



Peer Leadership Resources

Inspiring Married Adolescent Girls to Imagine
New Empowered Futures (IMAGINE)



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For additional curricula, tools, and reports from the IMAGINE Project, please visit:

www.care.org/IMAGINE

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References

IMAGINE's peer leadership approach and tools built on the extensive learnings and research generated across projects and organizations. While we cite documents throughout, we wish to acknowledge the following resources, which were especially integral in informing IMAGINE's peer leadership approach:

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Introduction

With support from the Bill and Melinda Gates Foundation, in 2016, CARE launched a project to design and test interventions that hold promise for delaying the timing of first birth among married adolescents in Niger and Bangladesh. [Inspiring Married Adolescent Girls to Imagine New Empowered Futures \(IMAGINE\)](#) leverages a holistic approach to build married girls' capacity and agency to make decisions about their life courses, to address social and structural barriers that prevent delaying, and to present alternative economic opportunities for girls so that early motherhood is not their only option.

In both Niger and Bangladesh, Girls' Collectives underpinned the implementation of the IMAGINE project. These groups were comprised of 15-25 girls aged 15-19 from a single village and worked to ensure married and unmarried adolescent girls' social support and access to information. For the first year of implementation, Girls' Collectives were led by community-based, adult female facilitators before transitioning to a peer-led model during the second year of implementation. This transition not only worked to reinforce sustainability but also grew out of compelling evidence that peer leadership approaches may be especially helpful when working with "hard-to-reach" adolescents and when delivered as part of a multi-channel, integrated, and holistic intervention.^{1,2} As part of IMAGINE's commitment to girl-centered leadership, the project prioritized the meaningful engagement of adolescent girls, adult-youth partnership and mentorship, and a comprehensive training and coaching approach to enhance soft skills and technical knowledge development.

This implementation case study contains information on IMAGINE's peer leadership approach, alongside the key tools and materials used to support a successful transition to girl-led groups. In the annex, we include the key tools and trainings underpinning our peer leadership approach. The following six steps are covered as part of this resource:

- **Step 1: Create a girl-centered peer leader transition approach informed by global best practices**
- **Step 2: Modify curricula and tools to support peer leaders**
- **Step 3: Identify peer leader criteria and support groups to select peer leaders**
- **Step 4: Train mentors and support opportunities for adult-youth partnership**
- **Step 5: Train and recognize peer leaders**
- **Step 6: Provide ongoing supportive supervision to peer leaders and document learnings**

Importantly, while IMAGINE's peer leadership approach was informed by global best-practices, it also reflects the parameters of the project itself. The project's decision to start with adult field staff before transitioning to a peer-led approach, for example, may differ from other projects which rely on a peer-led model at the onset. However, with adaptation and contextualization, the tools and approaches contained in this resource may be useful for project implementors across settings.

¹ USAID. *Peer Education: A Viable Approach for Reaching Youth*. Global Health Technical Brief. 2008.

² Chandra-Mouli, Venkatraman, Catherine Lane, and Sylvia Wong. *What Does Not Work in Adolescent Sexual and Reproductive Health: A Review of Evidence on Interventions Commonly Accepted as Best Practices*. Global Health: Science and Practice, 2015

Step 1: Create a girl-centered peer leader transition approach informed by global best practices

To develop IMAGINE's peer leadership approach, the project team began with a rapid review of literature on peer leadership best practices. In addition, field-based staff consulted with Girls' Collective participants and mentors to identify changes to existing tools and knowledge and skills gaps. Throughout the design process, the project worked to address critiques of peer leadership models, including that they often benefit peer educators more than participants, that on their own, peer-led models may have limited effectiveness at changing health behaviors, and that without a curriculum base, peer leaders may promote misinformation.³ As part of the design process, the project identified best practices to guide the peer leadership approach. These included:

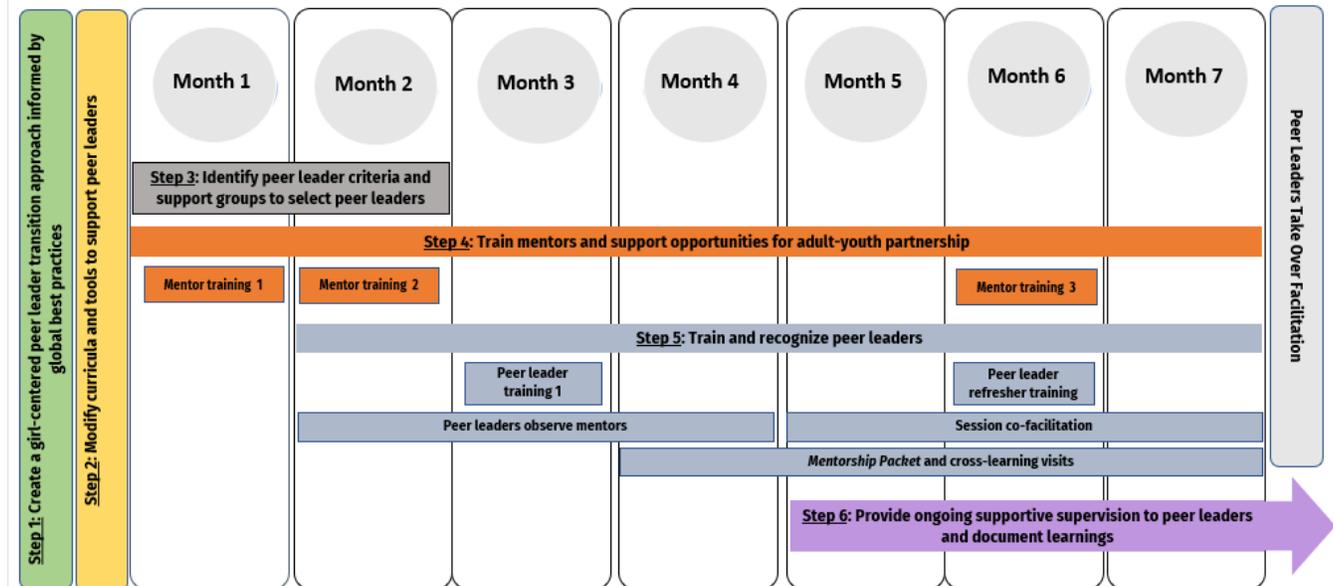
- **Girl-centered:** In the spirit of adult-youth partnership, the peer leadership approach should prioritize the engagement of adolescent girls throughout the design and training process. This includes providing all project participants with opportunities to provide input on what makes for a successful peer leader and supporting groups' autonomy to elect their own leaders and to establish rules.
- **Transparent:** The peer leader selection process should be both fair and transparent, with clear expectations for peer leaders. Transparency should also be supported through formalized agreements between peer educators and project staff to clearly outline their responsibilities.
- **Holistic:** Training and mentorship should focus on both technical skills and soft skills, such as self-confidence, communication, conflict resolution, and leadership. It should also include values clarification activities for peer leaders to reflect on the impact of their own beliefs on the health and wellbeing of their peers.
- **Supportive:** Peer leaders should take on increasingly greater responsibility with close mentorship and supportive supervision in order to promote quality programming. During this process, peer leaders should also be supported to network and share learnings. Mentors should also receive training to promote quality supervision and coaching.
- **Accessible:** Project materials and tools should be adapted to meet the needs of peer leaders, including those with limited literacy. Girls' safety, including mitigating against potential backlash, should also be centered throughout the peer leadership process.
- **Respectful:** Young people should be acknowledged for their roles as peer leaders. Peer leaders should also receive recognition from local stakeholders to reinforce their roles as important community leaders.

Building upon these principles, we then identified a process for the selection of peer leaders, proposed a training approach for both peer leaders and mentors, provided guidelines on the role of mentors and specifications for a tapered support approach, and identified changes necessary to

³ Chandra-Mouli, Venkatraman, Catherine Lane, and Sylvia Wong. *What Does Not Work in Adolescent Sexual and Reproductive Health: A Review of Evidence on Interventions Commonly Accepted as Best Practices*. Global Health: Science and Practice, 2015 ; USAID. *Peer Education: A Viable Approach for Reaching Youth*. Global Health Technical Brief. 2008.

existing project materials. We also proposed a timeline for the implementation of key activities (see Figure 1: Peer Leader Training and Transition Approach).

Figure 1: Peer Leader Training and Transition Approach⁴



The resulting transition approach progressively supported girls to gain the confidence, skills, and technical knowledge to successfully facilitate their groups. Training and support were delivered over an extended timeframe to provide peer leaders with ongoing mentorship and continuing education as well as opportunities to progressively take on more responsibility. This tapered approach was especially critical given both low literacy amongst project participants as well as global best practices emphasizing the importance of continuous training and supervision to the quality of peer-led programs.⁵

First, adult field facilitators (subsequently referred to as “mentors”) received a series of trainings to orient them on the peer leadership approach and build their technical capacity as mentors. At this same time, peer leaders followed a tapered “You do, we do, I do” approach to learning. First, peer leaders began observing mentors to learn from the curriculum and identify characteristics of successful facilitation. Peer leaders then received an initial training and refresher training to build soft skills and technical knowledge of the project’s content. Throughout this process, peer leaders received mentorship and coaching, taking on a progressively larger role in leading meetings. After six months, peer leaders assumed full session facilitation and group management leadership. While mentors continued to attend sessions, their role was limited to supportive supervision and mentorship, including through identifying areas for improvement and skill building.

⁴ Note that the schedule above was subsequently modified due to the COVID-19 pandemic.

⁵ IPPF. *Included Involved Inspired: A Framework for Youth Peer Education Programmes*. 2007; FHI. *Evidence-Based Guidelines for Youth Peer Education*. 2010.

Step 2: Modify curricula and tools to support peer leadership

Because curriculum-based sexual and reproductive health projects are most effective,⁶ IMAGINE transformed its Girls' Collective manual into a girl-friendly flipbook for use by peer leaders. The initial [Girls' Collective Facilitator Manual](#) contained between 25 and 26 participatory sessions and included a board game to reinforce key project messages. This curriculum was based on robust formative research as well as a human-centered design process to identify key curriculum themes, content, and activities. When selecting a peer leadership approach, the project determined that the initial curriculum for adult field staff would not be accessible to girls, especially given the high number of illiterate or semiliterate girls who were nominated for peer leadership as part of the project.⁷

In response, the project team transformed the original curriculum into a 19-session, image-based, peer leader flipbook. As part of this process, both field facilitators and Girls' Collective members participated in structured discussions to identify changes to themes discussed in the original curriculum. The revised curriculum reinforced key learning objectives from the project, which aligns with evidence that peer leaders are particularly effective when focused on information sharing.⁸ While the project sought to identify existing image-based peer leadership manuals, a general dearth of available resources meant that the subsequent flipbook design was piloted by the project. Each page of the peer leader flipbook provides key information via simplified bullets, with short, suggested activities available for peer leaders with high literacy. The flipbook also features images to reinforce key messages on puberty, fertility, business skills, and activism.

Finally, in addition to revising the curriculum, the project team adapted the project's board game to be fully image-based, largely drawing upon familiar images from the curriculum. Subsequently, manuals were translated into Hausa and Bengali and printed. Each peer leader received one copy of the flipbook, and each Girls' Collective received one copy of the board game. In order to discourage peer leaders from discontinuing support to Girls' Collectives and keeping their materials—a key challenge identified by other peer-led projects⁹—IMAGINE provided messaging that emphasized that all materials belonged to the full Girls' Collective.

⁶ UNESCO. "What is Comprehensive Sexuality Education?" <https://csetoolkit.unesco.org/toolkit/getting-started/what-comprehensive-sexuality-education>

⁷ Literacy rates in IMAGINE intervention areas remained low, with an average of approximately 12% of women and girls in Zinder, Niger and 24% in Kurigram, Bangladesh.⁷ Further, our formative research revealed that, amongst our key population (married and unmarried girls 15-19 without children), in Niger, approximately 59% of girls had ever attended school, with those reporting ever attendance most frequently reporting attendance through secondary school; in Bangladesh, nearly 100% of girls had ever attended school, with most attending through a secondary school level.⁷

⁸ FHI 360. YPEER. *Youth Peer Education Toolkit: Training of Trainers*. 2005.

⁹ For example, CARE's TESFA project identified this as a key challenge needing to be addressed in future adolescent-led programming. F. Tassaw Mekuria, personal communication, 2019.

Girls' Collective Peer Leader Manual

This 19-session peer leader flipbook and board game leads participants through discussions and activities related to puberty, fertility, contraception, and healthy relationships; gender and social norms; life skills and action planning; entrepreneurship, financial literacy, and business planning. This flipbook is primarily image-based, with basic instructions on implementation for peer leaders.

Target audience: Married and unmarried adolescent girls 15-19

Languages: Available online in [English](#) and [French](#) (Hausa and Bengali available upon request)

Step 3: Identify peer leader criteria and support groups to select peer leaders

The identification and selection of appropriate peer leader candidates is key to underpinning a successful peer-led intervention. IMAGINE drew on various evidence-based guiding principles to support the design of a consultative, equitable, and streamlined selection process. While broadly, there is no programmatic consensus on criteria for peer leaders—with some projects advocating for adolescents who already possess certain skillsets and others supporting all adolescents with a willingness to learn—there is consensus on key principles, including the importance of fair, transparent selection processes with clear expectations around roles and responsibilities for peer educator candidates.¹⁰ In part, this should be a consultative process with project participants in order to establish together what makes for a successful peer educator.^{11,12} Projects should also plan from the beginning for attrition, which is particularly common amongst peer leaders.¹³

Collaboratively define peer leader criteria

The IMAGINE project implemented a hybrid peer leader selection approach. This combined a list of core characteristics for potential peer leaders created by staff with values and criteria set by Girls' Collective participants. We believed that this approach would not only promote group support for the elected peer leaders but also would ensure that girls nominated as peer leaders were respected individuals who met the characteristics that were important to each group as well as the project team. IMAGINE project staff identified the following characteristics for potential peer leaders, to which Girls' Collective participants added additional criteria:

1. Be an active Girls' Collective participant
2. Possess the necessary interpersonal skills to conduct participatory trainings and facilitate discussions on gender, sexuality, and family planning issues
3. Agree to participate as a volunteer
4. Be dynamic, self-motivated, and vision oriented
5. Demonstrate conflict resolution skills, maturity, and emotional intelligence
6. To be literate or semiliterate, if possible

¹⁰ Initially, project tools, such as curricula, were designed with adult, literate field staff as the intended audience. *th Peer Education Programmes*. 2007.

¹¹ Ibid 2010; Ibid 2007.

¹² IPPF. *Included Involved Inspired: A Framework for Youth Peer Education Programmes*. 2007.

¹³ Ibid 2010; Ibid 2007.

7. To be nominated by peers and confirmed by the facilitator as a role model who embodies the values/attitudes essential to the project
8. If possible, not to be already selected for other project leadership opportunities
9. Agree to respect CARE's core values and the community's core values

Project staff identified the need to select one married girl and one unmarried girl from each Girls' Collective to co-facilitate sessions in line with the project's objectives. This approach ensured that all participants, regardless of marital status, would have equitable opportunities for leadership and participation within groups, a challenge identified during facilitator-led sessions. This co-facilitation model also planned proactively for future peer leader attrition.

In practice, the most challenging characteristic to uphold, particularly in Niger, was the request for a literate or semiliterate peer leader where possible. While this was initially a desired characteristic to allow them to read the flipbook, the project ultimately had to adapt to support many peer leaders with low or no literacy. This included both the use of image-based flipbooks and board games as well as a tapered and ongoing training and mentorship process. As a result of these changes, the project found that peer leaders, regardless of literacy level, were able to develop the necessary skills to facilitate groups. This learning is especially critical given that peer approaches often favor adolescents with existing privilege (including those with relatively higher levels of education) while denying meaningful leadership opportunities to others. However, more inclusive approaches—such as the one taken by the IMAGINE project—do require specific investments in training and supportive supervision in order to support all adolescents' abilities to be successful, which must be planned for during the design of a peer leadership approach.¹⁴

Support groups to nominate peer leaders

Once we identified desirable core characteristics as a project team, we then followed a three-session consultative process—layered onto existing Girls' Collective meetings—to promote a participatory, transparent, and fair peer leader selection process (**Annex 1**). This was implemented as follows:

1. During a regular Girls' Collective session, facilitators oriented groups to the role of peer leaders and the peer leader nomination process and conducted an activity for girls to identify important qualities and values groups have for their leaders. In this first meeting, facilitators:
 - Shared information on requirements and expectations for peer leaders with groups and ask groups to consider who they might nominate, brainstorming their own criteria for peer leader
 - Explained that two peer leaders from each group will be selected (to account for turnover): one married girl with no children and one unmarried girl
 - Shared information about the selection process with groups
 - Encouraged interested girls to discuss this commitment with their family and/or husbands
2. The following session, facilitators asked for nominations from each group. Groups nominated a minimum of two peer leaders: at least one married, nulliparous girl and at least one unmarried girl. During this process, the field facilitator:
 - Managed expectations that not all nominated girls can participate as peer leaders initially

¹⁴ IPPF. *Included Involved Inspired: A Framework for Youth Peer Education Programmes*. 2007.

- Explained that nominated girls can accept or decline their nomination
 - Asked nominated girls to prepare a short speech on why they should be selected as a peer facilitator, which they will present next session
3. In the third session, nominated girls gave a short speech on why they wanted to be a peer leader and what characteristics they felt they possessed. Girls voted to select one married girl and one unmarried girl.
- The girls not selected were encouraged to continue to actively participate and consider becoming peer leaders for future years. The facilitator also explained opportunities to participate as a “guest facilitator for the day”
 - The facilitator shared more information about the transition process to peer leadership with the group

Peer Leader Selection Activity Guide

This resource provides three session guides that project facilitators used to support groups through a participant-led nomination and election process for peer leaders (**Annex 1**).

Target audience: Married and unmarried adolescent girls 15-19

Languages: English (*French available upon request*)

Step 4: Train mentors and support opportunities for adult-youth partnership

An effective peer leadership approach rests not just upon the training of peer leaders themselves but also upon the quality of supervisors and mentors involved in programming; as a result, it is beneficial to train these individuals as well, including on the importance of adult-youth partnership.¹⁵ In order to support program quality, mentors require training to understand the peer leader approach, address challenges experienced by peer leaders, understand the impact of their own norms and values on peer leaders, and identify strategies for contributing to peer leaders’ growth through partnership.¹⁶

Drawing upon these insights, IMAGINE developed a comprehensive mentorship training approach to orient project mentors to the peer leadership transition process, clarify their responsibilities, and work to enhance key skillsets (**Annex 2** and **Annex 3**). Existing Girls’ Collective adult field facilitators were selected to become mentors due to their existing relationship with girls and experience in Girls’ Collective group management. The IMAGINE project designed and implemented a series of three brief mentorship trainings for field staff that covered the rationale and need for peer leaders, the peer leader selection criteria and approach; mentorship skill building; and clarification around their role during the transition process. Mentorship trainings and support to adult field staff were part of the IMAGINE project’s commitment to adult-youth partnership, supporting adults to guide but not to co-

¹⁵ FHI 360. YPEER. *Performance Improvement: A Resource for Youth Peer Education Managers*. 2006 ; IPPF. *Included Involved Inspired: A Framework for Youth Peer Education Programmes*. 2007.

¹⁶ IPPF. *Included Involved Inspired: A Framework for Youth Peer Education Programmes*. 2007; FHI. *Evidence-Based Guidelines for Youth Peer Education*. 2010; FHI 360. YPEER. *Performance Improvement: A Resource for Youth Peer Education Managers*. 2006.

opt partnership during the peer leadership transition approach. Key topics covered during the mentorship trainings included:

- Explanation of the role of peer education within the IMAGINE project
- Understanding of process and expectations for peer educators
- Peer leader selection process
- Defining and understanding mentorship and youth-adult partnerships
- Practice giving constructive feedback
- Overview of the *Mentorship Activity Packet*
- Collectively develop guidelines/expectations for peer leaders and field facilitators
- Discuss logistics for transition to peer leadership, including the role of the field facilitator
- Overview of supportive supervision and monitoring sheets

Finally, to promote accountability, enhance adult-youth partnership, and provide mentors with structured activities to support coaching, the IMAGINE project developed a participatory agreement activity for mentors and peer leaders. This exercise helped to hold both peer leaders and mentors accountable to shared expectations and norms for working together. These tools are discussed in detail in *Step 5: Train peer leaders and provide recognition*.

Mentors Training Agenda and Mentorship Training

This resource contains the training agendas (**Annex 2**) and mentorship training materials (**Annex 3**). This training combined training on the peer leadership approach, including supportive supervision, with principles of adult-youth partnership and effective mentorship.

Target audience: Adult mentors/supervisors for peer leaders

Languages: English (*French available upon request*)

Step 5: Train and recognize peer leaders

Training and recognition are key to both the quality and sustainability of peer-led programming. Best practices include the importance of providing opportunities for self-reflection on values and beliefs alongside building self-confidence, skills, and a clear sense of project objectives.¹⁷ Data show that retaining peer educators depends on quality supervision, adequate recognition and ownership, and opportunities to meaningfully connect with other peer leaders.¹⁸ Ongoing training opportunities also

¹⁷ CARE. *The Power to Lead: A Leadership Model for Adolescent Girls*. 2008 ; IPPF. *Included Involved Inspired: A Framework for Youth Peer Education Programmes*. 2007.; FHI. *Evidence-Based Guidelines for Youth Peer Education*. 2010; FHI 360. YPEER. *Performance Improvement: A Resource for Youth Peer Education Managers*. 2006; FHI. *Evidence-Based Guidelines for Youth Peer Education*. 2010.

