Section 2

Program Structure

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Core elements of the Safe Spaces Model
"Creating the pot"

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How do you get the girls you want into your program

Chapter 5
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Chapter 6
Working with families and critical adults
Program Structure
Chapter 3

Core elements of the Safe Spaces Model—“Creating the pot”

Objective

This chapter introduces you to the three main components for the structure of a girls program. It also provides you information and tools needed to assess the different dimensions of safety in the girls’ lives and sample games to build trust among the girls in your program.
Safe place, friends and a mentor—the pot

Before you begin to think about the content of your program, or about the kinds of topics that you want to teach the girls and the kinds of activities that you are going to plan, you must first create the proper structure within which you will deliver the program.

Think of this structure as “the pot.” The ingredients in the stew are the topics and the activities. Unless you have the appropriate pot, it will be impossible to adequately serve the stew. So first you must create the proper pot that will hold your girls program.

The “Safe Spaces Model” is a term that can be used to describe the three core elements of the structure of an adolescent girls program: safe place, friends and a mentor. These three program components have been the backbone of strong and successful adolescent girls programs across the globe—urban and rural, Africa and Asia, religious and non-religious societies, covering health and economic empowerment.
Safe space. While it may seem obvious, you should identify a space where girls can meet regularly—that is, the same place each week, or each day, as often as your program meets. This should be a place that is considered safe and appropriate by the girls as well as their guardians. Use the Community Mapping tool in chapter 2 and the Safety Scan tools in this chapter to help.

These spaces exist in a variety of structures—including, but not limited to, schools, churches and mosques, community halls, hair salons and residence compounds. The space could be a general public space, in which case it would be important to get the community or structure owner to allow only girls to meet there on specific days. In some settings it may be necessary to rent the space for a fee from the owner. In other settings (especially in rural areas), the space can be a contribution from the community. When this is the case it is good to create a formal contract with the community to acknowledge the designation of the space as a girls-only space at the agreed upon times; in some cases you may be able to post that information publicly.

One thing to keep in mind is location of the space. While it might be safe inside, if girls have to pass through unsafe locations to get there, it is not necessarily appropriate.

CASE STUDY

A girls program in Kisumu, Kenya, established their meeting place inside a compound with several other businesses and organizations, including two bars and a body-building gym. As a result, they faced a significant challenge with participation rates and later had to change their location to better serve girls.

Population Council staff met with community leaders in Tema, Ghana, as part of the planning phase of a new girls program. The leaders suggested that the program be located in an open-air community meeting space. The leaders assured the program planners that they would designate the space as girls-only during the times when the groups met. The planners asked to visit the open-air community meeting place and found about a dozen young men in the space, drinking beer and playing card games. An additional dozen men were lingering about on the outside, just watching. Planners talked with the community leaders and suggested that the girls might not feel comfortable in a place where they were likely to be watched or heard by the community during their meetings. Leaders then suggested that the program use an empty classroom during non-school hours. The headmaster agreed and the program has met there ever since.
The African Medical and Research Foundation (AMREF) is implementing a four-year Nomadic Youth Reproductive Health Project whose goal is to improve the reproductive health and rights of the nomadic youth in Kenya, Tanzania, and Ethiopia. After two years of project implementation, AMREF realized that nomadic girls (aged 10-15 years) could not be adequately reached and supported through the conventional reproductive health programming since they are largely a ‘hidden’ population due to cultural institutions that place them beyond ready reach. AMREF adopted the Safe Space intervention model for mothers and girls because, while boys have the ‘moran’ peer institution and men who have the ‘age set’ and elder’s forums as cultural institutions that allow them to freely meet, socialize, and discuss boys’ and men issues, girls and women have no such institutions that allow them forums where they can meet in a gender segregated space and discuss girls’ and women issues.

With a safe spaces model that includes components of a safe place to meet, friends and a mentor, AMREF has created over 40 safe spaces or girls forums that meet every month at sessions led by older girls and women who have been trained on RH and Female Genital Cutting. The safe spaces have lead to transformational changes among participants, girls’ access to safe spaces in the community has increased, their sources of support grew, they have gained confidence and self esteem, and they have learned new skills. In addition, communities’ attitudes about girls’ involvement in public activities has become more positive and supportive and parent-teen communication has been observed to improve.

CASE STUDY

Young nomadic girls (10-15 years) with their mothers in one of the forums on RH
Generally, girls are socially isolated, even in the most dense urban slum settings. Once they near and enter puberty, their social world begins to contract and they are confined to the domestic setting more and more. There are few places that they are able to go, either because they are at risk of harassment or violence, including sexual violence, or it is socially unacceptable. The available places for youth are generally more appropriate for their male age mates. Therefore, a critical role that your program will play is to create space within a community that is considered safe and specific for girls to meet (see note on safety below).

**Friends** Due to girls’ social isolation, simply creating a space where a group of girls, around the same age and from the same community, can meet regularly, build relationships and begin to trust and share with each other, is a critical component of the program structure. Relatively easy to do, it just means that you create regular opportunities for girls to meet with the same girls. These social networks are critical, as girls with stronger social networks are less likely to be victims of sexual harassment and violence.

**Mentors** Girls need mentors—a young woman who is a little older so that girls can look up to her, but not so old that they can no longer identify with her (that is, females aged 18–35) from the same community as the girls. For instance, getting a young woman from the local university to come and volunteer and “mentor” girls once a month may not be a good idea because she will rarely be someone the younger girls can identify with. Chapter 5 will further explore how you develop young women within vulnerable communities to be mentors and leaders, but having someone older who can guide the girls in the program is important—someone who will be there in the community if the girl is having an emergency, someone she can go to for advice when she has a problem or to share her successes.

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A word about safety

Consider what “safety” means for adolescent girls. The term “safe spaces” is used quite frequently, but what qualifies and what does that mean for the girls who want access to those spaces?

As discussed above, a safe space is a safe physical place, in this case, a place where girls can regularly meet friends who are close in age, from the same community and have access to a mentor. But, within that safe place to meet it is also important to create safety in two ways:

- **Physical safety** The girls should be free from physical harm within the place they are meeting, and the space should be located in an area that is easy and safe for them to get to. If it is unavoidable that there will be relatively unsafe places for girls to pass through (for example, many urban slum areas have generally high levels of violence throughout), help the girls come up with a plan for how to get to the program site, for example, walking in pairs or making sure the program ends early enough so they can walk home before dark. Again, the Community Mapping exercise shared in chapter 2 can help you understand the general safety situation in the community where you are working.

