’s thoughts or actions influence Mary’s own thoughts, opportunities or experiences?
Does the person influence any of the people surrounding Mary, such as her friends or family?

7. Bring the groups back together and ask each group to present for 5 minutes on who is in their circle, what they might say/not say and how they might act/not act. Ask the group to feedback on both:

   A. How the people in their circle can help Mary’s chances of staying in school, or
   B. How the people in their circle can hurt Mary’s chances of staying in school.

8. Reflection time: After each group has fed back, use the following questions to facilitate a reflection on the presentations.

   A. Does anyone have any experience of trying to influence different members of the community to support girls? If so, please briefly explain.
   B. What was the outcome?
   C. Did you have any challenges in doing this?
   D. If so, how did you overcome these?
Activity 9.2: Influencing unwritten community rules – what, who and when? (30 minutes)

Activity Objective:
By the end of this activity, participants should be able to:
• Identify community members who influence common beliefs around gender in their community
• Identify some ways of engaging these community members

Key message: Participants should think about practical examples of specific community members in their communities

Group work: with mixed groups

Steps:
1. In their groups, ask participants to think back to the differences between girls and boys experiences growing up that are caused by gender. Ask the groups to go through the following questions:

What unwritten community rules should the Mother Groups challenge to help girls? What are some unwritten rules your group is already challenging?

For example:
The belief that if a girl gets pregnant she should drop out of school
The belief that girls should get married as soon as possible
The belief that girls should do the housework even if that impacts on their studies

Can you identify some members or groups within your community who could help you challenge these views by becoming champions of girls’ education? Are there particular community members that you are already working with who have shown great support?

For example:

1. Village heads/ chiefs
2. Initiators-Angaliba
3. Village Development Committee(VDC)
4. Church Leaders
5. Councillors/ Member of parliament
6. Girls
7. Boys
8. Parents
9. Mother Groups
What opportunities might you have to influence these community members and encourage them to become champions of girls’ rights and girls’ education? Are there any opportunities your Mother Group have already found useful?

<table>
<thead>
<tr>
<th>1. Village heads/ chiefs</th>
<th>Special dialogue with them</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Initiators-Angaliba</td>
<td>Dialogue sessions, community discussions</td>
</tr>
<tr>
<td>3. Village Development Committee (VDC)</td>
<td>Ask to speak to them on girls education during their meetings</td>
</tr>
<tr>
<td>4. Church Leaders</td>
<td>At church functions</td>
</tr>
<tr>
<td>5. Councillors/ Member of parliament</td>
<td>After school sessions sessions</td>
</tr>
<tr>
<td>6. Girls</td>
<td>Home Visits</td>
</tr>
</tbody>
</table>

2. Ask each group to give feedback.

3. Reflection time: It is important not to forget the girl in the centre of the circles of influence. Children are powerful advocates of their own rights and need to be given a platform within the community to raise their voices. In order to support girls effectively, they need to be aware of their own rights and have self-belief in their own value and potential.

**Activity 9.3:** Action planning (1 hour)

**Activity objective:**
By the end of this activity participants should have:
- Established clear next steps and tasks that they want to carry out in their role as male champions
- Established how they will stay in contact and work with the other male champions in their community

**Key message:** Practical action planning with fellow male champions from their community. It is important that participants discuss how the four male champions in their community can work together.

**Facilitation style:** in their male champion groups – groups of four male champions from the same community

**Note to trainer:**
- This is the final activity and should result in practical next steps for the male champions, as well as clarity on how they will work together. It is important that the trainer encourages participants to think about everything they have learned over the two days so that this can be used in their action planning.
- The actions should be achievable, practical and specific
- The goals do not have to be things that the male champions can achieve on their own – they might need to gather support from other community members or groups such as community leaders, faith leaders or Mother Groups

**Steps:**
1. Ask participants to move so that they are sitting with the other male champions from their own community – there should be four male champions from each community.
2. In their groups, ask participants to brainstorm specific outcomes that they would like to see in their community, thinking about what they have learned over the last two days about gender, unwritten
community rules, barriers to girls’ education, the importance of engaging with boys and men. These should be specific changes, and could be related to certain schools, community members or events. Write the following question on the board:

**What changes would you like to see in your own community to support girls’ education?**

3. After 10 minutes, ask the groups to now think of practical steps that they could take as male champions to help achieve this goal. Using:

**What can you and your fellow male champions do to help achieve this change?**

These could be small things like talking to a certain person, or attending an activity session in a school, or speaking at a community event. They should write these up in the following style table:

<table>
<thead>
<tr>
<th>Goal (from the brainstorm around changes)</th>
<th>Activities to achieve goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

4. After 15 minutes, ask the groups to think about:

- Who should be responsible for leading each activity – they should write down the name of a male champion next to each activity.
- What will they need to carry out this activity?