¹⁸ FHI. *Evidence-Based Guidelines for Youth Peer Education*. 2010; FHI 360. YPEER. *Performance Improvement: A Resource for Youth Peer Education Managers*. 2006; International Youth Foundation. *Peer Educator Retention Strategies*. Field Notes, 3(14), 2008.

offer peer leaders with the chance to refresh key skills and provide opportunities to learn outside the classroom.¹⁹

In response, IMAGINE worked to develop multiple pathways for peer leader training and skill-building in both technical content and soft skills. These included trainings and refresher workshops, cross-learning visits, shadowing and co-facilitation, and supportive supervision and coaching. After peer leaders were selected, they immediately began a shadowing and observation period. The initial training for peer leaders consisted of a 2-day training, followed by a refresher training approximately two months afterwards (**Annex 5, Annex 6, Annex 7**).²⁰ Trainings provided skill building in technical content and the use of the project curriculum as well as soft skills development in conflict management and facilitation. In line with peer education best practices, all training sessions also included reflective dialogues for peer leaders to identify and explore personal beliefs and their impact on their ability to facilitate sessions related to gender and sexuality.²¹ Key topics covered during the peer leader training included:

- Explanation of the role of peer education within the IMAGINE project, including the project goals and values
- Overview of the process and expectations for peer educators
- Reflections from shadowing
- Identification personal strengths and opportunities for leadership development
- Overview of facilitation and communication techniques
- Review of rights-based sexual and reproductive health and technical content on puberty and adolescent pregnancy
- Personal values exploration about the health issues being addressed
- Curriculum overview and practice
- Technical content on gender norms
- Skill-building in conflict resolution and practice answering difficult questions
- Training on peer leaders' role in GBV referral
- Adult-youth partnership and mentorship
- Goal setting
- Transition/sustainability planning
- Overview of supportive supervision processes

¹⁹ FHI 360. YPEER. *Performance Improvement: A Resource for Youth Peer Education Managers*. 2006; International Youth Foundation. *Peer Educator Retention Strategies*. Field Notes, 3(14), 2008.

²⁰ Because of the ongoing Covid19 pandemic, two additional training sessions were developed to support girls' ability to lead community groups: one on peer-led GBV referrals (available [here](#)), and another geared at building girls' capacity to promote group and peer leader health and safety during the pandemic.

²¹ CARE. *The Power to Lead: A Leadership Model for Adolescent Girls*. 2008.; FHI. *Evidence-Based Guidelines for Youth Peer Education*. 2010; IPPF. *Included Involved Inspired: A Framework for Youth Peer Education Programmes*. 2007.

Develop opportunities for structured mentorship and additional skill building

During the training period and as part of ongoing shadowing and co-facilitation with mentors, mentors and peer leaders also meet regularly to build relationships, engage in coaching, and share learnings immediately following the sessions. As part of this process, mentors worked with peer leaders to complete activities from the project's *Mentorship Activity Packet* (**Annex 8**). This resource served as a basis for additional training on conflict resolution, activity planning, leadership, and communication. This structured workbook ensured that peer leaders could continue to receive ongoing training and identified key skillsets for mentors to help support. Each activity also identifies key questions for discussion between the peer leader and mentor in order to promote ongoing coaching and dialogue. These activities were conducted immediately following the facilitation of sessions individually with mentors and the two group peer leaders.

Together, mentors and peer leaders also completed the "Youth and Peer Facilitator Co-Leadership Agreement Form" located in the *Mentorship Activity Packet*. In line with the project's commitment to adult-youth partnership, this activity built upon the brainstorming sessions peer leaders and mentors completed in their respective trainings and served as an agreement setting forth clear expectations and roles between the field facilitators and peer leaders during and after the training process. This therefore acted a key accountability mechanism to hold mentors and peer leaders accountable to their commitments, to promote adult-youth partnership, and to limit and resolve conflict. It also directly responds to the best practice of having written agreements and expectations for peer leaders to promote transparency and retention.²²

Provide opportunities to recognize peer leaders' work and reinforce their role as community leaders

Evidence points to the importance of recognizing peer leaders as a key strategy for retention.²³ To respond to the importance of recognition for peer leaders, IMAGINE provided both in-kind remuneration in the form of t-shirts as well as graduation certificates at the end of the peer leader training process. These certificates were distributed through village or union-level recognition ceremonies which assembled local stakeholders, Girls' Collective participants, and other individuals in order to recognize the peer leader's accomplishments and reinforce her new role in the community.

Peer Leader Training Agenda; Initial Peer Leader Training; Peer Leader Refresher Training

These resources share the initial peer leader training and refresher training agendas (**Annex 4**), Powerpoint slides used during the initial peer leader training (**Annex 5**), and Powerpoint slides used during the peer leader refresher training (**Annex 6**).

Target audience: Married and unmarried adolescent girls 15-19

Languages: English (*French available upon request*)

²² FHI. *Evidence-Based Guidelines for Youth Peer Education*. 2010

²³ IPPF. *Included Involved Inspired: A Framework for Youth Peer Education Programmes*. 2007; FHI. *Evidence-Based Guidelines for Youth Peer Education*. 2010.

Mentorship Packet

This is a copy of the mentorship packet used by mentors to provide coaching and continuous support to peer leaders (**Annex 7**). This document provides activities for mentors to use for ongoing peer leader training in conflict resolution, communication, problem-solving, and group management. As part of the project's commitment to adult-youth partnership, this resource also contains the "Adult and Peer Facilitator Co-Leadership Agreement Form" for mentors and peer leaders to complete together to establish both mentor and peer leader responsibilities.

Target audience: Married and unmarried adolescent girls 15-19

Languages: English (*French available upon request*)

Step 6: Provide ongoing supportive supervision to peer leaders and document learnings

The success of peer leadership initiatives depends on the quality of continuous learning, coaching, and supportive supervision, which allows peer leaders to gain confidence and enhance their skills.²⁴ However, projects often fail to create sustained, ongoing opportunities for peer leaders to continue to learn and receive coaching, resulting in both lack of fidelity and quality concerns. In other cases, mentors may lack the training or resources to conduct constructive coaching sessions or may rely on feedback approaches that alienate and discourage peer leaders. Successful supportive supervision depends on the use of constructive, non-hierarchical feedback models by trained staff grounded in a desire to support, encourage, and empower peer leaders; these should also be used to identify additional areas of training and skill building.²⁵ Coaching can also be enhanced through the use of clear and consistent supervision procedures and supportive tools and consistent opportunities for observation and feedback.²⁶

Leverage supportive supervision to support coaching

Supportive supervision is especially key in peer leadership programming, particularly through ongoing coaching and supervision with a focus on learning and growth and with minimal hierarchy.²⁷ IMAGINE provided ongoing supportive supervision by mentors, with increased frequency during the initial transition to peer leadership. Mentors were trained in the use of a *Supportive Supervision Checklist (Annex 9)* to facilitate ongoing coaching. This checklist—filled out during observation sessions of peer leader facilitation by mentors—identified both soft and technical skills important to facilitation and group management, noted any "red flag" behaviors such as reproductive coercion or discrimination, and identified areas of strength and improvement. After the session, mentors and peer leaders

²⁴ FHI. *Evidence-Based Guidelines for Youth Peer Education*. 2010; FHI 360. YPEER. *Performance Improvement: A Resource for Youth Peer Education Managers*. 2006; International Youth Foundation. *Peer Educator Retention Strategies*. Field Notes, 3(14), 2008.

²⁵ IPPF. *Included Involved Inspired: A Framework for Youth Peer Education Programmes*. 2007; FHI. *Evidence-Based Guidelines for Youth Peer Education*. 2010; FHI 360; YPEER. *Performance Improvement: A Resource for Youth Peer Education Managers*. 2006

²⁶ FHI 360. YPEER. *Performance Improvement: A Resource for Youth Peer Education Managers*. 2006

²⁷ IPPF. *Included Involved Inspired: A Framework for Youth Peer Education Programmes*. 2007; FHI. *Evidence-Based Guidelines for Youth Peer Education*. 2010.

discussed the contents of the sheet and decide next steps for leveraging strengths and responding to challenges.

This documentation was saved by mentors to informally track peer leaders' progress and continued areas requiring support. By focusing on peer leaders' assets as well as challenges, supportive supervision also provided an important opportunity for peer leaders to reflect on and identify their own strengths, therefore promoting their confidence, learning, and growth. Importantly, during the initial mentorship trainings, mentors received training on delivering constructive feedback to adolescent girls, and peer leaders similarly received sessions on learning from feedback. This helped to ensure that coaching sessions were conducted in a way that empowered peer leaders' learning, rather than discouraging them.

Promote cross-learning

Prior to the COVID-19 pandemic, quarterly cross-learning meetings were originally planned between Girls' Collectives—including peer leaders—as a mechanism to promote learning, build community, and strengthen support networks.²⁸ The IMAGINE project drew upon learnings from CARE's TESFA project in Ethiopia, which leveraged cross-learning meetings as part of its project activities. This included the importance of pairing groups together permanently for deeper relationship building, the need for equitable per diem rates to avoid tension, engaging husbands and other gatekeepers, and identifying facilitators with strong skills in gender, participatory dialogue, and safe spaces.²⁹ Subsequently, the IMAGINE project developed a session guide for half day cross-learning meetings, which brought together the same groups over a period of time. Peer leaders were expected to attend all cross-learning events if available, while other girls rotated to ensure everyone had an opportunity to participate at least once; both per diems and snacks were budgeted to enhance participation. The initial activities concerned all girls attending the cross-visit session, while the last 2 hours were specifically earmarked for additional cross-learning and capacity building of peer leaders. This therefore helped serve as a basis for community building and the collective identification and resolution of challenges.

Monitor and document learnings

Throughout the peer leadership transition process, mentors continued to collect group-level routine monitoring data on number of sessions, attendance, and linkage of Girls' Collectives to health workers. While a transition to peer-led data collection was discussed, because of low literacy amongst peer leaders and ongoing mentorship coaching, the project team felt that continued data collection by mentors would best promote data quality. However, peer leaders and mentors were encouraged to document learnings and challenges related to the peer leader transition approach, which was collected during project adaptive management meetings, monthly field facilitator meetings, and field visits.

²⁸ While the project initially piloted cross learning visits, because of concerns for health and safety due to the onset of the Covid19 pandemic, this activity was paused for the duration of the project. While other venues for sharing existed, such as the peer leader refresher trainings, based on the extensive research findings supporting the need for peer leaders to build supportive networks and share learnings, similar project should consider cross-learning visits where safe and feasible

²⁹ CARE Ethiopia. *What We Did, What We Learned: TESFA Cross-Visits Learning Brief*. December 2018.

Cross Learning Visit Agenda, Session Guide, and Additional Peer Leader Coaching

Copy of Girls' Collective cross-learning visit agenda, including supplemental peer leader cross-learning activities.

Target audience: Married and unmarried adolescent girls 15-19

Languages: English (*French available upon request*)

Peer Leader Supportive Supervision Checklist

Provides a copy of a checklist for use by mentors to identify peer leader strengths and areas of improvement to guide coaching sessions.

Target audience: Married and unmarried adolescent girls 15-19

Languages: English (*French available upon request*)

Key Challenges and Learning

As part of the project's commitment to documenting learnings, information on its peer leadership approach was collected through adaptive management meetings, routine monitoring (including supportive supervision documentation), and qualitative feedback.

Key challenges identified during the peer leader process included peer leader drop-out due to migration, marriage, or refusal by parents or husbands to allow for peer leader participation. In the case of family disapproval, field facilitators engaged key stakeholders such as village chiefs or influential community leaders along with households directly to advocate for peer leaders' continued participation. In the case of Bangladesh, the four-month pause in field activities due to COVID-19 also led to an extended gap between the initial peer leader training and the peer leader refresher training, limiting peer leaders' ability to follow the progressive shadowing, co-facilitation, and facilitation approach. In response, the timeline for the peer leadership transition was extended in Bangladesh to allow for adequate supervised co-facilitation and group facilitation, and key topics were revisited during ongoing refresher training sessions.

Key successes and learnings included the importance of the observation and co-facilitation approach in order to build peer leaders' comfort with the curriculum content, including for peer leaders with limited literacy. Facilitators also pointed to the importance of an image-based curriculum with simplified text as essential for supporting peer leader comprehension of key topics and activities. With appropriate coaching and co-facilitation opportunities, nearly all girls were able to facilitate without peer leader support, although it was particularly difficult for peer leaders in nomadic communities due to both extremely low literacy and frequent absences.

Conclusion

The IMAGINE project's peer leadership approach supported girls' successful transition from participants to facilitators of autonomous, independently managed Girls' Collectives. While the peer leadership process was designed specifically for girl-led programming in Niger and Bangladesh, the lessons, resources, and tools can be adapted to support peer leadership approaches across settings.

Annex 1: Peer Leader Selection Activity Guide

Peer Leader Selection Activity: Week 1 (30 minutes)

This activity should take place as part of the regular girls' collective sessions.

SAY: A few weeks ago, we talked about what it means to be a caring leader and how all of us can work to create change in our families and communities.

ASK: Who can give me an example of someone in this community who is a leader?

[Answers may include: religious authorities, health care workers, people in the government/elders, others. Make sure to emphasize to participants that, while these people all may exhibit leadership, each and every person has leadership potential...including everyone in this room!]

SAY: These are all great examples—all of these people, as well as everyone here today, act as leaders in their community. Today, we are going to think more about how we can be leaders within and outside of this group.

ASK: To start, I want us to think about the people we just mentioned who are leaders in our community. What makes them a good leader?

[Solicit answers: if girls are having trouble answering this question, ask what words they might use to describe the people they mentioned to a friend. Answers might include: intelligence, respect, timeliness, caring, confidence, timeliness, etc.]

SAY: Good leaders can set an example for everyone, including us. I have been facilitating for the past few months, but ultimately, this group will be led by each and everyone one of you! To do that, we will need what we call “peer leaders.” Who can tell me what a peer leader is?

[pause for responses]

A peer leader is someone from within a group of people who assumes the role of the facilitator and leader of the group. While she may facilitate the group and help keep it organized, it's important to note that a peer leader is just one of the many people who make a group successful. For a group to succeed, it depends on each and every one of its group members.

For this group, we will work together to choose two initial peer leaders: one married girl and one unmarried girl, who will help each other lead this group in future months. These leaders will be responsible for facilitating the sessions, meaning they will do what I am doing now—help to organize and present future sessions of this group. They will also play an important role in making sure that the group functions harmoniously by resolving questions, sharing resources, and working with the community. This group will start by selecting two leaders to facilitate future sessions.

Today, I want us to begin to think of what characteristics and traits we might want to see in the people who will lead *this group* in the future. With 2 or 3 partners, I want you to write or draw requirements and characteristics that you feel would be important for the people that we nominate to lead this group. To do this, you may wish to think about what things you admire in leaders in your community.

With your partners, make a list or series of drawings describing these characteristics. For example, if you think that “timeliness” is an important trait, you may wish to draw a picture of a watch or a phone. I will give you 5 minutes to create some initial ideas, and then we will discuss together.

DO: After 5 minutes, bring the group back together and have girls share their lists. Write or draw the characteristics they describe on a piece of flipchart paper. If girls do not mention the following characteristics, make sure to bring them up:

- **Availability:** The person should be available weekly or bi-weekly for sessions and 3 initial trainings.
- **Public speaking:** The person should feel comfortable talking in front of this group. She should also be comfortable talking about sensitive topics, such as sexuality.
- **Responsible:** The person should be able to complete tasks on time and take ownership of tasks that need to be completed. She should also be timely.
- **Trustworthy:** The person should be able to respect the confidentiality of the sessions. She does not share other people’s private information.
- **Respect:** This person treats everyone with kindness, including people who may have a different opinion than her.
- **Basic literacy:** The person should feel comfortable reading the curriculum to facilitate the session.
- **Passion:** This person cares about this group and making it successful and wants to be a peer leader!

SAY: That was a really great list. Before we finish this activity, I want to share more about what the responsibilities of a peer leader will be and how we will choose a leader as a group.

Next week, we will nominate peer leaders. You may choose to nominate someone else in the group, or you can even nominate yourself. We must nominate at least one married girl without children or not currently pregnant and one unmarried girl, since our group will have two co-leaders who will run the group in the future – it is important to have both a married and unmarried girl so as to represent a diversity of experience and perspective. If you are nominated, you can choose to accept or reject your nomination; just because you are nominated does not mean you have to agree to be part of the elections. Once everyone has nominated a list of people for this responsibility, those nominated will prepare a short election speech on why they should become a peer leader.

Becoming a peer leader can teach you important skills. This includes things like talking in front of a group, being a leader in your community, and managing challenges or conflict. These are all skills that may help you in other areas of your life. You will also learn more about the curriculum and receive support from myself as you learn how to be a peer leader.

It is important to know that being a peer leader can also be a time commitment. The peer leaders will need to be present for as many sessions as possible. She will participate in 3, 1-day trainings that will take place over a 6-month period. She will also be responsible for shadowing me for 6 months and eventually helping me co-facilitate before taking over the group. She will complete additional activities with me to build her skillset and make sure she is prepared to help lead this group. She may also attend meetings with other peer leaders.

Between this week and our next session, I want you to think about who you might want to represent this group. If you are interested in participating, I would also encourage you to talk to your family or husband and also think about any questions you might have for me. Next week, the group will nominate potential co-leaders. Keep in mind that, when you nominate someone, I will ask you why you are nominating them—what characteristics do they have that make them a good leader?

ASK: What questions do you have?

Peer Leader Selection Activity: Week 2 (20 minutes)

SAY: Last week, we talked about leadership and the qualities we wanted to see in a leader. Can anyone remind me of some of the qualities we wanted to see in a peer leader for this group?

[Using the list generated last week, briefly review some of the characteristics of a good girls' collective leader]

SAY: Today, we are going to nominate potential leaders of our girls' collective. Keep in mind that the collective will be facilitated by two leaders—one currently married girl and one currently unmarried girl. They will work together as partners to lead the group.

Today, I will ask members of the group to nominate people they think fit the leadership qualities we just described. You may nominate yourself or another member of the group.

We will likely nominate many people today, but for this first peer leader cycle, two girls will ultimately lead the group. Different people will have the opportunity to become peer leaders in future years, so if you are not nominated or selected as a peer leader, don't give up. Remember, as we've discussed, there are many ways to be a leader, and all of us in these groups can be leaders in our communities and help support this group. You may also wish to participate as a "guest facilitator of the day." This means that, for a single session or activity, you will work alongside the peer leaders to prepare and lead the discussion or activity. Anyone in the group may become a guest facilitator for the day.

Finally, just because you are nominated does not mean you have to become a peer leader. If you are nominated, you may wish to ask yourself:

- Am I **AVAILABLE** to lead this group over the next year, including participating in three trainings? Will this support or take away from other goals and responsibilities I may have?
- Am I **INTERESTED** in leading this group over the next year? Do I want this added responsibility, and am I prepared to spend time supporting this group?

It is absolutely ok if you feel you do not have the time and/or interest in becoming a peer leader. Being honest with yourself and the group will ultimately help us ensure that whoever leads this group has the availability and passion to co-lead. So if you are nominated but do not wish to be considered for selection as peer leader, please see me after this session and I will remove you from this list.

Keep in mind we will not be voting on leaders today, just nominating leaders to create a list. Next week, we will vote on our peer leaders.

ASK: Before we start the nomination process, what questions do you have about the peer leader process, timing, etc.?

[answer any questions related to peer leadership process]

DO: On a piece of flipchart, write “Nominations: Unmarried Girls” and “Nominations: Married Girls.” Ask the girls to raise their hand and make nominations. For each nomination, ask why this person was nominated. Write everyone nominated on the list. After the list is complete, remind girls that any nominated girl may choose not to participate in next week’s election—she can speak to you after the session, and you will remove her from the list. For those participating in next week’s election, ask them to prepare a one-minute speech explaining why they should be elected.

Peer Leader Selection Activity: Week 3 (20 minutes)

SAY: Last week, we nominated potential peer leaders for our group. To remind you, we will select one currently married girl and one unmarried girl to facilitate our group in the future. Can someone remind me again what qualities this group wants to see in a leader?

[Using the list generated during the first week, briefly review some of the characteristics of a good girls’ collective leader]

SAY: We’ve asked each person nominated to give a quick, 1-minute speech with some information on why they feel they would be a good peer leader. Everyone will give a speech, and then afterwards, we will vote on who will become our new peer leaders. Are there any questions before we begin?

[Girls should make their election speech]

SAY: It seems like we have many well qualified people who wish to lead this group! As a reminder, if you are not selected today, know that you will still have opportunities to participate in the future. This includes being “guest facilitator of the day.” Everyone (nominated or un-nominated) can participate as a guest facilitator in the future if they wish. This group may also wish to choose new facilitators after a certain time.

Now, we are going to vote on peer leaders. I want you to keep in mind the qualities of a good facilitator and who you feel might best represent these. I would like everyone to close their eyes. I will first read a list of UNMARRIED girls. When I say the name of the person you would like to vote for, quietly raise your hand. Do not open your eyes. You may only vote once.

[Read through the list of nominated unmarried girls—write the total votes for each candidate on a sheet of paper (do not display this to the group) and circle the person who has the most votes. This person will be the new unmarried peer leader].

Now, we are going to vote on which MARRIED girl we would like to be our co-facilitator. When I say the name of the person you would like to vote for, quietly raise your hand. Do not open your eyes. You may only vote once.

[Read through the list of nominated married girls—write the total votes for each candidate on a sheet of paper (do not display this to the group) and circle the person who has the most votes. This person will be the new married peer leader].

DO: Tell all participants to open their eyes. Congratulate all participants for being nominated. Announce the new peer leaders. Ask the elected peer leaders to see you after the session for next steps about the training.