- **Emotional or mental safety** Many girls are socially very isolated, and the group or program that they will participate in will be one of their only social networks. Creating a girls-only space, whether it be girls-only all the time or in certain elements of your program, is a critical first step in creating a “safe space” for girls. In addition, it is important to build good group dynamics and trust between members of the group so that all girls feel free to share their thoughts and ask any questions. One good way to start building good group dynamics is through setting ground rules at the very start. Allow girls to set their own ground rules for their group—that way they are making an agreement with each other on how to act instead of being told by an adult. There are also many examples of trust-building games that can be done during program activities to get girls working together, used to each other and beginning to trust one another. A series of trust-building games are explained in the Tools section of this chapter.
However, no matter how much the girls trust each other and how strong the group dynamics are, there will be conflicts and disagreements because of their young ages. Be prepared to mediate conflicts—ranging from personality clashes, girls gossiping about each other outside the program to family disputes, problems with boyfriends, and more. It is important to address these issues as they arise so that they do not become a barrier to implementing your program activities. Use your judgement on when conflicts need to be addressed on an individual level (between you and the girl), with all parties involved (you and all the girls in conflict with each other), or with you and the whole group of girls (perhaps because it has spread over into the group, already affecting group activities and dynamics).

One final strategy for creating safety is for the girls to feel ownership of the program. When girls have input into the content of the program, get to play a role in choosing the kind of activities they do, or are put into leadership positions or given responsibilities, it strengthens not only their personal development but also their overall sense of safety and belonging in the program.

**Do**

- Hold your program in a physical and emotional space safe for girls
- Hold girls meetings regularly at the same time and place each week
- Provide girls in your program with access to a mentor who is a young woman from the same or similar community

**Don’t**

- Put your program in a location that is unsafe for girls to access
Purpose
Following are a set of tools that you can use with the girls in your program. You don’t have to do all the activities; pick the ones that best suit your needs. They will help you better understand the times, conditions and situations in which the girls feel safe or unsafe.

Depending on your goal, these tools can be used in a more formal research style where staff or interviewers sit with a girl individually and ask her these questions, and then the information is compiled by the staff—that is, not in an interactive fashion. Alternatively, they can be used in a participatory fashion. You may take the charts from the tools below, rewrite them on flip chart paper and have girls work in small groups to fill them out. For the tools that ask girls to rank “never”, “sometimes”, or “always”, you can mark three corners in a room and have girls go stand in the appropriate corner when you call out the location/day/time/ season.

Overall, you can use these tools as discussion starters with girls, or to gain information about things your program might want to work on. For example, if your program discovers that a certain school is known for a lot of sexual abuse of girls, you may want to mobilize the community to raise the issue or to act on it.

Safety by time of day (pg 46) Allows girls to identify where they are throughout the day and in which of those places they face potentially unsafe situations.

Safety in different places in the community (pg 47) Allows girls to assess the safety of the different places in their community and their degree of safety.

Safety accessing services and opportunities (pg 47) Identifies common situations that girls find themselves in and allows them to identify which are unsafe. You could use this information to help girls develop safety strategies when engaging in the more unsafe situations (for example, waiting for a bus).

Safety nets (pg 48) Assesses the strength of girls’ social networks. It can help to identify gaps that you might want to fill through your program (such as no one to turn to when they have a health problem).

Safety by season (pg 48) Identifies particularly unsafe times for girls during the year. You might want to then adjust your programming to help protect girls during unsafe seasons. For example, if holidays are an unsafe time, be sure to plan activities during that period so that girls are not left alone and vulnerable.

Safety by situation (pg 49) Allows girls to identify certain situations (such as being stopped by a policeman) that makes them feel safe or unsafe. You can use the information to help girls develop safety plans for what to do in these situations, or how to avoid the situations altogether, although that is not always possible.

Safety by day (pg 49) Analyses girls’ feelings of safety over the different days of the week. This could also help you decide which days would be most strategic for holding your program activities.

Safety Scan tools have been developed by Judith Bruce
**Safety by time of day**

Fill out where you are during all 24 hours of the day. Then next to each time slot, check off one of the three columns.

<table>
<thead>
<tr>
<th>Hour</th>
<th>Place</th>
<th>I never feel safe there</th>
<th>I always feel safe there on my own</th>
<th>I feel safe there if ... (fill in the condition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 am</td>
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<td>5:00 am</td>
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</tbody>
</table>

**Total hours:** Total hours: Total hours:
## Safety in different places in the community

<table>
<thead>
<tr>
<th>Places</th>
<th>Never feel safe</th>
<th>Always feel safe</th>
<th>Sometimes feel safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Market</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police station</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Church, mosque</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus station</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friend’s home</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Safety accessing services and opportunities

For situations where you sometimes feel safe, indicate what would make you feel safer.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Always safe to use, access</th>
<th>Sometimes safe to use, access</th>
<th>Never safe to use/ access</th>
<th>What would make it safer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking public transportation</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Taking taxis</td>
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<td></td>
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<tr>
<td>Health service</td>
<td></td>
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</tr>
<tr>
<td>Going to school</td>
<td></td>
<td></td>
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<tr>
<td>Going to the bank</td>
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<tr>
<td>Going to the post office</td>
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<tr>
<td>On a football pitch</td>
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<tr>
<td>At the salon</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Church, mosque</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Safety nets

<table>
<thead>
<tr>
<th>In an emergency, do you have ...</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five non-family female friends?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A place to meet female friends at least once a week?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Someone to turn to if you have a sensitive personal problem—your own or someone else’s?</td>
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<tr>
<td>Someone from whom you can borrow money?</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A safe place to stay for the night?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Someone to turn to if you have a health problem?</td>
<td></td>
<td></td>
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<tr>
<td>Someone to turn to if you have an economic problem?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Safety by season

<table>
<thead>
<tr>
<th>Seasons that bring risk</th>
<th>Does the season bring risk? Why?</th>
<th>What can be done to reduce risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harvesting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rainy season</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migration for work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees are due</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holidays</td>
<td></td>
<td></td>
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<tr>
<td>School is in session</td>
<td></td>
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<tr>
<td>Other (describe)</td>
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<tr>
<td>Other (describe)</td>
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<tr>
<td>Other (describe)</td>
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</tbody>
</table>
### Safety by situation

<table>
<thead>
<tr>
<th>Situations that bring risk</th>
<th>Does the situation bring risk? Why?</th>
<th>What can be done to reduce risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting stopped by a policeman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a shop by myself</td>
<td></td>
<td></td>
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<tr>
<td>Asking for a grade</td>
<td></td>
<td></td>
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<tr>
<td>Being kept after school</td>
<td></td>
<td></td>
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<tr>
<td>Negotiating to sell something</td>
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<tr>
<td>Other (describe)</td>
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<td>Other (describe)</td>
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<tr>
<td>Other (describe)</td>
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</tr>
</tbody>
</table>

### Safety by day

<table>
<thead>
<tr>
<th>Days of the week</th>
<th>Times of the week I feel most safe and relaxed</th>
<th>Times of the week I feel least safe and relaxed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
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<tr>
<td>Tuesday</td>
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<tr>
<td>Wednesday</td>
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<td>Thursday</td>
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<td>Friday</td>
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<td>Saturday</td>
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<tr>
<td>Sunday</td>
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</tbody>
</table>
Trust-building games

These games can be played with the girls to help build trust and develop comfort and openness within the group. As discussed in the section above, creating emotional and mental safety among the girls is critical to their building social networks, developing friendships, learning how to trust, and then being able to open up, share and grow together. These games can be used as ice breakers or energizers to start or spice up a training session, or at the close of a group meeting to end on a positive, team-building note.