<table>
<thead>
<tr>
<th>Goal (from the brainstorm around changes)</th>
<th>Activities to achieve goal</th>
<th>Name of male champion who will lead on this</th>
<th>What resources might be needed to carry out this activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Finally, in their community groups, ask the male champions to discuss how they can work together as a team to carry out these activities and achieve these goals.

**How are we going to work together?**

For example: male champions might decide that they should have group meetings. If so, how often would these be? Who is going to organise them? Would it be helpful to have a ‘lead male champion’ who is responsible for ensuring the four work together?

7. Feedback: Ask some of the groups to feedback their activity plans to the wider group – give each group 5 minutes each to report back. (Make sure you leave enough time to complete sessions 10 and 11).
MODULE 4: WORKING WITH COMMUNITY MEMBERS AS MALE CHAMPIONS

Overview for trainers:

Module contents:
Session 10: Understanding abuse and how to report it
Session 11: Post-training assessment

SESSION 10: UNDERSTANDING ABUSE AND HOW TO REPORT IT

Session aims:
• Understand the different types of violence and abuse, its impact and signs
• Understand how abuse impacts on girls’ education
• Understand the Male Champions’ responsibility to report

Time allocated: 1 hour

Resources:
• Flipchart paper

Activity 10.1: Understanding the different types of violence and abuse (45 minutes)

Activity objective:
By the end of this activity, participants should be able to:
• Name the different types of abuse and provide examples
• Identify some of the signs of abuse

Key message: Abuse is much broader than simply physical violence. There are many other types of abuse, and they all have long-lasting and serious negative impacts on children, both emotionally and physically. There may not always be obvious signs and all children will express this trauma differently, however being aware of any unusual behaviour changes are important.

Notes to the trainer:
• Violence and abuse are often inflicted in multiple ways. For example, a child that is suffering from physical abuse is also highly likely to be suffering from emotional abuse. Practises such as child marriage can subject girls to long-term abusive and unequal relationships with men, to the detriment of their education, health and safety.
• Witnessing abuse can have the same negative impact as experiencing abuse first hand. Witnessing abuse in the home creates a home that for a child is unsafe and unpredictable. It has a huge impact on a child’s emotional well-being, as well as their understanding of what is and is not acceptable. Children who witness abuse at home, or experience abuse first hand, are more likely to end up in abusive relationships as adults, or carry out acts of abuse in their own families. For example, a boy who experiences violence directly or indirectly (including corporeal punishment) is more likely to use violence against his own children or partner.
Possible signs of abuse include:

- Low self-esteem
- Quiet and withdrawn
- Upset
- Anger
- Poor behaviour in class
- Frequent illness
- Child doesn’t want to go to school
- Child doesn’t want to be left on her own with teacher or is nervous around a particular teacher
- Child doesn’t want to go home
- Physical marks or bruising
- Tiredness (neglect)
- Lack of cleanliness (neglect)
- Frustration
- Late to class or missing lessons
- Child receives new items of clothing/shoes or gifts (grooming)
- Child is receiving special attention from teacher (grooming)
- Child doesn’t want to spend time with friends as she has found a new older ‘friend’, perhaps in a teacher or adult in the community (grooming)

**Group work:** Participants should work in groups and then give feedback.

**Steps:**

1. Assign each group a type of abuse: physical, emotional, sexual, neglect or harmful traditional practices. Ask them to:
   
   A. Come up with a definition of this type of abuse
   B. Think of examples of this type of abuse (see box below)
   C. Possible signs that this abuse might be taking place (see notes to trainer for ideas)

2. Ask each group to present back

**Physical violence and abuse:** for example, kicking, slapping, choking, shoving, beating, whipping, burning, torching, dousing with hot water/oil, inappropriate fondling, rape or sexual assault

**Emotional or psychological abuse:** for example, name calling, threats, degrading statements, verbal abuse, verbal bullying, teasing, swearing

**Sexual violence and abuse:** for example, inappropriate fondling, rape (including defilement and incest), sex in return for goods or services (sometimes known as transactional sex), sexual cleansing (Kuchotsa fumbi), Kupimbira, Chokolo, Nhlazi, the Chief’s blanket. Sexual harassment includes verbal abuse as well as physical acts.

**Neglect:** for example, not providing food, clothing or other basic necessities (including medical attention where necessary), leaving young children on their own, not ensuring they get enough sleep or wash properly

**Harmful traditional practises:** This category overlaps with many of the others. This includes any practices that are harmful to children, including Female Genital Mutilation, child marriage, Kupimbira/Psade/Nhlazi and Kusasa-fumbi
3. Consolidate their answers and remind them of the following five categories, writing the category headings on the flipchart paper: physical, emotion, sexual, neglect, tradition. Highlight that most scenarios of abuse fit into more than one category.