Annex 2: Peer Leader Training Agenda

Training 1: Peer Leaders Day 1		
<i>Time</i>	<i>Session Name</i>	<i>Themes/Objectives</i>
8:30-9:00	Welcome + Icebreaker	1.) Introduce participants 2.) Brainstorm rules for the training
9:00-9:45	What is IMAGINE? What is peer education?	1.) Overview of the project + goals 2.) What peer education is 3.) Why use peer education? 4.) Expectations of peer leaders
9:45-10:00	Tea Break	
10:00-11:00	How to be a Great Facilitator	1.) Review good facilitation 2.) Review good communication practices 3.) Practice communication
11:00-12:30	Leading with my strengths	1.) Brainstorming: what makes a good facilitator? 2.) What is mentorship, and what makes a good mentor? 3.) Skill building session on leadership development
12:30-13:30	Lunch	
13:30-14:30	Crossing the Line	1.) Explore values around sexuality
14:30-15:45	Understanding the curriculum	1.) Information on the curriculum, its components, and how to use it
15:45-16:00	Tea Break	
16:00-17:00	Introduction to SRHR	1.) Introduction to rights-based SRH 2.) Review of family planning methods
17:00-17:15	Reflections and Closing	1) Reflect on learnings for the day
Day 2		
<i>Time</i>	<i>Session Name</i>	<i>Themes/Objectives</i>
8:30-9:15	Icebreaker: Comfort Continuum	1.) Reflect about our comfort facilitating sensitive topics
9:15-10:15	Review: Exploring Gender Norms	1.) Overview of gender norms 2.) Connection of gender norms with SRHR

		3.) Gender vs. Sex review
10:15-11:00	Answering Difficult Questions	1.) Learn how to respond to difficult or sensitive questions
11:00-11:15	Tea Break	
11:15-13:00	Practice Sessions	1.) Practice using the curriculum
13:00-14:00	Lunch	
14:00-15:00	Troubleshooting Difficult Situations	1.) Practice managing challenging participants or group dynamics
15:00-15:15	Tea Break	
15:15-15:45	Referrals: The Role of Peer Leaders	1.) Understand the difference between peer educators and counselors 2.) Understand your responsibilities for referrals
15:45-16:45	Adult and Youth Partnership: Ground Rules	1.) Clarification of facilitator roles/responsibilities for IMAGINE 2.) Creation of facilitator code of conduct 3.) Creation of mentor code of conduct
16:45-17:15	Goal Setting, Reflections, and Next Steps	1.) Set goals for yourself 2.) Reflect on what you learned or still need to learn to be a great facilitator

Refresher Training: Peer Leaders

<i>Time</i>	<i>Session Name</i>	<i>Themes/Objectives</i>
8:30-9:30	Welcome + Icebreaker	1.) Icebreaker (leadership race) 2.) Review ground rules from last session
9:30-10:30	Reflections from Shadowing and Co-Facilitation	1.) Reflect on experiences shadowing the facilitator 2.) Reflect on experiences as a co-facilitator
10:30-10:45	Tea Break	
10:45-11:45	Technical content on FP and puberty	1) To share information about puberty, including the menstrual cycle, and adolescent pregnancy 2) To connect content to the rights-based approach to SRHR

11:45-12:45	Understanding supportive supervision	<ol style="list-style-type: none"> 1) Giving/receiving feedback 2) Sharing information about the supportive supervision process
12:45-13:45	Lunch	
13:45-14:30	Leadership Obstacle Course	<ol style="list-style-type: none"> 1) Apply communication and leadership skills and reflect on leadership style
14:30-15:30	Monitoring our Work	<ol style="list-style-type: none"> 1) Overview of IMAGINE monitoring systems, including the role of peer leaders
15:30-16:00	Community Building	<ol style="list-style-type: none"> 1.) Explore the peer facilitator's role in the larger community, including engaging stakeholders and handling backlash/challenges
16:00-16:15	Tea break	
16:15-17:00	Setting an Example for Others	<ol style="list-style-type: none"> 1) Recognizing/encouraging leadership of others 2) Planning for sustainability/handover for future peer leaders 3) How to be a good mentor
17:00-17:15	Next steps	<ol style="list-style-type: none"> 1) Review transition to full peer leadership model

Annex 3: Initial Peer Leader Training³⁰



Training, Day 1 Overview



- Welcome + Icebreaker
- Ground rules
- What is IMAGINE? What is peer education?
- How to be a great facilitator
- Leading with my strengths
- Cross the line
- Understanding the curriculum
- Review: Sexual and Reproductive Health and Rights
- Reflections and closing

Training, Day 2 Overview



- Icebreaker: comfort continuum
- Review: Exploring gender norms
- Answering difficult questions
- Referrals: the role of peer leaders
- Practice sessions
- Troubleshooting difficult situations
- Adult-youth partnerships
- Goal setting, reflections, and next steps

Welcome/Icebreaker (20 minutes)

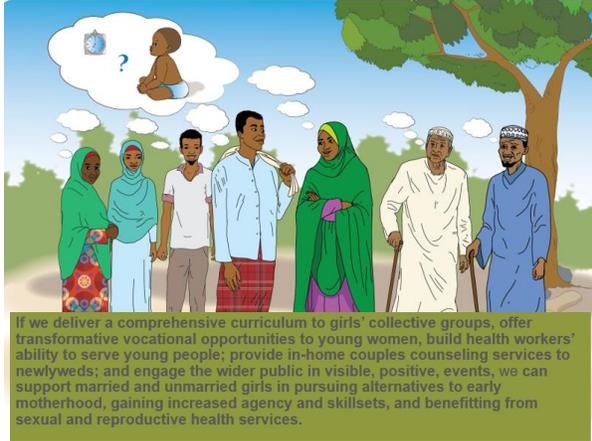


Rules / Group Norms (10 minutes)



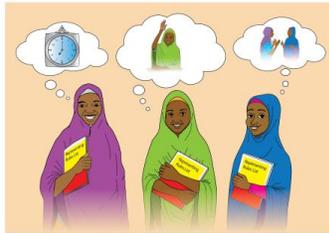
What is IMAGINE? What is Peer Education? (45 minutes)

³⁰The main references used to develop this training include: FHI 360. YPEER. *Youth Peer Education Toolkit: Training of Trainers*. 2005; Feven Mekuria, Social Analysis and Action (SAA) Global Implementation Manual, CARE, 2018; Turner, Katherine L. and Kimberly Chapman Page. 2008. *Abortion attitude transformation: A values clarification toolkit for global audiences*. Chapel Hill, NC, Ipas.



Girls' Collective Activities

- Education on SRHR & family planning
- Building skills for decision-making, goal setting & planning
- Dialogue on healthy relationships & gender/social norms
- Training on communications and negotiation skills
- Visits from health workers & female entrepreneurs



Niger Intervention Elements

Girls' Collectives

Fada Groups

Social Analysis and Action Groups

Vocational Opportunities

Health Worker Transformation

What is peer education ?

- What do we mean when we say "peer education"?
- What are the possible advantages of peer education?



Peer Education in IMAGINE

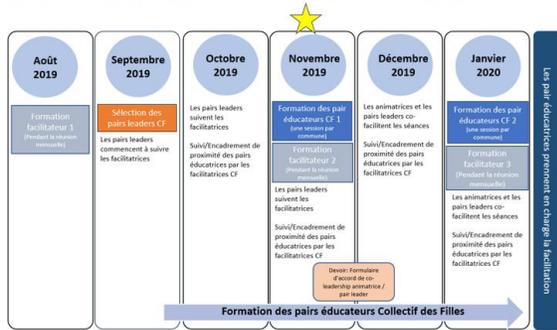
- For IMAGINE, transitioning to peer leaders will allow us to:
 - Meaningfully involve young people in our project
 - Build young people's leadership capacity
 - Help ensure sustainability of the girls' collectives
- By April, 2020, we will transition to a full peer leadership model for girls' collectives. However, after April 2020, facilitators will still play an active role supporting peer leaders and their groups through supportive supervision and coaching.

Peer Leader Approach

- Your training as a peer leader will take six months. Activities will include:**
- One 2-day trainings, taking place at a commune level, and one 1-day refresher training in March
 - Six months of shadowing (3 observation, 3 co-facilitation)
 - Active mentorship and mentor-peer leader activities
 - Meetings and supportive supervision, following the end of the training period

Current facilitators will become your mentors and help guide and coach you through the training process.

Peer Leader and Facilitator Training Timeline



Shadowing



- What does shadowing mean?
- Peer leaders will shadow facilitators for a total of six months.
 - 3 months will be observation
 - 2 months will be co-facilitation, where you will facilitate a session alongside a facilitator by dividing up activities within a session

Shadowing—What to look for?



Things to look for when you observe:

- What did the facilitator do well?
- Next time I lead this session, one change I would make would be...
- One question I still is ...
- What concepts or activities were difficult for participants and may need to be revisited?

Questions to discuss with your facilitator after the session:

- Review the curriculum session together. Discuss any questions you have.
- What techniques did you use to make this session successful?
- What is challenging in implementing this session that I should be aware of?
- What changes, if any, would you recommend for next?

Shadowing / Mentorship Process



Month	Who leads the session?	Field Facilitator Attendance Frequency
October	FF (peer leader shadows)	All sessions
November	FF (peer leader shadows)	All sessions
December	FF + peer leader co-facilitation	All sessions
January	FF + peer leader co-facilitation	All sessions
February	Peer leader facilitation	All sessions
March	Peer leader facilitation	All sessions
April	Peer leader facilitation	All sessions
May	Peer leader facilitation	All sessions
June	Peer leader facilitation	Bi-weekly
July	Peer leader facilitation	Bi-weekly
August	Peer leader facilitation	Monthly
September	Peer leader facilitation	Monthly
October	Peer leader facilitation	Monthly



Tea Break

How to Be a Great Facilitator

(1 hour)

Introduction



- What does a facilitator do?
- What qualities would a great facilitator have?



Creating a Safe and Supportive Environment



It is important to create a safe and supportive environment. When people feel comfortable, they will be more likely to participate. It is important to establish:

- **Respect:** When talking with participants, show that you think they are capable of making good decisions.
- **Acceptance:** Show that you accept their views, beliefs, values and experiences even if they are different from your own.
- **Privacy:** When talking with participants, it is important that it is in a place where they cannot be overheard and is free from interruptions.
- **Confidentiality:** It is important for participants to know that their discussions with you will not be shared with others. If, in some circumstances, you believe it is necessary to share information with others (for example, to prevent further abuse), you should explain why it is important and with whom, when, and how you plan to share the information.

Building Trust



To build trust, you can:

- **Allow enough time for participants to become comfortable** enough to ask questions and express their feelings and concerns.
- **Demonstrate an understanding** of participants' concerns and experiences.
- **Show sincerity and a willingness to help.**
- **Share your views** about their needs and concerns **without passing judgement.**
- **Be honest. Admit if you do not know the answer to a particular question.** Give them or yourself the task of researching the question and share the findings when you meet next.

Five Steps of Good Communication



1. Nonverbal cues
2. Verbal encouragement
3. Ask open-ended questions
4. Paraphrasing
5. Avoid words that sound judgmental



Nonverbal cues



- Nonverbal communication is communication that does not involve words
- Nonverbal communication affects establishing and maintaining a good relationships

Discussion Question:

- What are some examples of positive nonverbal cues?
- What are some examples of negative nonverbal cues?
- How do positive and negative nonverbal cues affect girls' collectives?



Verbal encouragement



- Verbal encouragement lets the participant know that you are interested and paying attention

Discussion Question:

- What are examples of verbal encouragement that you can use as a peer leader?



Open-Ended Questions



- Open-ended questions begin with words like “**how**,” “**what**,” “**when**,” “**where**,” or “**why**.” This type of question encourages people to talk openly and in a way that leads to further discussion.
 - For example, “How did your husband respond when you asked him to use a condom?”
- Closed-ended questions usually start with words like “**are you?**,” “**did he?**,” “**has she?**,” or “**do you?**,” and usually only require a “**Yes**” or “**No**” answer. Closed-ended questions are good for gathering basic information, but they do not invite further conversation.
 - For example: “Do you use condoms?”

Open-Ended Questions: Practice



- Do you update your household budget often?
- Do you agree or disagree with the statement “I should wait until I am at least 18 before I have a child.”
- Do you have a question about this activity before we begin?
- Have you spoken to your husband about using family planning?

Paraphrasing



- Paraphrasing can make sure that you fully understand what the participant is telling you. It can let them know you’re listening and interested in what they’re saying.

Paraphrasing Formula

- It seems that you feel _____ when _____.
- “You seem to feel that _____ because _____.”
- “I sense that you feel _____ because _____.”
- “I’m hearing that when _____ happened, you _____.”

Example:

- *Girl: I am interested in delaying first birth with my husband, but I am afraid our neighbors will gossip and judge us.*
- *Facilitator: I am hearing that, even though you and your husband are interested in delaying first birth, you have some concerns about how your neighbors might react.*

Paraphrasing: Practice



- I want to use condoms with my husband, but he says they don’t feel right.
- I can’t speak to my husband about using contraception. He will think I’m having an affair!
- I haven’t yet had a child. Why on earth would I need to know about contraception?
- I enjoy coming to girls’ collective sessions, but sometimes, it is hard for me to attend because the sessions are so long.
- I want to access health services at the clinic, but I’m afraid my neighbors will see me there and tell my family.

Avoiding judgmental questions



- Words like *right*, *wrong*, *well*, *badly*, *good*, *enough*, and *properly* can convey judgment. If you use these words when asking questions, participants may feel that they are being judged.
- You should also avoid phrasing questions in a way that is judgmental. This can make someone feel they need to respond in a certain way because they are scared to disappoint you.
- Ex: Which question would you rather be asked?
 - Are you and your husband using condoms properly?
 - How are you and your husband using condoms?

Avoiding judgmental questions: Practice



- Are you regularly speaking to your husband about family planning?
- Are you using your new communication skills correctly?
- Didn’t you understand what we discussed last week about waiting until you are at least 18 to have a child?
- Are you planning for your business the right way—using the planning steps we discussed?

Group Discussion



- Are there other effective communication skills that you have used that are not included in this presentation?
- What is the easiest skill for you to use?
- What is the skill you want to improve? What steps will you take to practice this skill?

Leading with my strengths (1.5 hours)

What kind of leader am I?



- What are 3 characteristics you would use to describe your personal leadership style?
- How you will use this in your role as a peer leader?



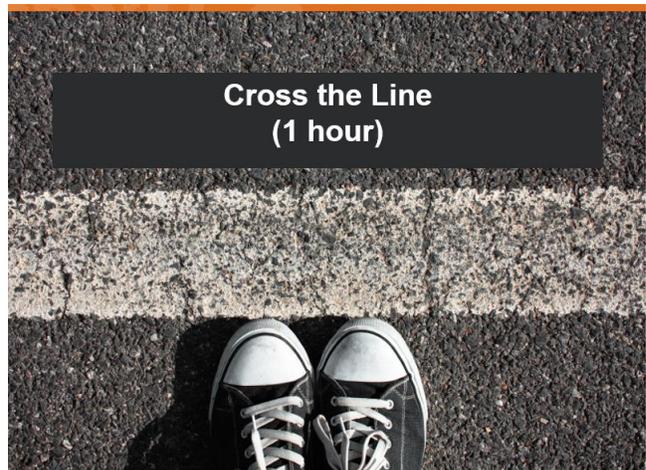
Leadership Challenge!



- ▼ Design an activity to teach girls in your community the difference between sex and gender.
- ▼ Design an activity to teach girls in your community about changes that happen during puberty.
- ▼ Design an activity to teach girls in your community the health benefits of waiting until you are at least 18 and financially, physically, and emotionally ready to have a child.
- ▼ Design an activity to teach girls in your community how business planning can help their business be successful.

Afterwards, discuss:

- **To the group members:**
 - What did you appreciate about your leader's leadership style? Why?
 - What could she do differently next time? Why?
- **To the leader:**
 - What did you enjoy? What was difficult? What did you learn?





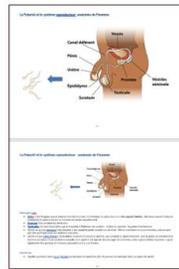
Tea Break

Understanding the Curriculum (1 hour 15 minutes)

Understanding the Curriculum



- The curriculum is a flip book. This means that the page you see as a facilitator is different than the page participants see.
- To use this, turn the manual so the page with the large image is facing the participants. Use the page with text to help you lead the session.



Understanding the Curriculum



- Sessions are different lengths, anywhere from 2 pages to several pages.
- At the top of each page, you can see the **session** and then the **topic covered** on a specific page. This can help you make sure to only cover information from one session at a time.

Séance de plan d'affaires 3 | Prix



Messages clés

- Le prix est important pour que les clients puissent choisir entre des produits ou des services similaires.
- Pour définir un prix, vous devez connaître vos clients, vos concurrents et leurs coûts.
- Vous avez trois options:
 - Vendre au même prix que les autres vendeurs.
 - Vendre à un prix plus élevé. Vous avez peut-être moins de clients, mais ils dépenseront plus par article.
 - Vendre à un prix inférieur. Vous pouvez avoir plus de clients, mais ils dépenseront moins par article.

Questions

- Que fait la fille dans l'image avant de décider de son **prix**?
- Comment cette information peut-elle l'aider à choisir un bon prix pour son **produit**?

Understanding the curriculum: Health Sessions



Key Messages

- This explains the most important information for each page. This is the information you should discuss with the group.

Questions

- These are optional questions to ask the group that relate to the key messages.

Activity

- This is a suggested activity to have groups practice the information presented. *Note that not every page has an activity.*

Se fixer des objectifs: tableaux de visions



Messages clés

- Créer une vision pour votre avenir aide vous aider prendre des décisions saines et intelligentes.
- Les quatre parties de ce tableau sont: relations, travail & éducation, maison & environnement, et enfants.

Activité

- Utilisez le tableau de visions pour créer des objectifs pour vos relations, travail & éducation, maison & environnement, et enfants.

Questions

- Quels sont les thèmes et les défis dans le diagramme? Que vous aimez particulièrement? Pourquoi ou pourquoi pas? Si vous deviez enlever maintenant, à quel point serait difficile pour vous de réaliser votre vision?

Understanding the Curriculum: Key Messages



- Questions and activities can help you deliver the key messages. However, you may also wish to present the key messages in a different way.

- What are some activities you can use to share and learn information with a group?



Understanding the curriculum: Image Cards



- One session has image cards—Sex and Gender
- You should bring cards to these sessions when you facilitate
- Directions for how to use the cards are provided in the curriculum

Sexe et genre: tâches ménagères

Messages clés:

- Les tâches que nous accomplissons dans notre communauté concernent les normes de genre. Cela signifie que la tâche est généralement effectuée par un homme ou une femme.
- Le partage des tâches et des décisions peut aboutir à des familles et des communautés plus heureuses et plus productives.

Activité:

- Utilisez les cartes Images de tâches liées au genre pour demander qui accomplit habituellement cette tâche ou prend cette décision: hommes, femmes ou les deux?

Questions:

- Qui fait plus de tâches? Pourquoi? Comment cela vous affecte-t-il?
- Qui prend plus de décisions? Pourquoi? Comment cela vous affecte-t-il?
- Comment les hommes et les femmes peuvent-ils partager plus de tâches et de décisions?

“Prosperous Futures”



- The curriculum also contains a session that uses the game “Prosperous Futures” to encourage people to think of the financial consequences of decisions couples make together, including when to have children
- Your group will receive one copy of this board game over the next few months
- Your mentor will help you learn how to play the new game as part of the session on economic benefits of delayed first birth

Scavenger Hunt (10 minutes)



Introduction to Sexual and Reproductive Health and Rights (1 hour)



Human Rights



- What are human rights?
- Five core values:
 - Choice
 - Dignity
 - Diversity
 - Equality
 - Respect
- Why are human rights important to your role as a peer educator?

What does a rights-based approach to FP mean for you?



Is this rights-based?



Amara, a girls' collective peer educator, is leading the session on family planning. Even though the session focuses on many different types of family planning, Amara does not like to use condoms with her husband, so she decides not to mention them when she leads the session. When one of the girls from her group mentions condoms, Amara says that they are "only for loose women," and shouldn't be discussed in the girls' collective.

Did Amara respect the rights of the girls in her group? Why or why not?

Which core values, if any, did she violate: **Choice, Dignity, Diversity, Quality, Respect**

What should she have done instead?

Is this rights-based?



Fatimata, a girls' collective peer educator, is leading the session on puberty. One of the girls in the collective asks her a challenging question about menstruation that she does not know the answer to. She decides that, instead of making up an answer that might not be true, it is better to tell the group she is unsure and ask a health worker the question instead. The next week, she returns to the group and shares what she has learned from the health worker.

Did Fatimata respect the rights of the girls in her group? Why or why not?

Which core values, if any, did she use: **Choice, Dignity, Diversity, Quality, Respect**

Is this rights-based?



Hadaja, a girls' collective peer educator, is leading the session on health benefits of delayed first birth. After the session, Jeba, one of the girls from the collective, approaches her privately to ask for advice. She explains that she is already pregnant and needs help accessing prenatal care. Hadaja is good friends with Mina, another girl in the same girls' collective, who is very knowledgeable about health. She tells Mina that Jeba is pregnant, and Mina gives her advice to share with Jeba.

Did Hadaja respect the rights of the girls in her group? Why or why not?

Which core values, if any, did she violate: **Choice, Dignity, Diversity, Quality, Respect**

What should she have done instead?

Adolescent Family Planning Use



Are there any methods that adolescents, including those who have not yet had a child, should NOT use?



Adolescent Family Planning Use

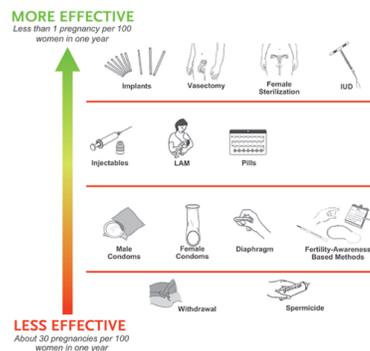


All family planning methods are safe for adolescents to use, regardless of whether or not they have had children!