The Human Knot

Have all the girls stand in a circle. Tell them to put their right hand into the circle and grab the hand of someone else, but not the people standing right next to them. Then have them repeat with the left hand. Now, without letting go, they have to figure out how to unknot themselves.

Variation. Have the girls get into the knot but have one girl remain outside the circle and then try to unknot them herself. Give her about 3 minutes. Then give the group the same amount of time to unknot themselves without letting go. Most likely, the group will get further in the process than the girl on her own. The lesson learned? Groups working together, who are in the problem together, will do a better job of solving the problem than a lone individual from the outside.

Concentration

Start a clapping beat of two claps and two snaps. Following the beat, say, “Concentration. Is the name. Of this game. Starting with. ________.” Choose a category that they will have to list things in, such as girls’ names, boys’ names, musicians, cities, countries. Go around the circle and on the claps, each girl has to list something in the chosen category. If she doesn’t respond on her turn, she is out.

Sevens

Everyone stands in a circle. Girls count off in order. Any number that is a multiple of 7 or has a 7 in it (that is, 14, 17, 21) the girl should clap instead of saying the number out loud. If she does something incorrect she is out and sits down.
Additional resources for trust-building games:


**Trust Fall**

Have girls pair up (try to have them be similarly sized). One girl in the pair stands with her feet firmly planted and her arms in an “X” across her chest. Her partner stands very close behind her with her hands up at shoulder level. They exchange the following words:

- Girl in front: “Ready to fall”
- Girl in back: “Ready to catch”
- Girl in front: “Falling”
- Girl in back: “Fall away”

The girl in front falls back slowly, with her feet still firmly on the ground, and her partner catches her. Each time the “catcher” takes one small step back so the falling girl falls a little bit more each time, building trust with each step.

**Group Sit**

Have all the girls stand in a circle. Have them get as close to each other as possible so they are standing shoulder to shoulder. Then have everyone turn to the right. Again, have them move in so they are as close and tight as possible. Tell the group that on the count of 3 they all should sit down slowly at the same time. They will sit down onto the lap of the person behind them. If they do it all at the same time and speed, no one will fall. Once they succeed, tell them to stand on the count of 3. When they get really good at this, once they are in the sitting position they can try to walk around the circle a few steps.

**Trust Walk**

For this game, you will need space to walk around, with a small amount of obstacles in the way. If you can go outside, great. If not, you can set up an indoor area. Put girls in pairs, give each pair a cloth for a blindfold and have one girl in each pair tie it over her partner’s eyes. Then lead the pairs on a walk. The “seeing” girl will be the guide of the “blind” girl—needing to tell her where to turn, when to step over something, go around something. Afterwards, ask the girls, “How did it feel to have to trust someone else to lead you around?” “How did it feel to be responsible for someone else?”
Chapter 4

Recruitment—How do you get the girls you want into your program

Objective

This chapter introduces you to several different recruitment strategies. It helps you to understand the advantages and disadvantages of each method, as well as who the strategies are and are NOT likely to reach.
Once you clarify which girls you would like in your program (see Chapter 1), you will have to develop your recruitment strategy to ensure those specific girls are reached. The challenge usually lies in finding the girls you want—not getting them to join.

The key point to remember about recruitment, and thinking about different recruitment methods, is that each method will attract a slightly different kind of girl. Equally important, each method will likely NOT reach some kinds of girls.

To be sure you reach the girls you want, you most likely will have to use a combination of recruitment methods.

Each method will attract a slightly different kind of girl. Equally important, each method will likely NOT reach some kinds of girls.
Let's explore a few main recruitment methods and look at their pros and cons, as well as which girls they reach—and which they do NOT reach.

## Word of mouth

**How do we do it?**
The “word of mouth” strategy relies on girls that are already in your program bringing in additional girls that they know, are friends with, are neighbors or relatives of, etc. Current members, or staff, tell the people who they know, who tell the people that they know, and so on, that the program is recruiting new members and those who are interested should show up.

<table>
<thead>
<tr>
<th>PROs</th>
<th>CONs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• get a linked group of girls</td>
<td>• hard to expand membership beyond existing network</td>
</tr>
<tr>
<td>• does not cost money</td>
<td>• relies on others to do the recruitment</td>
</tr>
<tr>
<td>• does not take a lot of time</td>
<td></td>
</tr>
<tr>
<td>• use of local resources and connections</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who is reached</th>
<th>Who is NOT reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>• girls who are already connected to program members or staff</td>
<td>• girls who do NOT have a friend or relative in the program</td>
</tr>
<tr>
<td></td>
<td>• girls who are more socially isolated</td>
</tr>
</tbody>
</table>
## Through parents

### How do we do it?

The core element of this strategy is to go through parents. Calling a meeting in the community of parents of adolescent girls in the age range you are targeting is one way to do this. At the meeting, you can explain the program and encourage them to enroll their daughters. Another way is to use the other methods listed (fliers, door-to-door) but targeted at parents.

<table>
<thead>
<tr>
<th>PROs</th>
<th>CONs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• parental buy-in from the start of the program</td>
<td>• only get girls whose parents approve from the start</td>
</tr>
<tr>
<td>• a way to get parents' input at the very start</td>
<td></td>
</tr>
<tr>
<td>• high support and ownership of program by parents</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Who is reached</strong></th>
<th><strong>Who is NOT reached</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• girls whose parents approve of the program</td>
<td>• girls whose parents do not want her to participate in the program</td>
</tr>
<tr>
<td>• girls whose parents are networked enough in the community to be made aware of the recruitment</td>
<td>• girls whose parents are not linked to recruitment efforts</td>
</tr>
</tbody>
</table>
Through community leaders

How do we do it?

Recruiting through Community Leaders involves approaching the recognized leaders in the community—whether they be the chiefs or elders, local level government administrators, religious leaders, head masters of schools, directors of community organizations, etc.—and either meeting with them one-on-one or calling a meeting. Sometimes you will need to do both; sometimes the leaders will request an invitation or information in writing. You will need to explain the program to the community leaders, describe the kinds of girls that you would like in the program, and ask them to identify appropriate girls in the community.