4. Plenary discussion: Explain that some children may not be physically abused themselves, but witness physical or sexual abuse within their home or school. This could be a parent or teacher abusing another child, or one parent abusing the other parent. For example, if a man hits his wife, this violence will also impact the children in that home. (See notes to the trainer)

Ask participants what impact they think witnessing abuse might have on a child?

**Activity 10.2: How to report cases of abuse (15 minutes)**

**Activity objective:**
By the end of this activity, participants should be able to:
1. Explain how they would handle a disclosure of abuse made by a child or peer/other on the child’s behalf
2. Explain their responsibility to report and where that responsibility ends

**Group work:** none

**Key message:** It is important to take all disclosures of abuse very seriously, and to raise any concerns that you might have regarding a particular child. If a child chooses to confide in you, you should believe them, listen to them and be non-judgmental. You should keep the information confidential apart from to whom you must report it.

It is not the responsibility of the Male Champions to follow up on cases of suspected abuse with that child or family. It is not the responsibility of the Male Champions to ensure that the perpetrator is punished, or that the child receives adequate medical and emotional support. It is, however, the responsibility of the Male Champions to report any concerns that they have to their designated teacher. This teacher must then follow the necessary reporting and referral structure.

**Steps:**

1. Explain to the group that their responsibility is to report any concerns or disclosures of abuse to their designated teacher. It is then the teacher’s responsibility to follow up with the necessary reporting and referral services. These may be:

   - Head teacher
   - Police
   - Hospital
   - Child Protection Workers
   - Child Protection Committees
   - District Social Worker
   - Community Victim Support Unit
   - Police Victim Support Unit
   - Health Workers/Nurses/Doctors
   - Village Head
   - Local non-government and community organizations
   - National Child Helpline
2. Read out the following:

**If a child confides in you...**

<table>
<thead>
<tr>
<th>Do</th>
<th>Do not</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share any concerns that you may have with the relevant teacher (your reporting contact)</td>
<td>Promise to the child that you will keep it a secret. Explain that you will keep the information confidential, unless you feel it is important for their safety that you inform someone else. Explain that if that is the case you will talk with only your reporting contact teacher, and you will let the child know that this person is being informed.</td>
</tr>
<tr>
<td>Believe the child and take their disclosure seriously</td>
<td>Provide any information to other persons apart from your reporting contact</td>
</tr>
</tbody>
</table>

2. Read out the following:

**Reporting and referral should take place in the following circumstances:**

- Any suspected or actual violations of the Teachers’ Code of Conduct should be reported to Head Teacher/Principal or School Management Committee, bearing in mind at all times that the student should as far as possible be consulted and confidentiality should be maintained. Incidents involving Head Teachers should be reported to the Primary Education Advisor or Gender Desk Officer (please refer to the Teachers’ Code of Conduct).

- Any violations of local and national laws (which could also be violation of the Teachers’ Code of Conduct) should be reported to the appropriate external authorities – so that a proper investigation can be conducted. This might be through local police, Gender Desk Officer or other external authorities such as Child Protection Committees and Child Protection Workers.

- If you are concerned about a girl and do not know what is the best response, always seek advice and support from a child protection professional such as a Child Protection Worker, member of a Child Protection Committee, a Gender Desk Officer, a health worker. If you are just seeking advice, remember to keep the students’ identity confidential.

**SESSION 11: POST-TRAINING ASSESSMENT**

**Activity 11.1:** Post-training assessment (15 minutes)

Notes to trainer:

- At the end of the training you should administer a post-training assessment for all participants.
- The purpose of the assessment is to help participants reflect on their own learning and to enable the programme to assess the effectiveness of the training. However, ASPIRE is not measuring or reporting on individual performance. It is very important when you introduce the assessment to participants that you do not present it as a ‘test’ and that participants do not consider that they will either pass or fail the training.
- As some of the participants may be illiterate, you will need to read out both the questions, and in some cases answers, and provide them time to circle either true or false on the sheet.
Steps:
1. Explain to participants that you are going to ask them to undertake a short quiz or assessment.
2. Remind participants of the purpose of the assessment as described in the guidance above.
3. Explain to the participants that you will read out each question and that they should circle either true or false on their paper.
4. Hand out an assessment sheet to each of the Male Champions.
5. Make sure you read out each question slowly, and repeat where necessary.
6. Allow participants 15 minutes to complete the assessment.
7. At the end of the day, mark the assessment using the ‘Trainer answers’ page. Note down the number of men who passed the test in the pre-test section of the summary pre and post test scores sheet of the trainer report form.
8. Complete the remaining sections of the summary pre and post-test scores sheet at the end of the training.