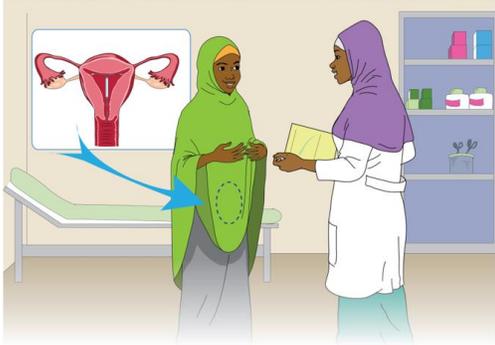
- Methods include:
 - Long acting-reversible contraception (IUDs, Implants)
 - Short acting-reversible contraception (injectables, pills, condoms, emergency contraception)
 - "Traditional methods" (lactational amenorrhea, withdrawal, abstinence, standard days method)**



Method Effectiveness



Leadership Challenge: Family Planning

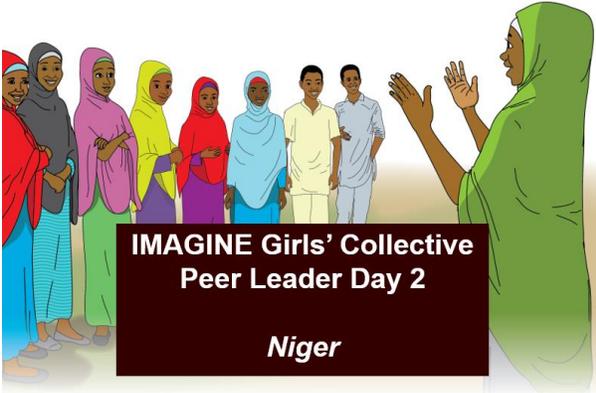
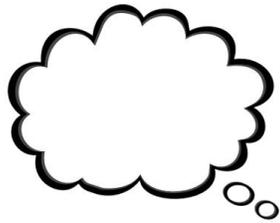


Reflections and Closing
(15 minutes)

Reflection



- What's one thing you learned today?
- What's one question you still have?



Icebreaker: Comfort Continuum (45 minutes)



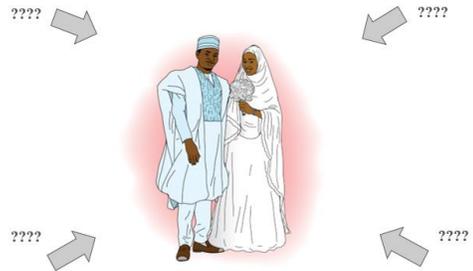
Review: Exploring Gender Norms

(1 hour)

Norms Brainstorm



What is a norm?



Problem Tree



Problem: Adolescent couples face pressure by their friends, family, and community around when/whether to have children or use family planning.



Debrief



Do all of these causes affect couples equally, or are some more or less influential? Why is this important?

What social/cultural norms affect this problem?

How do norms affect adolescent sexual, reproductive health and rights, especially when to become pregnant?



Gender Norms



- Gender vs. Sex
- One type of norm that often affects our communities are **gender norms**.
- These are behaviors or attributes that society attributes to a particular sex. Gender norms change from culture to culture and throughout history, since they're **based on the expectations of societies** that are **consistently changing**.
- What are examples of gender norms in your community?

Review: Sex or Gender?



Sex or Gender...

- In some families, women do more of the household tasks
- Most women menstruate starting during puberty
- Some people believe women should be wives and mothers, while men should work and earn income
- Women wear saris; men wear lungi and kurta
- Women can give birth to children
- Some people believe that young women should not leave the house alone
- During puberty, boys' voices change and become deeper
- Some people believe that women should eat only after her brothers, husband, and father have been served.

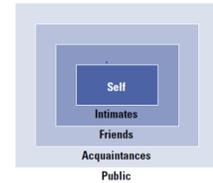
Answering Difficult Questions

(45 minutes)

Privacy Squares



- Your name
- Your height
- Your weight
- How many children you want
- Your dissatisfaction with some part of your body
- Your method of contraception
- Whether you have been tested for HIV



Leading Conversations on Sensitive Topics



- *What are some good practices when talking about a conversation topic that is sensitive or difficult?*



Answering Difficult Questions



- You are going to be discussing some topics that will probably still be new to your participants:
 - Puberty
 - Fertility and the reproductive system
 - Sex and conception
 - Relationships and communication
 - Power dynamics
 - Shared household decision making
- Because these topics are new and sensitive, you will probably get many questions from participants
- Today we are going to spend some time practicing how to answer some of the more difficult, or challenging, questions that adolescents might ask you

0

Remember!



- Part of your role as facilitator is to give **accurate information** on sensitive topics, like family planning and sexual relationships
- **If you do not know the answer, do not make up an answer.** It is better to say that you don't know, then reach out to someone in your community, such as a health worker, who may know
- This might make you uncomfortable, but practicing will make it easier
- While you are responsible for sharing accurate information, make sure you are **respecting** participants views, opinions and choices

Sharing our Responses



- My husband wants me to have a child right away, but I want to wait until we have some money saved. Can I use birth control and not tell him?
- My husband and I want to wait to have a child, but my mother-in-law says that people will gossip about us and think that I am not committed to the marriage. What can I tell her?
- Everyone will think that I am unfaithful to my husband.
- Sometimes, I am too tired to have sex with my husband. Is it okay to say no?
- I have a lot of questions about family planning. Is family planning safe for me to use? Which method do you think I should use?



Tea Break

Practice Sessions

(1 hour 45 minutes)

Understanding the curriculum: Planning



Steps to Lesson Planning

- Step 0: Before meeting, each peer leader should read through the session, marking any words or sentence that are confusing or unclear.
- Step 1: Discuss any words or concepts that are unclear together with your mentor. Make sure each person understands the key messages, questions, and activities for each session.
- Step 2: Assign a person to each page of the curriculum. This person will be responsible for facilitating this content.
- Step 3: Each person should review the key messages/questions/activities they are responsible for. In case a page does not have an activity or an activity needs to be modified, they should also write or draw their plan for sharing this information.
- Step 4: Agree upon what materials or equipment, if any, is needed.

Practicing the Curriculum



Divide participants into the following groups:

- Sex and Gender
 - Fertility and Conception
 - Understanding Family Planning
- Groups will have 25 minutes to prepare to facilitate the session for the entire room.
- Groups should use the lesson planning steps to guide their session.
- The session should last no longer than 25 minutes. However, for normal girls' collectives, your sessions can last up to one hour.

Presenting the Sessions



- After all groups present, discuss:
 - What did you like about the way groups facilitated the sessions?
 - What are some things groups could do differently next time (in terms of the activity, facilitation, etc.)?

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**Lunch
(1 hour)**

Troubleshooting Difficult Situations

(1 hour)

Challenging Situations



- Each group has a different dynamic. Sometimes, situations can arise that can affect the ability of all group members to learn in a safe and supportive environment. Other times, there may be conflicts within groups. These may relate to certain participants or to the behavior of the group as a whole.
- **What are some common challenges that you might face as facilitators in delivering the curricula?**

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Case Study 1—Dealing with a Difficult Participant



- Participants in your group are generally respectful. One participant, however, is difficult. She rarely contributes to discussions, makes rude remarks, criticizes other group members, and talks over people. You have gone over the list of Ground Rules. Her behavior has already begun to distract other participants. What should you do?

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Case Study 2: Refocusing the Group



- You are working on an exercise about family planning. The group has been very engaged in the topic. However, someone asks a question about HIV antiretrovirals. A variety of comments and questions on the topic come up and the group slowly moves away from the focus of the exercise. You do not know anything about antiretrovirals, and it will also be difficult to move forward in discussions without covering your information for today. What should you do?

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Case Study 3: Silent Participants



- The participants in your group are friendly but barely speak during an exercise on sexuality. You have tried to be friendlier during breaks with the group to increase their comfort level, and you have done initial icebreakers with them. You are not sure whether they are reluctant or uninterested in participating during the exercises. What more could you do?

84

Case Study 4: Overly Talkative Participant



- You begin the session by asking an open-ended question. The first student who responds to your question is Fatima, a smart but talkative participant. You know from experience that if you let her finish, class would be over and no one else would have had a chance to speak. So, you cut her off—politely—to get other people involved in the discussion. You ask another question, directed at another person. She answers again. What could you do?

85

Case Study 5: Tension between Participants



- In your girls' collective, most of the girls are unmarried, although a few girls are married. You start to notice that the married girls generally sit by themselves, are shier less likely to participate, and are often excluded by other group members. What should you do?

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Case Study 6: Conflict in your Group



- Mona and Seema, two girls from your collective, are in a dispute over something that happened at the market place. When you show up to facilitate your session, you notice that girls have picked sides, and that there is a lot of arguing between people. Seema and Mona are no longer talking to each other and refuse to be placed in the same small groups. Several participants leave because they start to feel uncomfortable. What should you do?

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Tea Break

Referrals: The Role of Peer Leaders

(30 minutes)

Confidentiality



- Imagine a time you shared a secret with a friend or family member, and this person decided to share this secret with other people without your permission. How did you feel? Why?
- What is confidentiality? Why is it important for peer leaders?
- What harm could be done if you do not respect a person's confidentiality?

Remember: If you believe it is necessary to share information with others (for example, to prevent abuse/harm), you should explain why it is important and with whom, when, and how you plan to share the information.

Peer Leader vs. Counselor



- What kinds of problems to people your age seek support with from peers?
 - Do peer educators in your program all possess the qualities required to give appropriate support in dealing with the problems listed above? *Did they get specific training to do so?*
 - What obstacles might stop them from giving proper support?
 - What might the dangers be if peers give inappropriate support?



Peer Leader vs. Counselor



• Role of the educator (You!)

- Knows the content
- Teaches for a specific amount of time, usually short-term
- Works to improve knowledge, attitudes, and skills to facilitate behavior change
- Refers to other professionals as needed

• Role of a counsellor

- Is trained in counselling skills
- Conducts counselling as a potentially long-term process
- Works with a person's thoughts, feelings, and behavior
- Has an open-ended relationship with the person being counselled
- Addresses motivation, denial, and resistance on a personal level

Peer Leader vs. Counselor



- **Remember:** Even though you are not a counselor, it is possible your peers may ask you for advice. Make sure to:
 - Be a good **listener** and has the required **referral skills**.
 - Reach out to **adults and mentors** for advice
 - Remember that **you may face sensitive and difficult issues, when you will need to be able to link to other services, counsellors, and trusted adults. Know your local resources.**

What information would you want to know in order to connect people to services?

Referrals



- **Referral skills** are the ability to judge whether a person needs more extensive help or services than you can provide and to get the necessary information about where and how to obtain these additional services.
- Referrals could be for:
 - Health services, including mental health counseling
 - Social services
 - Legal services
- Your job is to know where people can go to get the services they need. This is an activity you will complete together with your mentor. **Remember, your job is to provide information. It is up to each person to decide whether or not to seek services. Never force or coerce someone to seek services.**

Adult and Youth Partnership: Setting Rules (1 hour)

What is a mentor?



As part of your training, you will work closely with facilitators to learn how to lead girls' collective sessions through a **mentorship** process.

- What does a "mentor" mean?
- Who has been a mentor to you?
- What characteristics does this person possess that makes him/her a good mentor?

What are key roles of a mentor?



- Help mentees achieve goals
- Help mentees problem solve and make good decisions
- Provide mentees with important knowledge or skillsets
- Serves as a role model and a resource



What are key responsibilities of an IMAGINE mentor?



- Act as a role model to peer leaders
- Connect peer leaders to important community members
- Help peer leaders learn about the curriculum and gain important facilitation skills
- Provide supportive supervision during co-facilitation of meetings and following the transition to full peer leadership
- Be a resource person



What is a mentee?



- A mentee is the person who works closely with the mentor to achieve her goals...YOU!
- Like mentors, mentees also have certain responsibilities. These may include:
 - Being respectful of your mentor's time
 - Taking responsibility over your own learning
 - Coming prepared to mentorship sessions
 - Being open about your needs
 - Being flexible
- What are some other responsibilities of a mentee?

What is adult-youth partnership?



- 1) Integrates the realistic perspectives and skills of youth with the experience and wisdom of adults
- 2) Offers both parties the opportunity to make suggestions and decisions
- 3) Recognizes and values the contributions of both young people and adults
- 4) Allows youth and adults to work in full partnership – envisioning, developing, implementing, and evaluating programs

Peer Leader – Mentor Co-Facilitation Agreement



As you saw in the last activity, for adult-youth partnership to work, both youth AND adults have certain responsibilities towards one another. This is also true of the mentor-mentee relationship.

We are now going to think about what rules and expectations we would like to set for ourselves as facilitators as well as for our mentors.

Please partner with your other group peer leader. I am going to read out a series of questions. Together, discuss each question. You may wish to draw or write your answers in your notebook.

Later, you will share your responses with your mentor. You will work together to agree on norms and expectations for working together.

Peer Leader – Mentor Co-Facilitation Agreement



- As a peer leader, I feel most knowledgeable about the following curriculum topics/skills But I would like extra help with ...
- One thing I hope to accomplish as a peer leader is...
- When receiving constructive feedback, I like it when ... but I do not like it when ...
- My responsibilities as a peer leader are...
- I expect my co-peer leader will...
- When working with my co-peer leader, I will...
- The skills I would like my mentor to teach me are...
- Qualities I admire in a mentor are...
- If I experience conflict/challenges with my mentor or co-peer leader, I will...
- My mentor's responsibilities are...

Peer Leader – Mentor Co-Facilitation Agreement



Next steps:

- During their training, your mentor has also answered some of the same questions.
- Your homework is to sit down with your facilitator and share your responses to the questions you answered today. She will also share her responses to the mentorship reflection activity.
- Then, together, you will create an agreement on how you would like to work together.
- Please complete this over the next month!



Goal Setting, Next Steps, and Reflection (30 minutes)

Reflection



- What's one thing you learned today?
- What's one question you still have?



Supporting One Another



- *Remember—one of the best resources for learning is one another!*
- Get into groups with your co-facilitator and the peer leaders who you were matched on Day 1. Discuss the following questions:
 - Will we communicate to share learnings, ask questions, or support one another? If yes, how?
 - Would it be helpful if we met regularly to practice sessions, ask questions, share learnings, etc.? If yes, how often and where will we meet?

Setting SMART Goals



- To achieve your goals, make sure that it is SMART:
 - Specific
 - Measurable
 - Attainable
 - Realistic
 - Timely

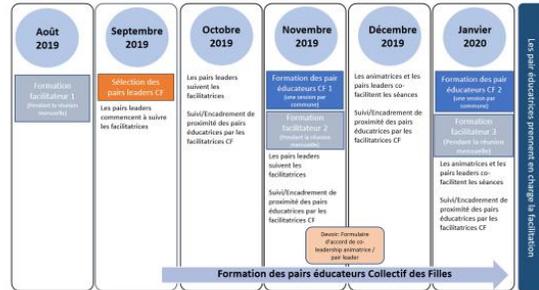


Setting SMART Goals



- Set 2 goals for yourself between now and your next training in March. They may focus on:
 - What kind of skills you want to show or develop as a peer leader
 - The kind of environment you want to create for your group
 - A specific session or activity and what you hope to achieve
 - Work you may want to do to connect the girls' collective to community members.
 - How you might work to mentor others girls in your group
 - Etc.

Shadowing / Mentorship Process



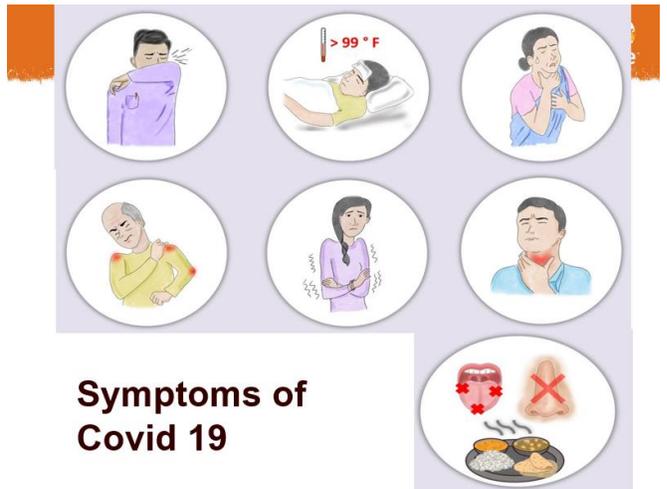
Shadowing / Mentorship Process



Month	Who leads the session?	Field Facilitator Attendance Frequency
November	FF (peer leader shadows)	All sessions
December	FF + peer leader co-facilitation	All sessions
January	FF + peer leader co-facilitation	All sessions
February	Peer leader facilitation	All sessions
March	Peer leader facilitation	All sessions
April	Peer leader facilitation	All sessions
May	Peer leader facilitation	All sessions
June	Peer leader facilitation	Bi-weekly
July	Peer leader facilitation	Bi-weekly
August	Peer leader facilitation	Monthly
September	Peer leader facilitation	Monthly
October	Peer leader facilitation	Monthly



Annex 5: Peer Leader Refresher Training³¹



³¹ The main references used to develop this training include: ; CARE. *Tipping Point Technical Brief: Girl-led Activism and Structured Allyship*. 2019; CARE. *Facilitator's Manual for Structured Allyship to Girl-Led Activism: CARE's Tipping Point Phase 2*. 2019; FHI 360. YPEER. *Youth Peer Education Toolkit: Training of Trainers*. 2005; Feven Mekuria, *Social Analysis and Action (SAA) Global Implementation Manual*. CARE, 2018; CDC. *Frequently Asked Questions*. 2019. <https://www.cdc.gov/coronavirus/2019-ncov/faq.html>; CDC. *How to Store and Wash Masks*. 2020. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html>; CDC. *How to Wear Masks*. 2020. <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>; CDC. *When and How to Wash Your Hands*. 2020. <https://www.cdc.gov/handwashing/when-how-handwashing.html>; UNICEF. *Everything you need to know about washing your hands to protect against coronavirus (COVID-19)*. 2020. <https://www.unicef.org/coronavirus/everything-you-need-know-about-washing-your-hands-protect-against-coronavirus-covid-19>; WHO. *Infection Prevention and Control*. 2020. https://www.who.int/gpsc/clean_hands_protection/en/; GOARN. *Risk Communication and Community Engagement (RCCE) Coordination Working Group. COVID-19 Planning Guide for Adapting Risk Communication and Community Engagement as Public Health and Social Measures Shift: With Safety Tips for Conducting Community Meetings*. July 7 2020.

Safely Wearing a mask



gñirãswbñsH

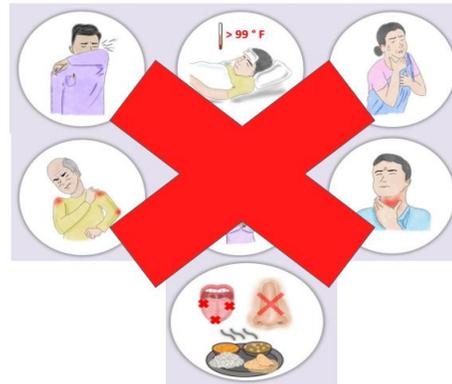


Key considerations for Girls' Collective meetings



1. Ensure that peer leaders and participants do not participate if they have any symptoms or if anyone in their household has symptoms or has tested positive to COVID
2. Maintain physical distancing, limit participation size, and limit duration of meetings
3. Avoid touching or physical greetings
4. Practice handwashing and limit sharing of food
5. Wear a mask and sneeze or cough into elbow

Ensure that peer leaders and participants do not participate if they have any symptoms or if anyone in their household has symptoms or has tested positive to COVID



Maintain physical distancing, limit participation size, and limit duration of meetings



Avoid touching or physical greetings



Practice handwashing and limit sharing of food



Wear a mask and sneeze or cough into elbow



Conflict Resolution & Covid19



Activity: role play the following scenarios, applying the steps of conflict resolution as well as the information you've learned during this session.

1. Participant: I don't understand why I need to wear a mask or sit 2 meters from my friend when I'm not sick. I feel fine!
2. Participant: my father had Covid last week, but he's feeling better, and I'm feeling fine. I'd like to participate in today's meeting still.
3. Participant: I already washed my hands at home. Why are you making me do this again?
4. Participant: I don't like wearing masks—they are uncomfortable to wear.
5. Participant: I am worried about coming to the girls' collective meeting. I don't want to catch Covid.
6. Participant continuously sneezes into her hands

Session 3: Reflecting on, and Developing, My Leadership Style (1 hour 30 minutes)

Session 2: GBV Training

Session 3: Reflecting on, and Developing, My Leadership Style (1 hour 30 minutes)

Leadership Race Warm-Up Activity (30 minutes)



- I tend to give positive feedback to team members, rather than negative feedback.
- Even when I am the leader, I take steps to encourage other team members to develop their leadership skills.
- I am always honest with myself and my team members.
- I celebrate the achievements of my team members.
- I am always planning for the future.
- I make decisions collaboratively with other team members, even when I am the leader.
- I am good at making tough decisions, even when they may be unpopular.
- I easily admit when I've made a mistake.
- I am generally confident about myself and my abilities.
- I have a reputation for being trustworthy and a good listener.
- My friends would describe me as very organized.
- When someone is upset, I try to understand how he or she is feeling.
- I'm positive about life, and I can see beyond temporary problems.
- When working in a team, I encourage everyone to work towards the same goal.
- When a problem occurs, I'm the first person to think of a solution.
- I treat everyone with respect.
- I regularly set goals for myself.
- I am good at prioritizing tasks.
- I am good at thinking "outside the box."
- I am generally a patient person.

Leadership Race Debrief (20 minutes)



- Were you surprised at your ending position in the game? Why or why not?
- Did you notice something that the responses you stepped forward on had in common? The responses you stepped backwards on?
- What did you learn about yourself and your leadership style?
- If you had completed this activity during your first peer leader training, would your responses have been different? What skills or changes have you seen in your leadership since then? Why?

Reflections from Shadowing and Co-Facilitation

(30 minutes)

Reflection Questions: Co-Facilitation



- What do you feel most confident about when co-facilitating?
- What is one piece of advice you would give other peer leaders that you've learned co-facilitating sessions?
- What is one area where you have questions or want to make improvements?

Reflection Questions: Looking Forward!



- What progress have you made towards the goals you identified during the first training? What work do you need to do still in order to accomplish these goals?
- Think about someone who has never seen your girls' collective before. How would you explain what your group will be like to this person?
 - How are group dynamics?
 - What is facilitation like?
 - What topics or activities do you cover?
 - What are the rules of the group?