<table>
<thead>
<tr>
<th>PROs</th>
<th>CONs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• gain buy-in and support from community leaders at the very start of the program</td>
<td>• community leaders might not agree with you on who the “right” girl for the program is</td>
</tr>
<tr>
<td>• can be cost effective</td>
<td>• sometimes community leaders have their own interest in supporting a program and will ask for something in exchange for allowing the program to run</td>
</tr>
</tbody>
</table>

Who is reached

- girls seen as appropriate in the community
- girls chosen are typically the “shining stars” – i.e. those already succeeding and seen as ‘worthy’ of participating in a special program

Who is NOT reached

- girls who are not known by community leaders
- girls that community leaders dismiss as “unfit” for the program (even if you are specific about the profile of girl you want)
**Through schools**

**How do we do it?**

Recruiting through schools involves contacting the schools in the community, often starting with a meeting with the head teacher (sometimes after sending a formal letter of introduction). You might want to ask the teachers to announce the new program in their classroom and inform interested girls of how to join the program. You can ask permission to go and speak in the classrooms yourself. You can distribute flyers in schools.

<table>
<thead>
<tr>
<th><strong>PROs</strong></th>
<th><strong>CONs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>cost effective</td>
<td>depends on permission of head master/teachers</td>
</tr>
<tr>
<td>reach large numbers of girls concentrated in one area</td>
<td>only get girls in school</td>
</tr>
<tr>
<td>easy target as girls are already organized and easily available</td>
<td>schools often tend to be a very formal environment</td>
</tr>
<tr>
<td></td>
<td>competing interests at schools - many clubs existing, exams</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Who is reached</strong></th>
<th><strong>Who is NOT reached</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>girls in school</td>
<td>out of school girls</td>
</tr>
<tr>
<td></td>
<td>girls in school who don’t think the program is for them</td>
</tr>
<tr>
<td></td>
<td>girls in school who the school leadership does not think are fit to participate</td>
</tr>
</tbody>
</table>
# Fliers

## How do we do it?

Recruitment by using fliers involves developing a one page or half page flier with basic information about your program, the characteristics of the girls you are trying to recruit, and what girls who are interested should do (i.e. should they come to your office? On a certain day?). You can paste fliers throughout the community, and also in strategic places where you might find girls - schools, markets, churches/mosques, etc. You can also distribute the fliers to people who you would like to spread the word for you.

## PROs

- low cost to make copies of flier
- not that time consuming

## CONs

- fliers get torn down
- you do not have a lot of control over what happens to the fliers and who reads them once they are distributed

## Who is reached

- girls who can read
- girls with an existing desire to join a program

## Who is NOT reached

- girls who do not know how to read
- girls who do not have the self-esteem to see the flier and feel that they are good enough to be a part of the program
Radio

**How do we do it?**

Recruitment through the radio involves approaching the local community radio station and requesting them to air an advertisement or announce your recruitment. You would have to work with them to make sure the information and tone are correct. Perhaps you could even be interviewed on the radio, describing the program and announcing that you are recruiting more girls.

<table>
<thead>
<tr>
<th>PROs</th>
<th>CONs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• radio can reach a large number of people</td>
<td>• not very targeted</td>
</tr>
<tr>
<td></td>
<td>• dependent on people listening at the right time</td>
</tr>
<tr>
<td></td>
<td>• can be costly to produce and air the announcements</td>
</tr>
<tr>
<td></td>
<td>• dependent on a radio station with a targeted audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who is reached</th>
<th>Who is NOT reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>• girls with access to a radio</td>
<td>• girls without access to the radio</td>
</tr>
<tr>
<td></td>
<td>• girls that don’t hear the announcement</td>
</tr>
<tr>
<td></td>
<td>• girls without the self-esteem (or that have other obstacles) to hear the announcement and then take the necessary steps to join the program</td>
</tr>
</tbody>
</table>
## Door-to-door

### How do we do it?

Door-to-Door recruitment involves program staff and/or volunteers going to every house in the target area of your program and asking if there are adolescent girls eligible for the program in that household. If there are, it will be important to talk to the adults in the house, as well as the girl, to explain the program, its benefits, and why the girl should attend. Then you can leave information for when and where the girls should come if they want to join.

### PROs
- reach vulnerable, isolated girls who would not automatically think a program is for them, or be reached by the other recruitment strategies
- have a chance to talk to adults in the household

### CONs
- time consuming

### Who is reached
- very vulnerable girls
- very isolated girls
- girls in the catchment area you are targeting
- girls with the characteristics you are looking for

### Who is NOT reached
- girls who aren’t home
- girls in very hard to reach areas where recruiters won’t go
In reality, you will likely use a combination of recruitment methods. For example, you might put up fliers advertising an introductory meeting for the program that interested girls should come to, as well as go around door-to-door in certain areas to invite girls to that same meeting. As stated earlier, the most important thing to consider is what kind of girls you are trying to reach, and then identify an appropriate recruitment strategy to reach them.

Remember, some of the most vulnerable girls will be very hard to reach. You will need to convince their guardians, employers, mothers-in-law or husbands. You will also have to convince the girl herself that she is worthy of and welcome to participate in your program. This will take time and planning and is a critical step in the development of your program.

A note about attendance

Sometimes, while programs are successful in their recruitment efforts, they can later struggle with attendance and retention. Drop out can be high or attendance irregular. Some common reasons leading to attendance problems are:

- problem with the day/time in which meetings are held (clash with school or other responsibilities)
- group meetings or program duration are too long or they occur too frequently (or not often enough)
- parents or other critical adults are not supportive of the program (see Chapter 6)
- girls need child care for their babies or younger siblings that they have to take care of
- the program is not meeting the needs of the girls/the girls are bored

When programs are designed with girls needs in mind (Chapter 2), these problems tend to be minimized. However, if you are experiencing a drop in attendance, that is a sign that it is time for a needs assessment. Organize some sessions with the girls, use the interactive tools provided in Chapter 2, and find out what are the barriers to attendance.
**CASE STUDY**

**Fortress of Hope Africa (FOHA)** is a program for adolescent girls in the Dandora neighborhood of Nairobi. Dandora is divided into four phases and FOHA has an office located in Dandora Phase 4. As FOHA was planning to implement a new program component, they looked at the current girls that they were reaching and realized that they were not reaching girls from Dandora Phase 2, or any girls in the area that had disabilities. Therefore, as they were recruiting, they went door-to-door in Phase 2, looking for girls with disabilities, as well as talking to girls in general, reaching out to other CBOs in that area, in order to find the girls that met the criteria they were looking for.