Peer Leader Transition Process



Month	Who leads the session?	Session frequency	Field Facilitator Attendance Frequency	Facilitator role
July	Peer leader facilitation	Bi-weekly	All sessions	Mentorship/supportive supervision
August	Peer leader facilitation	Bi-weekly	All sessions	Mentorship/supportive supervision
September	Peer leader facilitation	Bi-weekly	All sessions	Just attends first 10 minutes of meeting to collect data/answer questions
October	Peer leader facilitation	Bi-weekly	Does not attend	



Understanding supportive supervision

(20 minutes)

What is the difference between supervision and supportive supervision?

What is “constructive criticism”? How is it different from criticism?

Receiving Constructive Criticism



- Remember—feedback helps us learn! The goal is NOT to make you feel bad about yourself or your skills—it is to help you become the best peer leader that you can be. Staying open to the feedback of others can help us grow.
- What can you do with your body to show you are open to the feedback that someone is sharing with you?
- How can you use verbal cues to show that you are open to the feedback that someone is sharing with you?

Supportive Supervision



- Completed periodically when you facilitate sessions
- Primary objective is to **encourage coaching and mentoring conversation** between mentors and mentees
- Helps you identify strengths and areas of improvement around:
 - Facilitation/communication skills
 - Respect of the rights of all group members
 - Knowledge of content

Tip: the supportive supervision visit is **not a test**, it is a way to **work collaboratively** to ensure high quality programming and provide opportunities for coaching and growth. This can and should be a **two-way conversation**—feel free to use this opportunity to speak with your supervisor about any concerns or challenges you may have, questions, etc. Remember, the goal of this is to help you grow professionally!

What to do with feedback?



- There are many things you can do to translate feedback into action. A few ideas include:
 - Consider making goals for yourself based on your feedback, and share these with your mentor. Periodically check-in on your goals.
 - Use feedback as an opportunity to learn more—ask your facilitator to help you gain new skillsets or ask for advice.
 - Use feedback as an opportunity to think about what kind of a leader you want to be, and your other goals for your group.
 - Use feedback to “lead with your strengths” while thinking about ways to overcome your challenges.
 - Thank your mentor for helping you grow and learn. Remember, she is there to help you succeed!
 - Other ideas?

Session 4: Activism and Action Planning

(2 hours)

Activism for Change (1 hour)

Roles of Activists (10 minutes)

- What are the roles of an activist?
 - Speaking out against injustice
 - Causing or inspiring critical thinking amongst others
 - Supporting community members who are experiencing injustice
 - Supporting our colleagues and community members through their own process of change
 - Living their/ our beliefs

Mapping Stakeholders (10 minutes)

- Who cares about this problem? Who are your allies?
- Who are your detractors? How can you neutralize their impact?
- Who is neutral about this issue? What can you do to convince them about why it is important?
- Who has the power to give you what you want? How will they be engaged in the action planning process?

Small actions=big impact!

- In order to reach key stakeholders and further our action planning and advocacy, small things we do in our everyday lives can make a big difference.
- Opportunities for activism exist everywhere. Effective activism helps to provoke dialogue and critical thinking, rather than just messaging.
- One strategy for building broader support for your issue is to engage in informal conversations with your family and community. This provides both people with an opportunity to have a critical dialogue on a key norm or practice.

Begin talking about your thoughts	Issue/topic	Ask for their opinion
<ul style="list-style-type: none"> • I have been learning interesting things about... 	Ex: gendered tasks in the household	<ul style="list-style-type: none"> • I'd love to hear your thoughts about this.

Your turn! (10 minutes)

Begin talking about your thoughts	Issue/topic	Ask for their opinion	Who are you speaking to?
<ul style="list-style-type: none"> • I have been thinking about... 	What needs to change in our community so adolescents can wait until they are physically, emotionally, and financially ready for children	<ul style="list-style-type: none"> • What do you think about it? 	Your spouse
<ul style="list-style-type: none"> • I have been learning interesting things about... 	Married adolescents' ability to access family planning	<ul style="list-style-type: none"> • Do you want to chat about this? 	Your mother-in-law
<ul style="list-style-type: none"> • I have been thinking about... 	You choose!	<ul style="list-style-type: none"> • I'd love to hear your thoughts about this. 	You choose!

Strategies for engaging stakeholders (20 minutes)

	Recommended Approach	Potential Activities You Could Do
Support efforts to promote adolescent health and rights	Engage these stakeholders in your group and action planning efforts to promote adolescent health and rights, including their ability to delay first birth until they are physically, emotionally, and financially ready. Seek to include these individuals in activities the group has planned or ask them to support in other ways.	
Neutral	Convince these stakeholders of the need to address adolescent access to SRHR. To do this, you must increase their knowledge of the issue and show them that adolescent health and rights is good for individuals, families and communities at large. Strengthening this group's trust and belief in the cause is critical.	
In opposition	Neutralize these stakeholders in order to counteract their influence. This is a very delicate and difficult task.	

Responding to Backlash or Criticism



- Dealing with people who are critical of your action plan or activism should only be dealt with carefully and strategically.
- Remember to communicate assertively and strategically.
- Never put your health or safety, or the health and safety of others, in danger!

Responding to Backlash or Criticism



- Dealing with people who are critical of your girls' collective or oppose your mission should only be dealt with carefully and strategically.
- Backlash or criticism are a form of conflict. This means you can use conflict resolution skills, including the four steps of conflict resolution.
- Remember to communicate assertively and strategically.
- Never put your health or safety, or the health and safety of the group, in danger. Ask for help when you need it!

Asking for Help (group level)



With your partner, answer the following questions:

- Who in your community strongly supports girls' collectives/your mission? How will you engage them?
- How will you make sure people in your community continue to support your girls' collective? How can you build trust in your group?
- What will you do if you encounter challenges or opposition? Who in your community can you ask for help if you need it?

Strengthening Action Plans (1 hour)

Reviewing Action Planning (10 minutes)



During our monthly meetings, we created an action plan. This included:

- Description of activity (target group, implementers)
- Information on the activity—what, with whom, resources
- When you will implement the activities

We also discussed:

- What norm do we want to change?
- Why does it need to change?
- How can we change it?
- Who will be opposed to this change? Who will support this change?
- What risks could we encounter and how should we deal with them?

Action Planning—Consider all Options (10 minutes)



- While creating dialogue sessions and sharing information at community meetings is a great way to start to share information, this is also one of many approaches we could take.
- In order to think about the many action plan ideas we could consider, we are going to play a game called "consider all options." The goal of the game is to think creatively about as many ideas as possible we could use to address social norms in our communities.

Setting SMART Goals



- To achieve your goals, make sure that it is SMART:
 - Specific
 - Measurable
 - Attainable
 - Realistic
 - Timely



Making action plans SMART (20 minutes)



- **Specific:** do we have a clear set of activities listed in our action plan? What modifications may need to happen to our activities? Is it clear who is responsible for moving action planning steps forward?
- **Measurable:** How will we know if our action plan is “successful”?
- **Attainable:** Is the action plan we agreed upon something we can reasonably achieve? If not, what changes need to be made?
- **Realistic:** Do we have the resources (financial, personnel) needed to implement our action plan? If not, do we have a realistic plan to raise resources, or does our action plan need to change?
- **Timely:** Is the timeline we proposed reasonable?

Debrief (10 minutes)



- In your discussion, did you notice any parts of your action plan that you may need to change? If so, what?
- Do you have any new ideas for action planning that you'd like to talk about with your group? If yes, what are your new ideas?
- How will you work with the rest of your girls' collective group to share what you discussed today and to ensure that your goals and activities are SMART?

Supporting Action Planning: Next Steps (10 minutes)



- How will we check-in about progress on action planning during our girls' collective sessions?
- How much time will we dedicate to this in each meeting?
- In what way will we discuss action planning with our group: with activities? Structured conversations? Updates?

Session 5: Continuing your Girls' Collective

(1 hour 15 minutes)

Making action plans SMART (20 minutes)



- **Specific:** do we have a clear set of activities listed in our action plan? What modifications may need to happen to our activities? Is it clear who is responsible for moving action planning steps forward?
- **Measurable:** How will we know if our action plan is “successful”?
- **Attainable:** Is the action plan we agreed upon something we can reasonably achieve? If not, what changes need to be made?
- **Realistic:** Do we have the resources (financial, personnel) needed to implement our action plan? If not, do we have a realistic plan to raise resources, or does our action plan need to change?
- **Timely:** Is the timeline we proposed reasonable?

Ensuring the Continuation of your Girls' Collective

(1 hour)

Thinking about the Future



- If we want our groups to be available to other girls in our community in the future, we need to think through ways to ensure our group continue
- This includes:
 - Planning for future facilitation and group leadership
 - Bringing in new members as girls become old, busy, move, etc.
 - Thinking through how to keep meetings relevant, interesting, and exciting
 - Finding and using an appropriate space for meetings and activities

Handover of Peer Leadership Responsibilities



- As part of your rules, your group will select when they will elect new peer leaders
 - If you are unable to continue your responsibilities as peer leader, you may wish to alert your group, who can decide whether or not to hold an emergency election.
- New peer leaders should be selected *prior to the end of your time facilitating* so you have time to train them
- Your job is to make sure they have the knowledge and skills to be able to facilitate future girls' collective sessions. You may wish to use mentorship activities you completed with your mentor to help train new peer leaders
- At the end of your time as peer leader, **please give your manual and game to the new peer leaders.** They will need this in order to facilitate sessions. The manual belongs to the girls' collective group, not to you!

Recruiting New Girls



- As group members age, move, or become busy, recruiting new members is important to helping your group survive long-term. Therefore, you will want to think of ways to continuously add new girls to your group.
- Consider adding new girls once they become 15 in age. Remember to respect everyone's rights: everyone, regardless of marital status, ethnicity, religion, etc. deserves to join your group.
- Talk to your group about rules for adding new members: can members be added at any time of the year? What are the requirements for joining or maintaining membership of a group?
- Think about ideas on how to recruit new members:
 - Elect an "outreach coordinator" responsible for talking to potential new members as they become 15 of age about joining your group
 - Consider holding an "open house" or "open session" so interested girls and their families can attend a girls' collective session and learn more about your group
 - Present about your group during community meetings and ask for nominations of girls who could join your group
 - Other ideas?

Aging Out



- Girls' Collectives were originally set up for girls ages 15-19. This is because this age is a unique time in our lives where we may face common challenges and benefit from people going through similar experiences. Also, having a space just for girls—with few adults present—can create a space where we may feel more willing to talk and share.
- Therefore, your group should consider rules for when a person becomes too old to participate in your group. These rules should be agreed upon and voted on by your group so that everyone is in agreement.
- Help create opportunities for girls who have aged out to stay involved in your group in new ways—remember, they are likely champions of your group and can help support you! Consider:
 - For those who become too old to participate, how can they help support the girls' collective as an adult?
 - What opportunities are there in your community for girls who "age out" to participate in activities that are separate from the girls' collectives?

"Facilitator of the Day"



- Girls who are interested may help you and your co-leader co-facilitator for the day.
- In order to ensure good facilitation, you will want to work with the facilitator of the day to share background information about the session and make sure she has clear knowledge of the activity she will help lead. She will also need to share your facilitator guide. This means facilitators of the day need to be selected in advance.
- People can participate as facilitators of the day as many times as they want; however, ensure each interested girl has had one chance to participate before allowing girls to facilitate multiple times
- Because of the importance of providing accurate information, facilitators of the day should NOT lead the following sessions *unless they possess a health background or you have trained them in these sessions*:
 - Contraception I and Contraception II
 - Puberty and Fertility
- Remember, this is optional—only girls who wish to become facilitators of the day should participate!

New Peer Leader Timeline



- Your group will determine how frequently elections occur and what the criteria are to be elected. However, you should put into place a transition plan in order to make sure that new facilitators have the skills and training needed to be successful.
- With your co peer-leader, answer the following questions:
 - How much time do you need to train a new peer leader? How many months before transitioning to a new peer leader will this process start?
 - How long will the new peer leader observe sessions? Co-facilitate sessions?
 - What other training activities will take place?
 - How will you ensure that the new peer leader understands key concepts, such as confidentiality and referrals?
- Consider sharing your plan with your girls' collective so that people can share their opinions and agree on a process.



As a current peer leader, what can you do to encourage and build the leadership of others?

- What skills would a person need to be a good peer leader?
- What knowledge would a person need to learn more about to be a good peer leader?
- How can you make sure the next person has both the skills and knowledge to be a good peer leader?

Reminder: Peer Leader Process



Month	Who leads the session?	Session frequency	Field Facilitator Attendance Frequency	Facilitator role
July	Peer leader facilitation	Bi-weekly	All sessions	Mentorship/supportive supervision
August	Peer leader facilitation	Bi-weekly	All sessions	Mentorship/supportive supervision
September	Peer leader facilitation	Bi-weekly	All sessions	Just attends first 10 minutes of meeting to collect data/answer questions
October	Peer leader facilitation	Bi-weekly	Does not attend	

Annex 5: Mentor Training Agenda

Training 1 2.5 hours		
<i>Time</i>	<i>Session Name</i>	<i>Themes/Objectives</i>
30 minutes	Overview of peer education approach	What is peer leadership? What is it not? What is its role in IMAGINE?
1 hour	Peer education training and mentorship process / expectations	Explain the peer leader selection process/activity Explain the shadowing process, co-leadership process, timeline
1 hour	Successful Mentorship and adult-youth partnership (Part I)	Values clarification Introduction to adult-youth partnership Mentorship tips/resources

Training 2 3 hours		
<i>Time</i>	<i>Session Name</i>	<i>Themes/Objectives</i>
1 hour	Providing Constructive Feedback	1) Review of feedback techniques for mentorship
1 hour	Using Mentorship Activity Sheets	1) Overview of facilitator-peer leader activity sheets
1 hour	Peer Leader-Mentor Co-Facilitation Agreement	1) Collectively develop guidelines/expectations for peer leaders and field facilitators

Training 3 2.5 hours		
<i>Time</i>	<i>Session Name</i>	<i>Themes/Objectives</i>
1 hour	Clarifying Expectations	1) Revisit/clarify expectations for facilitators during transition period.
1 hour	Overview of supportive supervision and monitoring systems	1) Review supportive supervision process 2) Review monitoring process for peer leaders
30 minutes	Timeline and Next Steps	1) Share timeline and upcoming milestones for transition to peer leadership.

Annex 6: Mentorship Trainings³²

Facilitator Training: IMAGINE Peer Leader Approach

Training 1

(3 hours)

Training 1 Overview



- Explanation of the role of peer education within the IMAGINE project
- Understanding of process and expectations for peer educators
- Understanding the peer leader selection process
- Defining and understanding mentorship and youth-adult partnerships

Trainings 2-3 Overview (future monthly meetings)



- Overview of supportive supervision processes
- Tips for being an effective mentor
- Collectively develop guidelines/expectations for peer leaders and field facilitators
- Discuss logistics for transition to peer leadership, including the role of the field facilitator
- Overview of facilitator-peer leader activity sheets

Overview of Peer Education & Peer Education Training and Mentorship Process (1 hour)

What is peer education ?



- What do we mean when we say “peer education”?
- What are the possible advantages of peer education?
- What are the possible disadvantages of peer education?
 - How could we address these?



What is peer education ?



- For IMAGINE, transitioning to peer leaders will allow us to:
 - Meaningfully involve young people in our project
 - Build young people's leadership capacity
 - Help ensure sustainability of the girls' collectives beyond the funding cycle

By February, 2020, we will transition to a full peer leadership model for girls' collectives. However, after February 2020, facilitators will still play an active role supporting peer leaders and their groups through supportive supervision and coaching.

³² FHI 360. YPEER. *Youth Peer Education Toolkit: Training of Trainers*. 2005; Population Council. *Making the Most of Mentors: Recruitment, Training, and Support of Mentors for Adolescent Girl Programming*. 2019.

Peer Leader Approach



In order to answer the question, “**what training/support is needed for peer leaders to be ready to take over leadership of girls’ collectives?**” we built out the following training process:

For peer leaders:

- 2, 1-day trainings, taking place at a union level and one refresher training, spread across six months
- Six months of shadowing (3 observation, 3 co-facilitation)
- Active mentorship and mentor-peer leader activities
- Monthly meetings and supportive supervision, following the end of the training period

For facilitators:



- 3 “mini trainings” spread out over three monthly meetings
- Active mentorship and mentor-peer leader activities
- Guide the peer leader selection process

Peer Leader Approach (ctd)



We also considered the following best practices:

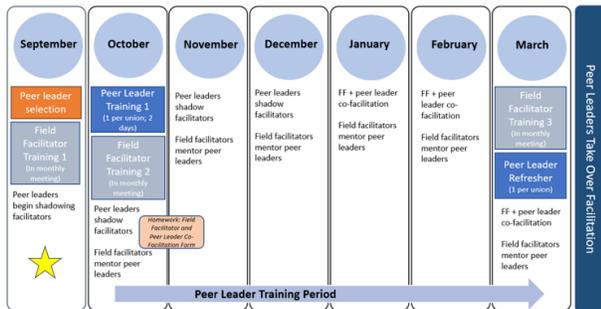
• Training of Peer Leaders

- Peer leaders are most successful when, in addition to providing opportunities for leadership, they include **structured activities for self-reflection and discovery**.
- **Harmonizing personal and organizational values and beliefs**.
- Provide **high quality training** that includes building self-confidence and skills, instilling clear program objectives.
- **Enable supervisors/coordinators to be effective**.
- Prioritize **working relationships with organizations offering AYFS**, enable peer educators to play a role in clinic referral process.
- **Involve girls in identifying the most appropriate content** and delivery methods for their program.

• Retention/Support of Peer Leaders

- **Involve stakeholders**—includes peer educators’ parents, community members. This has been demonstrated to increase community acceptance and support of peer education programs.
- **Promote teamwork and help peer educators develop friendships as a group**. This is important to motivating them to remain in peer education.
- **Encourage peer leaders to maintain community support** by inviting guest speakers, involving stakeholders in steering committees, etc.
- **Supportive supervision is key**, although this should be done in a way that minimizes hierarchy and focuses on learning and development.

Peer Leader and Facilitator Training Timeline



Shadowing / Mentorship Process



Month	Who leads the session?	Field Facilitator Attendance Frequency
September	FF (peer leader shadows)	All sessions
October	FF (peer leader shadows)	All sessions
November	FF (peer leader shadows)	All sessions
December	FF (peer leader shadows)	All sessions
January	FF + peer leader co-facilitation	All sessions
February	FF + peer leader co-facilitation	All sessions
March	FF + peer leader co-facilitation	All sessions
April	Peer leader facilitation	All sessions
May	Peer leader facilitation	All sessions
June	Peer leader facilitation	All sessions
July	Peer leader facilitation	Bi-weekly
August	Peer leader facilitation	Bi-weekly
September	Peer leader facilitation	Monthly
October	Peer leader facilitation	Monthly

Shadowing



- As described above, peer leaders will shadow you for a total of six months.
 - 3-4 months will be observation
 - 3 months will be co-facilitation, where you will facilitate a session alongside peer leaders by dividing up activities within a session
- While shadowing, peer leaders should observe all activities you conduct related to groups. This includes not only your work facilitating the sessions but also filling out paperwork and monitoring information and engaging community members.

Shadowing—What to look for?



Things to look for during observation:

- When leading this session, what did the facilitator do well?
- When I lead this session, one change I would make would be...
- One question I still have about the activities or material covered in this session is ...
- What concepts or activities were especially difficult for participants and may need to be revisited?

Questions peer leaders should discuss with facilitators after the session:

- Review the curriculum session together. Discuss any questions you have about the material or delivery of the session or activity
- What techniques did you use to make this session successful?
- What, if anything, is challenging in implementing this session that I should be aware of?
- What changes, if any, would you recommend for the next time I implement this session?

Successful Mentorship and Adult-Youth Partnership (1.5 hours)

Mini VCAT: Adult/Youth Partnership



When working together, it is better that young people handle smaller tasks that they are less likely to mess up, while the adult handles larger or more important tasks.

When working with young people, youth should hold the most power in the relationship.

Young people are not as capable as adults at becoming facilitators of their groups.

What is adult-youth partnership?



- Good peer education is about **young people and adults working together to reach the common goal of improving the health and well being of young people.**
- The concept of youth participation arises from the conviction that **young people have a right to participate in developing programs and policies that affect them.**
 - Young people's full involvement also contributes to a program's sustainability and effectiveness
- The process **begins on unequal ground because the adults have the dominant position, so the development of true partnership will require a conscious and concerted effort**
- One way to view youth-adult partnership in peer education is to see it as a **'learning partnership'** in which each group learns continuously from the other.
- **They gain power through their partnership with adults when the partnership includes openness and communication, mutual respect, trust, and shared decision-making.**
- In this context, **peer education programs are unique in that youth and adults must cooperate in the common goal of improving the health and well-being of young people.**

What is adult-youth partnership?



- 1) Integrates the realistic perspectives and skills of youth with the experience and wisdom of adults
- 2) Offers both parties the opportunity to make suggestions and decisions
- 3) Recognizes and values the contributions of both young people and adults
- 4) Allows youth and adults to work in full partnership – envisioning, developing, implementing, and evaluating programs

What is adult-youth partnership NOT?



- 1) Youth-adult partnerships are **not** simply a checklist that either youth or adults follow.
- 2) Youth-adult partnerships are **not** ways to hide the fact that programs are
 - designed, developed, and run by adults.
- 3) Tokenism is not partnership. Examples of tokenism:
 - Having youth present but with no clear role
 - Assigning to youth tasks that adults do not want to do
 - Having youth make appearances without training



What is adult-youth partnership?