**Population Council**, in partnership with MicroSave Consulting Ltd., manages a program that is developing and rolling out savings accounts for girls. Faulu-Kenya, a partner microfinance institution who offers the Princess Account for girls aged 10-19 years aimed to mobilize 500 girls to open accounts and join savings groups during the pilot period. Faulu used a mix of recruitment strategies - holding meetings with community leaders to announce the product and asking them to send girls who were interested, gaining approval of religious leaders and then advertising the program after the religious service, meetings with current clients who were parents of adolescent girls, going to other youth serving organizations, churches/mosques, and schools in the area, and finally, going door-to-door to talk with girls and their guardians about joining savings groups. Even when the formal recruitment stopped, through word-of-mouth, existing Princess Account holders would bring their friends to the group meetings to open accounts themselves.

**The Sisterhood for Change Program (SFC)**, a girls program within a larger organization called **Kisumu Medical and Education Trust**, is a vocational training and empowerment program for vulnerable adolescent girls. In order to ensure that they took the most vulnerable girls into their program, program staff screened interested girls at intake to see if they were out-of-school, teenage mothers, orphans, or HIV-positive and if they resided in the urban slums. They publicized the program in the community through sensitization forums on the magnitude of the problem and challenges faced by these disadvantaged girls, and the objectives of SFC. This was done in different forums e.g. the churches, Chief's baraza, schools, etc.
Do

- Match your recruitment method to the kind of girls you are trying to reach
- Use a combination of recruitment methods
- Conduct a needs assessment if you are experiencing challenges with attendance or retention

Don’t

- Assume that recruitment will be quick and easy
- Assume that all girls will think that they are worthy of participating in a program
Chapter 5

Leadership development and mentoring

**Objective**

This chapter helps you understand the importance of creating access to leaders/mentors as well as creating leadership opportunities. It will provide you with examples for how that can be done and tools that will assist you in that process.
As you develop your program, it is important to think about developing leadership in three specific ways:

- providing girls with access to female leaders and mentors
- helping the girls in your program to develop leadership skills
- creating leadership opportunities for girls as they grow up through your program

These three elements can be linked through program design by including different levels of leadership opportunities within your program. Creating these leadership opportunities is critical for girls to practice the skills they have been developing and learning how to apply what they have been learning in the context of a safe space with other girls.
In Chapter 3 we discussed the three core elements of developing a girls program, with the third being a mentor. Often people think of a mentor as a role model—someone much older who a girl takes as an example for “what she wants to be when she grows up” or a hero in her life like Mother Teresa, the first lady, or a local female musician. However, our definition of a mentor in our programs is a bit broader, a bit closer to the girls themselves and the community/reality that they live in. A mentor can be an older adolescent girl, even someone who graduated from the program a few years before, who can assist in facilitating group meetings, planning activities, and simply developing a regular relationship of trust and support with the girls.

Developing young, female leaders within the community that you are working is important. Often, when programs want to provide mentors, leaders or role models they make the mistake of thinking that that talent must be imported. Often they ask university students or young women professionals to volunteer. However, creating a leadership development model that builds girls from vulnerable communities into leaders is both good for the girl herself, the community, and the younger girls in the program, who will have mentors and strong young women living right there in their own communities, girls with similar background.
Cascading Leadership

One model of leadership development that we have seen work in many settings throughout the world is where older adolescent girls from the community you are working in are trained to mentor the younger girls in those communities. Sometimes this can happen over a longer time period where girls go through the program course, graduate, and are trained to take on increasingly higher leadership positions, running groups for the new girls coming into the program. In most cases, there may not be enough time at the beginning of the program to allow the girls to go through the leadership development program, and it will be necessary to train a group of older adolescent girls to serve as your initial mentors.

So what is the major premise of Cascading Leadership? It is working with older adolescent girls or young women to be leaders and run programs for younger adolescent girls.

- one way is to take a group of promising, older girls, but from the same disadvantaged community and put them through an intense training to prepare them to be mentors.
- another way is building girls up through programs to take on leadership responsibilities - but that also takes time.

One critical thing to note is that these mentors and group leaders should be compensated for their time and treated as if they are doing a job (which they are!). Ideally they should be paid a small stipend that is appropriate for the number of hours they are involved, and the amount can be linked to similar compensation for other jobs in the community - i.e. a day care worker, a primary school teacher, a health outreach worker, etc. If that is not possible, they should be compensated with training, opportunities, or other incentives that you have agreed upon with them. However, in our experience, a monetary stipend is the best way to ensure quality work, commitment and sustainability.

Another critical component of the model is that the mentors will also need ongoing supervision and support. This can take the form of monthly mentors meetings, one-on-one meetings, or site visits, depending on the geographic spread of your program. However, regardless, we recommend some form of gathering that allows the mentors to interact, share successes and challenges, exchange ideas and learning, and build their own social networks.
Here are two examples of the Cascading Leadership Model - one that happened organically through program growth and another that was built into the structure of the program from the start.

The Binti Pamoja Centre - Binti Pamoja is a program for adolescent girls ages 10-19 years in the Kibera slum of Nairobi, Kenya. The program started with a core group of 15 girls that then grew to two groups of girls. As these girls grew together with the program, it became clear after a couple of years that they were ready to “graduate” and take on leadership roles, and the program was ready to expand into the community. In 2006, the initial group of graduates went through a training of trainers program that strengthened their skills on facilitation, group development, communication, and conflict resolution. Then the groups worked in pairs to form their own girls groups that met in the community. The responsibility of the mentor/alumni was to recruit girls into the group, locate a place in the community to meet, plan and facilitate the weekly meetings, provide support and guidance to the girls in their group, and spend the monthly group budget appropriately. Alumni are provided with a small stipend, and meet all together monthly for supervision meetings with the Binti Pamoja staff.

Within a year the “Safe Spaces Program” at Binti Pamoja had grown to 20 alumni and 10 groups. As this became too large for the two program staff to handle, two alumni were hired as part-time field officers to monitor and support the alumni and safe spaces groups. With each year, the Safe Spaces Program continued to grow as more girls finished Binti’s core program, became alumni and started their own girls groups in the community. By 2009 the program had grown to include over 50 alumni and 25 groups—too much for two field officers to supervise. Therefore, another leadership level was implemented between the alumni/group leaders and the field officers—the Village Coordinators. The five village coordinators are each responsible for a specific geographical area in Kibera and monitor 4-6 groups each. They help the alumni in their area with recruitment, identifying spaces to meet, monitoring group content, and planning events and trainings.