- While skills (especially, communication skills) are important in youth-adult partnerships, **attitude is even more important.**
- Common attitudes adults may have include:
 - **Youth as objects:** Adults believe they know what is best and attempt to control all situations in which youth are involved.
 - **Youth as recipients:** Adults allow young people to take part in decision-making because they think the experience will be 'good for' the young people.
 - **Youth as partners:** Adults respect young people as having something significant to offer and recognize the great impact youth bring to a project. Youth are encouraged to become involved.

Role Play



- **Playing the role listed on the card**, imagine that you have been assigned the task of **planning an event for the community around delayed first birth**.
- You will have 10 minutes to develop their plan while playing their roles, and everyone must agree on the plan.



Role Play Debrief



- Did your group ever reach a consensus? Why or why not?
- Who was the hardest person to work with?
- What did people do to reach out to this person?
- Did the adults or youth dominate?
- How did it feel to play your role?
- Some people had the same role. Did you find them acting differently if they were a youth or adult?
- What were the most effective strategies for working together towards the plan?

As mentors and adults, how can you work with peer leaders in true partnership? Give examples!

What is a mentor?



- As part of IMAGINE's youth-adult partnership model, you will become a **mentor** to peer leaders.
 - What does a "mentor" mean?
- Who has been a mentor to you?
- What characteristics does this person possess that makes him/her a good mentor?

Mini VCAT: Mentorship



Having someone lead an activity, even if it means making many mistakes, is the best way for her to learn.

It is more important for a mentor to help peer leaders develop skills (ex: communication, conflict resolution skills) than to help them master the content of a curriculum.

It is more important to point out constructive feedback on what the mentee did wrong than it is to recognize her for something she did correctly.

What makes a "good" mentor?



- Adapt your mentorship to your mentee
- Set expectations together and early
- Take a genuine interest in your mentee as a person and value their input
- Know when to wait when giving advice
- Become "emotionally intelligent"
- Celebrate achievements
- Look for opportunities to help your mentee build skills
- Lead by example, including admitting mistakes
- Provide ongoing and constructive feedback

What are key responsibilities of a mentor?



- Help mentees achieve goals
- Help mentees problem solve and make good decisions
- Provide mentees with important knowledge or skillsets
- Serves as a role model and a resource



Agenda



- Constructive Feedback
- Understanding the Peer Leader Curriculum
- Using the Mentorship Activity Packet
- Mentor-Mentee Agreements: Setting Rules and Expectations
- Next Steps

Peer Leader and Facilitator Training Timeline



Reminder: Shadowing / Mentorship Process



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August	Peer leader facilitation	Bi-weekly
September	Peer leader facilitation	Monthly
October	Peer leader facilitation	Monthly

Understanding the Peer Leader Curriculum (45 minutes)

Understanding the Curriculum



- The curriculum is a flip book. This means that the page you see as a facilitator is different than the page participants see.
- To use this, turn the manual so the page with the large image is facing the participants. You can then use the page with text to help you lead the session.



Understanding the Curriculum



- Sessions are different lengths, anywhere from 2 pages to several pages.
- At the top of each page, you can see the **session** and then the **topic covered** on a specific page. This can help you make sure to only cover information from one session at a time.

Correcting False Beliefs about Family Planning (the IUD)



Key Messages:

- Any woman, young or old, with or without children, can safely use an IUD.
- The IUD cannot fall out or travel to other organs in the body. The IUD is placed inside the uterus and stays there until a trained health worker removes it. When it does come out, it comes out of the vagina.
- One side effect of the IUD is spotting, heavy bleeding, or missed periods. This is healthy and normal, but some women may not like this.
- The IUD cannot be felt during sex.
- The IUD does not cause infertility.

Questions:

- **True or False:** The IUD should only be used by women who have already had babies (FALSE)
- **True or False:** The IUD might travel inside a young woman's body to her heart or her brain (FALSE)
- **True or False:** The IUD can prick the penis during sex (FALSE)
- **True or False:** The IUD can cause spotting, heavy bleeding, or missed periods. This is healthy and normal, but some women may not like this (TRUE)
- **True or False:** The IUD can fall out during physical activity/exercise (FALSE)
- **True or False:** The IUD does not cause infertility (TRUE)

Understanding the curriculum: Health Sessions



Key Messages

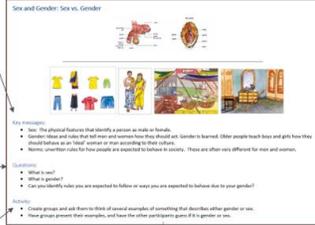
- This explains the most important information for each page. This is the information you should discuss with the group.

Questions

- These are optional questions to ask the group that relate to the key messages.

Activity

- This is a suggested activity to have groups practice the information presented. *Note that not every page has an activity.*



Understanding the Curriculum: Key Messages



- Questions and activity notes can help you deliver the key messages
- However, you may also wish to present the key messages in a different way.
- Facilitation ideas include:
 - Create a game: for example, ask questions about the key messages
 - Create a song, poem, or dance to help participants memorize this information
 - Create a skit explaining the information
 - Draw a poster or diagram or have participants do this) that further explains the information
 - Use examples to talk about the key messages, or have participants brainstorm examples and ideas
 - Divide into smaller groups and appoint someone in each group to lead a conversation
 - Tell a story
 - Use your creativity and imagination—how else can you present information?

Understanding the curriculum: Action planning



- In the action planning session, you will work as a group to decide how you will change your community to supported married girls' ability to wait until they are 18 and they and their husband are financially and emotionally ready to have a child.
- During this session, you will brainstorm ideas about what activities you might do as a group.
- While there are no other formal sessions, you should make time to talk about your action plan every few weeks to make sure your group is making progress.



Understanding the curriculum: Business Sessions



- Unlike health sessions, business sessions **build on one another**.
- Participants will create a **business plan** as part of the business sessions. This should be based on a business idea they have.
- The first pages of each session focus on a business concept. Then the "practice" page provides questions participants should answer about the business they want to have.
- Participants can write or draw this information, but they should be encouraged to **bring this document with them to all business sessions**.



Understanding the curriculum: Image Cards



- One session has image cards—Sex and Gender
- Peer leaders should bring cards to these sessions when they facilitate
- Directions for how to use the cards are provided in the curriculum



Prosperous Futures



- As part of the session "Early First Birth—Economic Perspective," peer leaders will play the game "Prosperous Futures"
- The rules of this game will work the same as the version in the regular facilitator manual
- As part of your mentorship activities, you should work with peer leaders to make sure girls understand how to facilitate and play the game
- Peer leaders will have one game set per girls' collective group.

Quick Reminder: Which curricula do I use?



- Between now and the end of December, *you should continue to use the regular facilitator manual to review key curriculum sessions.*
- Starting in January, you will begin co-facilitating with your peer leader. During this time, you will switch to using the peer leader flip book.
- **You will not receive your own copy of the peer leader flipbook but instead should share with peer leaders, who will have a copy.**

Providing Constructive Feedback

(45 minutes)

What is “constructive criticism”? How is it different from criticism?



Giving Constructive Criticism



1. Use a feedback sandwich

- Break feedback into 3 components: positive-improve-positive
 - Start by focusing on the strengths
 - Then, provide the areas of improvement.
 - Lastly, finish with (a) a reiteration of the positive comments you gave at the start and (b) the positive results that can be expected if the criticism is acted upon.



EXAMPLE: *I really appreciated how thoughtfully you managed the conversation around family planning. You did a great job listening to what participants were saying. One thing you might be able to improve during this activity is ask more questions to encourage different participants to speak. That way, more people could be involved in the conversation. Overall, I think you did a great job leading this activity, and if you work to ask even more questions, I know that you will end up with great participation next time.*

Giving Constructive Criticism



2. Focus on the situation, not the person

- **Detach the situation from the person.** Focus on the behavior / action / situation / issue
- **Comment on the issue, not the person.** For example, “The clothes are dirty” and not “You are dirty.” “The report is late” and not “You are late.” “The food is oily” and not “You are a bad cook.”
- **Don’t make personal attacks.** Comments like “I’m so sick and tired of...” or “You’re so stupid / negative / lazy / unorganized / ” come across as accusatory
- **Don’t use active voice; use passive voice.** Example of active voice vs. passive voice: “You gave a bad presentation.” vs. “The presentation you gave was bad.” Notice that the passive voice shifts the attention away from the person and brings it to the subject matter.
- **Share how it affects you.** Rather than go on and on about how bad the thing is, share how it affects you. This shifts the focus away from the person and onto yourself. (ex: “I felt like...”)

Giving Constructive Criticism



3. Give specific feedback that is actionable

- **Focus more on objective points than subjective opinions.** Just saying “I don’t like it” is not, but stating the specific things that can be improved is helpful.
- **Break your feedback down into key points.** Give your feedback point by point.
- **Give specific examples of each point.** What are the exact situations or examples where the person exhibits the behaviors? Point them out. There is no need to highlight every single example – just pointing out 1-2 key examples per point is enough.
- **Don’t critique things that can’t be changed!** For example, telling someone “You have too high of a voice” is not productive, since it is not something she can change.

Constructive Criticism or Destructive Criticism?



What happened when you were leading the “Vote with Your Feet Activity?” It started out ok, but then I feel like you got confused about the directions and so the activity went very badly. I know you can do better. Let’s talk about this more next session—I’m here to help.

Constructive Criticism or Destructive Criticism?



I really appreciated how hard you worked to prepare the “Contraceptive Game Show” activity. One thing that I noticed for next time is that some participants had difficulty understanding the explanations. One thing that could help resolve this next time is to speak slower and pause between questions. Overall, I think you did a good job managing a challenging activity, and I think by slowing down your speech and pausing more, you would encourage participants to speak more often.

Your Turn!



With a partner, work to provide constructive criticism for the following points:

- The peer leader is speaking too quietly, and people in the back of the room are having trouble hearing/understanding. However, the content of her discussion is good.
- The peer leader is asking only closed-ended questions during discussion, so people are not actively participating. However, she clearly worked hard to prepare for the session.
- The peer leader seems like she did not adequately prepare for her session, so directions seem unclear and confusion. However, she did a good job listening to people’s questions and providing responses.
- The peer leader is being dismissive of other people’s ideas. However, she did a good job asking questions.
- The peer leader is not giving participants the chance to ask questions. However, she did a good job explaining the directions to the activity.

Questions?



Using the Mentor-Peer Leader Activity Packet (1 hour)

Review: What is adult-youth partnership?



Overview of peer leader skill building manual



- Activity 3: Facilitation Support: Co-Facilitation
 - This provides a quiz and discussion questions to help peer leaders work through how to co-facilitate together.
- Activity 4: Communication skills
 - This contains an activity meant to prompt peer leaders to reflect on the role of communication to successful facilitation. It includes debrief questions.
- Activity 5: Facilitation Skills
 - This activity asks peer leaders to brainstorm creative ways to facilitate content. It also asks them to use the peer leader curriculum to apply ideas for creative activities to existing content.
- Activity 6: Conflict resolutions & problem solving
 - This provides case studies/scenarios for peer leaders to react to using steps to problem solving and conflict resolution skills. It also asks them to reflect on how they will handle common conflicts in their groups.
- Activity 7: Referral Mapping
 - This reviews the role of peer leaders in referrals—to connect people to services, only if needed and desired. For this activity, peer leaders should work to identify the closest facility where adolescents can access family planning and reproductive health services and fill this information into the booklet. This also contains information on resources for survivors of GBV that should be highlighted with peer leaders.

Remember!



- For activities with space for writing (such as the Mentor-Mentee Co-Facilitation Agreement), you can either solicit oral responses from peer leaders and write their responses in the book yourself OR if your participant(s) are literate, you can encourage them to write their responses directly in the book.
- Remember your role as a mentor is to guide peer facilitators and support them to be successful in their new role. Remember to keep feedback and suggestions constructive and to use the feedback sandwich when possible.
- Let peer leaders play a central role in their own learning—ask them what skills they would like to develop or build, and focus your work together accordingly.
- Activities in the manual can benefit girls beyond the peer leaders themselves. *You may wish to invite additional, interested girls to participate in relevant activities, such as conflict resolution or communication. Or encourage peer leaders to repeat these activities with their groups.*

Questions?



Peer Leader – Mentor Co-Facilitation Agreement

(45 minutes)

Peer Leader – Mentor Co-Facilitation Agreement



As we discussed, for adult-youth partnership to work, both youth AND adults have certain responsibilities towards one another. This is also true of the mentor-mentee relationship.

We are now going to think about what rules and expectations we would like to set for ourselves as mentors as well as for our peer leader colleagues.

Using the “*Mentor/Mentee Co-Facilitation Agreement*,” I would like you to fill out information for the **mentor section only (page 4)**.



Peer Leader – Mentor Co-Facilitation Agreement



Find a colleague. Together, go over your answers to the “*Mentor/Mentee Co-Facilitation Agreement*.”



Peer Leader – Mentor Co-Facilitation Agreement



Next steps:

- During their training, your peer leaders will fill out pages 2-3 with their responses.
- Prior to your next training, your homework is to sit down with your facilitator (both peer leaders should be present) and share your responses to the questions today. Peer leaders will also share their responses to the mentorship reflection activity.
- Then, together, you will fill out page 5 to create an agreement on how you would like to work together.
- Please complete this by the end of November, if possible.



Questions?



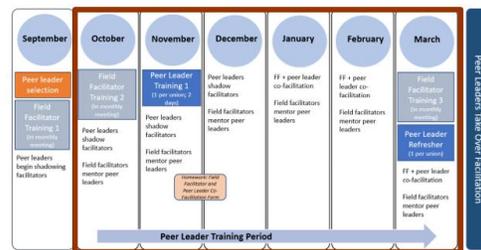
Next Steps

(5 minutes)

Next Steps



- Peer leaders will receive their first training in November. Once they have completed the training, you should fill out the *Peer Leader-Mentor Co-Facilitation Agreement* sheet.
- Conduct the activity sheet exercises with your peer leaders prior to co-facilitation in January.
- Work with your peer leaders to prepare for them to co-facilitate meetings with you, beginning in January.



Facilitator Training: IMAGINE Peer Leader Approach

Training 3

(2 hours, 50 minutes)

Training Overview



- Warm-Up (20 minutes)
- Mentorship Experience (30 minutes)
- Supportive Supervision + Monitoring (30 minutes)
- Supporting the transition to peer leaders (1 hour)
- Next Steps (30 minutes)

Warm Up: Adult-Youth Partnership



1. Affirm and validate young people's feelings and ideas.
2. Start by thinking "what can this young person and I do together" rather than, "how can I get this young person to do what I want?"
3. Curb inclinations to take over.
4. Respect the thinking of both young people and adults.
5. Believe my role is as a partner, not a parent or authority or expert.
6. Careful to not interrupt a young person.
7. Celebrate young people's successes.
8. Cultivate opportunities for young people to teach and to lead.
9. Willing to share power with youth.
10. Actively work to help youth develop their own autonomy.

Mentorship Reflection (30 minutes)

Mentorship Experience



- With a partner, discuss the following questions:
 - What did you learn about adult-youth partnership or your role as a mentor using the **Mentor-Mentee Co-Facilitation Agreement** with your peer leaders?
 - What is one step you have taken to make progress towards the goal(s) you set during the first training?
 - What is one mentorship strategy you have used to help build the capacity of peer leaders? Why has it been effective?
 - What is one issue you/your peer leaders are still struggling with? How are you addressing this issue?
 - What recommendations, if any, does your partner have for addressing this issue?

Reminder: Mentorship + Capacity Building



- Make sure you have completed the **Mentor-Mentee Co-Facilitation Agreement** sheets and all activities from the **Peer leader skill building sheets**
- Work with your peer leaders to ensure they do not have any questions about the content of the peer leader manual before they take over all facilitation of the groups
- Encourage peer leaders to increasingly take on more responsibility of their groups
- Help connect your peer leaders to key community stakeholders, such as health workers

Supportive Supervision + Monitoring Overview

(30 minutes)

Review: Constructive Criticism



What is "constructive criticism"? Why is it important to focus on constructive, not destructive, criticism for peer leaders?

Steps of constructive criticism:

1. Use a feedback sandwich
2. Focus on the situation, not the person
3. Give actionable feedback



Supportive Supervision Checklist



- Completed when peer leaders begin co-facilitating sessions
- Designed to assess facilitation skills and quality
- Primary objective is to encourage coaching and mentoring conversation between mentors and mentees
- Will be conducted regularly during the transition to peer leadership and progressively less frequently as peer leaders assume their new roles

Tip: the supportive supervision visit is not a test, it is a way to work collaboratively to ensure high quality programming and provide opportunities for coaching and growth. This can and should be a two-way conversation—feel free to use this opportunity to ask your peer leader what questions/support s/he may have, etc. Remember, the goal of this is to help peer leaders grow professionally!

Supportive Supervision Checklist



- Standard procedures questions

Evaluation Criteria (g-j) yb m-FK)	Completed (wVKj7e KzicQ8)	Partially completed (zgvUygvUH7e KzicQ8)	Not completed (Kzib wb)	Comments (gzvgZ)
1. Did the facilitator welcome the participants? (mavqk wK AskMOnYKvixi7e 7v3Z m04TY Rvwb7qQ7j7)				
2. Did the facilitator announce the subject for discussion? (mavqk wK Av7jvP w6q7jv mav7iK AwwZ KzicQ8)				
3. Did the facilitator encourage discussion amongst participants? (Av7jvPvq Ask w6Z mavqk wK AskMOnYKvixi7e Dm7wvZ KzicQ8)				
4. Did the facilitator provide opportunities for participants to ask questions and share comments? (AskMOnYKvixi7e c0m Kzic7e 7gzvgZ w7Z mavqk wK mav7iK w7z7vQ7j7)				
5. Did the facilitator adequately respond to questions raised by participants? (mavqk wK AskMOnYKvixi7e Dm7wvZ c0m7jv k7b7e w7z7vQ7j7)				
6. Did the facilitator check for participant comprehension? (AskMOnYKvixi7e Av7jvP w6q7jv w7z7vQ7j7 wK by mavqk wK z7v7vQ7j7 7z7vQ7j7)				
7. Did the facilitator demonstrate active listening during the session? (mavqk wK Aw7iK7e m7wv7e7e Av7iK7e w7z7vQ7j7 Kzic7e Q7j7)				
8. Did the facilitator share contact information? (mavqk wK m7vK Z7w7z7vQ7j7)				

Supportive Supervision Checklist



Problems

Please put tick (✓) mark to the relevant box against each consideration [c0wZwU w67eP w67iqi weic7z h_vh_ c7 wUK (y) wP7 w7b]

Considerations (w67eP w67iq)	Yes (g7v7a)	No (b7v)
1. Did the facilitator make any discriminatory remarks about certain individuals (based on age, marital status, caste, religion, economic class, education status, political belief, etc)? (eqm, 7ev7wAK Ae 7v, eY0, ag0, A 0%bwZK Ae 7v, wK6MZ 7h7vM Zv, ivR7w7wZK we7v7mi Dei w7v0E K7i 7Kv7 w7z7vQ7j7 c0wZ mavqk wK 7Kv7 ai7Y7 e7g7 g7K Av7Y7 K7ib7Q7j7)		
2. Did the facilitator pressure participants to adapt a specific FP method? (mavqk wK 7Kv7 AskMOnYKvixi7e 7Kv7 we7i ai7Y7 cwi7K7v c0wZ e7m7i P7v w7z7vQ7j7)		
3. Did the facilitator coerce participants to delay first birth? (mavqk wK 7Kv7 AskMOnYKvixi7e c0_g m7i7v Rb7v7b 7wi K7iZ ev7 K7i7Q7j7)		

- Any "yes" responses will trigger immediate discussion/action as they represent a lack of respect or violation of the rights of other group members

Supportive Supervision Checklist



Overall Comments (m7wv0K gzvgZ)	
Well done: (7ye7v7jv niq7iQ)	
Changes needed: (cw7Z7b 7Kv7)	

- Comments section helps structure the conversation between the observer and the facilitator
- Helps identify action steps/changes needed
- Useful for subsequent supportive supervision visits to evaluate progress
- Tip:** Focus on a few, key points to make changes as actionable as possible!

Supportive Supervision



- What happens with all this information?
 - You should keep copies of these forms to help inform future conversations with your peer leaders
 - You should keep paper files, but they are not entered into a database
 - This can help identify group trends/areas where further training may be needed on an individual and/or group level
 - This should be used to identify, correct, and follow-up on any important problems/issues



Routine Data Collection

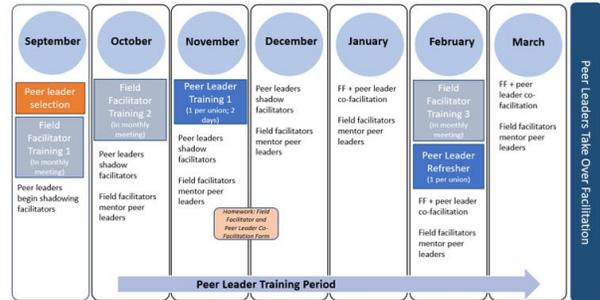


- You will continue to collect attendance and fill out group and aggregate data for the girls' collective groups that you support
- Data will still be collected during bi-weekly meetings
- Nothing should change about the reporting process.** Even when the role of the facilitator in groups decreases, you will still attend all sessions to at least collect data.

Supporting the Transition to Peer Leaders

(1 hour)

Transition timeline



Role of field facilitators in peer-led groups

Month	Who leads the session?	Session frequency	Field Facilitator Attendance Frequency	Facilitator role
January	FF + peer leader co-facilitation	Bi-weekly	All sessions	Co-facilitator
February	FF + peer leader co-facilitation	Bi-weekly	All sessions	Co-facilitator
March	FF + peer leader co-facilitation	Bi-weekly	All sessions	Co-facilitator
April	Peer leader facilitation	Bi-weekly	All sessions	Mentorship/supportive supervision
May	Peer leader facilitation	Bi-weekly	All sessions	Mentorship/supportive supervision
June	Peer leader facilitation	Bi-weekly	All sessions	Mentorship/supportive supervision
July	Peer leader facilitation	Bi-weekly	All sessions	Mentorship/supportive supervision OR Just attends first 10 minutes of meeting to collect data/answer questions
August	Peer leader facilitation	Bi-weekly	All sessions	Just attends first 10 minutes of meeting to collect data/answer questions
September	Peer leader facilitation	Bi-weekly	All sessions	Just attends first 10 minutes of meeting to collect data/answer questions

Respecting Group Autonomy

- Why am I playing less and less of a central role in girls' collective groups as time goes by?
 - The peer leader approach was designed to make sure girls had adequate time to train, build leadership and communication skills, and gain confidence in facilitation and group management. By progressively decreasing the role of field facilitators, it allows girls to gradually take on more responsibility.
 - This process allows girls to deepen their reliance on one another to solve problems, ensuring skill-building for sustainability.
 - Later months where the field facilitator is only collecting data and answering any questions/support peer leaders request is a way to allow girls to test leading fully autonomous groups. During these months, they can also reach out to facilitators for support before the end of the project.

Opportunities and Risks for peer-led groups

- What are the opportunities of transitioning towards a peer-led model?
- What are the risks of transitioning towards a peer-led model...

...and how can you help mitigate against these risks?

Respecting Group Autonomy: Q&A

What if a peer leader is providing incorrect information? Should I correct them?

- **Do NOT interrupt peer leaders while they are talking.** Once we transition to peer-led groups, you are a guest and coach, not a facilitator. **Your role is to support peer leaders, not to facilitate.** If the information is minor (ex: a peer leader misses a step in business planning), allow her to proceed and share the correct information with her one-on-one **after the session.** If the information is major (ex: a peer leader says that IUDs can cause infertility), wait until a break, then talk to the peer leader to share the correct information; **ensure she shares the correct information back with the group.** After the meeting is over, sit down together to see whether additional education may be necessary.

What if a peer leader is struggling with something minor, such as getting the attention of the group or agreeing on a meeting time? Should I step in to help?

- **Unless a peer leader specifically asks for your help or advice, do NOT step in to help.** Your role is as a guest or coach, not as a facilitator. Letting peer leaders grapple with minor issues (even if it's not the way you would approach things) is an important way to help them learn. Be available to provide advice/ideas, but respect their autonomy and decisions.

Respecting Group Autonomy: Q&A



- *What should I do if a peer leader is not respecting the rights of participants?*
- If, during the transition process, you find a peer leader is behaving in a way that undermines the rights of participants, **the first step is talking to the peer leader to explain the issue, its impact, and develop an action plan.** If the problems continue after several attempts to implement behavior improvement plans and share information, ask the peer leader to consider stepping down to allow the group to elect a different leader.
- *What should I do if peer leaders are not regularly scheduling girls' collective sessions?*
- First, talk to the peer leaders to understand the reason groups are not regularly meeting and work together to brainstorm solutions. Encourage girls to meet more frequently where possible. With the exception of extenuating circumstances (ex: both peer leaders move without electing new leaders, are seriously ill, etc.), do NOT convene the group. Instead, support peer leaders to call the group meeting.

Respecting Group Autonomy: Guiding Principals



- **Let peer leaders learn.** Once the project ends in October/November, peer-led groups will be completely autonomous. *You can help improve their chance of success by allowing peer leaders to make key decisions and grapple with key challenges.* Solving all challenges or conflict is counterproductive to learning; your role is to coach groups and help them think through key decisions; it is the peer leaders' job to implement.
- **Respect peer leaders' decisions.** You are a guest and coach; you are no longer "in charge" of the group. Allow peer leaders to take ownership of their group by making key decisions.
- **Coaching and mentorship is key.** Even though you are not facilitating, you play an important role in helping peer leaders improve their skills as leaders and facilitators. Providing them one-on-one suggestions, coaching, and resources is an important part of your job. Encouragement and recognition for good work is also key.
- **When in doubt, ask your peer leaders.** Not sure how to behave or what support to give? Ask your peer leaders what would be most helpful to them.
- **Help connect your peer leaders to other groups and stakeholders in the community.** This will help ensure a support system after the end of the project.

Next Steps/transition + support timeline

(30 minutes)

Making Commitments



Complete the three statements with at least one commitment you will make during the transition period:

- I will respect the autonomy of my peer leaders by...
- I will demonstrate strong mentorship by...
- I will celebrate my peer leaders' achievements and progress by...
- One thing I will change about my interaction with peer leaders/groups is...

Schedule Reminder



Month	Who leads the session?	Session frequency	Field Facilitator Attendance Frequency	Facilitator role
January	FF + peer leader co-facilitation	Bi-weekly	All sessions	Co-facilitator
February	FF + peer leader co-facilitation	Bi-weekly	All sessions	Co-facilitator
March	FF + peer leader co-facilitation	Bi-weekly	All sessions	Co-facilitator
April	Peer leader facilitation	Bi-weekly	All sessions	Mentorship/supportive supervision
May	Peer leader facilitation	Bi-weekly	All sessions	Mentorship/supportive supervision
June	Peer leader facilitation	Bi-weekly	All sessions	Mentorship/supportive supervision
July	Peer leader facilitation	Bi-weekly	All sessions	Mentorship/supportive supervision <i>OR</i> Just attends first 10 minutes of meeting to collect data/answer questions
August	Peer leader facilitation	Bi-weekly	All sessions	Just attends first 10 minutes of meeting to collect data/answer questions
September	Peer leader facilitation	Bi-weekly	All sessions	Just attends first 10 minutes of meeting to collect data/answer questions

What questions/concerns do you have?

What additional support, if any, do you need to help manage a successful transition towards peer-led groups.

Annex 7: Mentorship Activity Packet



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Mentor-Mentee Co-Facilitation Agreement

Directions

- 1) Each peer leader should fill out pages 2-3 (may be filled out verbally or in writing).
- 2) Each mentor should individually fill out page 4.
- 3) During a shadowing session or meeting, peer leaders should share with mentors their responses for pages 2-3. Mentors should share with peer leaders their responses from page 4. **Together**, peer leaders and mentors should **work collaboratively** to fill out pages 5-6.

TO BE FILLED OUT BY **PEER LEADERS**

My role:

1. As a peer leader, I feel most knowledgeable/confident about the following curriculum topics or skills

_____. I would like extra help with _____

2. One thing I hope to accomplish as a peer leader is _____

3. When receiving constructive feedback, I like it when _____

_____, but I do not like it when _____

4. My responsibilities as a peer leader are....

Co-Peer Leader

5. I expect that my fellow co-peer leader will...

6. When working with my co-peer leader, I will....

Mentorship

7. The skills that I would like my mentor to teach me are:

8. Qualities I admire in a mentor are:

9. If I experience conflict or challenges with either my mentor or peer co-leader, I will...

10. My mentor's responsibilities are....

TO BE FILLED OUT BY THE **MENTOR/FACILITATOR**

My Role

1. One thing I hope to accomplish as a mentor is _____

2. I will demonstrate my commitment to adult-youth partnership by _____

3. My responsibilities as a mentor are _____

Working with Peer Leaders

4. Qualities I admire in a peer leader are _____

5. I will build trust with peer leaders by _____

6. If I experience conflict or challenges with my mentees, I will _____

7. Peer leaders' responsibilities are _____

TO BE FILLED OUT **JOINTLY BY THE PEER LEADERS AND FACILITATOR**

Objectives

Together, we hope to achieve:

To accomplish this we will:

Responsibilities of the peer leaders are...

Responsibilities of the mentor are...

Frequency of Meetings

We will meet before each girls' collective meeting to discuss _____

And after each girls' collective meeting to discuss _____

In addition, we will attempt to meet at least _____ time(s) each month. If we cannot attend a scheduled meeting, we agree to notify one another in advance.

We agree that we will not be more than _____ minutes late. If I know I will arrive later than that, I will contact my teammates in advance.

Preparedness

Prior to co-facilitating a session, *peer facilitators* will come prepared by _____ and
_____ and
mentors will come prepared by _____

Prior to a shadowing session, *peer facilitators* will come prepared by _____
_____ and
mentors will _____

Confidentiality

We agree that any sensitive issues that we discuss, including information about specific participants, will be held in confidence.

Contacts

Name: _____ My contact information is: _____ and I can be reached on _____ (insert preferred days) between the hours of _____

Name: _____ My contact information is: _____ and I can be reached on _____ (insert preferred days) between the hours of _____

Name: _____ My contact information is: _____ and I can be reached on _____ (insert preferred days) between the hours of _____

Conduct

If we feel that either a peer leader, mentor, or both are not respecting this agreement, we will

We agree to the rules set forth above. We will revisit this agreement every _____ and make changes as necessary.

Signature: _____ Date: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Facilitation Support: Lesson Planning Guide

Instructions:

Together, go over the following steps. **You should complete this template verbally, along with peer leaders, every time you facilitate a session during the co-facilitation period.** Encourage peer leaders to follow this same process when groups transition to a full peer-led model.

- Step 0: Before meeting, each person should read through the session, marking any words or sentence that are confusing or unclear.
- Step 1: Discuss any words or concepts that are unclear together. Make sure each person understands the key messages, questions, and activities for each session.
- Step 2: Using the guidance below, assign a person to each page. This person will be responsible for facilitating this content.
- Step 3: Using the guidance below, each person should review the key messages/questions/activities they are responsible for. In case a page does not have an activity or an activity needs to be modified, they should also write or draw their plan for sharing this information.
- Step 4: Agree upon what materials or equipment, if any, is needed.

Lesson Planning Guide
<p>Session Name: _____</p> <p>Total page length: _____ pages</p> <p>Session Duration: _____ minutes</p>
<p>Each page contains key messages. Looking across <i>all key messages in the session</i>, how would you describe the main ideas you want someone participating in this session to learn?</p>
<p>Describe who will facilitate each page of the session.</p> <p>Page ____ :</p> <p>Page ____ :</p> <p>Page ____ :</p> <p>Page ____ :</p>

Page ____ :
Page ____ :
Page ____ :

What activity will each person use to share information on their page(s)? If there is an activity listed, how will you use or change this? If no activity is listed, how will you share the key messaging and questions?

Page ____ :

What materials are needed for this session?

What prep work, if any, needs to be completed before leading this session?

Facilitation Support: Co-Facilitation³³

Why co-facilitate? There are many benefits to co-facilitation. These include:

- It allows one person to present, while the other person supports her partner. Partners can divide the material to let them use their individual strengths and have their own moment in the spotlight.
- Co-facilitators provide diversity in voices, presentation styles, and energy levels.
- No one, no matter how well educated or skilled, has a talent for or knows about everything. Working as a team allows each person to contribute.
- Two facilitators can manage a group better than one. The second person can help notice whether people seem to understand the material. The co-facilitator can also help hand out materials and can assist in monitoring discussions when participants have been separated into small groups. Finally, a co-facilitator can also handle problems with the physical environment, latecomers, and phone calls.

Activity: Co-Facilitation Quiz

As a group, circle 'agree' or 'disagree' for each question. If you and your co-facilitators have different opinions, pause, discuss, and agree on a response together.

1. When I am talking, I do not mind if my co-facilitator interrupts me to make an important point: **Agree** or **Disagree?**
2. I find it distracting when a co-facilitator is doing activities while I facilitate, such as explaining what the group is doing to latecomers: **Agree** or **Disagree?**
3. When my co-facilitator makes a mistake while facilitating, it is okay for me to correct her in front of the group: **Agree** or **Disagree?**
4. The way to let your co-facilitator know that you have something to say is to raise your hand: **Agree** or **Disagree?**
5. I would feel more comfortable working together to co-facilitate a session, as opposed to taking turns facilitating the full session on our own with my co-facilitator: **Agree** or **Disagree?**

Co-Facilitation Quiz Debrief

After completing the quiz, discuss the following questions.

1. What did you find out about co-facilitating by doing this activity?
2. What could be challenging about co-facilitating with a partner?
3. How could you overcome these challenges?
4. What other “norms” or practices should we agree upon together before we co-facilitate?

Co-facilitation Tips:

- Do go over with your co-facilitator what you will each be covering before you start a session. Be clear who is doing what and in what time frame.
- Do be on time. Be early enough to decide how you and your partner want to arrange the room.
- Do be responsible for your own time. Don't ask your co-facilitator to watch the clock and signal to you when your time is up.
- Do start and end on time. If you run out of time and you haven't covered all that you were supposed to, stop where you are and do better next time.
- Do contribute to your partner's leadership. Don't interrupt or challenge. Wait to be invited to speak by your co-facilitator. You can talk to participants when it is your turn to present – to give correct information or add what you know about the subject.

³³ Adapted from “Youth Peer Education Toolkit,” YPEER and FHI360.

Communication Skills

Activity: Speakers and Listeners

Explain that you are going to do an activity that allows peer leaders to practice their communication skills. Before you begin, ask peer leaders to reflect upon what makes someone a good communicator. Afterwards, conduct the following activity.

1. Have peer leaders sit down back-to-back. Hand one peer leader a pen and piece of paper and ask her to close her eyes. Tell her she is not allowed to speak in this exercise, only to listen.
2. Give the peer leader whose eyes are open a small object (plant, coin, bar of soap, etc.). Explain that her task is to explain to her partner how to draw this exact object *without saying the name of the object* and *without looking at her partner's piece of paper*.
3. Give the peer leaders 5 minutes to complete this activity. Then allow the peer leader who is drawing to open her eyes and show her piece of paper to her partner.
4. Have peer leaders switch roles and repeat the activity.

Discussion Questions

1. What kinds of instructions were helpful when you had your eyes closed? What kinds of instructions were less helpful?
2. How did you feel when you were giving your partner instructions, but they were not able to talk to you?
3. How do you think your drawing might have been different if you had been allowed to talk to your partner?
4. Explain that this exercise can show that it can be easy to misunderstand or misinterpret things as a listener. What can the speaker do to make sure her communication is as clear and helpful as possible?
5. What did you learn about yourself as a leader? How does this activity relate to the roles of speakers and listeners in your girls' collective?

Facilitation Skills

Activity: Creative Facilitation

As a facilitator, you will need to think creatively about how you will communicate key messages and questions in an engaging way. Some pages in the curriculum come with ideas on activities you can do with your group; other pages only contain information on key messages and questions. That means it is up to you to decide how you want to share the key messages.

Start by asking peer leaders to brainstorm as many different activities as they can to teach a concept. Some ideas include:

- Organize a debate
- Quiz participants on the information
- Create a game
- Share a story/case study
- Have participants write or draw the information
- Share the information with participants, then task small groups with coming up with a creative way to teach the information to other people in their community
- Create a skit
- Use songs or dance

As you can see, there are many different ways to present information! I'm going to name a page from the curriculum. For each topic, tell me at least 2 different ways you could present the information:

- Page 18, Menstruation
- Page 36, Steps to using condoms
- Page 42, Effectiveness of contraception methods
- Page 44, Understanding Family Planning
- Page 95, Market Research
- Page 113, Promotion

Ask participants to choose one of their ideas from above. Give them 10 minutes to build out the activity they suggested, then have them lead the other co-peer leader and facilitator through the activity.

Discussion:

- How can planning how you will share information make you a better facilitator?
- How can finding new or creative ways to present information help to engage participants in our groups?
- What activities do people in your community especially like? Are there opportunities to use these activities when you lead sessions?
- How can you use what you learned today when completing your lesson planning?

Conflict Resolution & Problem Solving

Conflict is a natural part of relationships and, if handled correctly, can make our relationships or groups stronger. Understanding what to do when we experience a conflict can help us make good decisions. There are two ways to react to a conflict: **constructively**, which helps lead to problem solving, or **destructively**, which can lead to more conflict.

For example, let's pretend Hadja and Amina disagree over how to facilitate a session. Hadja wants to play a game, while Amina wants to hold a debate.

- A constructive response would be if Hadja decides to talk to Amina to understand why she wants to do a debate. Together, they decide they will do a debate for this session and a game next session.
- A destructive response would be if Hadja decides to yell at Amina, and when it is her turn to speak during the session, cuts her off and leads the group through a game.

Discussion Questions

1. How do you think Amina and Hadja feel if they use a constructive response?
2. How do you think Amina and Hadja feel if they use a destructive response?
3. Is it always easy to do come up with a constructive response when you are in a conflict with someone? Why or why not?

Activity

For each of the scenarios, name at least one constructive response and one destructive response.

- Mia, your co-facilitator, shows up unprepared to a session she is supposed to facilitate. Because she did not prepare, the session is awkward, difficult, and the participants do not seem to be having fun.
- One girl from your collective, Amanda, is always criticizing how you facilitate.
- A religious leader in your community becomes upset at you for teaching information on family planning to other girls.
- One girl from your collective, Armina, is always late for the session. When she shows up, she appears bored and uninterested.

Another important part of conflict resolution is problem-solving. There are four steps to solving a problem: explaining the problem, considering all options, choosing an option and explaining why, and implementing your solution. Following these steps can help us come up with good solutions.

- 1) **Explain the problem**
- 2) **Brainstorm as many solutions as possible. For each solution, think about its strengths and weaknesses. It may help to organize your thoughts in a table like this:**

<i>Solution</i>	<i>Strengths</i>	<i>Weaknesses</i>
1.		
2.		
3.		

- 3) **Choose an option and explain why**
- 4) **Explain how you will implement your solution**

Activity

Ask peer leaders to think about the following scenarios. They should complete the four steps of problem solving for each bullet.

- Some girls have stopped coming to your girls' collective sessions. When you ask them why, they explain, "We liked it better when we had a real facilitator instead."
- Your co-facilitator is supposed to facilitate the session on puberty. However, the morning before the meeting, she tells you she is sick and can't lead the session.
- A girl's mother-in-law approaches you. She explains she is angry that the group talks about delaying first birth and that she will no longer allow her daughter-in-law to attend.
- You are leading a session. One of the girls, who is sitting in the back, is talking very loudly to her friend about how bored she is.
- Your group cannot agree on a time to meet. Some girls want to meet in the afternoon, while others prefer the morning.

Discussion Questions:

1. What types of conflicts do you think may be most common in your girls' collectives?
2. For each conflict you mentioned, what are some solutions? (*Encourage girls to follow the steps to problem solving*)
3. Who can you ask for support, if needed?
4. How can you help prevent conflicts *before* they happen?

Referral Mapping

One important role of a peer leader is to provide referrals. Referral skills are the ability to judge whether a person needs more extensive help or services than you can provide and to get the necessary information about where and how to obtain these additional services. Most commonly, people need referrals for health, social, and legal services.

Your job is to know where people can go to get the services they need. **Remember, your job is to provide information and support. It is up to the individual person to decide whether or not to seek services. Never force or coerce someone to seek services.**

Work together with your mentor and members of your community to list information for the nearest health facility. If asked about services for reproductive health or gender-based violence, offer to provide participants with information from this packet.

Where is the closest facility where adolescents access family planning and other reproductive health services?			
<i>Type of Services</i>	<i>District</i>	<i>Upazilla</i>	<i>Belgachha or Punchgacci Unions</i>
	Facility: Services Offered: Location: Focal point and Contact number: Information (fees, hours, etc.):	Facility: Services Offered: Location: Focal point and Contact number: Information (fees, hours, etc.):	Facility: Services Offered: Location: Focal point and Contact number: Information (fees, hours, etc.):

<i>Where can adolescents experiencing gender-based violence get help?</i>			
<i>Type of Support</i>	<i>District</i>	<i>Upazilla</i>	<i>Belgachha or Punchgacci Unions</i>
Physical Health Supports			
Legal Aid			
Mental Health / Psychosocial Support			

Annex 8: Cross Learning Visit Agenda, Session Guide, and Additional Peer Leader Coaching

Each quiz competition event will bring together representatives from 2-3 girls' collective groups every 6 months. For cohesion, the two groups exchanging should consistently be paired together each cross-learning visit. The cross-learning visit should be facilitated by IMAGINE CADEL staff. Other stakeholders, such as government officials, may be invited.

Draft Agenda

Time	Activity
9:00-9:30	Welcome + Ice Breaker
9:30-10:30	Our Collectives
10:30-10:45	Tea and snacks
10:45-11:30	Quiz Competition
11:30-12:30	Learning from Each Other
12:30-13:20	Sharing our Action Planning Experiences
13:10-13:25	Closing

Welcome (30 minutes)

DO: Welcome the girls and stakeholders to the meeting. Briefly explain about the IMAGINE project if external stakeholders are present. Have a representative or representatives from the girls' collective hosting the meeting say a special welcome. Allow the visiting girls' collective members to speak as well.

DO: Explain that today, we are together to learn from one another. But before you begin to talk about what we will accomplish today, the group will do an icebreaker to get to know one another.

[Facilitator note: you may wish to choose one of the icebreakers below or another popular local icebreaker]

- Divide people into small groups of 3-4 people. Tell groups to ask questions to discover how many things they have in common. The group who discovers the most things in common wins. Afterwards, have each group share what they have in common with the rest of the group. When someone hears something they have in common with a group, they should raise their hand.
- Divide participants into two groups. Ask each group to line up according to the following characteristics. Whichever group lines up first wins a point.
 - Height, from smallest to tallest.
 - Shoe size, from smallest to largest.
 - Alphabetical first names (A-Z).
 - Shirt color, from light to dark.

Our Collectives (1 hour)

SAY: Today, we have an opportunity to come together to talk about our experiences participating in a girls' collective. While we're from two different groups, I hope you will realize that we have a lot in common and a lot to learn from one another! Even though we are separate groups, we are both working towards the same goal:

improving the health and happiness of girls in our community, including the ability of girls to wait until they are physically, financially, and emotionally ready to have children. We are going to start by talking about some of our impressions participating in a girls' collective.

Activity: Successes and Challenges (20 minutes)

DO: Have participants find a partner (ideally from a different girls' collective, if possible). Have them answer the following questions:

- What is one thing you like about participating in a girls' collective?
- What is one thing that is challenging about participating in a girls' collective? How can this become less of a challenge for you or your group?

Once people have finished the exercise with one partner, have them find a different partner and repeat the activity, sharing what they discussed with their first partner.