Therefore, through a cascading leadership model, Binti Pamoja has been able to grow from a program of 40 girls meeting in one location in Kibera to a program of over 1,000 girls, 30 groups (15-25 girls per group), 75 alumni in some leadership capacity, and a reach into every village within Kibera.
As of July 2010
**CASE STUDY**

**Safe and Smart Savings for Vulnerable Adolescent Girls** This project—managed in partnership by Population Council and MicroSave Consulting, Ltd., together with financial institution partners Faulu-Kenya and K-Rep Bank in Kenya plus Finance Trust and FINCA-Uganda in Uganda—aims to provide adolescent girls with formal savings accounts. The accounts are delivered using the “Safe Spaces Model” as the girls are organized into groups that meet each week in a place provided by the financial institution. Each group has a mentor who is a young woman from the community, chosen by the girls, who helps with running group meetings and facilitating financial transactions.

This is an example of cascading leadership that did not grow organically because there was no time to wait for the girls in the savings groups to grow and then become mentors. However, now that the program has been running for over a year, older girls who turn 18 or 19 and are eligible for adult savings accounts are encouraged to take on the mentor role in new savings groups that are forming.
A word about mentoring vs. peer education

The words ‘mentor’ and ‘peer educator’ are commonly used interchangeably. However, they are actually two different models that serve different purposes. Mentors/Cascading Leadership involves older girls mentoring younger girls, so that even though all of them might be adolescent girls, there is an age difference, for instance a 24 year old running a girls group of 12-14 year olds, or a 15 year old training a 9-year old. However, what is critical is that it gives the older girls a leadership role and set of responsibilities, and the younger girls an example of what they can be in the future (i.e. something to work toward). On the other hand, peer education implies youth of the same age transferring information to their age mates. This model has been found to have benefits for the peer educators themselves, but less so for program participants1,2. This model also tends to elevate the less vulnerable youth into leadership positions, as those that are selected to be the peer educators are often already outstanding. Finally, peer education does not build a lasting structure of leadership and girls program delivery infrastructure, as peer educators move through the program cycle and move on.

Do

- Provide access to mentors and leaders for girls in your program
- Ensure that leaders are females from the community that the girls can relate to and that are a good fit for the specific girls in your program
- Create leadership opportunities within your program for girls to grow into

Don’t

- Assume that only women from outside the community can serve as mentors or leaders
- Underestimate the ability of the girls in your program to take on responsibility

---

The following is a sample schedule for a five-day training of trainers course that can be used to build a training to prepare older adolescent girls or young women to be mentors in your program. It includes sessions on how to structure groups and trainings, facilitation and group management skills, and time to practice training.

Depending on the content focus of your program, you will want to focus sessions on that specific area and have the participants use those topics for their practice training session. For example, a very similar schedule was used to train older adolescent girls ages 18-25 to become group leaders in a financial education program. Therefore, the afternoon of Day 3 was an overview of the financial education curriculum, which was what was used for their practice learning sessions on Days 4 & 5.
SAMPLE SCHEDULE FOR A “HOW TO BE A TRAINER/GROUP LEADER” TRAINING

Note This schedule can and should be changed to meet your needs, what the girls you are training to be facilitators need the most focus on, and how much time you have.

Day 1
9:00am - 4:00pm

Morning
• Introductions/Expectations
• Ground Rules
• Go over outline of TOT Objectives
• Introduce the training
• Explain expectations for the training – especially an emphasis on the point that this training is preparing them to be facilitators, they must increase their seriousness and look at the material from the perspective of someone who is going to be teaching SRH/HIV/Economic Empowerment to others
• Present the schedule for the course of the training
• Explain techniques for opening a training (Introduction, Expectations, Ground Rules/Norms) – why they are important and share different methods
• Introduce concept of energizers and icebreakers – share examples
• Introduce concept of daily feedback teams

Note This session serves both as an introduction to the training – including expectations, group norms, ice-breakers, daily feedback teams – as well as informative for the participants about how to start a training, why the various components of an introduction are necessary, and a modeling and brainstorm of the different techniques that can be used for the different components of an introduction. It is by nature a very fun, interactive morning with a lot of energizers, moving around, etc.

Afternoon
• Engagement/Experiential Learning/Small Group work
• Safety
• Affirmation
• Open Question

Objectives
• Introduce the concept of fully engaging participants – “Tell me…I forget, show me…I remember, involve me…I understand” (engagement)
• Discuss the advantages of small group work and share techniques to making small groups work better (engagement)
• Help participants think about the principle of safety in the context of learning/training and how to create a safe learning environment for members in their trainings/groups (safety)
• Have participants develop a list of techniques they can use to promote a safe place for learning for the groups with which they work (safety)
• Help participants understand the power of affirmation and consider how to more consistently provide it to their groups (affirmation)
• Practice giving and receiving praise (affirmation)
• Listed appropriate ways to give praise during group learning sessions (affirmation)
• Explain the difference between open and closed questions and help participants understand the important of using open questions as a facilitator (open questions)
• Practice changing closed ended questions into open ended questions (open questions)

Note This session covers the components of “Creating a Safe Learning Environment.”
Day 2.
9:00am - 4:00pm

Morning
- Team/trust building
- Methods of facilitation – role play, small group work, lecture, games

Objectives
- start a process of team building in the workshop (team building)
- allow participants to understand the important of team building in training (team building)
- give participants experience with appropriate team-building techniques (team building)
- explain the benefits of using a variety of teaching methods while training (methods)
- identify the different types of teaching/facilitation methods and discuss the pros and cons of the different methods and when different methods may or may not be appropriate (methods)
- brainstorm the pro’s and con’s of different teaching/facilitation methods – (methods)
- present techniques for using role play effectively, including examples – (methods)
- present techniques for using games effectively, including examples – (methods)

Afternoon
- Values Clarification
- Reading an audience
- Adapting a curriculum to suit your audience

Objectives
- discuss the role of personal values as a facilitator/trainer and the need to stay objective (values)
- provide participants with experience in techniques that explore values and attitudes (values)
- discuss the importance of being able to read your audience (reading an audience)
- identify techniques to assess the audience and respond appropriately (reading an audience)
- practice responding to various “problem participants” (reading and audience)
- identify the importance of adapting the learning session so they are relevant to participants (adapting)
- review techniques/methods for adaptation (adapting)

Note This day focuses on facilitation skills – including different methods of facilitation, team building, how to read an audience and how to adapt a curriculum.
Day 3.
9:00am - 4:00pm

Morning
• Public Speaking
• Co-facilitation

Objectives
• help participants identify and practice their skills in public speaking (public speaking)
• give participants techniques on how to improve their public speaking skills (public speaking)
• highlight important aspects of co-facilitation, including do’s and don’ts (co-facilitation)

Afternoon
• Review the content from which they will be trained

Objectives
• provide participants with a content refresher of the training materials

Note This is a time to make sure that the participants have the core grounding in the content of what they will be training on. For example, if they will be training girls on financial education, you would want to review the basics of financial education and the curriculum that they will be using. If the content of the groups will focus more on sexual and reproductive health or HIV, then you would review those topics.
Day 4.
9:00am - 4:00pm

Morning
- Further review of training content/curricula (depending on what they will be training girls on)
- Prepare for learning session presentations

Objectives
- Review elements of curriculum that participants identified as needing review
- Clarify any confusing components of the curriculum
- Explain to participants that they will each facilitate a session and assign session topics
- Assign learning sessions to be facilitated
- Give time for preparation of facilitation
- Discuss key principles of giving and receiving feedback

Note This is time to further review the content of what they will be training on and clarify and questions that the participants may have. One of the final components of the TOT is that each participant facilitates a session. During this time, participants should be assigned a session/topic to facilitate and be given time to prepare (i.e., review the content, decide her lesson plan, prepare flip charts, etc.)

Afternoon
- Presentation of sessions by participants with feedback

Objectives
- Have participants practice facilitating skills with sessions from relevant curriculum
- Have participants give and receive feedback on presentation

Note This is a very important experience for the girls to actually use the curriculum, get up in front of the group, and get and receive feedback. One way to do this is for each girl to have a session. Another way is for them to co-facilitate. If there are many girls, they can be split into two for time sake so everyone gets a chance to facilitate.
Day 5.
9:00am - 4:00pm

Morning
• Continuation of presentation of learning sessions with feedback

Objectives
• have participants practice facilitating skills with learning sessions from relevant curriculum
• have participants give and receive feedback on presentation

Afternoon
• Develop a Plan of Action
• Closing Ceremony

Objectives
• identify plan of action for how the participants will now begin working with girls in the program
• celebrate the completion of the TOT

Note Setting aside some time for a plan of action is important because it gives the participants some time to outline a schedule for how they will start interacting with their girls groups, what the next steps are, etc. It ensures that the training doesn’t just end, but that it ends with a plan in place to implement what was taught and discussed at the training.
Chapter 6

Working with families and critical adults

Objective

This chapter will help you think through who are the critical adults for the girls you are working with and what are some of the different strategies you can use to engage them successfully.
You will need to secure program approval and support from the girls’ parents, guardians, relatives or other adults. These adults are often the ones who will give girls the permission to attend your program, or who can be the barrier that keeps girls away. Their level of support is an important factor in the success or failure of your program.

The first question that you have to ask yourself is:
“For the girls that I am trying to reach, who are the critical adults in their lives?”

Depending on which girls you are trying to reach, and the cultural context in which you are working, the kind of adults will be different. Let’s look at some examples. This list is not exhaustive, but should get you thinking in the right direction:

Girls living with their parents/guardians → Parents/guardians
In-school girls → Teachers, Head Teachers
Domestic workers → Employers
Married adolescents → Husbands, Mothers-in-law
Girls in a rural community → Village elders

1 Note: Typically, who the “community leaders” are in rural settings is much more defined and easy to identify. In urban settings, there tend to be a wider range of “community leaders” and they have a looser hold of control on what happens in their areas. However, know the community you are planning to work in and identify the critical leaders — whether they be religious leaders, political leaders, head teachers, community organizations, etc.
Also, in some settings girls’ brothers will be important, particularly in more socially conservative settings where it is the responsibility of the male relatives to maintain the family honor; in other settings mothers will be most important and fathers will have a minor role. In other communities, fathers will be the ones to give permission for girls to attend the program.

**Note** How you approach these adults is another important factor in whether or not you are able to gain their support. If you treat them as barriers or obstacles to your program, they may behave as barriers. If you approach them as important assets to your program, however difficult it may be to engage them, you are more likely to win their approval. How you approach them, what you say and how you say it will make a difference in if they approve or support your program.

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### Strategies for engaging adults

Here are many different strategies that you can use to engage parents and other adults:

#### Involve parents and other critical adults in needs assessments

At the start of your program, or at critical moments in the program’s development (such as before adding a new component), bring a group of parents together and have a small focus group discussion to get their input. For instance, ask them questions about how they view the issues and challenges that girls are facing, their suggestions for how to address those issues, and run some ideas by them about your program activities to make sure there is general approval.

Parents will appreciate this because they will feel a part of the program, and you can avoid challenges in the future by hearing their concerns upfront.

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2 In most examples we use parents/guardians - however, it will need to be the critical adults that is important for the specific profile of girl you are working with.
CASE STUDY

Before Binti Pamoja integrated financial education into its curriculum, program staff did a series of interviews with mothers of girls in the program to understand how they viewed girls' financial responsibilities, as well as to hear how they felt about introducing money management training into the program. It was interesting for the staff to learn the difference between how girls expressed their financial responsibilities and how their mothers viewed them. For instance, girls thought they had more financial responsibilities than what their mothers expressed. However, money can be a sensitive topic and it was very beneficial for the parents to approve of the activities ahead of time. In addition, some of the mothers were later able to ask their daughters about what they were learning and were able to integrate some of those lessons in their own money management behaviors.

Cheshire Services Kenya runs a residential vocational training program for girls with physical and mental disabilities. One challenge the program faced was that at the end of the program, when girls received a sewing machine to take home to help start up their business, the parents/guardians of the girls would often sell the machine and send the girl back to the centre or the streets. With the new financial education program that Cheshire implemented, the parents were included to learn how to support the girl in identifying a good market for her products in the community, and to understand that the girls' income could also be of benefit to the family. The parents became very supportive as they understood the benefit to the girls and their families.
Family Events

Another strategy is to hold events for parents that bring them together at your program. This can be done on a quarterly, semi-annual or annual basis, although it is probably best to engage them often. These events give you a chance to address the parents, tell them what has been going on in the program, and to hear their questions and concerns. The events also give the girls in the program a chance to show their leadership skills and to facilitate the meeting or share what they have learned. This kind of event is important because parents become familiar with the setting of the program, what the girls do and who the staff are that run the program. It is also a chance to improve communication between parents and daughters.

One variation of this kind of event is using it as an opportunity to train the parents themselves. Faulu-Kenya, as part of their Princess Account girls' savings program, has meetings for the parents of account holders where they discuss what the girls are doing in their savings groups, and provide some financial education training for the parents as well. Several parents have opened up their own savings accounts with Faulu following such meetings.

Home Visits

Visiting the homes of the girls in program on a one-on-one basis is another way of both building relationships with their parents/critical adults, as well as understanding the girls' home environments. Home visits are some of the best ways to strengthen relationships with parents, but the major drawback is that they are quite time consuming. As your program grows, you might not have time to visit each home. You will need to make strategic decisions about who to visit. There is an added risk of entering into some uncomfortable family dynamics in the home – for instance, the father might be drunk, or members of the family might demand certain things in return for a girl's participation.
Sending Home Information
For many families, simply receiving a letter informing them of the activities, trainings, field trips, etc. makes them feel involved and that they know when and where their girls will be. If the girl herself forgets to tell her parents where she is going, and then is away for a day-long training, the parent may start to complain about the program.