Activity: How are we similar? How are we different? (35 minutes)

DO: Explain to girls that they are going to play a game to determine how similar or different each *girls' collective* is. You will read out a series of statements. If girls think it is **true**, girls should run to the left. If it is **false**, girls should run to the right. After each question, ask one or two participants to share why they decided the statement was "true" or "false."

[Facilitator note—it is okay if girls are split for questions around perceptions. Acknowledge that a collective is made of many people, and it's okay for groups to have different opinions.]

- Our girls' collective has a cool name.
- Our girls' collective has more than 15 people in it.
- Our girls' collective meets in the morning.
- Our girls' collective is working on an action plan.
- Our girls' collective is respected in our community.
- Sometimes, we experience challenges or need advice in our girls' collective.
- Our girls' collective supports one another.

DO: Explain that you will repeat this same activity, but instead of answering the question about your group, *you will answer the question about yourself*. Remember, if a statement is **true**, you should run to the left. If it is **false**, you should run to the right. After each question, ask one or two participants to share why they decided the statement was "true" or "false."

(Facilitator note—encourage the girls to answer honestly and for them to listen to one another. Encourage girls to practice active listening).

- I prefer business sessions over health sessions.
- I have not learned anything new since participating in a girls' collective.
- Now that I am in a girls' collective, I feel more respected in my community.
- I would not recommend that other girls participate in a girls' collective like mine.
- I feel like I can talk more easily to my husband or family about my health.

- One day, I hope to have my own business, finish school, or go back to school.
- Now that I am in a girls' collective, I feel more confident.
- There are topics that I wish we talked about more in our girls' collective.

SAY: Was anyone surprised by how much you or your groups had in common? Why or why not? How can learning from one another help improve our groups?

Tea and snacks (15 minutes)

DO: Provide tea and snacks to participants. Allow them to socialize, stretch, and use the restroom before reconvening.

Quiz Competition (35 minutes)

Rules of the Competition (5 minutes)

- **DO:** Divide girls into two groups; they may wish to stay together as a collective or you may mix groups. Have each group nominate a spokesperson. Have each group share their team name.
- **SAY:** Explain that the quiz competition will test girls' knowledge of the things they learned participating in girls' collective sessions. Explain to the groups that you will ask each group a question (for a total of 50 questions: 25 for each group). They will receive one point per correct answer. Whichever group has the most points will win. Explain that the spokesperson will share the correct answer on behalf of the group; she should talk to everyone in the group before sharing a final answer.

Quiz Questions (30 minutes)

Alternate asking questions between each group. If the group does not guess the correct answer, explain the correct answer. See Annex 1 for a full list of questions.

Learning from Each Other (1 hour)

Activity: Q & A (30 minutes)

DO: Explain to girls that today is an opportunity to learn from one another. Divide participants into groups depending on the collective they are in. Explain to each group that you will give them 10 minutes to come up with questions to ask the other group. This could have to do with their rules, what their meetings are like, their favorite sessions or activities, how the community feels about the girls' group, or any advice you might like. Then, each group will have approximately 15 minutes to ask the other group questions. If girls run out of questions, ask each group the following:

- What is one thing you've changed in your girls' collective that has made it more successful? (*This could include rules, facilitation, meeting time and place, content, etc.*)
- What's one thing your group would like to do differently once you transition to peer leaders?
- Have they noticed changes in their community since girls' collective groups started?

Activity: Sharing Advice (30 minutes)

DO: Divide into new small groups or 4-5 people where all participants are from the same collective. Give small groups a sheet of paper and markers or a pen. Have them write or draw advice they would give to other girls' collectives. Have participants share their advice with the full group. Encourage girls' collectives to exchange sheets and share with the rest of their collective.

Sharing our Action Planning Experiences (40 minutes)

Activity: Overview of Group Action Plans (10 minutes)

DO: Have a representative or several representatives from each girls' collectives share information about her group's action plan. This should include:

- Activities (including what has already been done / still needs to be done)
- Implementors
- Timeline
- Resources

Activity: Moving our Action Plans Forward (30 minutes)

DO: Have participants divide into small groups of approximately 4-5 people. Assign each group a question:

- What challenges have you experienced in trying to implement your action plan? How have you addressed these challenges?
- What successes have you had in trying to implement your action plan? What made them successful?
- How are people in the community reacting to your action plan? How are you working with people in your community who support your action plan? How are you dealing with people who do not support your action plan?
- What advice would you like from other girls' collectives in creating and implementing action plans in your communities?
- What are ways you can work together across your girl groups/villages to achieve goals in your group's action plan?
- [If community/government leaders are in attendance] What would you ask of the community and government leaders who are here today? What would you like to see them do to support your girl group and girls in your community?

Give groups 5-10 minutes to brainstorm answers to their questions. Then, have each group share what they talked about with the larger group.

Closing (15 minutes)

Activity: Closing Reflections (10 minutes)

SAY: Today, we came together to learn more about each other's girls' collective. We will continue to see each other during future quiz competitions and continue learning exchanges between our groups. Even though we are separate groups, we are both working towards the same goal: improving the health and happiness of girls

in our community, including the ability of girls to wait until they are physically, financially, and emotionally ready to have children.

ASK: What is one thing you learned today? What is one thing that surprised you today? How will you use what you learned today in your girls' collective?

Activity: Closing Song (5 minutes)

DO: Thank participants for attending. Close with a familiar song or have groups perform a girls' collective song, if they have one.

Peer Leader Meeting Agenda and Curriculum

After the end of the regular cross-learning agenda, the four peer leaders should come together to complete the following activities:

Draft Agenda

<i>Time</i>	<i>Activity</i>
13:25-14:00	Lunch
14:00-14:30	Leadership obstacle course
14:30-15:30	Problem solving in our groups
15:30-16:00	Supporting each other

Obstacle Course Challenge (30 minutes)

DO: Prior to beginning the session, design an "obstacle course" by placing objects (large stones, books, chairs, etc.) between the peer leaders and a "finish line" a distance about 5-10 meters away.

DO: Welcome peer leaders to the peer leader cross-learning meeting. Thank them for participating. Make sure that each peer leader knows one another; conduct introductions if necessary.

SAY: We are now going to do an activity that allows you to practice your leadership skills.

ASK: What skills does a good leader have? Why is each of these skills important?

DO: Divide the peer leaders into two groups. Have one peer leader close her eyes while she spins in a circle until she is not aware which direction she is facing. Her eyes should stay shut the remainder of the game.

Explain that the goal is for the peer leader who does not have her eyes closed to help her partner reach the end of the obstacle course as quickly and safely as possible. Without touching the participant with her eyes closed, the other peer leader should think of a way to continuously guide her partner to the end of the obstacle course. The facilitator will time the peer leaders. Whoever helps their partner finish the race as quickly and safely as possible wins!

SAY: Great job everyone. Now we are going to reflect more about the activity.

- How did you feel when your eyes were closed and your partner was giving you directions? How might this relate to how participants in your girls' collective might feel?
- How did you feel when you were guiding your partner to the finish line? How does this relate to your role as a peer leader?

- What skills did you need to use to help guide your partner? How did you demonstrate these skills in the activity? *Ask peer leaders to brainstorm the skills they used. Make sure they also address the following:*
 - *How was planning important to the exercise?*
 - *How was building trust important to the exercise?*
 - *How was collaboration important to the exercise?*
 - *How were communication skills important to the exercise?*
- What did you learn about yourself as a leader? How can you use this learning during your peer leader responsibilities?

Problem Solving in Our Groups (1 hour)

DO: Divide participants in two groups. Explain to participants that they are going to play a game.

SAY: In the girls' collective curriculum, we learned about how important it was to consider all of our options to have a successful life and business. We can also use this strategy to fix challenges we may be having as a group or ways we can use our power as a group to solve challenges in our community. I am going to read a statement of a common challenge some girls' collectives may have. Your job is to come up with all possible solutions. Each team will take turns providing an answer—I will give each team no more than 30 seconds after I read a question to come up with an answer. We will keep doing this until a team can no longer come up with a new option. Then, the other team will then receive a point.

Note: make sure to rotate which group answers first for equality. After each question, ask, "Now that we have considered all our options, which option(s) seem best to resolve this challenge? Why?"

- People in the community are gossiping about girls in the collective, explaining that they find the groups to be too secretive.
- A girl in the collective wants to access family planning, but she does not have enough money for transportation to the health facility.
- Some husbands will not let their wives attend the girls' collective.
- In the girls' groups, some participants are unfriendly or unwelcoming to other participants.
- In recent months, attendance has decreased in a girls' collective.

SAY: Often, we have to follow a similar process as peer leaders to resolve problems in our groups. As we discussed during our peer leader training, an important step in problem-solving is brainstorming as many options as possible and thinking about the strengths and weaknesses of each approach.

ASK: Encourage the peer leaders to answer the following questions:

- Can anyone share some examples of problems you have experienced in your girls' collective groups?
- Can anyone share some examples of problems you have successfully resolved in your groups? How?
- Can you share some examples of problems you are still having in your group but have not yet resolved? Does anyone have advice on how you could fix this problem?
- Do our groups experience similar problems? How can supporting one another make both of our groups stronger?

Supporting Each Other (30 minutes)

DO: Ask for a volunteer to help you co-facilitate the session. With your volunteer, lead a conversation around how peer leaders will work together and support one another. Encourage peer leaders to answer the following questions and come up with my questions of their own:

- What questions or information do you still want to learn from one another?
- How could we benefit from supporting each other? (*Encourage girls to think about action planning, practicing curriculum sessions, solving challenges, and community engagement*)
- Are we communicating with each other regularly (either in-person or remotely)? If not, do we want to do so? How will we communicate, about what, and how often?

DO: Thank the peer leaders for attending the meeting. Ask if they have any final questions or reflections. Wrap-up the meeting, summarizing any agreed-upon next-steps.

Appendix : Quiz Competition Questions

1. **Question:** What are human rights?
Answer: Human rights represent a set of values that people from across the world have agreed are important for all humans to be able to live happy, healthy lives. Human rights give us some rules for how to behave towards ourselves, others and the environment so that we all have the chance to live to our best ability.
2. **Question:** True or false: asking “How much will this cost me?” “What are the potential benefits?” and “What are the potential risks?” is how we can add value.
Answer: FALSE. These questions help us take smart risks, not add value to a product.
3. **Question:** What is gender?
Answer: Gender is the widely shared ideas and rules that tell men and women how they should act.
4. **Question:** How can we show we are actively listening to someone?
Answer: We can use positive body language, such as:
 - Smiling
 - Presenting interested facial expressions
 - Relaxed posture
 - Maintaining eye contact
 - Making encouraging gestures such as nodding
 - Leaning in towards the speaker
5. **Question:** Is this sex or gender? Many women do not make decisions independently and freely, especially regarding sex and relationships
Answer: Gender, because people’s beliefs about what girls should or shouldn’t do is related to social norms, not sex.
6. **Question:** Name at least 2 physical changes that happen during puberty only to girls.
Answer: Breast development, menstrual bleeding, broadening of waists and hips.
7. **Question:** Name at least 2 physical changes that happen during puberty only to boys.
Answer: Penis and testicle development, voice deepens, facial and chest hair appears, wet dreams.

8. **Question:** True or False? A woman is dirty when she is menstruating
Answer: FALSE. Menstruation is the periodic shedding of the uterine lining that usually occurs once a month if an egg has not been fertilized after ovulation. A woman can begin menstruating during puberty and will continue until she is around 50 years old. There is nothing dirty about this process and women should not be ashamed of it.
9. **Question:** True or false? If a man ejaculates into a woman's vagina, she can become pregnant.
Answer: TRUE. When a man ejaculates, he is releasing semen, which contains sperm. If this semen enters her body through her vagina and a sperm encounters an egg, it is possible for her to become pregnant. We will learn more about this in our next class.
10. **Question:** Is this sex or gender? Women often do household tasks, like laundry and cooking.
Answer: Gender, because household tasks are socially conditioned and do not depend on a person's biology.
11. **Question:** True or false? Women ovulate and can become pregnant for their entire lives.
Answer: FALSE. Women only ovulate once a month from puberty until they hit menopause at around 50 years old. At this point, women stop ovulating and can no longer get pregnant.
12. **Question: True or false?** A business plan allows you to test whether your business idea is feasible and doable.
Answer: True. A business plan helps us test ideas and can help us determine whether our business will be successful.
13. **Question:** True or false? Puberty marks a time in a girl's life when she is physically able to have a child. However, she may not be emotionally or financially ready to have a child.
Answer: TRUE. While adolescent girls are physically able to have children, that does not mean that it is safe or healthy to have a child. It also does not mean that her and her husband are financially or emotionally ready to have a child.
14. **Question:** Where in the body does pregnancy begin?
Answer: The uterus. If an egg has been fertilized in the fallopian tubes, it will travel here, to the uterus. Once in the uterus, it will implant itself into the lining or wall of the uterus. This is when pregnancy begins. A fetus, what eventually becomes a baby, will develop in the uterus until birth.
15. **Question:** True or false? Everyone has the right to live a life free from violence and abuse.
Answer: TRUE. Each person has human rights, which include the right to live in safety.
16. **Question:** What does fertility mean?
Answer: In women, fertility is the ability to become pregnant and give birth. In men, fertility is the ability to produce sperm capable of starting a healthy pregnancy.
17. **Question:** When are men fertile?
Answer: Men are fertile from puberty onwards, no matter the day of the month.

18. **Question:** True or false? It is normal and healthy to complete all activities as normal, even when you are menstruating.
Answer: TRUE. Menstruation does not impact your ability to complete tasks, such as going to school. If you experience pain with menstruation that prevents you from completing certain activities, talk to your health provider.
19. **Question:** True or false? A woman can only get pregnant if she has sex often.
Answer: FALSE. It does not matter how often a woman has sex but when she has sex.
20. **Question:** When are women fertile?
Answer: Women are only fertile for a few days each month.
21. **Question:** What are the benefits to condom use? Name at least 2.
Answer:
- *A condom is the only way to protect against HIV and other STIs during sex. It can be used at the same time as other family planning methods, such as an implant or the pill.*
 - *Condoms can also prevent pregnancy when used correctly*
 - *They are easily available*
 - *They are inexpensive or even free*
 - *There are no hormonal side effects*
 - *They may prevent premature ejaculation in men*
22. **Question:** Can the pill prevent the spread of sexually transmitted infections?
Answer: NO. While the pill can prevent pregnancy, only condoms can prevent the spread of sexually transmitted infections. You can use both the pill and condoms at the same time to prevent pregnancy and reduce exposure to sexually transmitted infections.
23. **Question:** What are the three steps to goal setting?
Answer:
- 1) **WHAT** do you want? : Identify exactly what you want to achieve
 - 2) By **WHEN** do you want to have achieved it? : State the timeframe for achieving your goal
 - 3) **HOW** will you do it? : Identify how you will achieve your goal
24. **Question:** A woman can't get pregnant until she is married.
Answer: FALSE. A woman can get pregnant if she has reached puberty and has had sexual intercourse during a fertile period without using contraception.
25. **Question:** Name at least three physical changes that happen during puberty to both girls and boys.
Answer: Growth in body hair, increased perspiration, growth in height or weight, need for extra nutrition, changes to the skin, mood swings, increase in sexual feelings.
26. **Question:** What methods of contraception are safe for adolescents?
Answer: ALL methods of contraception are safe for adolescents with or without children to use.
27. **Question:** Which is more effective at preventing pregnancy: an implant or the pill?

Answer: An implant is more effective at preventing pregnancy.

28. **Question:** What are at least 2 advantages to using an implant?

Answer:

- Implants are a long acting method
- They do not disrupt sexual intercourse
- The woman does not have to remember to do something every day
- A woman can become pregnant immediately after the implant is removed

29. **Question:** What is income?

Answer: When you earn money or money is given to you, it is called income.

30. **Question:** True or false? A woman only needs to take the pill when she has sex.

Answer: FALSE. A woman must take the pill every day at the same time in order to prevent pregnancy.

31. **Question:** Is this sex or gender? During puberty, girls' breasts begin to grow, and boys' voices deepen.

Answer: Sex, because this refers to biological changes in puberty.

32. **Question:** True or false? When taking the birth control pill, changes to monthly bleeding are common.

Answer: TRUE. When you start on the pill, it is normal to have irregular bleeding for the first few months. Then you will start to have regular, lighter monthly bleeding.

33. **Question:** One communication technique is an "I" statement. Give an example of an "I" statement.

Answer: I feel ____, when you _____. What I would like instead is _____.

34. **Question:** True or false? The IUD should only be used by women who have already had babies.

Answer: FALSE. Any woman, young or old, with or without children, can safely use an IUD.

35. **Question:** True or false? Changing the label of your product so it looks brighter and more attractive is an example of adding value.

Answer: TRUE. This can make a customer willing to pay more for a product.

36. **Question:** True or false? Women that stop using implants can become pregnant right away.

Answer: TRUE. After the implant is removed, a woman can become pregnant right away.

37. **Question:** True or false? For injectable contraception to prevent pregnancy, a health worker gives it to a woman every 3 months.

Answer: TRUE. For the most common type of injectable, a woman must see a health worker for an injection every three months.

38. **Question:** Name at least 3 common problems a business can face.

Answer: Problems include theft, corruption, outside obligations, weather disruption, and external forces (such as less demand for a product).

39. **Question:** True or false? Injectable contraceptives might cause you to stop menstrual bleeding.

Answer: TRUE. Women using injectables do not release eggs and so they often stop monthly bleeding. This is not harmful to the woman's body or health.

40. **Question:** How can early pregnancy put the health of mothers at risk? (*Name at least 2 examples*)

Answer:

- When couples have a child before the wife is 18, there is a greater chance that her body is not physically mature, even if she is menstruating. Girls under 18 have a higher risk of high blood pressure, anemia (iron deficiency) and prolonged or complicated labor because their bodies are not yet fully grown.
- The small size and physical weakness of many young pregnant girls makes it extremely difficult for them to give birth to a child. Delivery can therefore be prolonged and lead to obstetric fistula, which is caused by several days of obstructed labor, without timely medical intervention or cesarean section.
- Adolescents age 15 through 19 are twice as likely to die during pregnancy or childbirth as those over age 20; girls under age 15 are five times more likely to die

41. **Question:** How can early pregnancy put the health of children at risk? (*Name at least 2 examples*)

Answer:

- Infants face health risks if their mother is not physically mature – which adolescent girls are not. Their bodies, especially their pelvises, are still growing and developing
- Newborns are at risk of being born too soon, too small or with a low birth weight
- The infants of adolescent mothers are more likely to die before their first birthday than are the infants of older mothers

42. **Question:** True or false? Only the man should decide when to use contraception and when to try to get pregnant.

Answer: FALSE. Both men and women play a role in starting a pregnancy and both will be affected by a decision to have and raise a child. Therefore, both men and women should play a role in preventing pregnancy.

43. **Question:** True or false? Beliefs and values do not influence when couples decide to have a baby.

Answer: FALSE. When we have children is affected by our beliefs and values as well as those of our families and communities.

44. **Question:** True or false? Having a baby raises our expenses.

Answer: TRUE. Having a baby leads us to purchase many things, from clothes and education for our baby to medical expenses to have a baby. This is why couples need to be financially ready before they have a child.

45. **Question:** Name at least 2 ways waiting until at least 18 years of age before having a child can save us money.

Answer:

- Reduces the likelihood that couples will have to pay expenses related to a medical emergency as a result of the complications from an early birth or giving birth to a small, sickly child
- More opportunities for women to continue education, learn skills and participate in income generating activities that will help the family earn more money
- Provides men and their partners with more time to become financially stable so that they can afford the expenses associated with taking good care of themselves and their children

46. **Question:** What are the three steps of business planning?
Answer: Look around at what other businesses are already offering. **Find out** what products people want to buy but are having a hard time finding. Finally, **ask questions** from suppliers about prices for the product(s) you might be thinking about selling
47. **Question:** True or false? LAM will only work to prevent pregnancy if the mother's monthly bleeding has not returned after giving birth.
Answer: TRUE. If a mother's monthly bleeding has returned, she must use another method to prevent pregnancy, like the implant, the injection, the pill or condoms.
48. **Question:** There are six market research questions. Name at least 3.
Answer:
- Who buys this product or service?
 - How often/when do people buy this product or service?
 - Where are the different locations they can buy it?
 - Why do people want to buy this product? What is the quality/price/special features that people like?
 - What other similar products or services do people buy?
 - How can we add value to our product?
49. **Question:** True or false: passive communication is the healthiest form of communication.
Answer: FALSE. Assertive communication-- telling someone exactly what you want in a way that does not seem rude or threatening to them—is the healthiest form of communication.
50. **Question:** True or false: social norms can affect when couples decide to have children.
Answer: TRUE. The beliefs of the people around us as well as our own beliefs are influenced by social norms. Social norms, including expectations about fertility and gender, can influence when couples decide to have children.

Annex 9: Supportive Supervision Checklist

SUPPORTIVE SUPERVISION CHECKLIST

Peer leader name _____ Girls' Collective ID _____
 Mentor name _____ Mentor ID _____
 Union name : _____ Village name _____
 Date: __ / __ / ____

Please check the relevant box associated with each evaluation criteria below.

Evaluation Criteria	Completed	Partially completed	Not completed	Comments
1. Did the facilitator welcome the participants?				
2. Did the facilitator announce the subject for discussion?				
3. Did the facilitator encourage discussion amongst participants?				
4. Did the facilitator provide opportunities for participants to ask questions and share comments?				
5. Did the facilitator adequately respond to questions raised by participants?				
6. Did the facilitator check for participant comprehension?				
7. Did the facilitator demonstrate active listening during the session?				
8. Did the facilitator share correct information?				

Please check the relevant box associated with each evaluation consideration below.

Considerations	Yes	No
1. Did the facilitator make any discriminatory remarks about certain individuals (based on age, marital status, caste, religion, economic class, education status, political belief, etc.)?		
2. Did the facilitator pressure participants to adopt a specific FP method?		
3. Did the facilitator coerce participants to delay first birth?		

Overall Comments	
Well done:	
Changes needed:	