Giving Ownership of and Responsibilities within the Program
It is important for the parents to see themselves as partners in the program – not beneficiaries. In certain contexts, it can be appropriate to ask the parents or families of the girls in your program to take on responsibilities within the program. For example, you can ask them to prepare a meal during a training; you can ask families with space in their compound to host meetings; you can ask them to spread the word about various family events. In the case of a program that gives in-kind support to girls (i.e. pays school fees) – you can do so in a way that ensures that the families will also make their own contributions.

This strategy has both its pros and its cons. If successful, this can build a strong sense of ownership and support for the program. The families, and in turn the community, can begin to feel that the program belongs to them. However, if you depend on the families, and they do not follow through, you can be left without food, without a place to meet, etc. This requires continued follow up with the parents. Also, it requires familiarity with the community you are working in – it might not be appropriate to ask for this kind of support in certain circumstances.
**CASE STUDY**

**Fortress of Hope Africa (FOHA)** asks the families to contribute small amounts of ingredients that are used to prepare lunch for their day program.

**Heshima-Kenya**, who works with unaccompanied refugee minors, allow girls to identify foster parents in the community and then the program does a home visit to assess the foster family before the girl joins their home.

**Cheshire Services Kenya**, which runs a residential vocational training program for girls with disabilities, used to run the program year-round. However, they saw that parents would just leave the girls at the school and let go of all responsibility. Therefore, to get the parents to take a more active role in their girls' lives and share the responsibility together with Cheshire Services, they shifted to a school calendar model where the girls come to the boarding school for three months and then go home for a month during the holiday months.

**Note** Keep in mind that your primary focus is the girl. Some girls may not have informed their parent/guardian that they are participating in your program for several reasons. For example, perhaps a girl lives with both her parents, and her mother knows and approves of her participation, but her father does not approve. If care is not taken and a letter is sent home or a staff comes to the house, the father might become very upset and there may be negative consequences for both the girl and the mother. Therefore, any contact with parents or a guardian once the girl is already in your program must be done with the girl's awareness and consent.
**Community contracts**

Many programs have found it a successful strategy to enter into a formal agreement or contract – often written – with a certain community before setting up a girls group there. The process of working with communities (usually through community-recognized leaders) to develop these agreements provides the opportunity to establish and build relationships between the program and the community and establish commitment by the community to work with and for girls. “Community contracts” can include documentation of what the community has committed to, both on the value level (e.g. supporting girls education) and on the logistical level (e.g. providing girl-only space at certain days/times in the local primary school, village hall or community). Agreeing on these terms ahead of time can later smooth the work with the community and other critical adults. Further, these agreements can be updated and modified as the program evolves and the communities become more engaged, increasing the role and support the community provides to the girls’ activities. This strategy has been effective when the initial commitments start small and when the local leaders and community boundaries are clearly defined.

**Do**
- Decide who the critical adults are for the girls that you are working with
- Include activities that engage those adults in your program
- When possible, agree ahead of time with the adults in the community where you are working on the terms of their support for your girls program

**Don’t**
- Approach the critical adults as a barrier, rather as an asset to your program
Sample agenda for a parents' meeting

10:00 - Introduction and welcome from the Program Director
   Introduction and welcome by two of the girls on behalf of all the program members

10:15 - Welcome and explanation of the program components

10:45 - Performances by the girls

11:15 - Question and answer period - time for parents to ask general questions about the program

12:00 - Sample training session for parents on relevant topic (financial education, HIV prevention, business planning, etc. - so that they are exposed to what their girls are learning)

1:00 - Closing and refreshments
Sample topic guide for a focus group discussion with parents (before program starts)

**Facilitator:** Hello, my name is XXXX, from program XXXXX. We’re in the process of starting a program for adolescent girls ages 10-15 in this community and we wanted to get your thoughts about these girls, how they can be reached, the topics we’d like to address with them, and more.

1. Just to get started, can you tell me a little bit about the adolescent girls that live in your household? How old are they, do they go to school, what are some of their hobbies?

2. Tell me a bit about the typical day for a girl who lives in this community. Where does she spend her time? What activities does she do? What challenges might she face?

3. Let’s focus specifically on health for now. When it comes specifically to health issues – what would you say are the three biggest challenges that girls face?

   Probe – For each challenge, what could a program for adolescent girls do to help address this challenge?

4. Now, let’s talk about financial matters for a few minutes. Do adolescent girls in this community have opportunities to make money? If so, how do they make money?

5. Sometimes people can put money aside, or save for the future. Is this realistic for adolescent girls in this community? Tell me a bit about that.

6. Overall, what kind of decisions about her daily life do girls need to get permission for, and which ones, can she make on her own.

7. As a parent, what kinds of things would you like to see a girl learn in a community based program?

   Probe – Where do you think is a safe place for the girls to meet for the program?

   Probe – How many days a week do you think girls can meet and during what times?

8. Are there any questions that you want to ask us, or final words you like to tell us as we go about planning the program?
Sample topic guide for a focus group discussion with parents
(During a program - example of trying to get more information before starting a entrepreneurship program.
You will need to change the question based on the topic that you are exploring)

Hello everyone, my name is XXXXX from XXXXX program.
I want to thank you all for coming today and taking the time to participate in this discussion. As you know XXXXX program
works with adolescent girls ages 14-18 here in this community and we mainly focus on teaching the girls about different
health issues – like hygiene, HIV, and others – and also help them to develop strong leadership and communication skills.
One thing that we’ve noticed is that as girls get older, they take on more financial responsibilities and have a greater
need to be involved in some kind of income generating activity. We are thinking about how we can change or add to
our program to accommodate some of these needs.

1. Tell us a bit about the different kind of financial responsibilities that adolescent girls in your community have?
   - Financial responsibilities in the household?
   - Personal financial responsibilities?

2. What kind of things do girls spend money on? What are the different sources from where girls get their money?

Note – if you want this to be interactive, you can use the Cash Flow Tool located in Chapter 2

3. What are the different income generating activities that girls are involved in? Which of these are positive? Which of
   these are risky? Why?

4. What do you see as some of the challenges for girls in getting involved in different income generating activities?

5. What kinds of businesses could girls run in this community?

6. What would girls need in order to start a business? In order to successfully run a business?

7. What risks are there for girls to start a business? What do you worry about when you think about your own daughter/
   niece/granddaughter starting a business?

8. As a program, what do you think we can do to prepare and help girls become successful business women?

Note If you have program ideas – now would be a good time to share the different program components that you
are proposing to add and get feedback from the parents.

9. That’s all of our questions – do you have any questions for us?

Once again, thank you for your time and your input. This will be very helpful for us in designing the best entrepreneurship
program that we can.